SOS 509: Communications II

Class Number: 41764

Credit Hours: 2

Summer 2019 (07/16-08/25)

Pre-requisite: EMS 506; EMS 507; Corequisite(s): EMS 510

Instructor

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Office Hours: By appointment – please email for appointment

Syllabus Disclaimer

All syllabi are subject to minor changes to meet the needs of the instructor, school, or class. 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. Please check your ASU email and the Announcements on the course site often.

Course Description

The first rule of great communication is to have empathy for your audience: to understand others and appreciate their view of the world and the journey they're on.

Course II in Sustainable Storytelling will show you how to identify and get to know your audiences via research and interviews in order to create insightful customer personas. From these personas, you will map your shared goals, beliefs, values, and outcomes (as well as identify the gaps) to connect your personal story with their journey. The goal of weaving the "Why" story of your personal narrative with that of your customer is to get them to adopt and bond with the story and journey of your sustainability initiative.

Knowing how and where to share your stories is equally important. Marketing and communication professionals in all industries are challenged to keep up with the rapidly expanding landscape of multi- channel communications both for external and internal audiences.

This course will have you map internal, external and target audiences/markets, strategize channels to reach them with your sustainability stories, and have you create a multi-channel communications plan that incorporates modes of engagement for all audiences.

Learning Outcomes

At the student's satisfactory completion of this course, the student will be able to:

1. Identify and define your audiences using primary and secondary research practices and tools
2. Create audience personas that inform your communications plan
3. Establish a foundation for multi-channel communications to advance your mission
4. Design a communications plan to capture and support your sustainability strategy and engage target audiences

Course Delivery and Access

This is a hybrid online course and therefore there will be some face-to-face sessions (using a web video/audio connectivity tool), but with the majority of effort and interactions online. All assignments and course interactions will utilize internet technologies.

Students in this course will meet regularly as scheduled. Course content will be delivered through lectures, recitations, textbooks, videos, guest speakers, and assessments. Additionally, some course content and assignments will be accessed online in Canvas, which can be accessed through my.asu.edu.

Course Textbook and Materials

Required

Forman, Janis. (2013). *Storytelling in Business: The Authentic and Fluent Organization.* Stanford Business Books. ISBN: 978-0804768719.

Optional

Perry, A. *Before the Brand: Creating the Unique DNA of an Enduring Brand Identity*. ISBN 0-07-139309-9.

Grading Scale

This course will be graded on an A-E scale.

Grading Scale

Points	%	Grade
96 - 100	96 - 100%	A
90 - 95	90 - 95%	A-
86 - 89	86 - 89%	B+
83 - 85	83 - 85%	B
80 - 82	80 - 82%	B-
76 - 79	76 - 79%	C+
70 - 75	70 - 75%	C
60 - 69	60 - 69%	D

0 - 59	59% or <	E
	-	EN - Failing for Not Participating
	-	XE - Academic Dishonesty

Assessment Grading

Assessment	% of Grade
Discussion Boards	30%
Assignments	55%
Reflections	15%
Total	**100%**

Communicating with the Instructor

Community Forum

This course uses a discussion topic called "Community Forum" for general questions and comments about the course. Prior to posting a question or comment, check the syllabus, announcements, and existing posts to ensure it's not redundant. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor. You can expect a response within 72 hours.

Email

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.

Submitting Assignments

Each assignment will have a designated place in Canvas to submit the assignment. Do not submit an assignment via email.

Assignments and assessments will not be due on observed holidays; however, due to the accelerated nature of online courses, students should not count on taking time off from studying and working on coursework due to holidays.

All time frames used in class follow Arizona Mountain Standard Time (MST). Arizona does not observe daylight saving time (DST) from March through November; therefore, the time in Arizona will not align with other places that are on MST for half the year. Use a [Time Converter](#) to ensure you account for the difference in Time Zones. If you are located in time zone other than Arizona MST, go to your account on the Global Canvas Navigation bar (black background) and edit your settings to reflect your actual time zone. This will adjust the due dates and times in your courses (here is [more information](#) about this).

Attendance and Absences

Preparation for class means reading the assigned readings and reviewing all information required for that week. *Attendance* in an online course means logging into Canvas on a regular basis and *participating* in all of the activities that are posted in the course.

Please follow the appropriate university policies to request absences or accommodations related to [ACD 304–04 Accommodation for Religious Practices](#) and [ACD 304–02 Missed Classes Due to University-Sanctioned Activities](#).

Late or Missed Assignments Policy

Notify the instructor BEFORE an assignment is due if an urgent situation arises and you are unable to submit the assignment on time. Not doing so in advance may result in deductions. Published assignment due dates (Arizona Mountain Standard time) are firm.

Papers, quizzes and posts will lose 10% for every 24 hours they are late beginning immediately after the assigned due date and time. Once discussion boards due dates for participation have passed, further participation is not counted toward participation points for that week. Continued discussion is encouraged for attendance.

Course Schedule *(subject to change: see syllabus disclaimer)*

Course Schedule

Module	Topic(s)	Assignments Due

Module 1 - Know and Understand Your Primary Audience	Readings (Required) • *Storytelling in Business*, by Janis Forman Chapter 11 "Ending with a Beginning" • The Future of Storytelling TED2017 – Shonda Rhimes and Cyndi Stivers • The State of Sustainability in America Report. NMI Solutions (21 pages) NOTE: The above report is embedded and viewable from Firefox or Safari browsers. You may experience difficulty when trying to view this document in the Google Chrome browser. • 46 Tips for Better Sustainability Storytelling. By Tom Idle for Sustainable Brands (website article) • Sustainability Initiatives Succeed with Good Storytelling. By Melea Press for EPIC (website article) Optional • *Before the Brand*: Chapter 2, "Demystifying Positioning Strategy" (attention to pages 31-34 on Target Audiences) Viewings • Module 1 Lecture 1 video • TED Talks: *The Future of Storytelling* with Shonda Rhimes and Cyndi Stivers	**Assignment: Identifying Your Capstone Audiences** Ideally, you will base your work in this course on your capstone topic or idea. As you progress with your capstone, you will have the opportunity to change, mold, and refine your topic as your research dictates. Begin this assignment by describing your topic or idea and then do the following: • Identify your top 3 audiences for your initiative. Be sure at least one is internal and one is • Identify from your audiences the decision makers vs. influencers supporters. (Note: also consider end users if applicable.) • Describe why each is important to your sustainability initiative in approximately 300 words (100 words per audience).

Module 2 - Define Your Audiences	Readings (Required)
	
	• *Storytelling in Business*, by Janis Forman
	   o Chapter 3 "Stories about Strategy: Schering- Plough"
	   o Chapter 4 "Schering-Plough: Lessons Learned"
	• Understand Your Audience. IEEE Professional Communication Society (website article)
	• Mastering the Art of the SME Interview by Connie Giordano (website article)
	• Great Interview Questions from StoryCorps (website article)
	• Empathy Maps–The Key To Getting To Know Your Audience (website article)
	• Audience Persona Guide (PDF provided in course) (2 pages)
	
	Readings (Optional)
	
	• *Before the Brand*: Chapter 5: "Identify Messaging," pages 150-159 on Audience Messaging Matrix
	
	Viewings
	
	• Module 2 Lecture 1
		Discussion Board
		
		Respond to both discussion questions/prompts:
		
		DQ1: Based on the instructor video lecture, write your And, But and Therefore (ABT) statement about your primary audience, why this audience is important to your initiative, and how your leadership and empathy helps or detracts from connecting (approx. 250 words)
		
		DQ2: Based on this week's readings and viewings, describe what steps you will take to contact your audience for a personal interview and/or other research and how you will prepare for this. Describe any challenges (external or personal) to accomplish this successfully. (approx. 250 words)
		
		Respond to two of your peers' original postings
		
		Reflection
		
		Use the 3-2-1 evaluation process to reflect on this module's lesson, commenting briefly on:
		
		• Three things you have learned
		• Two things that were muddled
		• One "a-ha" moment

Module 3 - Mapping Shared Values and More	Readings (Required) • *Storytelling in Business*, by Janis Forman	**Assignment: Researching Your Capstone Audience**

o Chapter 10 - "Storytelling Workshops for Change: Philips" o Chapter 11 - "Philips: LessonsLearned" • S. Consumer Perspectives and Trends in Sustainability NMI's LOHAS Segmentation (PDF provided in course) (10 pages) • "Once you Know, there's No Excuse" - Todd Reubold (Ensia) • StoryCorps - Clayton Sherrod (NPR)(2:13) • Listen to Finding Common Ground With Your Audiences with Peter Byck on Business of Story podcast Readings (Optional) • "It's Not You, It's We: Why Values Alone Aren't Enough for a Sustainable World" - Joss Tantram (Sustainable Brands) Viewings • Module 3 Lecture 1 • YouTube Video: *Carbon Nation*, a documentary film by Peter Byck.	Step 1: Conduct Primary & Secondary Research From the top three audiences you identified in Module 1, choose your #1 audience for your sustainability initiative and/or capstone and provide your justification for your primary audience choice. Be sure your audience is identifed as the decision maker, influencer, supporter or end user (if applicable). Consider interviewing the person who is (or represents) your #1 audience as primary research about your audience. If this is not possible, complete the next steps through your own research and observations as secondary research. Step 2: Use Tools to Assess Your Audience Findings Use each step of the Hero's Journey Map and fill in what you know as it pertains to your #1 audience based on your primary and secondary research findings. Next, compare your own leadership values and Hero's Journey to those of your #1 audience. Tip: Use the Empathy Map (provided in Canvas) as a tool to help you map the similarities and gaps. Using the Audience Persona Template (provided in Canvas) that you were introduced to in Module 2, create a persona about your chosen audience. In addition, identify your #1 audience within the LOHAS Audience Segmentation and

Adoption Curve Scale: NMI LOHAS Segmentation (provided in Canvas) and include this with the Audience Persona you create. Your Audience Persona may be created in Word, PowerPoint or other appropriate software.

Step 3: Identify Commonalities and Gaps

Finally, in approximately 500 words, identify what you and your #1 audience have in common, and where there are gaps. Describe what your audience pain points, challenges, what's at stake, and desired outcomes are, and how their values connect to the values of your capstone initiative. Address how this audience can help further your initiative. (approx. 600 words)

Deliverables

1. Introduce your #1 audience, identify as decision maker, influencer, supporter or end user (if applicable). Present your rationale/justification for choosing this audience. (approx. 300 words)
2. Present your completed Audience Persona including LOHAS identification completed for your #1 audience. Use Word, PowerPoint or other appropriate software to create your persona based on the Audience Persona Template.
3. Identify what you and your #1 audience have in common, and where there are gaps. Describe what your audience pain points, challenges, what's at stake and desired outcomes are, and how their values connect to the values of your capstone initiative. How

		can this audience help further your project initiative? (approx. 600 words) Submission Guidelines • Please submit your document as a Word document (.doc or .docx) and/or PowerPoint document for the Audience Persona. Due Date: Due Day 7 by 11:59 PM AZT

Module 4 - Identifying Communication Channels	Readings (Required)
	
	• *Storytelling in Business*, by Janis Forman
	   o Chapter 5 "Stories and the Corporate Brand: Chevron"
	   o Chapter 6 "Chevron: Lessons Learned"
	• Jamero, L., Onuki, M., Esteban, M., et al. 2017. Small-island communities in the Philippines prefer local measures to relocation in response to sea-level rise. Retrieved from Nature.com. (PDF provided in course). (8 pages)
	• For the next two readings below, compare the difference in storytelling techniques, tone and channels, and how the same central message is created and delivered for very different audiences:
	   o Jamero, L., Onuki, M., Esteban, M., et al. 2017. Small-island communities in the Philippines prefer local measures to relocation in response to sea-level rise. Retrieved from Nature.com. (PDF provided in course) (8 pages)
		Discussion Board
		
		Respond to both discussion questions/prompts:
		
		DQ 1: Based on the Module 4 speaker session, what are your key takeaways from the presenter? Is there at least one takeaway that you can incorporate into your own leadership and communications? (approx. 250 words)
		
		• DUE DATE: Initial post and peer replies due on Day 7 at 11:59 PM AZT.
		
		DQ 2: Based on the instructor lecture video, describe what your audience wants and what communication channels will best reach them. Are they internal or external channels? Online or offline channels? What are your possible challenges of using these channels to reach your audience(s)? (approx. 250 words)

	o [Walking on Water: Stories by Audiences(Links to an external site.)Links to an external site.](#). 2017, retrieved from Hatch blog. (1:01) Viewings • Module 4 Lecture 1 • [Walking on Water: Stories by Audiences (Links to an external site.)Links to an external site.](#) 2017, retrieved from Hatch blog. (1:01) • TED Talk: *The Clues to a Great Story* with Andrew Stanton • YouTube: *Sea Level Rise - Some Reason for Hope?* • YouTube: *Life in a Sea-Level Rise Hotspot* • YouTube: *Greenlanders are Living the Consequences of Climate Change* • YouTube: *Sea Level Rise Accelerates Over Time* • YouTube: *Walking on Water - Islands Adapting to Sea Level Rise*	• DUE DATES: Initial post due on Day 4 by 11:59 PM AZT and peer replies due on Day 7 at 11:59 PM AZT. Respond to two of your peers' original postings. **Reflection** Use the 3-2-1 evaluation process to reflect on this module's lesson, commenting briefly on: • Three things you have learned • Two things that were muddled • One "a-ha" moment

Module 5 - Digital Communications	Readings (Required)
	
	• *Storytelling in Business*, by Janis Forman
	   o Chapter 7 "Digital Stories for Business: FedEx"
	   o Chapter 8 "FedEx: Lessons Learned"
	• [Digital Communication In The Workplace Is No Longer Optional](#) by Chris Cancialosi, Forbes (website article)
	• [The Art of Modern Sustainability Communications: How to Embrace an Audience-First Approach](#) by Guusje Bendeler, Sustainable Brands (website article)
		Assignment: Communications Plan Strategy
		
		In this final assignment, you will create your Communications Plan Strategy. Using your assignments from Modules 1 and 3, write a communications strategy that identifies, incorporates and describes:
		
		• Project (Capstone) initiative summary
		• Communications objective(s) based on your project initiative

	- [Digital Marketing by the Numbers: Stats, Demographics & Fun Facts](#) by Salman Aslam (website article) Readings (Optional) - [Icebreakers Sustainability Report Sets New Standard](#) by Lyn Meany, GreenBiz (website article) - Report referenced: Icebreaker Transparency Report (PDF provided in course) (120 pages) Viewings - Module 5 Lecture 1	- #1 Audience and Audience Persona (description, needs, values, etc.) - Communications channels (online and/or offline, external and/or internal) - Why/how these channels will best reach your #1 audience based on your overall communications objective - Challenges to reaching audience based on gaps - How you will measure your success Word count: approx. 1,200 words
Module 6 - Review	Readings (Required) - [Mary Meeker's 2018 Internet Trends Report | Code 2018 (Links to an external site.)Links to an external site.](#). Video (33:15) plus slide report (website) - Learn how the [Girl Rising (Links to an external site.)Links to an external site.](#) (website) uses video on the [Girl Rising Channel on YouTube (Links to an external site.)Links to an external site.](#) to tell their stories and show impact. - [Unilever Case History (Links to an external site.)Links to an external site.](#) from Amaze (website) - [Unilever Sustainable Living (Links to an external site.)Links to an external site.](#) (website) - [Entering Climate Change Communications through the Side Door (Links to an external site.)Links to an external site.](#) by	**Discussion Board** Respond to both discussion questions/prompts: DQ1: Post your own discussion question relative to how best to understand and create empathy for an audience that is important to the success of your Capstone initiative. (approx 250 words) DQ2: Based on this second course learnings, what do you find to be your biggest challenge to execute and/or implements? (approx. 250 words) Also respond to 2 different peer responses to your original post.

	Ezra Markowitz and Julie Sweetland (2018). Retrieved from Stanford Social Innovation Review. (website article)	**Reflection**
		Use the 3-2-1 evaluation process to reflect on this module's lesson, commenting briefly on:
	Viewings	
	• Module 6 Lecture 1	• Three things you have learned
	• NNOCCI: *Changing the Conversation on Climate Change*	• Two things that were muddled
	• (Optional) *Finding Joe*. Documentary film for rent or purchase.	• One "a-ha" moment

Course Evaluations

Students are expected to complete the course evaluation. Feedback provides valuable information to the instructor and the college and is used to improve student learning. You will receive a link to the course evaluation via your ASU email address.

Use of Personal Electronics During Class

Please turn off or silence cell phones, etc., prior to coming to the face-to-face class sessions, and do not send text messages during class time. If you have an emergency and need to keep in communication with someone, please inform your instructor ahead of time. You may use your laptop to take notes. Do not use class time for emails, chats, web browsing, or other non-class related activities.

How Long Students Should Wait for an Absent Instructor

In the event the instructor fails to indicate a time obligation, the time obligation will be 15 minutes for class sessions lasting 90 minutes or less, and 30 minutes for class sessions lasting more than 90 minutes. Students may be directed to wait longer by someone from the academic unit if they know the instructor will arrive shortly.

Students with Disabilities

ASU's Disability Resource Center (DRC) is the entity that provides services to students with disabilities. If you desire accommodation for this course, contact the DRC to establish your eligibility and make sure they can provide you with the services you will need for this course. Students with disabilities must meet the same standards, deadlines, etc. as any other student in the course.

Student Code of Conduct and Academic Integrity

Students have the responsibility to understand and follow ASU's Student Code of Conduct and Academic Integrity Policy. You may face ethical decisions during your time as a student. If you're not sure whether or not something is permitted, it is your responsibility to ask questions or find out by doing more research using the links above. Any violations in this course are subject to sanctions and will be reported to the School of Sustainability and the college or school of your major.

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.

Academic Integrity (also known as cheating, copying others' work, or even reusing your own work) falls under the Student Code of Conduct. Possible sanctions for violations 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), suspension, and expulsion.

Beware that some websites promote themselves as tutoring and educational resource sites, but may actually be sites that put you at risk for an academic integrity violation if you are using the services to submit work that is not your own or gain knowledge of what to expect on a quiz or exam.

Important: 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 grounds of suspected copyright infringement.

Disruptive Student Behavior

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 the [SSM 201-10 Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#) and [SSM 104–02 Handling Disruptive, Threatening, or Violent Individuals on Campus](#) policies.

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.

Prohibition of Commercial Note Taking Services

Course content, including lectures, are copyrighted materials. Students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course (see [ACD 304-06 Commercial Note Taking Services](#) for more information).

Discrimination, Harassment, and Retaliation

[ACD-401 Prohibition against Discrimination, Harassment, and Retaliation](#), prohibits discrimination, harassment or retaliation on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, and veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the Office of Student Rights and Responsibilities at (480) 965-6547, if you feel another student is harassing you based on any of the factors above; contact the Office of Equity and Inclusion at (480) 965-5057 if you feel an ASU employee is harassing you based on any of the factors above.

ASU continues to implement U.S. Department of Education guidance regarding sexual assaults under Title IX 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 on ASU's [Sexual Violence Awareness](#) page.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services are available if you wish discuss any concerns confidentially and privately.

Add/Drop/Withdrawals Deadline

ASU's Academic Calendar contains important dates by which you can add or drop this course without penalty called "Last Day to Drop/Add Without College Approval". After this date, if you choose to withdraw from the course, you may do so by the "Course Withdrawal Deadline," but will receive a 'W' on your official transcript. Consult with your advisor and notify your instructor if you have questions about Drop/Add and Withdrawal.

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the School of Sustainability per the University Policy for Student Appeal Procedures on Grades. See additional instructions for undergraduate SOS courses and graduate SOS courses (under Grade Appeal).

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)
- A webcam, microphone, headset/earbuds, and speaker
- Microsoft Office (Microsoft 365 is free for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream video

Note: A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in online courses. While you will be able to access course content with mobile devices, you must use a computer for some assessments.

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Arizona State University

Email and Internet

You must have an active ASU email account and access to the 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.

Technical Support Contact Information

If you are experiencing technical issues, visit the My ASU "Service Center" tab for immediate support, to review answers to frequently asked questions, or to submit a request for service.

The number for immediate assistance is 1-855-278-5080 with staff available 24 hours/day, 7 days/week to help direct your call. Also see ASU's Contact Us page. Known issues and system outages will be shared on ASU's System Health site.

Students also have access to several computing sites.

Power and System Outages

In the event of a power outage or other event affecting the ability of the University to deliver ground and online classes, any decision to cancel classes will be announced using the ASU emergency notification system for ground campus students. Ground campus students should register with the ASU LiveSafe mobile app. Additionally, ground campus and online students can learn about power and system outages on the ASU System Health site.

Emergency Evacuation Plan

Students should be aware of the evacuation route posted on the exit door of each classroom. Students who cannot walk up or down stairs should notify the instructors as early in the course as possible so the instructors can provide information regarding the location of a designated meeting area on each floor of the building.

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Arizona State University

Additional Information and Resources

- *School of Sustainability* – this course is offered through the School of Sustainability at Arizona State University. Questions about the course should first be addressed with the instructor. If necessary, you can also contact the school at (480) 727-6963 or schoolofsustainability@asu.edu.
- *Career Services* – offers assistance to students in choosing their major, setting career goals, interviewing and job hunting strategies. Students pursuing a degree program through the School of Sustainability also have access to a sustainability career advisor.
- *Counseling Services* – professional counseling and crisis services for students experiencing emotional concerns, problems in adjusting, and other factors that affect their ability to achieve their academic and personal goals. Support is available 24/7 between campus locations and EMPACT's 24-hour ASU-dedicated crisis hotline.
- *Financial Aid and Scholarship Services* – offers information and applications for student funding such as grants, loans, scholarships and student employment.
- *GPA Calculator* – students can use this calculator to project their GPA.
- *Health Services* – provides non-emergency medical health care to all ground campus ASU students regardless of insurance status. Most visits with a physician or nurse practitioner are free of charge, but fees will be incurred for x-rays, lab results, etc.,
- *Libraries* - offers 24/7 access to librarians through "Ask a Librarian" online chat and help by librarians in person at the Reference Desk during most hours the libraries are open.
- *ASU Online Students* – students pursuing fully online programs have access to success coaches and additional tips for success.
- *Sun Devil Fitness* – offers individual and group fitness opportunities, as well as information on nutrition and wellness, and massages. Use of the general facilities (weights, circuit training and cardio machines) are free, other services (yoga classes, massages) are fee-based.
- *Tutoring and Writing Centers* – provides students with academic support services such as tutoring, peer advising, computer assisted instruction, writing support, and supplemental instruction
- *Contact Arizona State University* – provides frequently asked question resources and contact information for new questions.