

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	University College	Department/School	Academic Success Courses
Prefix: ASU	Number: 121	Title: Emerging Leaders II	Units: 3

Course description: **Emerging Leaders I and II are a two-semester course progression where learners apply critical thinking and problem-solving skills to some of the most pressing challenges facing themselves and society. Through inquiry, debate, collaboration, argumentation, systematic evaluation, and invention, learners will improve academic confidence, personal leadership, and mental flexibility. This is the second part of a two-part curriculum, which continues from the fall semester.**

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? Yes

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: L

Mandatory Review: No

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2021 Effective Date: October 2, 2020

For Spring 2022 Effective Date: March 5, 2021

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

[Literacy and Critical Inquiry core courses \(L\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

Proposals must be submitted electronically with all files compiled into one PDF.

Contact information:

Name Amanda Voigt E-mail alvoigt@asu.edu Phone _____

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Corinne Corte Date: March 25, 2021

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised October 2020

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: Per <u>policy</u>, students must have completed ENG 101, 105 or 107 to take an L course. This means the course must have, at minimum, ENG 101, 105, or 107 (or ENG 102, 105, or 108) as a prerequisite.	a Modify Course Form in Curriculum ChangeMaker has been submitted to add the prerequisites
1. Please confirm that the course has the appropriate prerequisites or that a Modify Course Form in Curriculum ChangeMaker has been submitted to add the prerequisites.			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i>	Course Syllabus p. 6 in blue
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%; text-align: center;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.	Course Syllabus p. 6 in yellow
1. Please describe the way(s) in which this criterion is addressed in the course design.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%; text-align: center;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p>C-3</p>			

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>	<div style="background-color: #e0e0e0; padding: 2px;">Course Syllabus p. 6 in grey</div>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> <p style="margin-top: 10px;">C-4</p>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 5: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	<div style="background-color: #e0e0e0; padding: 2px;">Course Syllabus p. 6 in pink</div>
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-5".</p> </div> <p style="margin-top: 10px;">C-5</p>			

Course Prefix	Number	Title	General Studies Designation
ASU	121	Emerging Leaders II	L

Explain in detail which student activities correspond to the **specific** designation criteria.
 Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C-2	60% of the course grade depends on writing assignments: 1. AAC group pitch presentation and individual written proposal – 10% 2. AAC final written proposal, poster, and presentation – 20% 3. AAC written executive summary (individual) – 10% 4. Critical Book Analysis – 10% 5. Poster Presentation – 10%	1. The AAC Project is the focus of the course with several substantial written components. The first assignment requires a team to pitch a solution concept to the rest of the class. This group project requires a written speech. Each team member will individually prepare a written proposal for the pitch. 2. The second listed AAC assignment is the culmination of many project steps. This group effort requires a detailed proposal that includes the problem definition and background, proposed solution, and evidence to support that solution. The poster is a conference-style poster with detailed written components. Additionally, teams prepare a written speech. 3. To document their effort, students must write an individual executive summary outlining their arguments and research to support the AAC proposal. 4. The Critical Book Analysis requires students to read a book from the selected book list and write a critical analysis essay that identifies and evaluates the author’s argument. 5. The Poster Presentation is a culminating activity on an evidence-based technique requiring a written conference-style poster and written speech. All evidence can be located on the syllabus, page 6, highlighted in blue
C-3	Each of the written assignments identified in C-2 involves gathering, interpreting, and evaluating evidence.	1. For their pitch presentation and individual pitch proposal, students will gather research and evidence from academic journals using the ASU Library, conduct survey research, and investigate existing solutions. They will evaluate their findings to support their pitch proposal. 2. As the major project for the course, the AAC Proposal, Presentation, and Poster require further research using academic journals, additional survey research, data analysis using data visualization techniques, interviews, and the synthesis of this gathered information. The written components use multiple communication styles to demonstrate that critical inquiry requires the ability to disseminate your findings.

		<p>3. The individual executive summary further documents their research and analysis work from the major project.</p> <p>4. The Critical Book Analysis requires argument identification, analysis of an author’s evidence, evaluation of credibility, and the gathering of evidence from outside sources.</p> <p>5. The Poster Presentation requires additional practice with gathering evidence from academic journals and credible internet sources to support the student’s assertion that the selected technique is of value. Additionally, they will conduct survey research and evaluate their findings. The conference-style written poster will demonstrate the ability to communicate their findings effectively.</p> <p>All evidence can be located on the syllabus, page 6, highlighted in yellow.</p>
C-4	<p>1. The AAC Project</p> <p>2. The Poster Presentation</p>	<p>1. The AAC Project requires sustained engagement with inquiry throughout that culminates in a detailed, evidence-based problem analysis and solution proposal.</p> <p>2. The Poster Presentation requires sustained engagement with material from their chosen book extending from the Critical Book Analysis. Additionally, it requires in-depth research to support their argument and presentation of findings.</p> <p>All evidence can be located on the syllabus, page 6, highlighted in grey.</p>
C-5	<p>The curriculum has a spiral learning design that incorporates in-class guided work time, faculty and peer feedback on work, and an iterative project structure. Portions of the initial pitch proposal are edited and incorporated into the final proposal. Feedback on the AAC Poster informs work on the final Poster Project. Additionally, the Poster Project builds on earlier work and incorporates feedback from the Critical Book Analysis.</p>	<p>All evidence can be located on the syllabus, page 6, highlighted in pink.</p>



Instructor

Name: XXXX

Office Location: XXX

Email: XXX@asu.edu

Phone Number: XXX-XXX-XXXX

Sections:

Course #:	XXXXX	XXXXX
Course Location:	ABC123	ABC123
Day/Time:	T 10:30 a.m.	W 12 p.m.

Open Hours

Tuesday 2:30 p.m. – 4:30 p.m. via Zoom

Wednesday 10:30 a.m. - 11:30 a.m. via Zoom

Individual assistance is always available by appointment scheduled through email.

College Contact

This course is offered by the University College. For more information about the college, visit our [website](#).

If you have questions or concerns about this course, please speak with your instructor. If your instructor is unable to address your questions, please send your inquiry to, please send your inquiry to successcourses@asu.edu.

Enrollment Requirements

Students must have completed ENG 101, 102, 105, 107 or 108.

Course Description

LEAD I and II are a 2-semester course progression where learners apply critical thinking and problem solving skills to some of the most pressing challenges facing ourselves and society. Through inquiry, debate, collaboration, argumentation, systematic evaluation, and invention, learners will improve academic confidence, personal leadership, and mental flexibility. This is the second part of a two-part curriculum, which continues from the fall semester. Separate grades will be issued for each semester.

Course Learning Outcomes

Through their participation in this course, students will:

- Practice the mindsets and dispositions needed for strong critical thinking and problem solving
- Analyze and construct arguments
- Evaluate and apply evidence
- Observe and investigate assumptions
- Evaluate emotional influences on thinking at the personal and societal levels
- Model interdependence
- Apply design thinking and problem solving processes to their work
- Debate the merits of existing solutions to political and social problems
- Design evidence-based solutions to existing problems
- Perform critical reflection at the personal and societal levels

Successful Students...

- Know when and how to attend class
- Participate throughout every class meeting
- Turn in assignments on time
- Attend faculty open hours
- Refer to the academic calendar
- Keep all work produced for this course
- Read and understand this syllabus
- Regularly check ASU email and Canvas
- Read announcements



Course Structure

The course employs dynamic in-class activities, collaborative learning, homework assignments, and projects. To enable students and the instructor to have frequent and meaningful interaction with each other and with the group, class size is limited. You will receive a letter grade for this course.

Open Hours

[Edit as needed]

Wednesday 10:30 a.m. – 11:45 a.m.

Tuesday 10:30 a.m. – 11:30 a.m. & 1:30 p.m. – 4:00 p.m.

In

Individual assistance is always available by appointment

ASU Charter

ASU is a comprehensive public research university, measured not by whom we exclude, but rather by whom we include and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and

Materials

- A planner or personal calendar
- A book selected from the list provided on Canvas
- Canvas Student App
- Access to GSuite Applications using your ASU login/account
- Reliable broadband internet connection
- Downloaded versions of [Microsoft Excel and PowerPoint](#) (free)
- An activated ASU e-mail account
- Web browser ([Chrome](#) preferred) and [Adobe Acrobat Reader](#) (free)

Face Coverings

Everyone is required to wear a face cover while in ASU buildings and community spaces, regardless of distance. Face covers help prevent pre-symptomatic and asymptomatic individuals from inadvertently spreading COVID-19 to others. They are meant to protect others in case you are sick. Students will be required to wear a face cover in the classroom. For more information about face coverings, please visit the [FAQ page](#).

Canvas Course Access

Your ASU courses can be accessed by both [my.asu.edu](#) and [asu.instructure.com](#); bookmark both in case of technical issues.

Communication

To build a course climate that is comfortable for all, it is important that everyone in our class:

- Display respect for all members of the class – including the instructor and students
- Pay attention to and participate in all interactive student partner/instructor sessions and activities; and
- Maintain a cordial atmosphere and use tact in expressing differences of opinion. In addition, they must avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude course members. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the course environment. Your final grade may be reduced each time you engage in the types of negative behaviors indicated above.

Your ASU email account is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. All instructor correspondence will be sent to your ASU email account.

COURSE POLICIES

Attendance

Students' experience in this course is highly dependent on attending synchronous class sessions whether in person or remotely. Much of the learning for this course happens as a result of classroom activities and group interaction.

Just like at your job, you will want to notify me before the class meets if you will be attending class in a different mode than you usually do, or will be absent, arriving late, or leaving early.

More than four (4) unexplained absences may result in an 'E' (failing the course) on your transcript. More than five (5) absences of any kind may result in an 'E'.

To **explain an absence** if you miss class, you must:

- Email me within 24 hours and be honest.
- Provide your reason and include an examination/assessment of your priorities. Any reason will be accepted unless there is an in-class project or presentation or other special situation.

If you are not on time to class, you will receive absences proportional to the frequency you are late. The below may be adjusted based on how much class time was missed.

Late #	Absence Deduction	Late #	Absence Deduction
1	No Penalty	4	.5
2	.25 absence	5	1 absence
3	.25 absence		

If you are absent or late, talk with your classmates and obtain any missed information, assignments and handouts. If additional help is needed, you are encouraged to attend my open hours and chat. If you have a significant life issue such as an extended illness, family issue, injury, etc. you are encouraged to contact Student Advocacy in the Dean of Students Office: DeanofStudents@asu.edu.

If you stop coming to class, you will not automatically be withdrawn from the course. If your name appears on the roster at the end of the semester, but you have stopped coming to class, you will receive a grade that reflects all missed work.

Students who need to be absent from class due to the observance of a religious holiday (ACD [304-04](#)) or to participate in university-sanctioned activities (ACD [304-02](#)), should work with their faculty member as far in advance of the holiday/obligation as possible. Students should notify faculty at the beginning of the semester about the need to be absent from class due to religious observances. This absence may apply toward a student's two allowable absences. Student's should plan ahead and make schedule changes as necessary and communicate with faculty per the ACD policy.

Students who participate in line-of-duty activities (ACD [304-11](#)) shall be provided make-up assignments, examinations, or other graded coursework missed because of required work performed in the line-of-duty, without penalty.

Students who have flex attendance accommodations from the Disability Resource Center should discuss their options with their faculty member. Flex attendance does not waive students from the attendance policy for this course.

Work Submission

Unless otherwise noted, all assignments should be submitted electronically in the specified format via Canvas. Paper forms and email submissions will not be accepted. In the event of a Canvas failure, you may email your work to “stop the clock” but you must submit via Canvas as soon as possible. Corrupt files and blank files will not count as a submission. Please open files once submitted to ensure they are correct and working. Assignment due dates follow [Arizona Standard time](#). Note: Arizona does not observe daylight savings time.

Late or Missed Assignments

Plan ahead for last-minute emergencies, including printer and computer issues.

A student can receive a 1-time exception for a single assignment to turn it in up to 48 hours late for full credit. Use it wisely.

Classroom Disruption

If you are disruptive in the physical or Zoom classroom, you may be asked to leave or be removed from Zoom. If you are asked to leave, you will lose participation points for the day. Please note that unless otherwise instructed, we will not be using any electronic devices during our class time together, so please put your phones and other devices away at the start of class.

Students wishing to use electronic translators should contact the class instructor to make arrangement for this use of technology. The goal of this policy is engagement, so if a student needs this for communication with instructor and classmates it is acceptable.

Discussion

We will be discussing sensitive and controversial issues. Our class discussions should be lively and challenging. I want everyone to feel safe in the discussion, even when we disagree; that means we conduct discussion in a civil and respectful manner. As a group, we will not tolerate perceived attacks or disrespect. While I support free speech, you are not immune from the consequences of

speech. Disrespect towards anyone in the classroom will result in a loss of points, dismissal from the classroom with an absence recorded, and/or a possible withdrawal from the course.

Extra Credit

Extra credit work may be assigned as an option to the entire class. This will be no more than 2% of the total possible points for the course. No individual extra credit will be offered.

ASSIGNMENTS AND GRADING

Assignments

Awareness and Action Campaign – 45%

The purpose of this campaign is to provide students the opportunity to both practice and highlight the many skills learned in The LEAD Project. You will work as a class to define a debatable issue facing college students or ASU and its surrounding communities. Class members will be responsible for managing the campaign progress, researching the issue, creating materials that communicate the issue to others, and presenting the solution proposal at the LEAD Showcase on Thursday, April XXth. Attendance at the Showcase is mandatory. If you have a class scheduled during this time, please speak with me early in the semester to create a plan. The project components include, but are not limited to:

- Group Pitch Presentation and Individual Written Pitch Proposal (10%) C2
- Final Written Proposal, Poster, and Presentation (Group) (20%) C2 C5
- Written Executive Summary (Individual) (10%) C2
- Individual Role Reflection (5%)

Critical Book Analysis – 10% C2

You will select a book from the provided reading list and write a short (~3 page) critical analysis essay that identifies and explains the argument the author is trying to make, evaluates that argument with supporting evidence from outside academic sources, and includes your own personal connection to the material to answer the question: “Why does this book matter?” Your analysis must include the evaluation of the author’s evidence for their main argument, research on the author’s qualifications, and an assessment of the credibility of the author’s argument.

Poster Presentation – 10% C2

Research and present a proposal for an evidence-based technique or approach based on the topic from your Critical Book Analysis. Your technique or approach must not be a technique explored in depth in the book. You will create an original survey and collect and analyze data in support of your presentation. Additional information from relevant academic sources will be collected, evaluated, and synthesized to support your recommendation of the approach. An important step in the inquiry process is the dissemination of your findings. You will present your technique or approach to the class in a conference poster format.

Participation – 10%

Discussion is not only encouraged but necessary to facilitate a fulfilling classroom experience. Your active participation in classroom discussions and activities is an integral part of your final grade.

Participation is graded holistically. You can indicate to me that you are engaged and participating by:

- Preparing before class
- Speaking in class
- Contributing during group activities
- Asking questions
- Completing all in-class activities
- Presenting examples and related ideas during discussions

Assignments – 25%

Assignments include, but are not limited to, the following:

- Reading Reflections
- Project Development Activities
- Individual Surveys and Data Visualizations
- Critical Personal Reflections

Grade Scale

Grades will be determined by the percentage you accumulate:

A	90-100
B	80-89.9
C	70-79.9
D	60-69.9
E	<60

- XE Failure due to Academic Dishonesty
- EU Failure Did Not Complete
- EN Failure Never Attended
- I Incomplete (may not be issued in this course)

Y Satisfactory – This grade may be offered optionally to students earning a C or better at the end of the semester. Students must request this grade and complete a contract that will contain further details according to [ASU Grade Policy](#).

For your own protection, you should keep a copy of everything you hand in. You should keep your graded assignments at least until grades are finalized at the end of the semester in the event you wish to contest any grades.

Grade Appeals

Students must first speak with the instructor of the class to discuss any disputed grades. If, after review, a resolution is not achieved students may proceed with the appeal process. Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless whether the student is enrolled at the university. Complete details are available in the [ASU Grade Appeals policy](#).

Refer to Canvas for specific instructions regarding all course assignments.

Course Outline

	Day 1	Day 2	Homework
W1 1/11-1/16	<ul style="list-style-type: none"> • Introductions & Community Building • AAC Overview • Creative Problem-Solving Steps 	<ul style="list-style-type: none"> • Awareness • AAC Problem Awareness - Brainstorming to Uncover Problems 	<ul style="list-style-type: none"> • Before Day 2 - Thai Cave Reading Reflection • Identifying a Problem Assignment • Critical Reflection
W2 1/17-1/23	<ul style="list-style-type: none"> • Problem Awareness • 5 Whys and Empathy Mapping 	<ul style="list-style-type: none"> • Topic Narrowing Process / Discussions 	<ul style="list-style-type: none"> • Before Day 2 - Empathy reading reflection • Empathy Map/5 Whys • Critical Reflection
W3 1/24-1/30	<ul style="list-style-type: none"> • Pitch Team Formation • Explain Pitch Proposal & Presentation • Problem Definition 	<ul style="list-style-type: none"> • Pitch Work Time • Research, problem definition, create initial survey items 	<ul style="list-style-type: none"> • Before Day 2 - Project Step 1 • Project Step 2 • Critical reflection
W4 1/31-2/6	<ul style="list-style-type: none"> • Creativity and Optimism • Solution Brainstorming in Pitch Groups • Work Time - Solution Concept Development 	<ul style="list-style-type: none"> • Finalize Pitches and Written Pitch Proposals. 	<ul style="list-style-type: none"> • Submit written pitch proposal (individual assignment) and slides for presentation (group assignment) • Critical reflection
W5 2/7- 2/13	<ul style="list-style-type: none"> • Pitch Day/Select Final Project Concept(s) 	<ul style="list-style-type: none"> • Prototyping, Iteration, and Evaluation • Next Steps - Turning Pitches into Proposals 	<ul style="list-style-type: none"> • Work on Critical Book Analysis • Critical reflection
W6 2/14-2/20	<ul style="list-style-type: none"> • Survey Techniques • Interview Techniques • Stakeholders 	<ul style="list-style-type: none"> • Data Collection and Analysis Prep Work • Proposal Part 1 	<ul style="list-style-type: none"> • Work on Critical Book Analysis • Critical reflection

W7 2/21- 2/27	<ul style="list-style-type: none"> • Data Analysis from Survey • Incorporating Data into Proposal Part 1/ Basic Visualization Techniques • Using Color 	<ul style="list-style-type: none"> • Visualizations for Proposal Part 1 	<ul style="list-style-type: none"> • Submit Individual Visualizations • Critical Book Analysis Due
W8 2/28- 3/5	<ul style="list-style-type: none"> • Finalize Part 1 - What is the Problem? • Solution Concept Adjustment/Finalization • Planning for Part 2 - What Action do we Want? 	<ul style="list-style-type: none"> • Develop and Distribute Surveys for Part 2 • Researching other institutions 	<ul style="list-style-type: none"> • Before Day 2 - Individual Survey Question Suggestions • Assist with Survey Distribution • Critical reflection
Spring Break 3/6-3/13			
W9 3/14- 3/20	<ul style="list-style-type: none"> • Solution Research • Values, beliefs, & assumptions; justification/ evidence 	<ul style="list-style-type: none"> • Student-led Work Session 	<ul style="list-style-type: none"> • Critical reflection
W10 3/21- 3/27	<ul style="list-style-type: none"> • Creating More Advanced Visualizations and Posters 	<ul style="list-style-type: none"> • Student-led Work Session 	<ul style="list-style-type: none"> • Individual Data Visualization
W11 3/28-4/3	<ul style="list-style-type: none"> • Student-led Work Session 	<ul style="list-style-type: none"> • Final Work Session 	<ul style="list-style-type: none"> • Submit Poster, Presentation Slides, and Written Proposal
W12 4/4- 4/10	<ul style="list-style-type: none"> • Final Showcase Prep • Marketing “In the Room” 	<ul style="list-style-type: none"> • Introduce Final Poster Assignment 	<ul style="list-style-type: none"> • Identify Poster Solution Ideas
W13 4/11- 4/17	<ul style="list-style-type: none"> • Poster Work Session - Draft and Send Surveys Based on Poster Topic • Showcase Prep as Needed 	<ul style="list-style-type: none"> • Showcase - No Class 	<ul style="list-style-type: none"> • Survey Data Collection • Role Reflection and Executive Summary Due

W14 4/18- 4/24	<ul style="list-style-type: none"> ● Showcase Debrief ● Poster Session Prep 	<ul style="list-style-type: none"> ● Poster Session Prep and Feedback Session 	<ul style="list-style-type: none"> ● Draft Poster Due Before Day 2 ● Final Poster Due before/in next class session
W15 4/25- /4/27	<ul style="list-style-type: none"> ● Poster Session Day 	<ul style="list-style-type: none"> ● Wrap-Up 	

Campus Resources

ASU students who use these resources earn higher GPAs:

- Tutoring: <https://students.asu.edu/academic-success>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Student Accessibility & Inclusive Learning Services (SAILS): <https://eoss.asu.edu/drc>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>
- ASU Writing Centers: <https://tutoring.asu.edu/writing-centers>
- ASU Police Department: <https://cfo.asu.edu/police>
- International Student Resources: <https://students.asu.edu/international/support/academic>
- [ASU Novel Coronavirus Information and Resources](#)



Course Time Commitment

Coursework includes all learning activities including reading, watching videos, studying, and completing assignments. Arizona Board of Regents (ABOR) requires 45 hours of coursework per credit for college-level courses, which translates to:

- 1 credit hour = 45 total hours
- 2 credit hours = 90 total hours
- 3 credit hours = 135 total hours
- 4 credit hours = 180 total hours
- 5 credit hours = 225 total hours

ASU courses range in length from 6 weeks to 15 weeks. Below is a breakdown of the 135-hour required time commitment for a three-credit course divided among weeks for courses of various lengths.

Course Length	Time on Coursework per Week for a 3-credit course	Total Time Requirement for a 3-credit Course
6 weeks	22.5 hours	135 hours
7.5 weeks	18 hours	135 hours
8 weeks	17 hours	135 hours
15 weeks	9 hours	135 hours

Drop and Add Dates/Withdrawals

If you are unable to take this course for any reason, be aware that there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Withdrawing as a Financial Aid Recipient](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic

dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, college, and/or dean. Academic dishonesty includes, but is not limited to, cheating on an academic evaluation or assignment, [plagiarizing](#), academic deceit (such as fabricating data or information), or falsifying academic records. Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using plagiarism detection software, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

Student resources on Sun Devil Integrity and strategies for completing your work with integrity and avoiding plagiarism are available here: <https://provost.asu.edu/academic-integrity/resources/students> If you have any questions about your work and the academic integrity policy, please discuss your assignment or concerns with your instructor or TA in advance of submitting an assignment.

Students with Disabilities

If you need academic accommodations or special consideration of any kind to get the most out of this class, please let me know at the beginning of the course. If you have a disability and need a reasonable accommodation for equal access to education at ASU, please call Student Accessibility and Inclusive Learning Services (SAILS). The site can be found here: <https://eoss.asu.edu/drc>

Downtown Phoenix Campus

University Center building, Suite 160
Phone: 602.496.4321
E-mail: DRCDowntown@asu.edu

Polytechnic Campus

Sutton Hall - Suite 240
Phone: 480.727.1039
E-mail: DRCPoly@asu.edu

Tempe Campus

Matthews Center building, 1st floor
Phone: 480.965.1234

E-mail: DRCTempe@asu.edu

West Campus

University Center Building, Room 130

Phone:602.543.8145

E-mail: DRCWest@asu.edu

Mental Health

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same day or future appointment to discuss any personal concern. Here is the Web site:

<https://eoss.asu.edu/counseling>. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

Please note some course content may cause a student to be uncomfortable and trigger emotions or experiences of the past. ([SSM 104-02 of the Student Services Manual](#))

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the professor if you are concerned about online harassment of any kind, and he/she will put you in contact with the Dean of Students office.

Student Conduct

ASU and the University College expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, ASU Student Academic Integrity Policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions. [Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#). The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, your instructor is obligated to report any information they become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available to discuss any concerns confidentially and privately.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available. The results are always anonymous and cannot be reviewed by the instructor/department until after final grades have been posted.

Academic Affairs Manual

For a complete guide to Arizona State University course policies, please refer to the [Academic Affairs Manual \(ACD\)](#).

Prohibition of Commercial Notetaking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Establishing a Safe Environment

Learning takes place best when a safe environment is established in the classroom. In accordance with [SSM 104-02 of the Student Services Manual](#) students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Statement of Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

ASU Health Services - COVID-19

The [ASU Health Services website](#) is Arizona State University's official source of information about the [Novel Coronavirus](#) and important tips and precautions you can take to stay healthy. This website is updated regularly with information about the Novel Coronavirus affecting the ASU community. The [Centers for Disease Control and Prevention](#) has the most up-to-date information about the status of the Novel Coronavirus in the US. For information about teaching and learning remotely, please visit the [Provost Office webpage](#). The health of the Sun Devil community is a top priority. If you have any issues, please call 1-855-278-5080 or use the 24/7 live-chat option for any questions at uto.asu.edu/experiencecenter.

We encourage anyone who is experiencing COVID-19 symptoms or may have been exposed to someone with COVID-19 to request a test. Testing will be available on all campuses — at the start of the semester and throughout the semester — for any student and employee who needs it.

For free student saliva testing at ASU, contact ASU Health Services at 480-965-3349.

For public testing sites, visit the [Arizona Department of Health Services](#)

Coronavirus symptoms may include difficulty breathing, fever, muscle or body aches, sore throat and cough, fatigue and headaches. Those experiencing these symptoms should seek medical attention. Additionally, anyone experiencing two of the following should contact a healthcare professional or medical provider: fever, chills, repeated shaking with chills, muscle pain, headache, sore throat or new loss of taste or smell.

Live Well @ ASU

ASU's Live Well Community is dedicated to supporting you in your health and wellbeing journey. During this time, we understand the value of staying connected as an ASU community, and we will continue to provide you with resources and support that will promote your health and wellness goals. Learn more

Related links:

[ASU Health Services](#)

[ASU Counseling Services](#)

[360 Life Services \(for ASU Online students\)](#)

[FAQ regarding COVID-19](#)

[COVID-19 Updates](#)

[COVID-19 Saliva Testing Information](#)

Syllabus Disclaimer

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the

syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section in Canvas.

The graphic features a black background with various educational and psychological terms in white, yellow, and red. The central text reads "Success Courses" in large white font. Surrounding it are terms like "emotional intelligence", "critical thinking", "core beliefs", "inquiry based learning", "mindset", "self awareness", "positive psychology", "reflection", "choices", "metacognition", "failure", "decisions", "procrastination", and "mindfulness". The graphic is accented with horizontal bars in maroon and yellow. At the bottom, a black bar contains the URL "universitycollege.asu.edu/success".

Success Courses

universitycollege.asu.edu/success

Book Choices

Note: We have linked to the book on Amazon for ease of use. This is not a recommendation of where to purchase. Some of these books are available at the ASU or local libraries or through other means. They are available to rent through the Bookstore link in our classroom in Canvas. There may also be cheaper alternatives. Descriptions were taken from Amazon.com.

[Learning Leadership: The Five Fundamentals of Becoming an Exemplary Leader](#)

Kouzes and Posner – A comprehensive guide to unleashing the inner-leader in us all and to building a solid foundation for a lifetime of leadership growth and mastery. The book offers a concrete framework to help individuals of all levels, functions, and backgrounds take charge of their own leadership development and become the best leaders they can be. Arguing that all individuals are born with the capacity to lead, Kouzes and Posner provide readers with a practical series of actions and specific coaching tips for harnessing that capacity and creating a context in which they can excel. Supported by over 30 years of research, from over seventy countries, and with examples from real-world leaders, Learning Leadership is a clarion call to unleash the leadership potential that is already present in today's society.

[The Defining Decade: Why Your Twenties Matter--And How to Make the Most of Them Now](#)

Meg Jay - Drawing from a decade of work with hundreds of twentysomething clients and students, THE DEFINING DECADE weaves the latest science of the twentysomething years with behind-closed-doors stories from twentysomethings themselves. The result is a provocative read that provides the tools necessary to make the most of your twenties, and shows us how work, relationships, personality, social networks, identity, and even the brain can change more during this decade than at any other time in adulthood-if we use the time wisely.

[The Happiness Advantage: The Seven Principles of Positive Psychology That Fuel Success and Performance at Work](#)

Shawn Achor - In The Happiness Advantage, Shawn Achor, who spent over a decade living, researching, and lecturing at Harvard University, draws on his own research—including one of the largest studies of happiness and potential at Harvard and others at companies like UBS and KPMG—to fix this broken formula. Using stories and case studies from his work with thousands of Fortune 500 executives in 42 countries, Achor explains how we can reprogram our brains to become more positive in order to gain a competitive edge at work.

[The Power of Habit: Why We Do What We Do in Life and Business](#)

Charles Duhigg - In *The Power of Habit*, Pulitzer Prize–winning business reporter Charles Duhigg takes us to the thrilling edge of scientific discoveries that explain why habits exist and how they can be changed. Distilling vast amounts of information into engrossing narratives that take us from the boardrooms of Procter & Gamble to sidelines of the NFL to the front lines of the civil rights movement, Duhigg presents a whole new understanding of human nature and its potential. At its core, *The Power of Habit* contains an exhilarating argument: The key to exercising regularly, losing weight, being more productive, and achieving success is understanding how habits work. As Duhigg shows, by harnessing this new science, we can transform our businesses, our communities, and our lives.

[Emotional Agility: Get Unstuck, Embrace Change, and Thrive in Work and Life](#)

Susan David - Emotional agility is a revolutionary, science-based approach that allows us to navigate life's twists and turns with self-acceptance, clear-sightedness, and an open mind. Renowned psychologist Susan David developed this concept after studying emotions, happiness, and achievement for more than twenty years. She found that no matter how intelligent or creative people are, or what type of personality they have, it is how they navigate their inner world—their thoughts, feelings, and self-talk—that ultimately determines how successful they will become.... Drawing on her deep research, decades of international consulting, and her own experience overcoming adversity after losing her father at a young age, David shows how anyone can thrive in an uncertain world by becoming more emotionally agile. To guide us, she shares four key concepts that allow us to acknowledge uncomfortable experiences while simultaneously detaching from them, thereby allowing us to embrace our core values and adjust our actions so they can move us where we truly want to go.

[Drive](#)

Daniel Pink - Drawing on four decades of scientific research on human motivation, Pink exposes the mismatch between what science knows and what business does—and how that affects every aspect of our lives. He demonstrates that while the old-fashioned carrot-and-stick approach worked successfully in the 20th century, it's precisely the wrong way to motivate people for today's challenges.

[Give and Take: Why Helping Others Drives Our Success](#)

Adam Grant - For generations, we have focused on the individual drivers of success: passion, hard work, talent, and luck. But in today's dramatically reconfigured world, success is increasingly dependent on how we interact with others. In *Give and Take*, Adam Grant, an award-winning researcher and Wharton's highest-rated professor, examines the surprising forces that shape why some people rise to the top of the success ladder while others sink to the bottom. Praised by social scientists, business theorists, and corporate leaders, *Give and Take* opens up an approach to work, interactions, and productivity that is nothing short of revolutionary.

[The Procrastination Equation: How to Stop Putting Things Off and Start Getting Stuff Done](#)

Piers Steel - Using a mix of psychology, evolutionary biology, self-help, and more than a decade of research, Dr. Piers Steel, the world's foremost authority on procrastination, offers a tried and true method helping us to identify, understand, and break free of our self-destructive bad habits and create more positive lives for ourselves.

[Designing Your Life: How to Build a Well-Lived, Joyful Life](#)

Burnett and Evans - Designers create worlds and solve problems using design thinking. Look around your office or home—at the tablet or smartphone you may be holding or the chair you are sitting in. Everything in our lives was designed by someone. And every design starts with a problem that a designer or team of designers seeks to solve. In this book, Bill Burnett and Dave Evans show us how design thinking can help us create a life that is both meaningful and fulfilling, regardless of who or where we are, what we do or have done for a living, or how young or old we are. The same design thinking responsible for amazing technology, products, and spaces can be used to design and build your career and your life, a life of fulfillment and joy, constantly creative and productive, one that always holds the possibility of surprise.

[The Upside of Stress](#)

Kelly McGonigal - You hear it all the time: stress causes heart disease; stress causes insomnia; stress is bad for you! But what if changing how you think about stress could make you happier, healthier, and better able to reach your goals? Combining exciting new research on resilience and mindset, Kelly McGonigal, PhD, proves that undergoing stress is not bad for you; it is undergoing stress *while believing that stress is bad for you* that makes it harmful. In fact, stress has many benefits, from giving us greater focus and energy, to strengthening our personal relationships. McGonigal shows readers how to cultivate a mindset that embraces stress, and activate the brain's natural ability to learn from challenging experiences. Both practical and life-changing, *The Upside of Stress* is not a guide to getting rid of stress, but a toolkit for getting *better* at it—by understanding, accepting, and leveraging it to your advantage.