

**\*\*Disclaimer\*\***

This syllabus is to be used as a guideline only. The information provided is a summary of topics to be covered in the class. Information contained in this document such as assignments, grading scales, due dates, office hours, required books and materials may be from a previous semester and are subject to change. Please refer to your instructor for the most recent version of the syllabus.



## HSC 355: Eating for Lifelong Health

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### Course Information

**Course Description:** Examines dietary choices throughout the life span and how they impact personal health and wellness. Raises awareness of thoughts and behaviors related to food and physical activity. Recognizes potential behavioral and social factors that impact participation in wellness programs.

**Course Format:** Online

**Credits:** 3 Credit Hours

**Prerequisites:** NTR 100 or NTR 241, ENG 101

**Course Access:** You will need to be able to log into Canvas, the Learning Management System (LMS). This requires a computer, a stable internet connection, and in some cases a webcam and microphone. Your ASU courses can be accessed by both [my.asu.edu](https://my.asu.edu) and [myasucourses.asu.edu](https://myasucourses.asu.edu); bookmark both in the event that one site is down.

### Instructor Information

**Instructor:** Christina Scribner MS RDN CSSD CEDRD NBC-HWC

**Phone number and ASU email address:** Christina.Scribner@asu.edu

**Preferred method of contact:** \*\*Use **Canvas Inbox** (e-mail within the online course, for course-related correspondence). Please use ASU e-mail to contact me after our course has ended.

**Office Hours:** By appointment. Please reach out by phone, text, or e-mail to schedule a time to talk or Zoom with me! I am available to tele-conference on Mondays.

# Expectations for Students & Instructor

Student Expectations	Instructor Expectations
<p>a. Be active and participate in the course by logging in regularly and checking announcements.</p> <p>b. Engage in collaborative work groups, where a diversity of ideas needs to be proposed, respectfully considered, and analyzed to determine the best strategy(ies) for solving a problem.</p> <p>c. Utilize Canvas Inbox for course-related communication.</p> <p>d. Understand that the time commitment for this 3-credit course is 15-18 hours per week; please plan your schedule with enough time to complete assignments.</p> <p>e. Be prepared for case studies by going through the lesson and readings.</p> <p>f. For the 4 case studies, you are expected to follow the Team Charter timeline, being respectful of team members' schedules by submitting your work as planned.</p> <p>g. Communicate concerns and collaborate on concerns with the instructor.</p> <p>h. <u><a href="https://rb.gy/wvpxsn">Access ASU Online Student Resources (https://rb.gy/wvpxsn)</a></u></p>	<p>a. Be active, available, and enthusiastic to facilitate student learning.</p> <p>b. Listen and respect students' views.</p> <p>c. Respond within 72 hours to student concerns.</p> <p>d. Grade objectively and consistently using rubrics provided to students.</p> <p>e. Return graded work within 10 days of submission.</p> <p>f. Provide opportunities for learning through interactive lessons.</p> <p>g. Provide 2 opportunities for each quiz, allowing students to keep the highest score.</p> <p>h. Understand that all people have difficult days/weeks. Drop the lowest quiz score to allow for this for all students equally.</p> <p>i. Do not offer any student extra points not offered to everyone.</p>

Please remember, if you have any questions, concerns, or comments, please reach out to me right away. I welcome your feedback so that I may continue to improve.

## Textbook, Special Materials and Extracurricular Activities

All course materials are provided. You do not need to purchase reading materials for this course. Lessons, articles, videos, and supplemental resources are free of charge and will be provided through the online course.



# Course Basics

## What You Will Learn

It is my goal that this course will provide you with greater knowledge about the multitude of complex roles food and nutrition plays throughout the lifespan. You will gain skill in identifying nutrition-related needs and barriers to meeting those needs through case studies and the course project. You will get practice developing behavior change goals, implementing a behavior change plan, and assessing the outcome of that plan. At completion of this course, you will have discovered more about your own relationship with food and physical activity, improved that relationship through behavior changes and have gained skills to assist others in improving their daily habits toward a healthy lifestyle.

## How You Will Learn

You will know how each assignment contributes to your learning through learning objectives and outcomes. Each assignment has a rubric that is used for scoring so you know how your work will be assessed.

This course utilizes the learning community as you take your learning to a higher level on case studies. You develop a group charter with policies and procedures regarding completion dates, and how you will complete the case studies by bringing your own knowledge, incorporate diverse perspectives, select outside resources to bring into the team discussion, and have a plan to manage conflicts that may arise since conflict is a normal, and often helpful, aspect of relationships.

As you see, we use both summative and formative evaluations - group work, self-evaluation, peer evaluation, and knowledge checks. Each subject lesson includes a study guide to help you take notes and prepare for the quizzes. You will receive regular feedback on your comprehension of the subject through the interactive lessons, followed by quizzes and you get 2 attempts, keeping the highest score. I know that we all have weeks that are harder than others and we simply can't do our best at everything. Therefore, I automatically drop your lowest quiz score.

# Learning Outcomes & Objectives

## Course Learning Outcomes (CLO)

At the completion of this course, you will be able to:

CLO #1: Identify the impact of dietary choices and nutrient adequacy on lifelong health.

CLO #2: Identify the unique nutrient needs and challenges in meeting short and long-term health for each stage of the life span.

CLO #3: Determine the credibility of nutrition information for consumers and professionals to support a client/patient in behavior change.

CLO #4: Evaluate the complex relationship between physiological changes, and social and environmental factors on food choices, nutrient adequacy, and physical activity across the lifespan.

CLO #5: Relate knowledge of metabolism to nutritional needs.

CLO #6: Use evaluation and assessment skills to implement a behavior change plan.

CLO #7: Demonstrate competency in citing references and resources in an academic paper.

CLO #8: Evaluate diverse perspectives and potential biases related to nutrition choices.

## Module Learning Outcomes & Course Alignment

Please visit the **Course Alignment Map** within your course to see how individual module objectives stem from course outcomes and describe the concrete skills and knowledge you will gain from this course.

## Alignment with Other Outcomes

HSC 355 is a study of nutrition throughout the life cycle, specifically from the lens of a health and wellness coaching perspective. This course fulfills 3 General Studies Socio-Behavioral Science credits.

Learning outcomes throughout this course align with [National Board of Health and Wellness Coach Competencies](#) . .

**Does this class have an Honors contract?** No

# Course Time Commitment - Time Management

Your success in this class depends greatly on the time you spend on independent study and completion of assignments. Arizona Board of Regents (ABOR) requires 45 hours of coursework per credit for college-level courses. "Coursework" includes all learning activities including reading, watching videos, studying, and completing assignments. This translates to 135 total hours for this 3-credit course.

So, for a 3-credit 16-week course, set aside 9 hours per week for just that one class. If you are taking an accelerated-pace course, you will need to devote more time. *For example, plan to spend 18 hours per week on coursework for a 7.5-week course.* Add on extra time around mid-terms and finals. How much time does that leave you for work, relaxation, and other commitments? Here are some resources to help you get organized and create a study plan.

[Click here to calculate your available study time](#)

[Click here to discover how many hours you should be studying](#)

## Assignment Types

Assignment	Number in Course	Points (Percentage)
Syllabus Quiz	1 @ 10 points	10 (1.6%)
Discussion-Attitudes, Values, and Bias	1 @ 50 points	50 (8%)
Case Study Group Work Charter*	1 @ 25 points	25 (4%)
Group Case Studies*	4 @ 25 points	100 (16%)
Nutrition and Physical Activity Assessment	1 @ 155 points	155 (25%)
Worksite Wellness Case Study	1 @ 30 points	30 (4.8%)
Quizzes – 12 of 13	12 @ 20 points	240 (38.7%)
CS Peer Evaluation of Group Participation	1 @ 10 points	10 (1.6%)
	620 points	

## Summary of Assignments

**Small Group Assignments (Discussion & Case Studies):** You are required to work with a case study group to encourage broader perspective, class participation, an in-depth understanding of the material, and skill for problem solving. You will engage in research and critical analysis, citing sources in AMA format. There are four (4) Case Studies on selected topics in nutrition across the life span. Your team (3-4 people/group) will determine how and when you will meet.

You will engage in one synchronous, recorded discussion on the potential for bias in nutrition-related care.

**Worksite Wellness Case Study:** This is an individual assignment where you recognize potential barriers to participation in wellness programs. Background information from articles about caloric intake and physical activity monitors will be provided as you work through a case study related to a worksite wellness program. You will use online tools for prediction of weight loss based on diet and physical activity changes.

**Nutrition & Physical Activity Assessment (NPAA):** This is your course project! Collect data throughout the course to analyze and assess your attitudes and behaviors related to diet and physical activity that influence your well-being. From this assessment, you develop and implement a short-term plan for behavior change, monitor change toward improving health, and then write a conclusion. NPAA Part 2 involves 1,500-2,000 words of writing

NPAA Part 5 involves 1,200 -1,800 words of writing

**Quizzes:** Quizzes are designed to support a growth mindset. Take timed quizzes over assigned readings. If you would like to improve your score, review topics missed to take a second attempt at the quiz content. Your quiz score will be the highest of two attempts. The lowest quiz score will be dropped.

## Scoring Rubrics

Rubrics are provided for all assignments. Rubrics provide explicit and descriptive assignment grading criteria. Please utilize the rubrics to avoid guessing what your instructor is looking for in an assignment. When rubrics are used correctly, they provide a consistent assessment tool with the least amount of subjectivity for students and instructors.

## Grading

### Methods of Instruction

Activities in this course include discussion/presentations; textbook and supplemental readings; individual and group activities; and case scenarios.  
Questions are multiple-choice or true/false format.

## Grading Schema

Your grade will be determined based on the following grading schema:

Grade	Percentage	Points Range	Grade	Percentage	Points Range	Grade	Percentage	Points Range
A+	98 – 100%	608-620	B+	87 – 89%	539-557	C+	77 – 79%	477-495
A	93 – 97%	577-607	B	83 – 86%	515-538	C	70 – 76%	434-476
A-	90 - 92%	558-576	B-	80 – 82%	496-514	D	60 – 69%	372-433
						E	Below 60%	0-371

An overall grade point average of 2.0 is required in the undergraduate programs.

Final grade fractions between .5 and .9 points will be rounded up.



**Note:** While every effort is made to keep the course evaluation process consistent with what is in the initial syllabus, it is possible that slight changes may have to be made as the semester progresses. These changes will be communicated thoroughly to the students and although total points may potentially fluctuate, the percentages remain constant, meaning there is no intention of harm to the student's grades. Any changes to the course evaluation process will be posted on Canvas as part of an announcement; however, it is the student's responsibility to be aware of the points and their grade and be proactive in speaking to the instructor if there are questions or concerns. Students should not rely on Canvas or other students if they have a question on their grade in class, contact the instructor.

## **Class Expectations**

### **Submitting Assignments**

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of your Online Course. Please do not submit an assignment via email.

Assignment due dates follow Arizona Standard time\*. Click the following link to access the [Time Converter](#) to ensure you account for the difference in Time Zones. Note: Arizona does not observe daylight savings time.

Due Dates for Assignments, Discussions, Quizzes, and Exams are posted within the course according to Phoenix Time. NOTE: Most of AZ (including ASU) is on MST all year long. Plan accordingly.

### **Academic Integrity**

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.

[A Student Resource from ASU on Academic Integrity](#) -

# Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Grades on assignments will be generally available within 1 week of the due date in the Gradebook.

## Late or Missed Assignments

Notify the instructor **before** an assignment is due if an urgent situation arises and you are unable to submit the assignment on time.

Follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

**Disability Accommodations:** If you have an Accountability Agreement, please confirm that your instructor has received the Accommodations Instructor Notification and that you provide your instructor with a copy of the Instructor Agreement that the Student Accessibility and Inclusive Learning Services (SAILS) has provided you. This is an outline for how the student plans to use the accommodation and an opportunity for instructors to approve or notify students of inflexible deadlines in advance.

**Due Dates & Late policy:** *I realize that many things in life are unexpected. This course is not self-paced, although it does allow students to determine their own plan for submission of assignments due weekly. Most work is due by 8 pm on the due date. Avoid a grade penalty by submitting on time. A penalty of ten percent (10%) of the total possible points per day for every day your assignment is late past the due date will be assessed.*

- No late work will be accepted beyond 3 days after the due date.
- Late work is not accepted the last week of class.

*Make-up quizzes are given* under documented emergency, extenuating circumstances, or when written advance notice is given during the first two weeks of the semester. Extenuating circumstances include:

- Serious ill health for yourself or a dependent.
- Personal accident or injury of a significant nature.
- Bereavement due to the loss of a close family member - a parent, grandparent, guardian, sibling, child, or partner.
- Victim of crime.

In the event of an **illness or emergency** (such as hospitalization) please provide specific written documentation, identifying the dates you were unable to participate in the course (e.g., a doctor's note written on professional letterhead).

If you have a death in the family, please contact the instructor to make arrangements. Please note that documentation of the death in the family needs to be provided (e.g., a funeral announcement, obituary,

etc. Facebook memorial pages are not accepted).

## Incomplete Grades

A course grade of "Incomplete" will be given only in extreme situations and only to students performing at 77% or above in the course. Please visit <http://www.asu.edu/registrar/forms/regforms.html> under the Academic Record Forms section for the Incomplete Grade Request form.

## Communication

### Communicating With the Instructor

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 assigned email regularly. This course utilizes the **Canvas Inbox** system for course-related e-mail so you will need to log in and check for messages regularly.

***Course-related instructor correspondence will be sent via Canvas Inbox.***

**Course Announcements will be copied to your ASU email account unless you do not allow it in Canvas settings.**

## Community Forum

This course uses a discussion topic called "Community Forum" for general questions and comments about the course. Prior to posting a question or comment, check the syllabus, announcements, and existing posts to ensure it's not redundant. The Community Forum is an opportunity for collaborative engagement between your fellow classmates. You are encouraged to respond to the questions posted there. Your instructor will check Forum periodically, but not necessarily on a regular basis. If there is a question that is not answered by class members in a timely fashion, please reach out to your instructor via Canvas Inbox.

Direct questions of a personal nature to your instructor via Canvas Inbox. You may expect a response within 72 hours.

## Required Technology, Technical Support, and Internet Outage Plan

### Computer Requirements

Fully online courses require a computer with internet access and the following technologies:

- Web browsers [Chrome](#) , [Mozilla Firefox](#), or [Safari](#) [Adobe Acrobat Reader](#) (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.
- Zoom <http://www.zoom.us/> Licensed Zoom accounts are free for all registered undergraduate and graduate students. Support for using [Zoom at ASU](#).

## Minimum Technical Skills Required

1. Using the learning management system
2. Using email with attachments
3. Creating and submitting files in commonly used word processing program formats
4. Copying and pasting
5. Downloading and installing software
6. Using spreadsheet programs
7. Using presentation and graphics programs
8. Use of video and audio recording technology
9. Record and share audio and video recordings
10. Use of Google drive and forms
11. Share Google drive and forms

## Required Technology

*Note: A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in ASU Online courses. While you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes, and virtual labs.*

12. Desktop or laptop computer, **current within the last 5 years**
  - *Note: Canvas does have an app that can be used with mobile devices, but the app is limited. Please access Canvas primarily through a desktop or laptop computer.*
  - Do not use a Chromebook or Netbook, since it cannot run Respondus, which may be used for quizzes or exams.
13. Stable, high-speed Internet access
14. Web browser updated to the most recent version. Chrome is the preferred browser for Canvas.
15. Audio speakers and/or headphones attached or built-in to the computer
16. Webcam (external or internal with microphone)
17. Word processing software. (Students have access to Google Docs with their ASURite. In addition, [Microsoft 365](#) is free to ASU Students)
18. Smartphone or other mobile device that can download apps.
19. A Zoom recording is preferred for one group discussion. [Zoom Accessibility Statement](#)
20. Interactive lessons utilize Rise-360 technology. [Rise-360 Accessibility Statement](#)

If any of the above present a hardship for you, please contact your advisor; ASU may have some resources to help students in need.

## **Internet Outage Plan**

Network and internet outages are never expected. Be prepared and have a plan in case you find yourself without Internet.

# 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.

## Campus Network Outage and Technical Support

When access to Canvas is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by 11:59pm).

To monitor the status of campus networks and services, please visit the System Health Portal (<http://syshealth.asu.edu/>).

This course uses Canvas to deliver content. You can access Canvas through your MyASU portal.

## Technical Support

You have access to [24/7 technical support](#). It is recommended to use Chrome when accessing Canvas.

To contact the help desk you have two options:

- For immediate assistance, call ASU at 1-855-278-5080.
- Visit the ASU Experience Center (<https://uto.asu.edu/experiencecenter>) to get personalized support through 24/7 live chat or by submitting your request online (<https://my.asu.edu/service>).

For more information on Canvas the following resources are suggested:

- [Canvas Course Tour Video](#)
- [Canvas Student guide](#)
- [Digital Portfolios Help Resources](#)
- [Library Resources for Students](#)
- [Best Practices for Setting Course Notifications](#)
- Canvas Student App - Download through Google Play (Android) or the App Store (iOS)
  - [Android Guide](#)
  - [iOS Guide](#)

Other useful links

- [Undergraduate Academic Advising](#)
- [ASU Email Guide](#)
- [ASU Wireless Network](#)

# Add/Drop/Withdraw

[Click here to access the University Registrar page](#) where you can access grades, the academic calendar, and add/drop/withdrawal options among other things. NOTE: if you are considering withdrawing, please check with financial aid since it may be impacted by a withdrawal.

## Student Success Tips

### Study Techniques

It's important that you attend/participate in the course and complete all assignments to be successful in your College career. To support this, please consider your study habits - *where*, *when*, and *how* you study. For example, trying to read a complex paper in a loud coffee shop may be too distracting for you to really understand the material. Waiting until the last minute to write a paper rarely yields good results.

Take a look at the guide provided below for more suggestions to optimize your study time.

[Click here to access a Study Guide.](#) Calculate your available study time.

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### Active Reading

You will have to read a lot throughout your degree! It's common practice to highlight content as you read it to help remember it. Studies show, however, that this is not as effective as previously thought. A much better way to help you process and retain the information is to write down the important points and quiz yourself as you read. This is known as "active reading." Download the handout provided below to get started on this simple technique that can help you from day one at ASU.

[Click here to access the active reading technique guide](#)

## Available Academic Resources

ASU has a wealth of resources to enable your success. [Click here to check out the University Academic Success Programs](#) website that includes information on the writing center, tutoring, supplemental instruction, graduate academic support and more.

# Mental Health

Students 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 academic performance and/or reduce the 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. ASU's dedicated crisis line is available 24/7 for crisis consultation by calling 480-921-1006.

## Content Notice

It is important that you are aware that the content and discussion in this life cycle nutrition course will necessarily engage with emotionally and intellectually challenging content, including images, descriptions, depictions, or discussions related to the topics of pregnancy, birth, illness/harm/injury and death. Each person comes to the course with their own life history and experiences. You are responsible for all content and attending to your well-being. If you think you may need a counselor or other support, please contact ASU Counseling Services or Student Accessibility & Inclusive Learning Services. If you are struggling to find support, please reach out to me.

# ASU Policies

[ASU Academic Policies](#) January 6, 2020

[ASU Online Course Policies](#) -

## University Excused Absences

*Accommodation for Religious practices in accordance with [ACD 304-04](#).*

*The university community should, in all its activities, be sensitive to the religious practices of the various religious faiths represented in its student body and employees. Faculty are asked to recognize the obligations of their students who may be participating in the observance of religious holidays. Students should notify faculty at the beginning of the semester about the need to be absent from class due to religious observances.*



*Missed class due to University-sanctioned activities in accordance with [ACD 304-02](#).*

*Students who participate in university-sanctioned activities that require classes to be missed, shall be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence.*

## **Disability Accommodations**

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours, by appointment, or via Canvas Inbox (online students).

Note: Prior to receiving disability accommodations, verification of eligibility from the Student Accessibility and Inclusive Learning Services is required. Disability information is confidential.

### **Establishing Eligibility for Disability Accommodations**

Students who feel they will need disability accommodations in this class but have not registered with the Student Accessibility and Inclusive Learning Services should contact the office immediately. Students should contact the Student Accessibility and Inclusive Learning Services, campus-specific location and contact information can be found on the ASU Accessibility (SAILS) website. SAILS offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the Accessibility website (<https://eoss.asu.edu/accessibility>) for eligibility and documentation policies.

- Phone: (480) 965-1234
- FAX: (480) 965-0441

## **Academic Integrity and Student Code of Conduct**

### ***Academic Integrity***

*While interaction among students is encouraged, all work performed on the class assignments and quizzes must be that of the student taking the quiz. Any indication that the work on a quiz or exam is not that of the student can lead to a range of consequences from failing the quiz to failing the course and reporting the lack of academic integrity to the College. No use of work by other students can be used, and no work taken verbatim and directly from other sources (e.g., the internet) can be used. Academic honesty will be taken very seriously in this course. Please consult <http://students.asu.edu/srr/code> for the ASU Student Code of Conduct.*

ASU 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 (<https://eoss.asu.edu/dos/srr/codeofconduct>), Computer, Internet, and Electronic Communications policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>), ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>), and outlined by the Office of Student Rights & Responsibilities (<https://eoss.asu.edu/dos/srr>). Anyone in violation of these policies is subject to sanctions.

The ASU student **academic integrity policy** lists violations in detail. These violations fall into five broad areas that include but are not limited to:

1. Cheating on an academic evaluation or assignment.
2. Plagiarizing.
3. Academic deceit, such as fabricating data or information.
4. Aiding academic integrity policy violations and inappropriately collaborating.
5. Falsifying academic records.

## **Student Code of Conduct**

Violations of the ASU Student Code of Conduct, other than the provision concerning academic dishonesty, are more generally considered inappropriate behavior. The **Office of Student Rights and Responsibilities** reviews and sanctions these matters. If a student violates both the academic integrity provision and additional provisions of the Student Code of Conduct, both the college and the Office of Student Rights and Responsibilities will review the matter. Each independently makes determinations concerning violations and appropriate sanctions.

## **Disruptive or Violent Behavior**

Students are entitled to receive instruction free from interference by other members of the class (<https://www.asu.edu/aad/manuals/ssm/ssm104-02.html>). An instructor may withdraw student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior (<https://www.asu.edu/aad/manuals/ssm/ssm201-10.html>).

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.

# 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.*

## Special Notes from Your Instructor

- Add a subject line in your Inbox message example: **HSC 355 Question regarding Case Study #1.**
- E-mail is not the best place to vent your anger. Take 15 minutes to think your message through and be courteous in your e-mails.
- All instructor correspondence will be sent to your Canvas Inbox e-mail account (not Gmail, not Yahoo, not Hotmail, etc.)

## Netiquette

- Follow the Student Conduct and Academic Integrity policies that are outlined in the syllabus.
- Respect individuals. Call each other by name. Get to know your classmates. Treat other people like you'd want to be treated. Be pleasant and polite.
- Be wary of sarcasm. In-person, sarcastic comments can be funny and break up a tense situation. Online, it's hard to tell the difference between when someone is sarcastic and when someone is genuinely rude. Assume that what everyone else writes were meant in the best possible way, even if it sounded a little curt or terse.
- Assume what you write could be taken in the worst possible way, even if you're sure the people you're talking with know you mean no harm.
- Don't make it personal. If you disagree, focus your criticism on the view you disagree with, and not the person who holds it. If someone disagrees with you, understand that it's not a personal attack you on, but a matter of not being persuaded by your view.
- No flaming. Flaming is a form of verbal abuse when someone intentionally attacks or disrespects someone for any reason. Disagreeing and sharing a different point of view is strongly encouraged,

but don't do it in a harassing manner.

- We also do not tolerate trolls in our discussion boards. Trolls are people who post negative comments designed to provoke emotional responses from readers. We are scholars here, and our posts should be meant to provoke intellectual responses. We can still have a disagreement in our discussions, but all posts need to be based on scholarly ideas and research and not simply on emotional responses. People who flame or troll in our classes are disruptive to the learning process. "An instructor may withdraw a student from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor."
- Avoid stereotyping. Just because someone holds view X, and some people you know of who hold view X also hold view Y, doesn't mean that holding view X means holding view Y. Real people are complicated!
- Properly cite sources you use and be honest in your communication.
- Use proper grammar and spelling. Typos and basic spelling mistakes will happen, but it won't be as well-received if it's distracting from your message.
- Feel the freedom to express your opinions on any of the topics brought up in the class. Your own reactions to the material are part of the learning process.
- Please view these [ASU Online Netiquette Guidelines.](#) \_

## Course Evaluation

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

## Syllabus Disclaimer

***This syllabus is subject to change with reasonable advance notice. Please consult the syllabus on Canvas regularly.***

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 e-mail and the course site often.

## Copyright

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## Third-Party Software and FERPA

*During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these are required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identifiable/sensitive information. If you have any concerns about this, please contact your instructor.*