



CRJ 201: CRIMINAL JUSTICE CRIME CONTROL POLICIES AND PRACTICES

COURSE SYLLABUS

FACULTY:

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COURSE NUMBER AND TITLE:

CRJ 201 - Criminal Justice Crime Control Policies and Practices

CREDITS:

3 credit hours

COURSE MEETING TIMES AND LOCATION:

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>.

COURSE DESCRIPTION:

This course examines the dimensions and causes of the crime problem in America and the uses and limits of the criminal justice system in dealing with it. We will examine crime trends and a number of strategies aimed at preventing and controlling crime, both within our criminal justice system and beyond. The course will provide a broad overview of both past and present policies adopted by the police, the courts, legislators, correctional agencies, and the community. We will read, discuss, and critically evaluate several policy topics.

COURSE PREREQUISITE(S):

There are no course prerequisites for this class.

OFFICE HOURS:

Office hours are by appointment only. Any discussion that cannot be feasibly conducted over email or a phone call can be conducted through video conferencing.

COMPUTER REQUIREMENTS:

- Desktop or laptop computer within the last 5 years.
- Reliable Internet access.
- Web browser updated to the most recent version
- Adobe Acrobat Reader (free)
- Audio speakers attached or built into the computer
- Word processing software ([free to students](#))
- (optional) Citation software, such as [RefWorks](#) Zotero, Mendeley, or Endnote. This will make your research and paper-writing experience much easier.

REQUIRED BOOK:

Worrall, J. L. (2018). *Crime control in America: What works?* (4th ed.). New York: Pearson. ISBN: 13: 9780134848181

LEARNING GOALS:

By the end of this course, students will be able to:

1. Explain the strategies used by the police, the courts, the correctional system, and the community in various crime control efforts.
2. Describe and critically evaluate the justification and evidence for specific crime policies.
3. Analyze how scientific information enters into the criminal justice policymaking process.
4. Articulate a coherent and persuasive argument for various crime and public policy strategies based on empirical research.

LEARNING ACTIVITIES:

1. Syllabus Quiz: (20 points) due Thursday of Week One at 11:59 pm

During the first week of this course there will be a syllabus quiz in Module 0. You will have 20 minutes to complete the quiz and it must be completed in

one sitting (this means you cannot start the quiz, save it, and go back later to compete it). This quiz is intended to demonstrate you have read the syllabus and understand course policies and requirements. If you have any questions about syllabus content or the course expectations please feel free to email me. **You will have multiple attempts to get a perfect score on the quiz, which is a requirement to open up Modules 1 through 15.**

2. Assignments: (200 points total)

There will be three writing assignments within this course.

- **Assignment 1 (30 Points)**
 - 2 pages
- **Assignment 2 (70 Points)**
 - 2-4 pages
- **Assignment 3 (100 Points)**
 - 3-5 pages

Prompts and requirements for each writing assignment will be provided within the course shell. **You will need to complete Assignment 1 before having access to Modules 1 -15.** Assignments 2 and 3 will be due later in the course. All writing assignments should be formatted according to APA requirements. When outside sources are used for Assignments 2 and 3, references need to be included and formatted according to APA guidelines. All assignments should be typed in 12 point – Times New Roman font, should have 1-inch margins, be double spaced, and submitted as a Microsoft Word document.

3. Reading:

Unless otherwise specifically assigned, reading assignments are taken from the required textbook. The reading assignments listed for each module are those readings which a student must complete **before** participating in a discussion, taking a quiz, or completing an assignment for that module. All the assigned readings will not necessarily be discussed in the PowerPoint or in discussions; however, all assigned readings may be covered in quizzes, assignments, or other assessments.

4. Module Quizzes: (20 points each, 280 points total) due Sundays at 11:59 pm

There will be 14 quizzes over the course of the semester. There is a quiz for modules 1-14; module 15 does not have a quiz to allow you additional time to focus on Assignment 3. Each quiz corresponds to a module and will only contain questions relevant to that module (this includes information from the readings and PowerPoint). The quizzes are worth 20 points each and are

comprised of a variety of objective question types (e.g., true/false, multiple choice, matching). You have 20 minutes to complete each quiz. Quizzes must be completed in one sitting (this means you cannot start a quiz, save it, and go back later to complete it).

Each module quiz is due at 11:59 pm on the last day of the week (Sunday) that contains the module (see the course schedule for specific dates).

5. Discussion Board Posts: (10 points each, 50 points total) due Thursdays at 11:59 pm

Modules 1-14 include an opportunity to participate in a module-based discussion. Throughout the course, you are required to create 5 original discussion board posts using the Yellowdig platform. Each post is worth 10 points and is due on Thursday at 11:59pm the week the respective module closes. You are only able to earn credit for 1 discussion board post per module. Because you are not required to participate in a discussion every module, you can be selective and participate in topics that you find interesting. To contribute a discussion post, you must provide a news article that is relevant to the module topic. You can upload and attach the news article or you can post a link to the article website. The policies this course covers influence the daily lives of those directly involved in the criminal justice system (practitioners and offenders) and citizens within the community. While many of the policies are in place for crime control, this course demonstrates that not all policies have the desired effect. You have discretion over what to include in your posts. Posts should discuss your selected news article and may be prompted by some of the following ideas:

- Summarize the policy discussed within your article, where and when was this policy put in place? What problem is this policy intending to solve? Is this problem a local, state, or national issue?
- Provide background information about the history of this policy- how long has it been in place? How did it originate? Did a single event prompt this policy?
- Which goal of crime control do you feel is most reflected in your article (e.g., deterrence, retribution, incapacitation, rehabilitation)?
- Does research indicate this type of policy/program *works* to reduce crime?
- What are some *positive impacts* of this policy? (e.g. decreased crime through incapacitation, deterrence, improved police-community relations, increase perceptions of neighborhood safety, cost)
- What are some *negative impacts* of this policy/program? (e.g. racial disparity, negative perceptions of police, mental health, harming families, cost)

- Does the author of the article demonstrate a *bias*? Are they for or against the policy?
- How would you change or improve the policy/program?
- Is there another policy that you believe would be more effective?

A rubric for discussion board posts is available in the course shell. The rubric describes post expectations and how grades will be assigned. In summary, to earn 10 points posts must:

- Include a carefully selected article for discussion
- Contain at least 300 words
- Be clearly written with few grammatical errors
- Be relevant and include connections to other topics, outside research, and/or experience in the author's life
 - All references must be cited using APA formatting
- Be an original contribution where the author adds something unique to the conversation.

Each discussion board post is due at 11:59 pm on *Thursday* the week of this specific module (see the course schedule for specific dates). This deadline is intended to give students time to reply to your original post.

6. Discussion Board Replies: (10 points each, 50 points total) Due Sundays at 11:59 pm

Modules 1-14 also include an opportunity to participate in module-based discussion responses. Throughout the course, you are required to respond to 5 discussion board posts in the Yellowdig platform. Each response is worth 10 points and is due on Sunday at 11:59 pm the week the respective module closes. You are only able to earn credit for 1 discussion board reply per module. Because you are not required to participate in a discussion every module you can be selective and participate in topics that you find interesting. You also have discretion over what to include in your replies.

A rubric for discussion board replies is available in the course shell. The rubric describes reply expectations and how grades will be assigned. In summary, to earn 10 points replies must:

- Demonstrate that they have read the post article offer article-specific insight toward the topic discussion
- Contain at least 150 words
- Be relevant to the original discussion board post and offer substantive contributions which connects the post to other topics, outside research, and/or the author's life experiences.

- Be an original contribution where the author adds something unique to the conversation.
- Be clearly written and contain few grammatical errors.

Please note: Replies are not restricted to a single 150-word response per module. Once you have completed a 150-word response for a module, please feel free to continue the discussion. Additional posts within a module, however, will not be formally graded.

A note of caution regarding discussion board posts and replies:

Please do not wait until the final weeks of the course to begin to participate in discussion. The course writing requirements increase toward the end of the course (e.g., Assignment 2 and Assignment 3). If you participate in discussions throughout the course you should not have a problem completing the 5 post / 5 reply discussion requirements and you will have more time to complete the writing assignments at the end of the course.

SUMMARY OF GRADED ASSESSMENTS:

Graded Assessments and their Values		
<u>Assessment</u>	<u>Number of Points</u>	<u>Grade Percentage</u>
Syllabus Quiz	20 points total	3.33%
Module Quizzes	(280 points total, 14 quizzes at 20 points each)	46.66%
Discussion Board Posts	(50 points total, 5 posts at 10 points each)	8.33%
Discussion Board Replies	(50 points total, 5 posts at 10 points each)	8.33%
Assignment 1	30 points total	5.00%
Assignment 2	70 points total	11.66%
Assignment 3	100 points total	16.66%
Total	600 points total	100.00%

FINAL COURSE GRADING SCALE (uses +/- system):

Grading Scale	
<u>Grade Between</u>	<u>Equals</u>
97.00% and 100.00%	A+
94.00% and 96.99%	A
90.00% and 93.99%	A-
87.00% and 89.99%	B+
84.00% and 86.99%	B
80.00% and 83.99%	B-
77.00% and 79.99%	C+
70.00% and 76.99%	C
60.00% and 69.99%	D
0.00% and 59.99%	E

COURSE SCHEDULE:

Here is an outline of the material we will cover.

CRJ 201 Course Schedule (7 weeks) 3/16/2020 – 5/1/2020			
Date	Modules	Reading	Assignment
Week 1 3/16 – 3/22	Module 0: Welcome to the Course	Syllabus	Syllabus Quiz (Due 3/19) Assignment 1 (Will open Modules 1-15 upon completion)
	Module 1: Identifying and Evaluating Crime Control	Chapter 1	Quiz 1
	Module 2: Crime Control Perspectives	Chapter 2	Quiz 2
Week 2 3/23 – 3/29	Module 3: Traditional Policing	Chapter 3	Quiz 3

	Module 4: Proactive Policing, Directed Patrol, and Other Advancements	Chapter 4	Quiz 4
	Module 5: Community Involvement in Policing	Chapter 5	Quiz 5
Week 3 3/30 – 4/5	Module 6: Prosecutors and Crime Control	Chapter 6	Quiz 6
	Module 7: Crime Control through Legislation	Chapter 7	Quiz 7
Week 4 4/6 – 4/12	Module 8: Crime Control in the Courts and Beyond	Chapter 8	Quiz 8
	Module 9: Sentencing	Chapter 9	Quiz 9
	Module 10: Probation, Parole, and Intermediate Sanctions	Chapter 10	Quiz 10 Assignment 2 (Due 4/12)
Week 5 4/13 – 4/19	Module 11: Rehabilitation, Treatment, and Job Training	Chapter 11	Quiz 11
	Module 12: Individual, Family, and Household	Chapter 12	Quiz 12
Week 6 4/20 – 4/26	Module 13: Community and Schools	Chapter 13	Quiz 13
	Module 14: Environmental Manipulations	Chapter 14	Quiz 14
Week 7 4/27 – 5/1	Module 15: Putting it All Together	Chapter 15	Assignment 3 (Due 5/1)
Weeks 1-7 3/16 – 5/1	Modules 1 -15	Chapters 1-15	5 Discussion Posts and 5 Responses

STATEMENT OF WORKLOAD EXPECTATIONS:

The Arizona Board of Regents, the governing board for ASU, NAU, and the U of A, has a policy for how much time students should invest in their courses: “A minimum of 45 hours of work by each student is required for each unit of credit.” Therefore, in a 3-credit course, students should expect to invest 45 hours in class meetings (or the online equivalent), *as well as 90 hours doing homework and assignments—a total of 135 hours in any given session (A, B, or C).* As you register for courses, keep this 135-hour standard in mind because during some semesters your work and/or family commitments may prevent you from taking a full load of classes.

EMAIL POLICIES:

As this is an online course, policies for clear communication are especially important. You must have an active ASU email account and access to the Internet. *All instructor correspondence will be sent to your ASU email account using the course email function.* Please plan on checking your ASU email account regularly for course related messages. This course uses a "three before me" policy in regards to student to faculty communications. When questions arise, please remember to check these three sources for an answer before asking the instructor to reply to your individual questions: (1) Course syllabus, (2) Announcements when you log in, and (3) The "Q & A Forum" discussion board. This policy will help you in identifying answers rather than waiting on me to get back to you, and it also helps your instructor from answering similar questions or concerns multiple times. If you 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 me directly through email.

It is always the goal to respond to emails in a timely manner. If you send an email and do not hear a response within 18 hours feel free to resend the email. Please remember to **use your ASU email address for communication**, as this will decrease chances of messages being filtered to junk mail.

SUBMITTING ASSIGNMENTS:

All assignments, unless otherwise announced by the instructor, **MUST** be submitted via Canvas or Yellowdig. Each assignment will have a designated place to submit the assignment. Do not submit an assignment via email.

GRADING PROCEDURES:

Grades reflect your performance on assignments and adherence to deadlines. Review individual assignments for grading criteria. Graded assignments will be available within 72 hours of the due date via the Gradebook.

LATE SUBMISSION POLICY:

Unless otherwise noted, due dates are final. No exceptions will be provided unless written approval by the instructor is provided or as allowed by University policy (see below).

1. Planned Excused Late Submissions– When any of the following reasons directly conflict with your ability to submit your work on time, students are responsible for informing the professor of the reason for the late submission in advance:

- a. Religious reasons;
- b. Jury duty, military activation, disaster service worker activation, or similar governmental obligation (a copy of the summons or other official paperwork must be provided); or
- c. University-sanctioned and/or university-approved activities (e.g., artistic performances, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.).

Please follow the appropriate University policies to request an [accommodation for religious practices](#), accommodation [due to University-sanctioned activities](#), or accommodation for [military activation of students](#).

Accommodations for those assisting in government declared disaster incidents will also be considered. The student should provide the course instructor (instructional team member) with an accommodation request accompanied by an explanation of the disaster-related deployment and anticipated timeline for any such deployment.

2. Other Reasons for Excused Late Submissions

If you are seriously ill or you are injured in a manner that prevents you from completing your assignment on time, you should email me to let me know that you are sick or injured and are therefore unable to do so. The same is true for the death, injury, or serious illness of an immediate family member. If you cannot let me know before the due date, please inform me as soon as possible after the missed submission that you were absent due to one of these emergency situations. Please be advised that for late submissions based on an emergency situation to be excused, you may be required to submit corroboratory documentation, such as a note from a physician documenting the illness or injury (notes from family members will not suffice), or a death certificate or other form of proof of a family member's death, etc.

ACADEMIC INTEGRITY:

1. Academic Dishonesty– In addition to academic performance, students are expected to demonstrate the qualities of honesty and integrity. All submissions by a student are expected to be the original work product of the submitting student. Material that violates this requirement in any way, or that constitutes any form of dishonesty, cheating, fabrication, the facilitation of academic dishonesty, and/or plagiarism, may result in the student receiving a failing grade in the course ('XE') and in appropriate disciplinary action being initiated. Please see the official ASU Policy on Cheating and Plagiarism (Policy Statement 08-02) for more details about the consequences of academic dishonesty. It is accessible online at:

<http://provost.asu.edu/academicintegrity>

2. Electronic Review– To ensure compliance with academic integrity policies, written submissions will be submitted to SafeAssign, TurnItIn, or a similar plagiarism detection program. Submission of any writing assignment in the course to the professor constitutes consent by the student for the instructor to upload the paper to check against any anti-plagiarism database.
3. Citation Style –Because this is a criminology and criminal justice course, students are required to use the citation style and format of the American Psychological Association (APA). It is acceptable to cite legal materials (cases, statutes, regulations, etc.) in accordance with the style specified in *The Bluebook*.
4. Avoiding Plagiarism– Some students truly do not understand what plagiarism is, and therefore plagiarize unwittingly or unintentionally. But ignorance is not an excuse for unethical academic conduct. To combat such ignorance, here are rules and resources to help you avoid any problems with plagiarism. Of course, these rules apply regardless of the citation form or style you may be using.
 - a. Direct Quotations – Whenever you directly quote someone else, you must provide a citation to the source of the material from which you are quoting. Moreover, you must put the material in quotation marks or otherwise set it off in an indented quote so the reader knows what words are yours and what words are quoted. It is unacceptable to use the words of others and only partially quote the original source. This is true even if you provide citation to the source both in text and in your references section!
 - b. Paraphrasing/Indirect Quotations – Whenever you indirectly quote someone else (e.g., you paraphrase the work of another), you must provide a citation

to the source of the material from which you are paraphrasing. Simply changing the structure of a sentence, or a few words in a sentence so that the sentence you write is not an exact quote from the original source does not mean a citation is not needed. This is because the idea you are expressing is not your own, but rather someone else's.

- c. Using Other's Ideas – Even if you compose an entire paragraph of writing in your own words (i.e., neither quoted nor paraphrased), if the idea you are expressing in that paragraph is not your own, original idea, you must provide a citation to the source from which you obtained this idea.
- d. Collaborative Work – If you collaborate on any work with someone else and fail to acknowledge that collaboration, you are guilty of plagiarism. If you have received permission from your professor to collaborate on some assignment, be sure that all of the contributor's names appear on the submission.
- e. Altering or Revising Another's Work – If you alter or revise the work done by someone and submit that work as your own, you have plagiarized. Similarly, if you allow someone else to alter or revise work that you have done and then allow that person to submit it as his or her own work, you are both guilty of plagiarism. Work that is not entirely your own must be credited by citation, both in text and in your references page.
- f. Altering or Revising Your Own Prior Work – You should also be aware that altering or revising your own work that was prepared for another class or another professor, and not bringing it to the attention of the professor to whom you are submitting the revised work is also academic dishonesty. If, for example, you have two classes that require a term paper, and you can write one paper that meets the requirements of both classes, you may not submit that paper to both professors unless you get permission to do so in advance from both professors. Similarly, if you wrote a paper several semesters ago that can be revised and submitted in satisfaction of a paper requirement for a course in which you are currently enrolled, doing so is academic dishonesty unless you get the advanced permission of your professor to do so. The reason this is dishonest is that it is not an original work prepared in satisfaction for the requirements on the course you are currently taking.

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)	Polytechnic Campus 480-727-1165 (Voice)
West Campus University Center Building (UCB), Room 130 602-543-8145 (Voice)	Tempe Campus 480-965-1234 (Voice)

WARNING:

At times, we will be discussing material that may be disturbing—even traumatizing—to some students. This may include strong language (including swear words); graphic descriptions of or extensive discussions of crimes and associated victimization (including suicide, homicide, rape and sexual abuse, kidnapping, violent assaults, and drug abuse); and depiction or discussion of discriminatory attitudes or actions. If you have experienced criminal victimization or some other type of trauma in your past, and experience distress from material in the course you should notify me. If you ever wish to discuss your personal reactions to this material, I welcome such discussion as an appropriate part of our coursework. If you suffer from some form of post-traumatic stress that may be triggered by discussion of material in criminology and criminal justice courses, I encourage you to formulate a plan for treatment with the relevant health advisers to work on preventing unexpected reactions to potentially triggering material. ASU student counseling services can be reached Monday through Friday from 8am to 5pm at 602-496-1155 or in the Historic Post Office Building, Suite 208. There is also a 24-hour ASU-dedicated crisis hotline at 480-921-1006.

Keep in mind that some discomfort is inevitable in classrooms because the goals of higher education include exposing students to new ideas; having students question beliefs they have taken for granted and grapple with ethical problems they have never considered; and, more generally, expanding their horizons so as to become informed and responsible democratic citizens. Thus, you should expect to become exasperated from time to time as you struggle with viewpoints that differ from your own. Even if you have previously experienced some form of trauma or victimization, this course may offer you the benefit of helping to understand behaviors in a manner that allows you to process what may have occurred in your past and move forward in your recovery.

STUDENT CONDUCT:

The University and I expect all students to comport themselves professionally. Toward that end, I expect everyone to abide by the following rules of “netiquette:”

- Although you are welcome to disagree with the professor or your classmates, everyone is expected to participate respectfully. Students who engage in personal attacks; who use rude, insulting, or disrespectful language; or who engage in other disruptive or threatening behavior may face disciplinary action. An instructor may withdraw a student from a course with a mark of ‘W’ or ‘E’ when the student’s behavior disrupts the educational process. In addition, students may face formal disciplinary action in the Office of Student Judicial Affairs. For more details about the University’s Student Code of Conduct, please visit the following link and read the Arizona Board of Regents Policy Manual Sections 5-301 to 5-404, the terms of which are hereby incorporated by reference into this syllabus: <http://www.azregents.edu/policymanual/default.aspx>

OTHER IMPORTANT POLICIES AND INFORMATION:

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

Per the [University Policy for Student Appeal Procedures on Grades](#), 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 School

Director's official designee, which may include the School's Academic Grievance Officer or the Associate Director of the School.

Citation Style

Students are required to use the citation style and format of the American Psychological Association (APA). Review the [APA Referencing and Citation Guide](#) or the [APA Citation Style tutorial](#). It is acceptable to cite legal materials (cases, statutes, regulations, etc.) in accordance with the style specified in The Bluebook.

Copyright

All class materials are designed by the university and all class lectures are the intellectual property of the instructor and are protected by federal copyright law. Any unauthorized copying—including video-recording, audio-recording, and stenographic transcription of class material—is strictly prohibited. All rights are reserved by the university.

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.

What To Call Me

You may refer to me as “Dr. Fazio” or “Professor Fazio” although I am fine with, and prefer, Vic or Victor.

SEX DISCRIMINATION, SEXUAL HARASSMENT, AND SEXUAL ABUSE:

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>.

Faculty, instructors and university employees are **mandated to report** allegations of unwelcome sexual conduct (<http://www.asu.edu/aad/manuals/acd/acd401.html>). If you tell your instructor

about unwelcome sexual conduct that involves an ASU student or employee, they are required to report this information to university authorities. It is your right to choose who, when and where you disclose information about unwelcome sexual conduct; it is also your right to understand the responsibilities of anyone that you disclose to. Before disclosing information about unwanted sexual conduct to anyone, you can ask them whether they can keep the information confidential.

ASU provides a dedicated [Sexual Violence Awareness and Response](#) website with a variety of [resources](#) and [educational](#) programs designed to prevent sexual violence and other acts of sexual misconduct, provide information about what to do when an incident has occurred, and increase awareness of campus and community resources for support and response. Victims of sexual violence, sexual harassment, stalking and relationship violence are encouraged to [seek support](#) and [report](#) the incident. Identify the most appropriate path for your needs using the [Sexual Assault Reporting Options and Resources](#) document.

For an online tool that is designed to help female-identifying students with male or female partners who may be experiencing dating violence evaluate their safety, make decisions, and connect to campus and community services, visit: www.myplanapp.org. This tool is also for friends who want to support someone they are concerned may be in an abusive relationship. Those who identify as male also experience dating violence, and can call [1-888-7HELPLINE](tel:1-888-7HELPLINE) for resources and support.

TECHNICAL SUPPORT:

This course uses Canvas to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Canvas home page at <https://canvas.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 at any time call toll-free at 1-855-278-5080.

TIPS FOR STUDENT SUCCESS:

- Check the course **daily**, to stay in touch with the material and activities
- **Read announcements!** This is the only way your instructor can update you on course information.
- Create a **personal organization system** to keep track of due dates specified.
- **Communicate regularly** with your instructor and peers.
- **Create a study and/or assignment schedule** to stay on track. This is an online course, and you must be self-motivated to stay on track.

- Set aside **regular times** in which you can do your classwork with minimal interruptions or distractions. Avoid multi-tasking while studying.
- **Copy and paste discussion board posts into a text document** on your personal computer before submitting them. Technical glitches, while rare, do happen, and this can prevent lost work.
- Learn about and use the student resources available to you! You can get free assistance from the [ASU Library](#), [IT Support](#), the [Writing Center](#), and more.
- For additional information, tips, and resources, visit the resources for students learning online at <https://currentstudent.asuonline.asu.edu/>

UNIVERSITY ACADEMIC SUCCESS PROGRAMS:

ASU offers a number of resources to create the best opportunities for success. You are encouraged to take advantage of the resources offered by the [University Academic Success Programs](#). Programs offered including tutoring, writing support, supplemental instruction, academic skills, graduate academic support, and more. Visit the academic success programs website at <https://tutoring.asu.edu/>.

WRITING CENTER AND SUPPORT:

Students are encouraged to access the writing center for free assistance with their papers. ASU Writing Centers offer a dynamic, supportive learning environment for undergraduate and graduate students at any stage of the writing process. Free online writing tutoring is available at <https://tutoring.asu.edu/online-tutoring>. In addition, a number of writing tutorials on anything from [APA citations](#), to [investigating your topic](#), [rhetorical analysis](#), the [Purdue Online Writing Lab](#), and much more can be found at <https://tutoring.asu.edu/student-resources/academic-resources>

SYLLABUS CHANGES:

I view this course syllabus as an educational contract between me and you, the students in the course. Accordingly, I will make every effort to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. I therefore reserve the right to make changes to the syllabus, other than to the attendance and grading policies.

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.