

Course Number: JUS 303 (Fall B 2018, line # 83110)

Course Title: Justice Theory

Credits: 3; Prerequisites: None

Faculty:

Name: Professor Nancy Jurik, PhD

Office: Wilson Hall 202 - ASU Tempe Campus

Phone: (480) 965-7043

Email Address: nancy.jurik@asu.edu

Office or Telephone meeting by appointment

Online or Phone consultation hours: Wed 3-4 pm; Thurs 2-3pm; Friday 10:30-11:30am & by appt.

(Student contact note: I check email several times per day between the hours of 10am and 5pm Monday through Friday (Arizona Time). Please allow 24 hours for response outside of consultation hours listed above. DO NOT CONTACT INSTRUCTOR OR T.A. RE: TECHNICAL PROBLEMS. CONTACT ASU TECHNICAL ASSISTANCE at 1-480-965-6500.)

Grader for Posts (referenced elsewhere at TA):

Email:

Copy Grader on all correspondence related to post grades.

Catalog Description

Wise individuals throughout history have debated the nature of justice. There are many theories (systematic analyses) about what constitutes a fair and just society and how best to promote it. The thinking about justice varies over time and across different cultures and locales. There are many recurrent themes and recurrent disagreements in these theories. There is disagreement about how to define justice and even about whether to use the term theory to describe one's analysis of justice. We will consider the historical, economic, and political context of different theories, their assumptions about human nature, and their implications for real-world social policy. Our study this semester will help us better understand the world in which we live and provide us with tools to think critically and more rigorously about social issues.

Special note: This is a reading and writing intensive course. We will be reading selections from classic and more contemporary justice theorizing. Because some are very old and challenge our taken-for-granted views of the world, you may find the readings difficult. They may take more than one reading to understand. I will provide guiding context to help you through the readings but without careful study of the readings, my power points will not be sufficient for you to grasp the material. So be prepared to read your assignments carefully and more than once in some cases. If you keep up, you will find that the insights you gain will help you better understand material in your other classes in justice studies and the humanities and social sciences more generally.

Course Goals

- To understand several major classic and new theories of justice.
- To compare and contrast different theories of justice.
- To understand how justice is linked to different types of social arrangements.
- To understand how one's social location (e.g., class, race, gender) may affect their views and experiences of justice.
- To learn how justice theories might apply to social policy.
- To be able to discuss and write critically but constructively about theories of justice.

Required Readings

Note: Cites here and elsewhere are in **APA format** as you will be using APA format throughout this course. (See full reading list on BB)

1. Foucault, M. (1995). *Discipline & Punish* (2nd edition). New York: Vintage.
2. Omi, M. and Winant, H. (2014). *Racial formation in the United States. (3rd edition)*. New York: Routledge.
3. Selection of articles that are downloadable from this BB site (listed under each unit).
4. Plus 2-3 articles that you will download from Hayden Library (cited in syllabus under each unit).

Course Topics, Schedule & Grading (Be sure to print out Course Schedule for list of all due dates)

ACTIVITIES/ASSIGNMENTS:

ASSIGNMENTS deadlines (Note: Complete both Units 1 & 2 during first week of class)	POINTS	DUE DATE
UNIT 1: What is Theory & What is Justice?		(Oct 10-11)

Syllabus Quiz	Recommended completion by Oct 10th. Must score 100% or no class entry!!	4pts
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Readings online: (When citing these readings, consult full reading list for proper APA format (on vertical BB tab after Course Schedule):

- Jurik, N. & Cavender, G. (2014). Addendum: Feminism, multiculturalism and the justice studies movement.
- Gordon, A. (2011). Theory and justice.

Study Audio Power Point #1 & required links

Discussion Post #1 Introductory Post

5 pts

**Thurs, Oct
11th by
11:59 pm**

(Respond to prompt no cites needed this time:
Explain your view of a just society & introduce yourself)

Quiz for Units 1-2 at end of Unit 2 section.

Unit 2: Classical Social Contract and Utilitarian Theories (Oct 12-20)

1. Classical Social Contract Theory

- **Readings:** Hobbes and Rousseau chapters posted:

Rousseau, J. J. (2014). The Social contract.

Hobbes, T. (2014). The Case Against Anarchy.

- **Study audio annotated power point on Classical Social Contract Theories**
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- **Study links**

2. Utilitarian Theories

- **Readings:** Bentham and Mill posted online
 - Bentham, J. (2014). Rights Actions Maximize Pleasure.
 - Mill, J.S. (2014). On the connections between justice and utility.
- **Study audio annotated power point on Utilitarian Theories.**

Discussion Post #2 (respond to prompt)	10	Wed, Oct 17th by 11:59pm
Unit 1-2 Quiz (covers Units 1 &2) (<i>Be sure to listen to Dr. Jurik's Friday review before you take the quiz</i>)	42	Sun, Oct 21 by 11:59pm

UNIT 3: Modern Social Contract Theory & Critique (Oct 22-28)

1. Critique of Social Contract Theory *Implications for Indigenous Peoples*

Reading:

Nichols, R.L. (2005). Realizing the social contract: The case of colonialism and indigenous peoples. (online)

Study annotated power point on this Critique

2. Modern Social Contract Theory of Rawls

Reading:

Rawls, J. (2014). Justice as fairness. Political not metaphysical. (online)

Study audio annotated power point on Rawls' Theory

View required links and Friday instructor webcasts w/tips on papers & quiz reviews.

Weekly Discussion Post #3 (<i>from now on, posts due each Wednesday</i>)	10	Wed, Oct 24 by 11:59pm
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Unit 3 Writing Assignment (START EARLY!!!) <i>Note: Extra Credit Opportunity:</i> Work with SST Writing Mentors w/full draft before 2pm Fri. Oct 26 for 4 points extra credit. Advance appt. required to guarantee availability. Student must submit intake form with mentor comments, the draft submitted to	40	Sun, Oct 28 by 11:59pm
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mentors (via email to Dr. Jurik) and the final, revised essay to BB showing improvement. Must contact: (480) 727-3670 OR email SSTWritingMentorshipCenter@gmail.com for advance appt and *virtual* meeting of 15 min. minimum. Should submit paper draft in advance to mentors and actively participate in meeting. Use SST Mentor Center only.
<https://sst.clas.asu.edu/writing-center>

UNIT 4: Marxian Theory (Oct 29-Nov 4)

Links: View parts 1-6 of the film: The Massive Dissent of Karl Marx (narrated by John Kenneth Galbraith) on You Tube and view other required links. (approx. 1 hour film)

Readings:

Tucker, K. (2014). Marx, modernity and capitalism.

Marx, K. & Engels, F. (2014). The socialist ideal.

Nell, E. and O'Neill, O. (2014) Justice under socialism.

Study audio annotated power point #6, all required links & instructor webcast

Discussion Post #4	10	Wed, Oct 31 by 11:59pm
Unit 4 Quiz (<i>do not forget to link into Prof Jurik's Friday review for Quiz</i>)	27	Sun, Nov 4 by 11:59pm

UNIT 5: Postmodernism & Poststructuralism (Nov 5-11)

Readings:

- Sarup, M. (2014). "Foucault and the social sciences." (on-line)

- Foucault, M. (1977). *Discipline and punish*. New York: Vintage.

Read Part 3 chapters 1-3 of Foucault bk: "Docile Bodies," "The Means of Correct Training", "Panopticism"

Study audio power point on Postmodernism, instructor webcast, & view required links.

Discussion Post #5	10	Wed, Nov 7 by 11:59pm
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Unit 5 Writing Assignment (Note: Extra Credit Opportunity: Work with Writing Mentors w/full draft by Fri. Nov 9th before 2pm for 4 points extra credit. Must submit receipt of visit, original draft submitted to mentors (via email to Dr. Jurik), and submit revised essay to BB showing improvement. Must contact: 480-727-3670 or SSTWritingMentorshipCenter@gmail.com for advance apt, submit draft before the virtual meeting of 15 minutes minimum). SST center only. https://sst.clas.asu.edu/writing-center	40	Sun, Nov 11 by 11:59pm
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UNIT 6: Feminist Theories & Queer Theory (Nov 12-18)

Readings:

Jurik's "Outline of Different Feminist Theories"
{Link is Under Unit 6 Readings};

Liberal Feminism Reading (2 short):

-Mill, J.S. (2014). On the subjection of women.

-Taylor, H. (2014) chapter "Enfranchisement of women."

Socialist Feminism: read chapter by Jurik

-Jurik, N.C. (2014). Socialist feminism & social justice.

Critical Race Feminism:

-Harris, A.P. (2014). Race and Essentialism in Feminist Legal Theory.

Queer Theory: (download the article listed below from ASU libraries Google Scholar search);

-Epstein, S. (1994). "A queer encounter: Sociology and the study of sexuality." *Sociological Theory*, 12, 188-202.

-*OPTIONAL READING:* Sedgwick, E.K. (1991). How to bring your kids up gay. *Social Text*, 29, 18-27. (Discussed in powerpoint but is an optional reading).

Study 2 Feminist Theory audio power points:

#8: Overview Feminist Theories Part 1

#9: Feminist Theories 2 & Queer Theory

View required Links and Instructor Webcast

Discussion Post #6	10	Wed, Nov 14th by 11:59pm
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Unit 6 Quiz	27	Sun, Nov 18th by 11:59pm
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UNIT 7: Racial Formation Theory (Nov 19-25)

Readings:

**Introduction and Pp. 1-18 & chapters 4-6 of
Omi & Winant book.**

Study audio annotated power point on Racial Formation Theory and View Instructor webcast;

View Required Links including: Film: *Race: the Power of an Illusion parts 1-3* (link under unit)

Discussion Post # 7

10pts

**Wed,
Nov 21 by
11:59pm**

NOTE: Extra Credit Optional Essay up to 12 points DUE Monday, Nov 26

**Mon, Nov
26th by
11:59pm**

No quiz this week; Next week's final quiz covers Units 7-8

FINAL UNIT 8: Racial Formation in 21st Century and Conclusions (Nov 26-30)

Readings:

-Chapt. 7 of Omi & Winant Racial Formation bk

-Vidal-Ortiz, S. (2004). On being a white person of color: Using autoethnography to understand Puerto Ricans' racialization. *Qualitative Sociology*, 27, 180-203. (download via Hayden library on-line).

-Young, I. M. (2014). Toward a critical theory of justice. on-line

-Yazzie Burkhart, B. (2014). What Coyote and Thales can teach us: An Outline of American Indian Epistemology. (on-line)

View Two Audio Powerpoints:

-Racial Formation Applied PPT
-Alternatives & Course Conclusion PPT

Discussion Post #8	10	Wed Nov 28 by 11:59pm
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Unit 7-8 QUIZ: This quiz covers both Units 7 and 8.	45	Available Thurs Nov 29th until Dec 2, 11:59pm
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NOTE: Extra Credit Optional 12 points DUE Mon, Nov 26 before 11:59pm

Overview of Class Assignments

1. **Syllabus Quiz:** (4 points = 1% of final grade).

You must complete this quiz prior to admission to course shell. You must score 100%. This perfect score is required to be admitted to the full course shell. (You may take it until you score 100%).

2. Readings, Power Points, Films, Links:

Students are expected to read and reflect on all assigned readings, links and films. Each section includes optional items as well.

3. **Discussion Posts:** (25% of grade= 75 points total)

For each unit 1-8, there is one required post per week (due Wednesdays). The Unit 1 post is worth 5 points and the Units 2-8 posts are worth 10 points each.). To obtain all available points for each post, you will have to follow instructions and do an excellent job of answering each prompt. Except for the first post, all posts for Units 2-8 require APA format citations from course readings and instructor powerpoints... include text citations AND a reference list for Unit 2-8 posts. We grade rigorously for content, format, citations in text, reference list at end, AND for quality of writing. FOLLOW INSTRUCTIONS BELOW AND READ GRADING RUBRICS. Students will be assigned to discussion groups of 15-18 students each. The discussion board constitutes a forum whereby students will address the course material – a space for

you to examine, interpret and write about the materials presented in power points and readings. Students may also connect the material to current events.

All postings should reflect that you have read the material and carefully thought about it. Postings must always specifically draw on course readings. The posts must be an original, carefully formulated, and meaningful 1-2 paragraph-length comment on the readings for that week (i.e., approximately 6-8 sentences). All discussion posts must be written in complete sentences and reviewed and edited BEFORE posting. Students should include specific references in APA text and reference list format. Citations to readings are required & students may also include questions they have about the week's material in this posting. (Note: Short quick or sloppy posts will lose points) (see guide for APA citation format: <http://libguides.gwumc.edu/APA>). **Text cites AND reference list required.** Students may make additional posts beyond the one required if they wish more discussion with their peers.

Note: In all discussion postings, students may expect to be treated respectfully by their instructor and peers and must treat instructor and peers with utmost respect as well. Students who are disrespectful or harassing of course authors, instructors, or other students virtually or otherwise will be removed from the board and may fail the class. [also see syllabus below for further guidance]

4. **Quizzes:** Students will take quizzes for units 1-2 (combined quiz), 4, 6, and 7-8 (combined quiz). These quizzes will have time limits so students will need to enter them prepared to answer questions over all required unit material for that week (unless otherwise specified). Quiz questions may include multiple choice or true-false questions. Combination of question types may vary some from one quiz to the next, but students who have carefully read the material, observed links and films that were required, and carefully attended to instructor power points and webcast should do well on quizzes. ***Note: I use Respondus LockDown Browser for all quizzes except the Syllabus Quiz so students should download and review instructions for it before attempting to take the Unit 1-2 Quiz.*** Technical problems with Respondus or Quiz access must be sorted with ASU technical assistance (phone: 480-965-6500 and obtain case #), NOT the instructor. Students may NOT work together on quizzes; such behavior constitutes a violation of student integrity code and may lead to course failure or expulsion. The Unit 1-2 Quiz is worth 42 points; Units 4, and 6 quizzes are worth 27 points each, and the Unit 7-8 Quiz is worth 45 points each (Total of quizzes is 141 worth 47% of your final grade). Friday instructor webcasts serve as reviews for these quizzes. Quizzes are generally available by Fridays at noon AZ time.
5. **Writing Assignments:** 5 pages maximum. Each of these essays will be required on specified dates (for units 3 and 5). These assignments must specifically draw on & cite readings, power-points and links to provide essay style analysis that responds to a (multi-part) questions/topics (you can pick 1 out of 2 topic options) provided. Students' answers the questions must be prepared in an essay format (like a short paper). This essay should provide answers to all parts of the topic option selected. Students should include

subheadings to indicate the key components of their paper that address the sections of the assigned topic. Students must include text citations to multiple required readings for that unit within their essays (typically one cite per paragraph). These text citations must appear in APA format like the following: (Jurik, 2012, p. 25) or (Rawls, 2012, p. 236). Students must also attach a reference page at the end of the essay with the list of readings they used in their paper (This page is not included in 5 page requirement). Some essays may require students to review web material on a current event and apply it to the theory of the week (these should be cited in APA format also). Essay topics may entail comparisons with theories covered in the preceding weeks; some require the application of a theory to a contemporary social policy issue. Write as though addressing your essay to an intelligent college student NOT in this class. Define concepts etc. In all writing assignments do your own work; original writing, no collaboration or group discussion on how to answer the writing assignment essay questions. You must cite multiple course readings (in APA format as listed on the syllabus readings citations). Writing quality and organization is part of this grade. Each writing assignment must be submitted on line under each unit NOT VIA EMAIL. These assignments will be **submitted in WORD document** through the red Writing Assignment Link on the BB website for each unit. Assignments submitted incorrectly may either receive zero points or a significant penalty. Improper citation format or lack of adequate citations will also lead to point loss (40 points each = 27% of final grade). These papers will be checked for plagiarism so see student Academic Integrity links later in this document [For addition guidance in preparing these papers, see the Section below "MORE DETAILED TIPS FOR WRITING ASSIGNMENTS"]

6. **Friday Instructor Quiz Review & Webcast (Required):** On Fridays by 3pm, either Professor Jurik or your TA, will post a 15-30 minute webcast to provide a review for quiz or papers and address any questions or issues that have emerged during the week. This webcast will be posted under the unit for that week. It will be important to have any questions directed to your TAs by Thursdays at 2pm if you would like them addressed in this webcast. (You may include your questions for webcast within your weekly post or contact instructor or TA).
7. **Final Extra Credit option:** Watch one of the following movies: 1) *Flow: For the Love of Water*, or 2) *Unnatural Causes (Part One)*. Both films are available online through Hayden libraries. In a 4 page essay, using a minimum of 2 theories from the course, explain how justice theories relate to the issues raised in the film. Use formal writing conventions in your essay (e.g., you must cite multiple readings and links and include an APA style reference page, etc.). Possible points: 12. Due Nov 28 before 11:59 p.m. (or sooner) (Submit under Extra Credit tab).

Grading Total points 300=100% [not including extra credit option for up to 12 pts and up to 8 points for receipt and draft documentation for Writing Mentors Consultation prior to paper submissions (4 points per Writing Assignment)]

Grade	Points Range
A	269-300
B	239-268
C	209-238
D	179-208
E	below 179

Grading Rubric

Students are expected to seek help if they are having difficulty with any material or assignments. The first contact should be with the teaching assistant who should be copied on all correspondence with the instructor. If students have difficulty with writing at a college level, they should seek assistance through university and SST writing mentors

<https://sst.clas.asu.edu/writing-center> or contact: SSTWritingMentorshipCenter@gmail.com

A: Outstanding Work

- All work is presented using proper grammar, writing, careful preparation, and a mastery of the subject matter for the college level.
- Student meets all course and assignment expectations promptly.
- Student demonstrates a strong grasp of concepts and the ability to synthesize materials from both inside and outside the class and provide proper citations to works used.
- Student participates conscientiously and constructively in discussion boards.

B: Very Good

- Student's work is clearly above average.
- Work is presented using proper grammar, writing with no more than a few minor flaws and demonstrating proficiency in the subject matter for the college level.
- Student meets course and assignment expectations promptly.
- Student competently processes materials from inside and outside the class.
- Student participates conscientiously and constructively in discussions.

C: Good/Average

- Student follows directions.
- Student meets minimal expectations for the course.
- Work is presented with proper grammar and reasonable writing but with numerous minor flaws that begin to interfere with readability of the work.
- Student shows some competence in processing materials from inside and outside the classroom.
- Student participates in the discussions regularly and with care.

Below Expectations

- Student presents work that is below what is expected from a student at the college level.
- Work is marred by significant mechanical problems and misunderstandings.
- Work fails to demonstrate a reasonable grasp of the material for the college level.
- Fails to participate appropriately in class discussions in a careful and timely manner.
- Student often fails to follow instructions.

E: Unacceptable

- Student presents work that frequently or consistently falls below college level achievement.
- Student is frequently or consistently late in meeting course and assignment expectations.
- Student shows inadequate grasp of key concepts and is unable to process or relate materials from inside or outside the classroom.
- Student fails to participate appropriately in class discussions.
- Student does not follow instructions on assignments.

Grading Criteria for Discussion Postings

(Each weekly post worth up to 10 points)

Student's posts will be graded for presentation of the following:

- Quality of argument/position
 - Key points are made clearly with support APA style.
- Support = Adequate use of resources/documentation, (quotes from text are good, but should be used sparingly-no paragraph long quotes will replace student words).
 - Cite source (author name and page numbers APA format)
 - Reference list APA format.
- Writing quality and clarity
- Timeliness of posts (meet deadlines)
- Student advances discussion by posing questions that encourage further discussion

More Detailed Tips for Writing Assignments

(Each Paper Assignment worth up to 40 points)

In addition to the particular guidelines presented for each individual assignment, the following general guidelines will apply and be considered in evaluating student performance on written assignments:

- All writing assignments should be typed and double spaced with 12 point font and one inch margins all the way around the page (5 page maximum plus reference page). Submit WORD DOCUMENT on time to online link ***under appropriate unit.***
- All quiz and writing assignments should be treated as open book exams, e.g., do your own work; original writing as applicable, no collaboration or group discussion on how to answer the quiz or writing assignment essay questions.
- Writing assignments must follow APA style to cite sources in text of paper (<http://libguides.gwumc.edu/APA> , www.apastyle.org or purchase an APA style manual).
- Paper content must address the question assigned and main points should be clearly stated and supported by specific analysis, readings, and links (power point may be used and cited also but not instead of reading), and when appropriate, newspaper and website examples. You must cite more than 1 course reading per paper. You should typically have some cite from readings and power point for each paragraph.
- Papers must reflect research that is appropriate for the assignment (e.g., class material).

Each essay response/answer should include these three sections:

- **Introductory paragraph:** Introduce topic, major argument; why it is important; preview what will be in the essay to follow (somewhat like a menu in a restaurant).
 - **Body of Paper:** Critically address issues or arguments and provide support for argument drawn from class readings, concrete examples, and other applicable sources for the assignment.
 - **Conclusion:** Remind the reader of what you argued or covered in the paper; relate it to your original question or thesis statement; develop a well-reasoned conclusion.
- **More Writing Assignment Tips:**
 - Introduction provides sufficient background on topic of assignment and introduces main points to be covered in paper. Pretend you are writing for an intelligent college student who is NOT in our class.
 - Organization of paper should emphasize central themes/purposes and follows a logical progression (via overall organization within and between paragraphs).
 - Provide support for arguments. Conduct analysis, provide support from reading, links and power points, and do not focus on your opinions. You should have multiple cites to readings and lecture (and links if applicable) in most if not all paragraphs of your paper. APA format required.
 - Conclusion reviews and reflects upon main points
 - Writing reflects undergraduate student scholarship: The sentences are complete, clear and concise. The tone is neutral, never sarcastic, condescending, or pejorative. Write in the third person. Use correct grammar. Each paragraph should be well constructed and about 1 idea. Do not include any 1 sentence paragraphs. Each paragraph or section should connect and flows to the next with appropriate

transition sentences in between paragraphs or sections. Carry the reader with you every step of the way. Contact: <https://sst.clas.asu.edu/writing-center>

- Read aloud to yourself or a friend to see if what you wrote makes sense.
- For help with APA style contact SSTWritingMentorshipCenter@gmail.com and check this site: <http://libguides.gwumc.edu/APA>

Communicating With the TAs and Instructor

When questions arise during the course of this class, ***please remember to check to first check these 3 sources*** for an answer before asking us to reply to individual questions:

1. Course Syllabus
2. Announcements on Course Website
3. Technical Assistance for computer or blackboard problems (Neither Instructors nor TAs/graders are qualified to deal with these issues. You must obtain a ***case ID*** for your report, but this does not guarantee an extension for your problem as you are responsible for working technology.)

These sources will help you to potentially identify answers even before we can get back to you. They also help keep your TA and instructor focused on the most important learning content and guidance issues rather than answering similar course detail questions multiple times.

If you cannot find an answer to your question in the syllabus or course announcements, or have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcome to contact the TA and instructor via email or phone. Our preference is that you contact both the TA and the instructor by email first. One of us will usually respond to email and phone messages from 10am to 5pm on weekdays, but please allow 24 hours for us to respond.

If you have a question about the technology being used in the course, please contact the e-Black website under “Technical Assistance” or UTO Help Desk for assistance (contact information is listed below). **DO NOT CONTACT INSTRUCTORS ON THIS.** ASU policy is that: you are responsible for maintaining and working out all technical difficulties related to your own system and this is not an acceptable excuse for late assignments. Screen shots will help them document what is wrong.

Online Course

This is an online course. There are no face-to-face meetings. You can log into your course via MyASU or <https://my.asu.edu>. Phone appointments are possible for extra help.

Email and Internet

ASU email 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 Time Commitment

This three-credit course requires approximately 135 hours of work. Please expect to spend around 15 hours each week preparing for and actively participating in this course.

Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

Submitting Assignments

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Blackboard. Do not submit an assignment via email.

Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, 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](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the the grader and then instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#).

Student Conduct and 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>. Additionally, required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications 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](#).

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

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.

Prohibition of Commercial Note Taking 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.

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.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact the DRC by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing DRC@asu.edu. To speak with a specific office, please use the following information:

ASU Online and Downtown Phoenix Campus

University Center Building, Suite 160
602-496-4321 (Voice)

West Campus

University Center Building (UCB), Room 130
602-543-8145 (Voice)

Polytechnic Campus

480-727-1165 (Voice)

Tempe Campus

480-965-1234 (Voice)

Computer Requirements

This course requires a computer with Internet access and the following:

- Web browsers ([Chrome](#), [Internet Explorer](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Microphone (optional) and speaker

Technical Support

This course uses Blackboard to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Blackboard home page at <https://myasucourses.asu.edu>

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>. To contact the help desk call 480-965-6500 or toll-free at 1-855-278-5080.

Student Success

This is an online course. To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track

SST Writing Mentorship Center & Extra Credit Opportunity

For extra credit points must consult this group and make advance appointment contact SSTWritingMentorshipCenter@gmail.com well in advance. This group offers assistance with your Writing Assignments for this class. To obtain extra credit points for Writing Assignments (units 3 & 5), make advance appointment with SSTWritingMentorshipCenter@gmail.com ; submit full draft of paper; meet virtually with a mentor for 15-30 minutes as needed; submit draft to nancy.jurik@asu.edu AND receipt form from mentor about your visit. Improve final version responding to mentor comments and submit final paper on-line by deadline. Note that you will need to reserve appointment about one week in advance AND the center is closed on Fridays so you will have to start early and meet by Thursday at 5pm. You may also work with this Center for writing papers and posts or tips about APA (<https://sst.clas.asu.edu/writing-center>) and APA help, or writing tips for posts. See their YouTube channel videos and APA guides online. They cannot copyedit your entire paper, or write your papers/posts but they can offer constructive criticisms and tips on writing style and citation.

ASU Campus-Wide UNDERGRADUATE Writing Center – For serious and consistent writing problems, contact the groups below (no extra credit for this contact but it will likely help your grade via improved work):

<https://tutoring.asu.edu/writing-centers>

- Available to all undergraduate students
- explore, plan and develop ideas
- organize and structure a paper
- integrate and cite sources
- engage in writing and revision
- discuss editing and proofreading strategies
- find a place to write
- **MAKE SURE TO GET HELP WELL IN ADVANCE OF DEADLINES.**