

**ENG 107 (27204) (Mon. and Wed. 4:30-5:45)**

**First-Year Composition**

**Spring 2021**

**Instructor information**

**Name:** dr. amy dawn shinabarger

**Office Location:** all online

**Office Hours:** Mon. and Wed. 2-12:20-4:20 and by appointment

**Email:** amyds@asu.edu

This course is offered by the College of Integrative Sciences and Arts. For more information about the college, visit our website: <https://cisa.asu.edu/> . If you have questions or concerns, please send your inquiry to [cisa@asu.edu](mailto:cisa@asu.edu).

**Required Course Text**

Mauk, J. and J. Metz. (2019) *The Composition of Everyday Life, Brief 6<sup>th</sup> edition*. Cengage.

\*You must use the 6<sup>th</sup> edition. However, it is available in paperback and electronic versions.

**Other Requirements**

A college-level English dictionary and thesaurus.

An ASU e-mail account. This is the ONLY e-mail account I will use to correspond with you. If you have another e-mail account that you prefer to use, please make sure that your ASU e-mail is forwarded to that account.

**Recommendations**

A subscription to A Word A Day at Dictionary.com

501 English Verbs by Thomas Beyer (any edition).

Language Power: Tutorial for Writers by Dana Ferris (any edition).

**ASU Sync**

This course is scheduled as an in-person (face-to-face) course. You may attend some class sessions in-person and by remote for other sessions to ensure we keep the room occupancy below 50%.

For the remote option, this course uses Sync. ASU Sync is a technology-enhanced approach designed to meet the dynamic needs of the class. During Sync classes, students learn remotely through live class lectures, discussions, study groups, and/or tutoring. You can find out more information about ASU Sync for students here: <https://provost.asu.edu/sync/students>.

To access live sessions of this class, log into your ASU Zoom account, go to MyASU and click the Attend via Sync button next to this class on your schedule. The "Attend via Sync" button in the students' MyASU schedule will direct to the instructor's Personal Meeting ID by default. To customize the Attend via Sync button with a different Zoom link, read these instructions.

To ensure in-person participation stays below 50% room occupancy, the class will be split into groups. Students will be assigned a day to attend the class in-person and placed on a rotation schedule. This means you will rotate between in-person and ASU Sync (Zoom) attendance.

\*Because of our small class size and the fact that many of our students are studying remotely, you may attend class in person every session, if you like.

If you cannot physically be on campus due to travel restrictions or personal health concerns, you will be able to attend your classes via ASU Sync during the fall semester. If you will not be on-campus for the fall semester, you are expected to contact your professors to make accommodations. There is *no penalty* for attending class remotely.

**dr. amy is teaching remotely:** Because I have health conditions that make me high risk for the novel coronavirus, I am teaching remotely this semester. My classroom and office are temporarily located in my home. This was not a decision I made lightly. Actually, my medical doctors made the decision, and I followed their orders. ASU supports this decision.

This is new learning and teaching territory for all of us. Please be patient with yourself and each other. I've never taught during a pandemic before, either.

### **Face Coverings**

Everyone is required to wear a face cover while in ASU buildings and community spaces, regardless of distance. Face covers help prevent pre-symptomatic and asymptomatic individuals from inadvertently spreading COVID-19 to others. They are meant to protect others in case you are sick. Students will be required to wear a face cover in the classroom.

If you require accommodations due to a disability or health-related concern, please contact the Disability Resource Center.

For more information about face coverings, please visit the FAQ page.

## Course Access

Your ASU courses can be accessed by both [my.asu.edu](https://my.asu.edu) and [asu.instructure.com](https://asu.instructure.com); bookmark both in the event that one site is down.

## Computer Access Requirements

ASU Sync classes can be live streamed anywhere with the proper technology. We encourage you to use a PC or Apple laptop or desktop equipped with a built-in or standalone webcam. You will need an internet connection that can effectively stream live broadcasts. It is recommended that your internet download speed is at least 5.0 mbps. You can use this [tool to test your current connection](#).

We do not recommend the use of iPads or Chromebooks for ASU Sync because these devices do not work for class exams that may be proctored remotely.

If you are not able to personally finance the equipment that you need to attend class via ASU Sync, ASU has a laptop and WiFi hotspot checkout program available through [ASU Library](#).

## Who is eligible?

- Any currently enrolled ASU student is eligible to checkout a laptop or WiFi hotspot. The current availability of laptops can be found [here](#).

## Borrowing and returning laptop rules

- Laptops are lent on a first-come, first-serve basis, and cannot be reserved in advance. They can be returned at any time, but will be due at the conclusion of the fall 2020 semester.
- Rentals are limited to one laptop per student.
- Laptops are available for checkout at the following libraries on all four campuses: ([Please check online for current library hours](#))
  - Downtown Phoenix campus Library
  - Polytechnic campus Library
  - Tempe: Hayden and Noble Libraries
  - West campus: Fletcher Library
- Return laptops to any ASU Library Information Desk (not at the drop box or other location)
- [Refer to ASU Library Computer Use Policy and ASU Computer, Internet, and Electronic Communications Policy](#).
- Borrowers are responsible for loss, damage, and theft of the laptop while in their possession. Borrowers should verify the condition of the laptop at the time of check-out and upon check-in.

## Additional Requirements

This course requires the following technologies:

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- 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 videos.

*Note:* A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in an online environment. Although you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes, and virtual labs completed in Canvas.

## Student Success

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

access [ASU Online Student Resources](#) or [CISA Academic Resources](#)

## Communicating with your Instructor and Classmates

### Classroom Community

To build a course climate that is comfortable for all, it is important that students (1) display respect for all members of the class – including the instructor and students; (2) pay attention to and participate in all interactive student partner/instructor sessions and activities; and (3) observe the rules of appropriate online behavior (also known as *netiquette*). This term is defined by the instructor and includes keeping course discussion posts and oral communication with other students (or the instructor) focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. In addition, they must avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude course members. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the course environment. Your final grade may be reduced each time you engage in the types of negative behaviors indicated above.

### Community Forum

This course uses a Canvas discussion topic called "Community Forum" for general questions and comments about the course. Check the syllabus, announcements, and existing posts to ensure it's not redundant prior to posting a question or comment. 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 24 hours, M-F.

## **Chat**

The Chat tool in Canvas allows students and teachers to interact in real time. Use Chat only for informal course-related conversations unless your instructor informs you otherwise. Chat is not ideal for questions about assignments; instructors are not required to monitor it and conversations may be buried or lost.

## **Course information**

### **Course Description**

During the 15-week semester students will complete three formal written projects, with multiple drafts of each. Combined the final drafts of these projects should result in approximately 4,000-5,000 words (this is equivalent to about 16-20 pages using standard academic format). Additionally, a final reflection essay and a portfolio are required.

We will focus on writing in the American academic environment. While strong writers in their first language are often strong writers in their additional languages too, this is not a given. Writing transcends language knowledge, also requiring cultural knowledge, knowledge of the audience, and an array of strategies to best reach those audiences. In this class and, next semester, in ENG 101 you will prepare for the writing you will do in your undergraduate student careers.

**The Stretch Program:** The Stretch Program is a two-semester, six-credit-hour sequence of classes that "stretches" English 101 or English 107 over two semesters. In effect, these connected Stretch Program classes (WAC 101 followed by English 101 or, for international students, WAC 107 followed by English 107) provide students the opportunity for extended experience at working with many and various ways of both reading and writing. Students usually have the same teacher, work with the same group of students, and often even have the same classroom for both semesters. We designed Stretch to help build a real writing

community, as everyone has an entire year to work together to improve his or her writing. The Stretch Program is designed specifically for those university students who lack experience with the kinds of academic writing they will be asked to do at ASU. These students have good ideas and may be effective writers in some situations, but they may have minimal training and experience with academic writing. Stretch gives these students more time to develop effective writing strategies--strategies they will use in all of their university classes.

Students in Stretch classes read the same texts and do the same kinds of assignments as students in English 101 or English 107. The extra time allows students to learn and practice a wide range of composing strategies, to help them understand what techniques are appropriate for any particular situation: reading strategies (to effectively read their own textbooks, as well as their classmates' writing and their own compositions), invention techniques (to help students get started on their writing), composing methods (strategies of organization), and revision and proofreading strategies (to help improve their early drafts of texts).

Students in Stretch Program classes take responsibility for their own education by being involved in a wide range of learning activities, for we believe that students can best learn to write by writing, receiving feedback (from peers and their instructor), and revising texts, always with a view of the rhetorical situation: what do we want our writing to do? During the 15-week semester students will complete three formal written projects. Combined the final drafts of these four projects should result in approximately 4,000 words (this is equivalent to about 16 pages using standard academic format). Additionally, a final reflection is required.

### **Course Overview**

We learn to read and write better by reading and writing regularly. Consequently, this will be a workshop course where we will write often. We will spend significant time not only on individual writing, but also in small groups where we will work collaboratively, sharing and responding to one another's writing. Come to each class prepared to write, to share your writing, and to respond to the writing of your classmates.

### **Student Learning Outcomes Course Goals**

The general course learning goals are taken from the [WPA Outcomes Statement for First-Year Composition](#) and the [Framework for Success in Postsecondary Writing](#) .

#### *Rhetorical Knowledge*

By the end of first-year composition, students should

Focus on a purpose

Respond to the needs of different audiences

Respond appropriately to different kinds of rhetorical situations

Use conventions of format and structure appropriate to the rhetorical situation

Adopt appropriate voice, tone, and level of formality  
Understand how genres shape reading and writing  
Write in several genres

### *Critical Thinking, Reading, and Writing*

By the end of first-year composition, students should  
Use writing and reading for inquiry, learning, thinking, and communicating  
Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources  
Integrate their own ideas with those of others  
Understand the relationships among language, knowledge, and power

### *Processes*

By the end of first year composition, students should  
Be aware that it usually takes multiple drafts to create and complete a successful text  
Develop flexible strategies for generating, revising, editing, and proof-reading Understand writing as an open process that permits writers to use later invention and rethinking to revise their work  
Understand the collaborative and social aspects of writing processes  
Learn to critique their own and others' works  
Learn to balance the advantages of relying on others with the responsibility of doing their part  
Use a variety of technologies to address a range of audiences

### *Knowledge of Conventions*

By the end of first-year composition, students should  
Learn common formats for different kinds of texts  
Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics  
Practice appropriate means of documenting their work  
Control such surface features as syntax, grammar, punctuation, and spelling.

### *Habits of Mind*

By the end of first year composition, students should demonstrate:  
Curiosity - the desire to know more about the world.  
Openness - the willingness to consider new ways of being and thinking in the world.  
Engagement - a sense of investment and involvement in learning.  
Creativity - the ability to use novel approaches for generating, investigating, and representing ideas.

Persistence - the ability to sustain interest in and attention to short- and long-term projects.  
Responsibility - the ability to take ownership of one's actions and understand the consequences of those actions for oneself and others.  
Flexibility - the ability to adapt to situations, expectations, or demands.  
Metacognition - the ability to reflection on one's own thinking

### **Assignments, Exams, and Grading**

#### **Grading:**

The course grade is composed of the following:

|                                    |     |
|------------------------------------|-----|
| Project 1: Observing               | 20% |
| Project 2: Analyzing Concepts      | 25% |
| Project 3: Text and Image Analysis | 25% |
| Final Reflective Essay             | 5%  |
| Participation                      | 15% |

Grading of papers is based, first, on content, then organization, and only then expression and mechanics. If you ever have a question about a grade and/or comment I've made, please ask me about it. Papers will be given a percent grade, and, at the end of the semester, the grading system for this class will incorporate the plus/minus grade scale since it is a more accurate and fair system for recognizing student performance.

We will focus on writing as a recursive activity. Few writers craft excellent essays in one draft. Successful essays are honed progressively and may change shape greatly during the process. As such, you will turn in your prewriting/invention for your essays, as well as three drafts of the essay: rough draft, conference draft, and final draft. As you submit your final drafts, you will also write a short reflection about each essay.

Your participation grade will consist of oral and written responses to readings and other course materials, in class writing, group work, presentations, drafts, revision work, and anything else we may do in the course of each project. I expect you to be on time to every class, and participation grade for chronic late-comers may suffer. Remember that, if you miss class, you will not be allowed to make up participation work. You will also lose participation credit for incomplete or inferior work. Process/participation activities will equal 10% of the course grade. It all adds up, so make every effort to come to class and keep up with all assignments.

#### **Grading Scale:**

|           |                                           |
|-----------|-------------------------------------------|
| <b>A+</b> | <b>100%+</b>                              |
| <b>A</b>  | <b>95% - 99%</b>                          |
| <b>A-</b> | <b>90% - 94%</b>                          |
| <b>B+</b> | <b>87% - 89%</b>                          |
| <b>B</b>  | <b>83% - 86%</b>                          |
| <b>B-</b> | <b>80% - 82%</b>                          |
| <b>C+</b> | <b>76% - 79%</b>                          |
| <b>C</b>  | <b>70% - 75%</b>                          |
| <b>D</b>  | <b>60% - 69%</b>                          |
| <b>E</b>  | <b>59% and below</b>                      |
| <b>XE</b> | <b>Failure due to Academic Dishonesty</b> |

#### **Late Papers:**

Remember that all papers are due **at the beginning** of class time and that if you do not have copies of your Writing Project at the time they are due, you will lose **one full letter grade** from your final Writing Project grade for each class period it is late.

**Disposition of Papers:** Students should keep *all* graded assignments for this course until the term is officially over and final grades are posted. If students believe their final grade is inaccurate or unfair, they must present all graded work in order for the grievance committee to review their case. Students should not solely rely on the documents remaining electronically available on Blackboard, if submitted there, but should also maintain their own digital copies.

#### **Grade Appeals:**

ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see <http://catalog.asu.edu/appeal>.

#### **Incompletes:**

A mark of "I" (incomplete) is given by the instructor when you have completed most of the course and are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form (<http://students.asu.edu/forms/incomplete-grade-request>).

#### **Drop and Add Dates/Withdrawals:**

Please refer to the academic calendar on the deadlines to drop/withdraw from this course.

Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal.

## **Course Policies**

### **Attendance**

Students are expected to attend all class sessions. Because writing courses incorporate frequent small- and large-group activities into lessons, students who are absent affect not only their own learning, but that of their fellow students. Therefore, only six absences will be allowed for the semester, regardless of reason, including documented illness or emergency. Students who exceed two weeks' worth of classes (six class sessions) will fail the course, unless they withdraw (see <http://students.asu.edu/withdrawal>).

**Note:** Students who participate in **university-sanctioned activities** and/or who will be unable to meet the attendance requirements for a particular section should move to another section where their activity schedules will not interfere with their classroom obligations (students can freely switch sections during the first week of the semester). To accommodate students who participate in university-sanctioned activities, ASU offers sections of many courses online and at various times of the day and week. We have asked advisors across campus to help students enroll in appropriate sections. If you think that this course may conflict with a university-sanctioned activity in which you are involved— athletics or the debate team or another—please see me immediately.

**Note:** ASU is sensitive to the **religious practices** of the various religious faiths represented in the student body of the university community. The standard attendance policy listed here provides reasonable accommodation for individual religious practices. Students who anticipate absences due to religious reasons should plan their absences in the course accordingly. To accommodate students' religious practices, ASU offers sections of many courses online and at various times of the day and week. We have asked advisors across campus to help students enroll in appropriate sections. If you think this course may conflict with your religious practices, please see me immediately.

### **If I am absent**

If I need to cancel class for any reason, I will contact you via e-mail. If possible, I will also try to get someone to post a sign. However, if you come to class and I have not arrived by the time 15 minutes have elapsed (from when class is to start), please assume that class is cancelled, and check email frequently afterwards for further instructions.

**Tardiness: Be on time to class and remain for the whole class period:** If you are more than ten (10) minutes late to class, return from break more than ten (10) minutes late, or if you leave class more than ten (10) minutes early, you will be counted absent for that class period. I

recognize that standards of timeliness vary from culture to culture. We function under the formal American standard that, if the schedule says 6 pm, we are present, in our seats, and ready to begin class precisely at 6 pm.

**Required Writing:**

You will complete three major assignments. Each assignment will have pre-writing/brainstorming assignments and multiple drafts, which will be included in your final grade. You are permitted but not required to overlap topics for your different writing assignments in this course when possible to make the research process easier and strengthen your expertise (and, thus, your arguments) by building a knowledge-base on the topic. You may also want to select topics related to your major or personal interests, as, the more genuine interest you have in the topic, the better quality your work is likely to be.

Each writing project will go through a rough draft, a conference draft, and then a final draft. An unfinished rough or conference draft will reflect on the grade you receive for your final draft. A complete rough draft is one of full length and that meets all of the basic requirements for the essay, including Works Cited, if required. A final draft that has received a grade cannot be revised further.

\*Failure to turn in any of the three major assignments will result in automatic failure of the course without exception.

**The public nature of class writing and discussions:** Please consider every piece of writing you do for this class to be "public property." Remember that you will often be expected to share your writing with others, so avoid writing about things that you may not be prepared to subject to public scrutiny, or things you feel so strongly about that you are unwilling to listen to perspectives other than your own. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly, contemplating the possible effect on others. This course may contain content (assigned readings, in-class discussions, etc.) deemed offensive by some students. If you have concerns about any course content, please bring these concerns to the attention of your instructor.

**All writing for this class must be written for this class:** To pass this class all major writing assignments must be submitted, and note that all writing for this class must be written for this class. Resubmitting a paper from another class or elsewhere constitutes academic dishonesty. If you wish to further pursue a project begun in another class or develop ideas you have written about in another class, please discuss your plans with me first.

**Writing Centers:** I strongly urge you to use the Writing Centers as you write your papers. The Writing Centers offer online tutoring for understanding assignments, planning and organizing ideas, drafting and revising, and developing effective writing strategies.

You can visit the Writing Center website to get an overview of the services provided:

<https://tutoring.asu.edu/writing-centers>. You may visit the Writing Centers as often as you like, and at any stage of the writing process, but *up to six visits* will count as 0.5% extra credit towards your final grade each, (for a potential 3%). When you are there, ask them for a stamp for your teacher, or, if you go online, email me a screen shot. If you visit the Writing Center online, *you* are responsible for forwarding me a screen shot or other evidence of your visit; the Writing Center will not. Note that this is your only extra credit opportunity. Writing Center visits are 30 minutes long, and you must stay the full time and provide evidence of your visit to earn the extra credit.

Writing sessions are appointment-based. To book an appointment please use our website <https://tutoring.asu.edu/tutor-search>, call [480-727-1452](tel:480-727-1452), or stop by our front desk.

More information about The Writing Center coming soon!

**Extra Credit:** Besides the Writing Center, there may also be occasional events that are available for attendance, with a short essay, for extra credit. Regardless of its form, you can earn a maximum of 4% extra credit for the course. Note that, without Extra Credit, it is impossible to earn an A+ in this course.

### Email Communication

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.* For help with your email go to: MyASU > Service > Live Chat OR New Ticket.

If you send me email from non-ASU accounts, make sure you identify yourself. If your sending address is in a character set other than English, or if your address is [PrettyPinkPrincess99@gmail.com](mailto:PrettyPinkPrincess99@gmail.com), I may not open your message without further identification. Also, do not send me messages that are attachments only, with no text; attachments should always come with an explanation of who you are and what is attached. Also make sure the subject line is current and relevant. If your name appears in a different character set, please tell me who you are!

## Course Time Commitment

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

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

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

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

## Drop and Add Dates/Withdrawals

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

## Grade Appeals

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

## 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 [provost.asu.edu/academicintegrity](http://provost.asu.edu/academicintegrity).

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

If you have any questions about your work and the academic integrity policy, please discuss your assignment or concerns with your instructor, teaching assistant, or your college Academic Integrity Officer in advance of submitting an assignment. Student resources on Sun Devil Integrity and strategies for completing your work with integrity and avoiding plagiarism are available here: [ASU Student Resources for Academic Integrity](#) or [provost.asu.edu/academicintegrity](http://provost.asu.edu/academicintegrity) for more information.

### **Amy's Addendum on Academic Integrity**

I will go to great lengths to help my students, as long as they are working too. I would much prefer you submit a mediocre essay that you wrote than an exceptional one that is not entirely yours. I can help you improve a mediocre essay, If you deliberately commit academic integrity, you will meet "Mean Amy". If you need a little more time, ask. If you need help, ask. Don't borrow someone else's work!

### **Harassment Prohibited**

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Students are encouraged to report harassment to instructors and the Dean of Students Office.

### **Student Conduct**

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

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

## **Title IX**

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

As a mandated reporter, 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, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

## **Student Accessibility and Inclusive Learning Services (SAILS)**

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to the instructor at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Student Accessibility and Inclusive Learning Services is required. Disability information is confidential.

**Student Accessibility and Inclusive Learning Services** ([eoss.asu.edu/drc](https://eoss.asu.edu/drc))

**Email:** DRC@asu.edu

**DRC Phone:** 480-965-1234

**DRC FAX:** 480-965-0441

## **Statement on Inclusion**

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

## **Mental Health**

As a student, like anyone else, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating, and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same-day or future appointment to discuss any personal concern. Here is the website: [eoss.asu.edu/counseling](https://eoss.asu.edu/counseling). After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

## **Establishing a Safe Environment**

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

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

## **Prohibition of Commercial Notetaking Services**

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

## **Course Evaluation**

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

## Trigger Warning

Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; yet, if I forget to do so, or if something else (in my materials or posts from fellow students) seems offensive, please contact me at [amyds@asu.edu](mailto:amyds@asu.edu), or the faculty head, [Andrew.Mara@asu.edu](mailto:Andrew.Mara@asu.edu).

## Academic Affairs Manual

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

## 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. Remember to check your ASU email and the course site often.

**Disruptive, Threatening, or Violent Behavior:** Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime. A disruptive student may be withdrawn from a course with a mark of —W or —E when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor. Disruptive behavior in any form (see <http://www.asu.edu/studentaffairs/safety/definitions.html>) will not be tolerated, and students

are expected to be familiar with all relevant university policies. ASU Student Rights and Responsibilities are located at <http://students.asu.edu/srr/code>.

**This class is a Zero Tolerance Zone for Academic Dishonesty.** Any deliberate act of plagiarism will result in immediate failure of the entire course.

### **Statement on Inclusion**

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

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

**Safe Spaces:** ALL students are welcome and safe to express yourselves openly in my classrooms, my office, and any other ASU place or event where I am present. Students of all, or no, religions are welcome. Students of any gender identity and sexual orientation are welcome. Dreamers are welcome. Non-neurotypical students and students with disabilities are welcome. Students from any place and of any socioeconomic status are welcome. Please use your voice freely. Intolerance is the only thing which will not be tolerated. If you need me to, I will hold space for you, and I will advocate for you.

### **Schedule at a Glance**

Weeks 1-6: Writing Project 1

Weeks 7-11: Writing Project 2

Weeks 12-16: Writing Project 3

Finals Week: Wrapping up and Final Reflective Essay