SOS 323: Sustainable Urban Dynamics

Class Number:

Credit Hours: 3

Semester & Year:

Prerequisite: Sustainability or Business (Sust) major; SOS 110 & SOS 111 (or PUP 190) w/C or better OR Non-Sustainability major with 2 of the following courses: SOS 100, SOS 110, SOS 111 (or PUP 190), SOS 300 w/C or better OR Visiting University Student

Instructor(s) - Names and Contact Information

Name:

Phone:

Office:

Office Hours:

Direct all communication through the Canvas Inbox. See Course Communication Policy on the syllabus.

Course Textbook and Materials

Required Textbooks

Hutter, Mark. 2016. *Experiencing Cities*. Third Edition. New York, NY: Routledge. ISBN: 9781138851610

Newman, Peter, & Isabella Jennings. 2008. *Cities as Sustainable Ecosystems: Principles and Practices*. Washington, D.C.: Island Press. ISBN: 978-1597261883

Yellowdig Engage

This course uses Yellowdig for online discussion.

VoiceThread

This course uses VoiceThread for online presentations.

Respondus LockDown Browser

This course uses Respondus LockDown Browser for quizzes and/or exams.

Course Description

Human and physical processes shaping urban ecologies and environments; human-environment interactions in the context of an urban region; effect of the institution and regulatory framework on the ability of social and urban-ecological systems to be resilient and sustainable; urban design, materials, transport, planning, and regulation.

Course Outcomes

he Course Outcomes define the main knowledge and skills students will gain in this course. As a result of taking this class, you should be able to

- CO 1: Compare theories or models of urban formation and urbanization trends.
- CO 2: Explain forms of municipal management and governance.
- CO 3: List internal and external forces that shape the urban design and affect city governance.
- CO 4: List and define "systems" that operate in and affect the sustainability of most cities.
- CO 5: Describe major sustainability challenges faced by most cities.
- CO 6: Propose or evaluate potential solutions to specific sustainability challenges.
- CO 7: Describe positive and negative contributions that cities make to achieving global sustainability.
- CO 8: Compare sustainability challenges faced by a specific major U.S. city and a major foreign city.

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

Module Topics and Objectives	Assessments Due
Course Information	- Course Readiness Confirmation - Student Honor Code

Module 1: Conceptualizing Cities 1.1: Articulate *different concepts of what a city is* and articulate specific *attributes of a city as well as* describe the *origins of cities* and *models f*or the rise of cities. 1.2: Describe the *S.A.E Framework* and *how to read a city.* 1.3: Explain the *third urban revolution* and *cities as global actors.* 1.4: Explain the *origin of the words city and urban* to discuss *urban dynamics.* 1.5: Define *symbolic interactionism* as it applies to the study of cities and summarize the work of *Thomas, Park, Strauss, Lofland, and Anderson.* 1.6: Describe the *rise of the urban world* since the mid-19th century and discuss the city in relation to *civilization, agricultural revolution, and industrial revolution.* 1.7: Elaborate on the *four broad categories of the conditions* leading to the *first urban revolution* and the reasons of the *decline of the early cities.* 1.8: Define the term *shock city*, explain Manchester as the shock city of the *Industrial Revolution*, and describe the *social orders* disrupted in the process. 1.9: Define *ideal type* and explain its influence on the *rural and city life debate.*	• Module 1 Yellowdig Discussion • Module 1 Quiz

Module 2: Theories and Models of Urbanism, Urban Form, and Urban Planning 2.1: Identify the *characteristics of Chicago* that made it the *shock city* of the US. 2.2: Describe the *Chicago School* (Park, Wirth, Gans, and Fischer), its *two main sociological perspectives*, and the *criticisms of its urban ecology perspectives.* 2.3: Explain *Burgess's five zones* in the *concentric zone hypothesis*, and the *three modifications in sector theory, multiple nuclei model, and social area analysis*. 2.4: Identify *urban typologies,* including *models of world cities.* 2.5: Contrast the *four approaches to urban planning*, *the ideal city and the critiques.* 2.6: Explain the importance of *Robert Moses* and *Jane Jacobs* for understanding cities and summarize the *debate* between them on *city life and structures*. 2.7: Highlight the rise of *urban political economy* and describe the *Los Angeles School of urbanism, mainly edge cities, privatopia,* and *fortified city.* 2.8: Summarize *urban sustainability challenges* and *trends*, as well as elaborate on *factors shaping future urban sustainability.*	• Module 2 Yellowdig Discussion • Module 2 Quiz

Module 3: Urban Networks: Transportation, Food, Energy, Economics, and Governance 3.1: Explain *different forms of municipal governance. Summarize* the *process of policy making*, and identify good forms or urban governance. 3.2: Contrast *different forms* of *Urban Metabolisms* and summarize *the steps to improve its resilience.* 3.3: Explain *a Circular Economy* and summarize possible *pathways to* achieve it in cities. 3.4: Describe the Water-Energy-Food Nexus. 3.5: Define *Urban Economics* and highlight its *principles.* 3.6: Identify and elaborate on the *complexity*, *challenges,* and *solutions* that cities face in regard to transportation, built-up environment, as well as food and water supply.	• Module 3 Yellowdig Discussion • Module 3 Quiz • Urban Sustainability: You Know It When You See It (VoiceThread Presentation #1)

Module 4: Social and Environmental Justice in Cities 4.1: Describe the *private realm*, the *parochial realm*, and the *public realm*, together with Lofland's *six characteristics of the public realm's usefulness.* 4.2: Explain how the city life is defined by the creation of cosmopolitans, tolerance, anonymity, familiar strangers, the third places, and cosmopolitan canopies. 4.3: Highlight the *value of public spaces*, mainly plazas and parks, to promote *civic engagement*, *civic vitality* in communities and *city identification.* 4.4: Summarize Anderson's work on the *code of the street* involving the *idea of social orders* in the city, resulting in both *street etiquette* and *street wisdom.* 4.5: Examine how social disorder idea led to *ecology of fear* and *exclusion.* 4.6: Describe *broken window*, *stop-and-frisk* and the impacts on less-fortunate. 4.7: Elaborate on segregated *urban space*, *gated communities*, and *homelessness.* 4.8: Summarize the *history of suburbanization* in the US and its implications on *race and class relations*, *gated communities*, *edge cities*, and *new urbanism.* 4.9: Explain important *events* and *concepts* of social and environmental justice. Identify and explain *social and environmental justice challenges* in cities.	• Module 4 Yellowdig Discussion • Module 4 Quiz
Module 5: Cities as Sustainable Ecosystems, Part 1 5.1: Explain various sustainable *urban forms & planning strategies*. 5.2: Applying the OSAE Framework to local neighborhoods. 5.3: Summarize the *potentials* and *challenges of eco-cities* like Curitiba. 5.4: Define the Ten Melbourne Principles for Sustainable Cities. 5.5: Define bioregionalism concept and describe its role, together with visioning process, for economic and social security in cities. 5.6: Explain why recognizing and restoring the intrinsic value of biodiversity and natural system and describe strategies to minimize ecological footprints.	• Module 5 Yellowdig Discussion • Module 5 Quiz • Observation Walk Using the O.S.A.E Framework (VoiceThread Presentation #2)

Module 6: Cities as Sustainable Ecosystems, Part 2	
Module 6: Cities as Sustainable Ecosystems, Part 2 6.1: Summarize the lessons from the *Post-Sandy reconstruction* and describe why cities are *transitioning from the gray to green* infrastructure. 6.2: Describe the *approaches* to learn from the *natural system*, mainly *adaptive management* and *resilience*, that could help *model cities on ecosystems*. 6.3: Explain the importance of a *sense of place concept* for cities and a set of strategies to ensure *city identity and civic engagement* in city affairs. 6.4: Define *sustainable production* and *consumption system* with its strategies. 6.5: Highlight the role of *governance* based on *accountability* and *transparency*. 6.6: Identify, differentiate, and explain urban sustainability challenges. 6.7: Identify and explain urban sustainability policies and tools.	• Module 6 Yellowdig Discussion • Module 6 Quiz • Final Paper: Compare Sustainability Challenges in Two Major Cities
Module 7: Planning for Urban Sustainability and Resiliency: Challenges, Strategies and Case Studies 7.1: Define key *concepts* and describe *applications of urban resiliency planning*. 7.2: Describe main *sustainability goals*, *indicators*, and *rankings* of cities. 7.3: Define *smart cities* and explain their challenges and benefits in regard to sustainable urban development and management. 7.4: Review the *major urban sustainability challenges* in cities and explain *international differences*. 7.5: Compare evolving *spatial forms* of several major cities in the world. 7.6: Explain underlying concepts and theories of urban dynamics. 7.7: Identify and summarize urban dynamics processes. 7.8: Revisit the principles of urban planning, its pitfalls, and the lessons.	• Module 7 Quiz • Final Exam

Assessment Weights

Assignment	% of Grade
Introduction Video	5%
Quizzes	35%
VoiceThread Presentation #1	6%
VoiceThread Presentation #2	10%
Final Paper	20%
Final Exam	10%
Extra Credit #1 *Optional*	2.5%
Extra Credit #2 *Optional*	2.5%
TOTAL	**105%**

Assessment Activities

Discussions

Yellowdig is the discussion platform for this course.

Each week, your first post is due by Thursday, and comments on other's posts are due by Sunday. Remember, your posts are not meant to be your personal opinions, but should be based on careful synthesis of the assigned reading to support your thesis (main arguments). In your replies, do not just say "I agree" or "I disagree;" you can either amplify the poster's argument by elaborating a key concept/term included in the reading or contradict the poster's argument with a concise synthesis of the reading.

VoiceThread Presentations

VoiceThread Presentation #1

Students are asked to take or download one photograph of a unique city feature or program-at-work that makes that city more sustainable. Convert it into a PowerPoint slide that includes a) what the picture is of, b) the city in which it's located, c) the sustainability challenge it addresses and d) the students name. Using the VoiceThread application in Canvas, students will explain why they chose the image as an illustration of an urban sustainability challenge and solution and provide facts that support your assertion. The 2-minute presentation should—

1. Explain the sustainability challenge the image addresses.
2. Justify the importance of this challenge with a relevant fact.
3. Describe how the solution/program in the image addresses the challenge.

VoiceThread Presentation #2

Applying the OSAE (Observation, Speculation, Analysis and Evaluation) Framework discussed in Salter 1999 and Weller 2005, conduct a structured observation walk in a neighborhood in your city (approx. 1x1 mile quad)--choose a neighborhood other than your own to ensure objectivity as much as possible. You will then prepare a five minutes long video presentation to discuss the key observation and speculation points with sufficient evidence. Be sure to include photographs and videos (avoid shaky footage) taken during the walk to enhance the quality of your presentation.

Quizzes

Each module has a quiz to ensure that students are keeping up with the required readings, lectures, and additional videos. These quizzes have 25 questions and are multiple choices, true/false, matching, or fill-in-the-blanks over the readings. These quizzes are timed; once started, it must be completed in a single sitting without any interruptions and within the specified time. Do not attempt to

complete quizzes (or other important task) on a mobile device or unreliable Wi-Fi. Lost connection or other technical issues cannot be used as an excuse. All quizzes require the use of a Lockdown Browser.

Final Paper

In 1300-1400 words report, compare similarities and differences in sustainability challenges and solutions between a major U.S. city and a major city in another country. Identify each city's top three sustainability challenges and what the city is or is not doing to address them. Explain how public policies and programs are being used as tools to overcome these sustainability challenges. Once three challenges are identified and justified, you want to go more in-depth on those three challenges. This report should synthesize and properly cite at least three peer-reviewed journal articles to support your arguments, along with a complete bibliography.

Final Exam

This exam will be comprehensive, covering the key concepts and ideas learned in this course. The "open-book" exam questions will be available at least three days prior to the submission deadline and the answers should be in a mini-essays (400-450 words) format. It ensures that students review and understand the key learning outcomes.

Extra Credit (5%)

This course uses "Assignment Weights" to calculate your final grade. The table above displays what % each assignment type is worth. Note that the Extra Credit is worth 2.5%, for a course total of 105%. If you do everything perfectly in the course *except for the extra credit*, your highest possible score is 100%.

Please Note: If you choose not to do the extra credit, your instructor will enter a grade of 0. At the time that the extra credit is offered, the course is not yet complete - so you have not had the opportunity to earn the total 105%. Your final score, at that moment, may appear to drop. Once the course is complete and all grades are entered out of the possible 105%, your grade will be accurately calculated.

Grading Scale

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

%	Grade
97 to 100%	A+
93 to < 97	A
90 to < 93	A-
87 to < 90	B+

83 to < 87	B
80 to < 83	B-
77 to < 80	C+
70 to < 77	C
60 to < 70	D
Below 60%	E = Failing, participated in class
-	EN = Failing, never participated
-	EU = Failing, insufficient participation in class and did not complete
-	XE = Academic dishonesty

Late or Missed Assignments Policy

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

Unexcused late assignments are accepted for a limited time and penalized by 10% for every day late. Assignments being submitted 4 days after the due date or later will not be graded and will receive 0 points. This does not include quizzes. Quizzes have a hard deadline and cannot be submitted late.

Submitting Assignments

All assignments, *unless otherwise announced*, MUST be submitted to the designated area of Canvas. Do not submit an assignment via email (unless asked to do so).

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

Write all submissions in a word processing program to ensure that you are submitting a high quality written piece, with care to grammar and messaging. Submit the assignment in the requested format per the assignment directions.

Arizona Mountain Standard Time (MST)

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

Attendance and Absences

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

Course Delivery and Access

Students will participate in this course through Canvas. Course content will be delivered in Canvas through readings, videos, discussions, quizzes, and assessments. A textbook is required for the course. Course content and assignments will be accessed online in Canvas, which can be accessed through my.asu.edu.

Computer Requirements

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

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

- Web browsers (Chrome, Internet Explorer, Mozilla Firefox, or Safari)
- Adobe Acrobat Reader (free)
- A webcam, microphone, headset/earbuds, and speaker
- Microsoft Office (Microsoft 365 is free for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream video

See Technology and time; Important factors for ASU Online students for additional information.

Community of Care

The health of the Sun Devil community is a top priority. This situation has raised many questions. If you have an issue that is not addressed here, please call 1-855-278-5080 or use the live-chat option at uto.asu.edu/ExperienceCenter/chat

For up-to-date information, please visit: [Live well, be well](#)

Course Communication Policy

Three Before Me

This course uses a "three-before-me" policy regarding student/instructor communications. When course-related questions arise, please check these three sources for an answer before emailing the instructor with your question:

1. Course Syllabus
2. Canvas Announcements
3. Community Forum: This is a discussion forum in Canvas used for general questions about the course. You are encouraged to respond to your classmates' questions and comments.

Canvas Inbox

All student/instructor communication will be directed through the Canvas Inbox. This ensures the security, privacy, and record of the communication. Note: You must have your primary Canvas email address set as your asurite@asu.edu, not firstname.lastname@asu.edu or a personal email account.

Help

For technical support, use the Help icon in the black global navigation menu in your Canvas course or call the ASU Help Desk at +1-(855) 278-5080. Representatives are available to assist you 24 hours a day, 7 days a week.

Course Evaluations

Students are expected to complete the course evaluation. Feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available and students can access it through myASU as well. See [Student FAQs](#) for more information.

Accessibility (Online)

All students should have equal technology opportunities in the classroom. For information about the resources offered by ASU and the technologies commonly used in ASU Online courses, consult the following resource: [ASU Online Student Accessiblity](#).

Add/Drop/Withdrawals Deadline

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

ASU Course Policies (Online)

Consult ASU Online Course Policies for information on course time commitment, drop/add dates and withdrawals, photo ID, grade appeals, netiquette, prohibition of harassment, student conduct and academic integrity, Title IX, disability accommodations, inclusion, mental health, course evaluation, trigger warning, academic affairs manual and more.

Discrimination, Harassment, and Retaliation

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

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.

Disruptive Student Behavior

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per the [SSM 201-10 Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#) and [SSM 104–02 Handling Disruptive, Threatening, or Violent Individuals on Campus](#) policies.

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

Email and Internet

You must have an active ASU email account and access to the Internet. ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. All instructor correspondence will be sent to your ASU email account.

Emergency Evacuation Plan

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

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 academic unit offering the course per the [University Policy for Student Appeal Procedures on Grades](#). Undergraduate students, please see additional instructions for [undergraduate College of Global Futures courses](#). Graduate student grade appeals are initiated within the school offering the course (please email [CGF@asu.edu](#) for more information about initiating a grade appeal for a graduate course in the College of Global Futures).

How Long Students Should Wait for an Absent Instructor

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

Power and System Outages

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

Prohibition of Commercial Note Taking Services

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

Student Code of Conduct and Academic Integrity

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

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

Academic Integrity (also known as cheating, copying others' work, uploading your work online to encourage cheating by others, or even reusing your own work) falls under the Student Code of Conduct. Possible sanctions for violations include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), suspension, and expulsion.

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

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

Students with Disabilities

All students requesting accommodations for disabilities must work with the ASU Student Accessibility and Inclusive Learning Services, the central location for establishing eligibility and obtaining services and accommodations for qualified students with disabilities.

You may contact the ASU Student Accessibility and Inclusive Learning Services at (480) 965-1234 or email directly at student.accessibility@asu.edu.

Technical Support Contact Information

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

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

Students also have access to several computing sites.

Additional Information and Resources

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

- [Tutoring and Writing Centers](#) – provides students with academic support services such as tutoring, peer advising, computer assisted instruction, writing support, and supplemental instruction
- [Contact Arizona State University](#) – provides frequently asked question resources and contact information for new questions.

Syllabus Disclaimer

All syllabi are subject to minor changes to meet the needs of the instructor, school, or class. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes. Please check your ASU email and the Announcements on the course site often.