![ASU College of Public Service and Community Solutions — Arizona State University]

Course Information

Instructor:	Joshua Uebelherr, PhD
Email:	uebelherr@gmail.com (preferred); juebelhe@asu.edu
Office Hours:	By Zoom appointment at mutually convenient time

Course Number and Title

PAF 340 Contemporary Policy Challenges

Class Zoom Link: If you are unable to attend class due to an excused circumstance such as quarantine or positive Covid-19 results, please contact me to let me know and you can attend class via Zoom:
https://asu.zoom.us/j/7568248977

Credits

3 credit hours

Course Catalog Description

Develops a conceptual, critical, and practical understanding of contemporary public policy problems, the policy process, and policy analysis.

Course Prerequisites

Minimum of 30 credit hours

Course Overview

This course is intended to teach students the conceptual, critical, and practical aspects of contemporary public policy. The course will guide students through an understanding of the policy process, policy design, and policy analysis, emphasizing the challenges of making and analyzing public policy problems in the 21st Century American context. The course will apply theoretical understandings of policy to examine substantive policy issues (e.g., economic policy, healthcare policies, energy and the environment, and defense and law enforcement), and use online videos and discussion boards to explore current events and public policies. By the end of the course, students should be able to articulate and critique different theoretical understandings of public policy and policy arguments in a variety of substantive contexts.

Learning Outcomes

After taking the course, students should be able to:

1. Describe and interpret basic concepts in the public policy process
2. Explain how contextual factors affect policymaking in the United States
3. Understand trade-offs in setting policy goals
4. Discuss policy instruments available to policymakers in the United States
5. Apply the theoretical understandings of policymaking above to substantive policy arenas
6. Distinguish fundamental building-blocks of policy analysis (fact vs. opinion, different types of evidence, and different types of scientific study)
7. Develop academic as well as professional writing skills

Course Materials

Textbook

Required

Peters, B. G. (2019). *American Public Policy: Promise and Performance* (**11th ed**.) Washington, D.C: CQ Press.

Additional readings related to substantive policy issues and/or assignments will be posted online. The online section of PAF 340 also contains multimedia elements. Directions for accessing the required and optional content will be posted on Canvas. Where possible, the content will be embedded in or linked to the Canvas site.

Supplemental (available on Canvas)

Birkland, T. A. (2020). *An Introduction to the Policy Process* (**5th ed.**) New York: Routledge.
- Chapter 1 Introducing the Policy Process
- Chapter 11 Science and Theory in the Study of Public Policy

Computer Requirements

- Desktop or laptop computer less than 5 years old
- Reliable Internet access
- Web browser updated to the most recent version (supported browsers)
- Adobe Acrobat Reader (free)
- Audio speakers attached to or built into the computer
- Word processing software (free to students)
- (optional) Citation software, such as RefWorks, Zotero, Mendeley, or Endnote, to facilitate the research and paper-writing experience.

Course Structure

Check each module for detail description and learning objectives

- Module 0: Welcome to the Course
  - Introduction to the course
- Module 1: The Nature of Public Policy
  - Distinguish key policy terms: policy choices, policy outputs, and policy impacts
  - Differentiate different types of policy instruments: law, services, money, taxes, and suasion
  - Understand the complexity and the interorganizational nature of public policy
  - Explain the structure of policymaking in American government: federalism, separation of powers, subgovernments, and public vs. private sectors
- Module 2: How Public Policies are Made
  - Describe each stage of the policy stages heuristic
  - Differentiate different models of policy making (e.g., institutional models, advocacy-coalition framework, constructivist models)
  - Explain who sets agendas for public policy
  - Discuss the role of focusing events in agenda setting
- Module 3: Health Care Policy
  - Articulate problems in the U.S. health care
  - Explain health care programs in the U.S.
  - Assess the current health insurance system vs. national health insurance
- Module 4: Energy and the Environment
  - Explain energy sources with their characteristics
  - Differentiate energy policy vs. environmental policies
  - Assess the pros and cons of government regulation vs. market-based regulation
- Module 5: Defense and Law Enforcement
  - Understand why making defense policy is exceedingly difficult
  - Articulate problems in the U.S. defense policy
  - Articulate issues in the U.S. law enforcement policy
- Module 6: Economic Policy
  - Explain the goals of economic policy
  - Explain how economic policy instruments are different
- Module 7: Final Week
  - Identify possible careers of interest in public policy and government
  - Independently research a substantive policy problem discussed in documentaries and write a paper memo advising a policymaker to support or oppose the proposed policy

Assignments and Evaluation Procedures

Key Course Policies:

1. **Space Limit**: All written submissions will have a strict space limit: <u>Up to one-page, single-spaced, 12-font size, and 1-inch margin</u>. You can make your answer short or long within the one-page limit. For assignments that require references, list them as a separate page. When this instruction is not followed, you won't get full credits for the assignment. *Rationale*: The space limit will force you to craft sentences better with your own words.
2. **Quote**: Simply, do NOT use quotes in your submission. <u>Use your own words</u> to write your answer and cite sources properly using APA style if needed. You won't get full credits when quotes are used. *Rationale*: All assignments require short write-ups (one-page or less). When you use quotes, less space remains to explain your thoughts using your own words.
3. **Academic Integrity**: If your written answer is identified with higher than 20% in the <u>similarity</u> <u>report</u> from TurnItIn (after excluding references) and I find that your answer indeed has same sentences from other sources, you or your group won't earn any point for the submission. *Rationale*: Copying and pasting someone's writing can create an academic integrity issue, which can fail the course. Practice how you can write with your own words.
4. **Late Work and Extension Request**: Late assignments lose 10% per day in late penalty up to five days late and will be converted to zero points after five days. Extensions may be granted due to circumstances beyond the control of the student made on a case by case basis, so please contact the instructor in such circumstances.
5. **Communication**: The instructor will communicate key messages to all students via Canvas announcements or emails. Other small communications will happen via Slack channels. If you have clarification questions on assignments, please ask and answer among your colleagues on the Slack's Question and Answer channel. If you need my close attention to your question, please email me. I will answer as early as possible.

Activities used for instruction and assessment of learning include:

<u>Class Attendance and Participation:</u> In class participation and attendance is required. In class participation is worth 75 total. There are 14 class meetings, and you get two free absences without need for excuse without any point penalties. This means that the 75 points are divided by 12 class periods with points (14 actual class periods with 2 free absences) equals 6.25 points per class. Absences beyond the first two free ones cannot be waived even with a valid excuse because these are earned participation points, not punitive.

<u>Facts and Opinion Sorts:</u> In module 0, students are expected to complete "Worksheet: Facts vs. Opinion Sort," which consists of 10 points. The worksheet was designed to help students understand factual statements vs. opinions in written materials such as news articles. Check the Canvas calendar for due date.

<u>Reading Questions and Answers:</u> Students are required to read chapters and materials assigned in each module. This assignment is designed to help students understand the content of the assigned weekly reading material. This assignment is mixed with individual or group assignments. Check the Canvas calendar for due date.

- o *Individual assignment*: After reading the assigned chapter, each student must come up with 1) one stimulating, discussion-worthy, question and 2) their short answer for the question generated by themselves. The answer must be based on your reading and understanding of the textbook chapter

assigned in each week. Check the Assignment Guide – Reading Questions and Answers. Students are required to complete this assignment from Week 1 to Week 6 via Turnitin (six submissions). **Five** points are allocated for each weekly submission. Students who submit a question and answers will automatically receive **three** points <u>unless the instructor assesses that the question and answer are irrelevant, have no value, or are plagiarized</u>. The instructor will add **up to two** points for whose question and answers that are strong and well developed. Students who miss the weekly submission or the instructor assesses their submissions to be irrelevant, of no value, or problematic will receive zero points.

On Week 1, 3, and 5, the instructor will select a few exemplary questions that will be assigned for group assignments on Week 2, 4, and 6.

- o Extra credit opportunities (up to 15 points) will be available to students who generated exemplary questions up to 5 extra points for each on Week 1, 3, and 5.

- o *Group assignment*: On Week 1, several groups of students will be formed randomly on Canvas and Slack. Each student will be assigned to a Slack channel for their group. The members of each group are expected to work on this assignment three times as a team; that is, the same group members will remain throughout the semester for the reading question group assignment. Each group will be asked to answer one of the exemplary questions on Week 2, 4, and 6. It will be posted in the Slack's general "q_and_a" channel by the instructor.

    - o The group must discuss and work together to construct their group answer on Week 2, 4, and 6. All discussions to generate your group answer must be done in your Slack channel. The instructor will be able to observe your group interactions. The space limit is applied for your group answer. You can include your references in the second page. If your answer has references, it must follow APA style for citations and references. For each group answer, different points will be allocated (30, 60, 60 points). Total points earned by the group for this assignment during the semester: 150 points.
    - o *Formatting*:
        - o No cover page is needed.
        - o First page must include the question assigned to your group and your group's answer.
        - o Second page must include the following items: a) appropriate references, b) <u>list group members' name who participated in constructing the group answer</u>. Please do not include a student who didn't participate in the discussion and write-up of the group answer. Everyone in the group must agree on this section. The instructor will check interactions in the Slack channel when disputes arise.

- • *Individual reflection on group dynamics:* At the end of the semester (Week 7), each student will have a chance to reflect on the group exercise and submit a short reflection essay. The journal essay <u>must include</u> the following three items: 1) describe the group dynamic while the group worked on the answers, 2) explain your substantive contributions to the answers (not logistics), and 3) explain what you learned (on the question-specific, group works, etc.). Follow the space limit guideline. No references are needed. Up to 30 points are allocated for this assignment.

<u>Documentaries:</u> Students are expected 1) to complete a <u>mandatory</u> "documentary reflection essay" by Week 2 and 2) to submit a policy memo on the topic of the chosen documentary posted between Week 2 and Week 6. All assigned documentaries are available for online streaming, free of charge from

http://www.pbs.org/wgbh/pages/frontline/view/ and/or linked to or embedded on the Canvas site. Check the Canvas calendar for due date.

The class Slack site will have a channel on documentaries so that any students can discuss the topic. Feel free to use the channel to discuss and communicate your thoughts with other students using the channel.

To prevent plagiarism, these assignments must be submitted using TurnItIn.

(1) *Your first documentary reflection essays MUST tie the documentary to concepts and ideas presented in the assigned readings of the first week.* In this essay, I would like to examine how students apply concepts in the chapters within the context of the documentary, not whether students agree on the content of the documentary or not. You can discuss your thoughts with other students on the Slack documentary channel. Note the space limit. The deadline for the first documentary reflection essay is on Canvas.

(2) You are free to choose a topic that is relevant to the documentaries posted between Week 2 and Week 6 and submit a policy memo about the topic.
   a. Please watch the documentaries posted in each week.
   b. Pick a policy topic that your favorite documentary discusses.
   c. Narrow down a topic and find a decision-maker or a policy-maker who you want to address your memo. You may not be able to discuss everything in the documentary. Narrow down a policy topic that you would like to focus on. Your policy memo must be written for a specific government's or non-profit organization's decision-maker or policy-maker who can directly address the policy memo topic of your choice.
   d. Write a short succinct policy memo. You can use a template that I posted to guide you to structure the policy memo. No reference is needed for this assignment.
   e. You can complete and submit this assignment anytime between Week 2 and Week 6 during the semester. No need to wait until the deadline if you can complete this assignment earlier. The deadline for the second documentary-based policy memo is Week 6.

Case Study Final Exam: Students will be asked to complete a final exam throughout the semester. The final exam consists of 7 module tasks. Each module includes tasks that are helpful to finish the case study final exam on Week 7. Check each module for details about weekly tasks, evaluation methods, and rubrics. Check the Canvas Calendar.

1. Submit your reflection on the posted questions (Due at the end of Module 2)
2. Submit "Worksheet: Evaluating Evidence in the News" (Due at the end of Module 3)
3. Evaluate another student's worksheet assigned (Due at the end of Module 4)
4. Submit "Worksheet: Analyzing Scientific Evidence" (Due at the end of Module 5)
5. Submit an annotated bibliography of the article posted for the Module 5 assignment (Due at the end of Module 6)
6. Find two other scientific studies and write another annotated bibliography of the two articles (Due at the end of Module 7)

Final Exam Essay Quiz: Students will be asked to complete a final exam quiz on Week 7. Students will be asked to read an article and answer a question. Students must complete the final exam within a two-hour window. 60 points are allocated for this assignment.

Communicating with the Instructor

Email questions of a personal nature directly to your instructor. You can expect a response within 48 hours, but usually I respond as soon as I see the message. I will also respond on weekends but may have other commitments that delay the response unlike weekdays. You may also email the instructor to schedule a virtual meeting via Zoom. For general questions about the course, content, or assignments, submit your question by email. Prior to sending an email question, please check the syllabus, announcements, and existing questions/responses. If you do not find an answer, submit your question.

Grading

Summary of Graded Assignments

Assignment	Points
Class attendance and participation	75 points
Facts and Opinion Sort	10 points
Individual Reading Questions and Answers (5 points * 6 weeks)	30 points
Group Reading Answers	150 points
Individual Reflection on Group Assignment	30 points
Documentary Essay	30 points
Documentary-Based Policy Memo	60 points
Final Exam: Case Study (weekly tasks with different points)	80 points
Final Exam: Quiz	60 points
Total	**525 points**

Grade Scale

This course uses a +/- grading system as defined below.

Grade	Percentage (approx.)
A+	97 % – 100 %
A	94 % – 96 %
A-	90 % – 93 %
B+	87 % – 89 %
B	84 % – 86 %
B-	80 % – 83 %
C+	76 % – 79 %
C	70 % – 75 %
D	60 % – 69 %
E	Below 60%

Schedule, Pacing, and Content Availability

Schedule

Dates	Modules	Assignments	Due Dates
Welcome to the Course			
1/10-1/15	0	Worksheet: Fact vs. Opinion	1/15
The Nature of Public Policy			
		Mod. 1: Individual Reading Question	1/22
		Documentary Reflection Essay	
1/16-1/29	1	Case Study Final Exam Questions	1/29
How Public Policies Are Made			
		Group Answer: Mod. 1 Question	
		Mod. 2: Individual Reading Question	2/5
1/30-2/12	2	Documentary-Based Policy Memo: you choose due date	2/12
Health Care Policy			
		Mod. 3: Individual Reading Question	2/19
2/13-2/26	3	Worksheet: Evaluating Evidence in News	2/26
Environmental Policy			
		Group Answer: Mod. 3 Question	
2/27-3/5	4a	Mod. 4: Individual Reading Question	3/5
3/6-3/13	NA	Fall Break, No Class; No Assignments Due.	
3/14-3/19	4b	Peer Review*: Evaluating Evidence Worksheet	3/19*
Defence and Law Enforcement			
		Mod. 5: Individual Reading Question	3/26
3/20-4/2	5	Worksheet: Analyzing Scientific Evidence	4/2
Economic Policy			
		Mod. 6: Individual Reading Question	
		Group Answer: Mod. 5 Question	4/9
		Annotated Bibliography: Scientific Evidence (I)	
4/3-4/16	6	Documentary-Based Policy Memo: final due date	4/16
Conclusion			
		Reflection Essay: Group Q&A Experience	
		Annotated Bibliography: Scientific Evidence (II)	4/23**
4/17-5/2**	7	Final Exam Essay Quiz	5/2**
*Module 4 Peer Review not accepted late since auto assignments made by Canvas after due date.			
**Module 7 assignments not accepted late, and must be turned in by deadline.			

See Course Summary on Canvas Syllabus Page.

Pacing & Content Availability

This course is designed to encourage the absorption of content and interaction throughout the session. Though you can review content and read ahead, assignments will not be released until the week they are to be reviewed

and discussed. To allow individuals to work ahead goes against the purpose of some course activities like discussions.

Community of Care During COVID-19

ASU's Community of Care plan provides guidance regarding the many preventative measures that the university has implemented to help slow the spread of COVID-19 and create a safe and welcoming environment in which all students can live and learn. Prevention is key to protecting yourself, your peers and those who are most vulnerable in our community. It is important to remember that we need everyone to take personal responsibility for their actions and behavior. We remind all members of the ASU community to continue to adhere to public health protocols to mitigate the spread of COVID-19.

Respect the decision of others who are continuing to wear face coverings and/or physically distance, when possible. You may have friends, family members, and peers who have varying levels of comfort about how they wish to connect. During this time and always, it is important to not pressure people to connect socially in ways that may make them feel uncomfortable.

Vaccinations

Arizona State University strongly encourages all students to be vaccinated. Appointments for COVID-19 vaccines are available at all Health Services locations. Please make your appointment at myhealth.asu.edu. These vaccines are provided at no cost to you. You may also use vaccines.gov to find a location near you.

Face Coverings and Other On-Campus Protocols

All students and instructors are expected to follow ASU's Community of Care Policy that requires wearing face coverings while in certain indoor settings. Those settings include all classrooms and teaching or research labs. In addition, face coverings will be required in close-quarter environments where physical distancing may not be possible. These include the following:

- All ASU clinical programs and centers that serve the general public, such as the ASU Health Centers, Child Development Laboratory, and Counselor Training Center (the "Programs"), whether on- or off-campus.
- Meeting rooms, workshop, design or production studios, and other indoor settings where social distancing is not possible.
- All other indoor areas designated by posted signage

Additionally, consistent with CDC guidance, face covers may be required in some crowded outdoor settings or activities that involve sustained close contact with other people. Arizona State University also strongly recommends that everyone on campus wear a face cover when inside a University building, even where they are not required. Consistent with the governor's executive order and the CDC guidelines, we are not making distinctions between the vaccinated and unvaccinated. This applies to all individuals regardless of their vaccination status.

Arizona State University also urgently recommends the following on-campus protocols for all students:

- Submit a daily health check (a moment to evaluate how you feel); and
- If you are experiencing COVID-19 symptoms, please stay home and get tested.

COVID-19 Testing

To assist individuals in monitoring their own health, we have testing available for anyone who wishes to know their health status related to COVID-19. You can participate in COVID-19 testing, free of charge, simply by spitting in a tube; no appointments are necessary.

Positive COVID-19 Test Results

If you test positive for COVID-10 and let me know, I am mandated to report your name and ASU ID number to the Dean of Students as soon as possible so we may provide support and care to you and your fellow students. We will share the information with ASU Health Services to assist in determining next steps and to assess your contact with others. Determinations about what should occur—including quarantine and follow-up testing—will begin immediately upon awareness of a positive case. Close contacts or high-risk exposures (e.g., less than 6-feet distance for a cumulative total of 15 minutes or more over a 24-hour period; physical contact with a person with COVID-19) may be asked to quarantine as a result of their possible exposure. The analysis of close contacts is done by ASU medical professionals based on information informed by the CDC and Maricopa County Public Health guidance, emerging science associated with transmission risk, and interviews with the positive/exposed student/staff/faculty.

Vulnerability to COVID-19 Infection

Students who are vulnerable to COVID-19 should contact Student Accessibility and Inclusive Learning Services (SAILS) to discuss possible accommodations.

Course Policies

Communication

Look for the answer first. When questions arise during the course of this class, please remember to check these three sources for an answer *before* contacting your instructor:

- Course Syllabus
- Announcements in Canvas
- The Q & A Forum/Hallway Conversations

Where to post your questions. If you cannot find an answer to your question, and it is a question of a *general nature* (such as clarification on an assignment, or where to find something in Canvas, for example) please post your question to the Slack Questions and Answers (q&a) channel. This q&a can display your questions and answers for the benefit of all students. Students can answer each other's questions here, too. Your instructor will post answers on the q&a channel as earliest as possible.

For questions of a personal nature, email your instructor directly (uebelherr@gmail.com (preferred) or juebelhe@asu.edu).

Allow between 24 and 48 hours for replies to direct instructor emails.

Course Modality

This is an in person class, and Zoom office hours can be scheduled individually upon request.

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.

Course Time Commitment

This three-credit course requires approximately 135 hours of work. In a 14 week course, please expect to spend around approximately 10 **hours each week** preparing for and actively participating in this course.

Due Dates, Late, or Missed Assignments

Assignments are accepted up to 5 days late, with a 10% late penalty for each day late and zero points after the fifth day late. The only exception is that Module 7 will not be accepted late because it is the end of the semester and grades are due. If there are extenuating circumstances beyond your control causing assignments to be late, please contact the instructor to make arrangements and possibly waive late penalties as appropriate.

Accommodations for Disaster, Military, Religious, and University Activities

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.

Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course. Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal, and a Grade of Incomplete.

Grade Appeals

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

Student Conduct and Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see http://provost.asu.edu/academicintegrity. Additionally, required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, and outlined by the Office of Student Rights & Responsibilities. Review this tutorial on Academic Integrity. Anyone in violation of these policies is subject to sanctions.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior.

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

The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

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.

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 b 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 students who may be experiencing dating violence evaluate their safety, make decisions, and connect to campus and community services, visit: www.myplanapp.org. myPlan is available for students of all gender identities and sexual orientations. This tool is also for friends who want to support someone they are concerned may be in an abusive relationship.

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.

Plagiarism

Plagiarism is considered unethical academic conduct and is a violation of the ASU's academic integrity policy. Plagiarism can occur unintentionally. However, this is not an excuse. It's important to familiarize yourself with plagiarism. Review this tutorial on Plagiarism Awareness and this reference on Avoiding Plagiarism.

The reuse or revision of your prior original work (e.g. work from another class or work from several years ago), will constitute academic dishonesty due to the fact it is not an original work prepared in good faith and satisfaction of the requirements of this course. This is known as self-plagiarism. Contact your instructor for written approval if you are seeking an exception for unique cases.

Copyright

Students must refrain from uploading to any course shell, discussion board, or website used by the 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.

All course content, including lectures, are copyrighted materials. Students may not share outside the class, upload, sell, or distribute course content.

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 notetaker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

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

Accessibility Statement

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

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

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

ASU Online and Downtown Phoenix Campus	Polytechnic Campus
University Center Building, Suite 160 602-496-4321 (Voice)	480-727-1165 (Voice)
West Campus	Tempe Campus
University Center Building (UCB), Room 130 602-543-8145 (Voice)	480-965-1234 (Voice)

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 call toll-free at 1-855-278-5080.

Student Success

Tip for 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 in person course, and you must be self-motivated to stay on track and attend class.
- 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.