

PRM 120 "Leisure and Quality of Life"
SUMMER 2022 – SESSION A

Course and Faculty Information

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PRM 120: Leisure and Quality of Life

What makes a good human life, a "good quality" of life? What exactly is "leisure," and how can leisure, play, and recreation be a source of well-being? We'll learn about theoretical and historical foundations, why some people don't have enough leisure time, and why we seem to be so busy and rushed in our lives. Throughout the course, you will be invited to reflect on how to improve your own quality of life through leisure, play and recreation.

Meeting Days, Time, & Location

This class is fully online and asynchronous.

Course Catalog Description

Conceptual foundations for understanding the role of leisure in the quality of life. Social, historical, psychological, cultural, economic, and political foundations of play, recreation, and leisure. PRM 120 is a "general studies" course satisfying university requirements for Social and Behavioral Sciences (SB).

Course Prerequisites: None

Learning Outcomes: After this course, you should understand:

- The role of recreation, play, and leisure in quality of life.
- The conceptual foundations of play, recreation and leisure from an historical, psychological, sociological, physiological, cultural, and philosophical perspective.
- Human growth and development throughout the life cycle including the contributions of leisure to growth, development and self-expression.
- The significance of play, recreation, and leisure across the lifespan for all persons (including ethnic minorities, women, the disabled, and the elderly) and in different societies.
- The technological, economic, political, and cultural significance of play, recreation, and leisure.
- The interrelationship between leisure behavior and the natural environment.

Course Modality

This is a fully online course; all the course material is in Canvas.

Textbook

Russell, R. V. (2020). *Pastimes: The context of contemporary leisure*, 4th, 5th, 6th or 7th edition. Champaign, IL: Sagamore Publishing. ISBN-13: 978-1571675453 or ISBN-13: 978-1571677129. Two copies of our textbook are on reserve at Hayden Library, and there is an electronic library copy available as well.

Course Access

Your ASU courses can be accessed by both my.asu.edu and myasucourses.asu.edu; bookmark both in the event that one site is down.

Workload Expectations

The Arizona Board of Regents, the governing board for ASU, NAU, and the U of A, has a policy for how much time students should invest in their courses: "A minimum of 45 hours of work by each student is required for each unit of credit." Therefore, in a 3-credit course, students should expect to invest 45 hours in class meetings (or the online equivalent), as well as 90 hours doing homework and assignments—a total of 135 hours in any given session (A, B, or C). **This translates to 22.5 hours per week for a summer 6 week course.** This includes engaging in online activities, reading, doing other homework, completing assignments or assessments, and studying. As you register for courses, keep this 135-hour standard in mind because during some semesters your work and/or family commitments may prevent you from taking a full load of classes.

Technology Requirements

Computer Requirements

- Reliable Internet access.
- Desktop or laptop computer within the last 5 years. **Chromebooks and mobile devices will not provide full access to ASU's hybrid and online courses.**

Software Requirements

- **Operating System:** Windows-based computers must be running Windows 10 or newer. Macintosh computers must be running OS 10.13 (High Sierra) or higher
- **Required Software:** Microsoft Office 2016, 2019 or [Microsoft Office 365](#) (available for all students at ASU); [Adobe Acrobat Reader DC](#) (free)
- **Web Browser:** Use only the most recent version of Firefox (version 77 or higher) or Chrome (version 83 or higher). Students are also advised to have both browsers installed on their computer. **Safari, Explorer and Edge have known compatibility issues with Canvas.**
- Adobe Acrobat Reader or other (free) scanning software/app
- Word, PowerPoint and Excel software ([free to students](#))

Detailed Requirements by Application:

- [Canvas LMS computer requirements](#)
- [Respondus LockDown Browser computer requirements](#)

Technology Concerns?

Students needing help with technical issues can contact a 24/7 live chat service at contact.asu.edu or [My ASU Service Center](#) for help. Taking a screenshot of your screen is often useful for diagnosing and solving the problem when seeking tech support. [How to take a screenshot.](#)

If you don't have a laptop, or don't have access to good wifi, ASU has a laptop and WiFi hotspot checkout program available through [ASU Library](#).

Missing Class

Accommodations for Disaster, Military, Religious, and University Activities

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

Course Structure

This schedule is subject to change. For a more detailed schedule with learning objectives and assignments, see online schedule.

| | |
|---------|---|
| Week 1: | (M0) Getting Started (M1) Introductions and Meanings of Leisure |
| Week 2: | (M2) Ancient vs Modern Happiness (M3) Ancient vs Modern Leisure (M4) More Ways to Live a Good Life |
| Week 3: | (M5) Leisure and Health (M6) Motivations for Leisure (M7) Theories of Leisure Behavior & Experience |
| Week 4: | (M8) Play (M9) Leisure & Culture (M10) Place & Toys: Leisure's Geography & Technology |
| Week 5: | (M11) Taboo Recreation (M12) Leisure & Work (M13) Leisure & Time |
| Week 6: | (M14) Leisure & Equity (M15) Leisure Systems & Social Good |

Course Schedule & Content Availability

This course is designed to encourage the absorption of content and interaction throughout the session. Each module will open the week before we get to it. Though you may review content and read ahead, assignments will be released the week they are to be reviewed and discussed. To work ahead goes against the purpose of some course activities like discussions.

Assignments and Evaluation Procedures

“Getting Started” Quiz

Students must take the syllabus quiz to demonstrate your understanding of course requirements. A minimum score of 90% on this quiz is required to unlock the other course materials in Canvas.

Preview Quizzes

This course is designed for you to visit the material inside a given module at least a couple of times before you move on. Students are expected to “preview” or look over/read material. Every module has an open-book “preview” quiz at the beginning of each week. Each is worth about 10 points, for about 200 points total.

YellowDig Discussion

Every week, students will participate in YellowDig discussions on the topics of the week. The more you participate, the more points you will earn. You can earn up to 40 points a week, up to 200 points. Your ongoing Yellowdig grade shows your current percent. You always want to see that at 100%! If you post thoughtfully, you may earn an “instructor badge” for bonus points. For more details, see individual modules in Canvas. YellowDig discussions roll over/reset for points at 1 am Saturday mornings.

- Every week, you can earn a certain number of points.
 - In Canvas, this is 40 points each week (inside Yellowdig, it's a lot more "Yellowdig" points)
 - Inside Yellowdig, you can track your progress for the week with the progress bar.
- The first Yellowdig grade column in your grade book shows your **current weekly status**
 - e.g. if you haven't posted at all in Yellowdig FOR THE WEEK, you'll show a 0%; if you've gotten all your points for the week, you'll see a 100%.
 - You should aim for seeing 100% in your weekly Yellowdig every week.
- The "summary" grade column (at the end/bottom of your grade book) shows your **TOTAL Yellowdig status**.
 - If you've been earning 100% each week, the summary will also show 100%
 - If you've missed some points, the summary will show less than 100%.
- To earn full credit with Yellowdig, you only have to earn 40 points for 5 weeks.
 - So you can miss a couple weeks and be fine.
 - You can also over-earn a little on any given week (like slush points) and this can compensate for missing weeks.

Review Quizzes

At the end of each unit, an open-book “review quiz” will open. Each is worth about 10 points, for about 200 points total.

Reflections

Students will write a total of 2 reflection papers over the course of the semester (100 points each). Every week/module has a “reflection paper” topic included. Twice during the semester, students will choose one reflection from a list of available topics. Students can also write an extra reflection, for bonus points.

Final Quiz

The final exam will be student-generated and low-stakes. It will be held remotely (see Canvas for the due date). Students will submit quiz questions (15 points) and from the student quiz questions, a final quiz worth 20 points will be generated.

Bonus Points

You may write an extra reflection for bonus points. Point totals may be capped at 250 reflection points (full reflection points, plus 50 extra.) Reflections must be submitted by their due dates; you may not go back to complete reflections whose due dates have passed.

Submitting Assignments

All assignments MUST be submitted via Canvas. DO NOT EMAIL assignments or they may be lost forever! Each assignment will have a designated place in Canvas to submit.

Grading

Summary of Graded Assignments

| Assignment | Percentage |
|--|-------------|
| Preview Quizzes (about 10 pts each) & "Getting Started" Quiz = 200 pts total | 25% |
| Review Quizzes (about 10 pts each) & Final Quiz = 200 pts total | 25% |
| YellowDig Discussion (20 pts max per week, about 200 pts total) | 25% |
| Reflections (40 pts each, choose 5 = 200 pts) (do extra for up to 40 bonus points) | 25% |
| Total | 100% |

Grade Scale

This course uses a plus/minus grading system as defined below. Rounding will be used, i.e. 86.2 = B, but 86.8 = B+:

| Grade | Percentage | Grade | Percentage |
|-------|------------|-------|------------|
| A+ | 98-100% | B- | 80-82% |
| A | 93-97% | C+ | 77-79% |
| A- | 90-92% | C | 70-76% |
| B+ | 87-89% | D | 60-69% |
| B | 83-86% | E | Below 60% |

Late or Missing Work

I do not take late work. All assignments MUST be completed by the deadlines provided and the submission area DISAPPEARS after the deadline. Technical issues while trying to submit at 11:59 pm will not be accepted. Give yourself a cushion of time to submit to avoid problems and trauma. Emergencies should be communicated ASAP with documentation supporting the emergency, and we will problem solve together in a reasonable manner.

Remember, if you miss a deadline or two, it's not the end of the world. Everyone has those days. Meet the deadlines or don't--no judgment!--and accept the results with grace.

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

Additionally, it is YOUR responsibility to **CHECK YOUR ASSIGNMENT** immediately after uploading to make sure that is:

- 1) The **correct assignment that you intended to upload** (NOT a blank page, NOT an incorrect version or WRONG assignment)—I will NOT allow you to email the 'correct' assignment or grant a request to 're-open the submission area' after the due date/time.
- 2) It is in the **proper specified format**: Microsoft® Word (DOC, DOCX), Microsoft® PowerPoint® (PPT, PPTX), Microsoft® Excel® (XLS, XLSX), PDF. I WILL NOT accept an assignment that is not in one of these above formats (examples: .numbers, .txt, etc.).

48 Hours to Communicate Concerns About Grades:

You have 48 hours after grade posting to address missing points or contest your grade. End of semester requests for the ability to turn in late work and/or obtain extra credit toward an improved grade will be denied.

Communication & Questions

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:

1. **Course syllabus**
2. **Announcements in Canvas**
3. **The Q & A Forum in Canvas**

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), please go to the "Q & A Forum" in Canvas. I'll answer questions here for the benefit of all students. Students can answer each other's questions here, too! You can subscribe to this board to get email notifications when a question is posted or answered. Your instructor will post answers on the Q & A Forum **within 1 business day**.

For questions of a personal nature, email your instructor directly. Allow between 24-48 hours for replies to direct instructor emails.

If you can't get hold of me by email, or you'd like to set up a time to meet, feel free to text (602) 697-5022. Do not text me with technical difficulties on the day of a deadline. Submit early.

Things you should never say to a professor:

"I wasn't in class. Did I miss anything?"

"Is this going to be on the test?"

"I didn't know we had anything due."

"I was busy studying for other courses so I didn't have time for this class."

"Did you get my email?"

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. Please ensure Canvas notifications are being sent to your email.**

Student Success

Tip for Success

- Check the course **daily**, to stay in touch with the material and activities
- **Read announcements and check email!** 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.

THIS CONTENT IS PROTECTED AND MAY NOT BE SHARED, UPLOADED, SOLD, OR DISTRIBUTED.

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

University Academic Success Programs

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

Writing Center and Support

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

Course Policies

Drop and Add Dates/Withdrawals

Click here for the timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Grade Appeals

Per the [University Policy for Student Appeal Procedures on Grades](#), grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the School Director's official designee, which may include the School's Academic Grievance Officer or the Associate Director of the School.

Warning of Course Content

At times, we may discuss material that may be disturbing—even traumatizing—to some students. This may include strong language (including swear words); discussions of crimes, taboo recreation such as drug abuse; and discussion of discriminatory attitudes or actions. If you have experienced criminal victimization or some other type of trauma in your past, you should feel free to excuse yourself from the classroom during a discussion that causes you to experience distress. You will, however, be responsible for any material you miss or, alternatively, for an alternate assignment if you are unable to engage with the material. If you suffer from some form of post-traumatic stress that may be triggered by discussion of material, you are encouraged to formulate a plan for treatment with the relevant health advisers to work on preventing unexpected reactions to potentially triggering material. ASU student counseling services can be reached Monday through Friday from 8am to 5pm at 602-496-1155 or in the Historic Post Office Building, Suite 208. There is also a 24-hour ASU-dedicated crisis hotline at 480-921-1006.

Keep in mind that some discomfort is inevitable in classes because the goals of higher education include exposing students to new ideas; having students question beliefs they have taken for granted and grapple with ethical problems they have never considered; and, more generally, expanding their horizons so as to become informed and responsible democratic citizens. You may become frustrated from time to time as you struggle with viewpoints that differ from your own. This course may offer you the benefit of helping to understand human behavior better.

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions, and records. All submissions by a student are expected to be the original work product of the submitting student. Material that violates this requirement in any way, or that constitutes any form of dishonesty, cheating, fabrication, the facilitation of academic dishonesty, and/or plagiarism, may result in the student receiving sanctions that 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, suspension, and dismissal from the university. Please see the official ASU Policy on Cheating and Plagiarism (Policy Statement 08-02) for more details about the consequences of academic dishonesty. It is accessible online at: <http://provost.asu.edu/academicintegrity>

Review this [tutorial on Academic Integrity](#). Anyone in violation of these policies is subject to sanctions.

Electronic Review of Written Submissions

To ensure compliance with academic integrity policies, written submissions may be submitted to SafeAssign, TurnItIn, or a similar plagiarism detection program. Submission of any writing assignment in the course to the professor constitutes consent by the student for the instructor to upload the paper to check against any anti-plagiarism database.

Avoiding Plagiarism

Some students truly do not understand what plagiarism is, and therefore plagiarize unwittingly or unintentionally. But ignorance is not an excuse for unethical academic conduct. To avoid plagiarism, review this [tutorial on Plagiarism Awareness](#) and this [reference on Avoiding Plagiarism](#). Moreover, read the following rules that apply regardless of the citation form or style you may be using:

1. **Direct Quotations** – Whenever you directly quote someone else, you must provide a citation to the source of the material from which you are quoting. Moreover, you must put the material in quotation marks or otherwise set it off in an indented quote so the reader knows what words are yours and what words are quoted. It is unacceptable to use the words of others and only partially quote the original source. This is true even if you provide citation to the source both in text and in your references section!
2. **Paraphrasing/Indirect Quotations** – Whenever you indirectly quote someone else (i.e., you paraphrase the work of another), you must provide a citation to the source of the material from which you are paraphrasing. Simply changing the structure of a sentence, or a few words in a sentence so that the sentence you write is not an exact quote from the original source does not mean a citation is not needed. This is because the idea you are expressing is not your own, but rather someone else's.
3. **Using Other's Ideas** – Even if you compose an entire paragraph of writing in your own words (i.e., neither quoted nor paraphrased), if the idea you are expressing in that paragraph is not your own, original idea, you must provide a citation to the source from which you obtained this idea.
4. **Collaborative Work** – If you collaborate on any work with someone else and fail to acknowledge that collaboration, you are guilty of plagiarism. If you have received permission from your professor to collaborate on some assignment, be sure that all of the contributor's names appear on the submission.
5. **Altering or Revising Another's Work** – If you alter or revise the work done by someone and submit that work as your own, you have plagiarized. Similarly, if you allow someone else to alter or revise work that you have done and then allow that person to submit it as his or her own work, you are both guilty of plagiarism. Work that is not entirely your own must be credited by citation, both in text and in your references page.
6. **Altering or Revising Your Own Prior Work** – You should also be aware that reusing or revising your own work that was prepared for another class or another professor, and not bringing it to the attention of the professor to whom you are submitting the revised work is also academic dishonesty. If, for example, you have two classes that require a term paper, and you can write one paper that meets the requirements of both classes, you may not submit that paper to both professors unless you get permission to do so in advance from both professors. Similarly, if you wrote a paper several semesters ago that can be revised and submitted in satisfaction of a paper requirement for a course in which you are currently enrolled, doing so is academic dishonesty unless you get the advanced permission of your professor to do so. The

reason this is dishonest is that it is not an original work prepared in satisfaction for the requirements on the course you are currently taking. Contact your instructor for written approval if you are seeking an exception for unique cases.

Student Conduct

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](#). In addition,

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

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

Faculty and university employees are **mandated to report** allegations of unwelcome sexual conduct (<http://www.asu.edu/aad/manuals/acd/acd401.html>). If you tell your instructor about unwelcome sexual conduct that involves an ASU student or employee, they are required to report this information to university authorities. It is your right to choose who, when and where you disclose information about unwelcome sexual conduct; it is also your right to understand the responsibilities of anyone to whom you disclose such information. Before disclosing information about unwanted sexual conduct to anyone, you can ask them whether they can keep the information confidential.

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

For an online tool that is designed to help 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](#).

Prohibition of Sharing Copyrighted Materials

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.

Prohibition of Sharing Course Content

All course content, including lectures, are copyrighted materials. Students may not share outside the class, upload, sell, or distribute course content. Any recording or transcript of live class sessions is authorized only for the use of students enrolled in this course during their enrollment in this course. Recordings and excerpts of recordings may not be distributed to others."

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. DRC staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all ASU campuses regarding disability policies, procedures, and accommodations.

Establishing Eligibility for Disability Accommodations

[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. Prior to receiving any disability accommodations, verification of eligibility from the DRC is required. Once registered with the DRC, students with disabilities must meet with the instructor to discuss what reasonable accommodations they will need to be successful in this course. Students with disabilities that are known at the time this course begins are encouraged to make your request for accommodations at the beginning of the semester, either during office hours or by appointment. For disabilities that arise after the course has begun, students should meet with the instructor at the earliest possible time to arrange for accommodations of their learning needs. Disability information is confidential.

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.

Indigenous Land Acknowledgement

The ASU Library acknowledges the twenty-two Native Nations that have inhabited this land for centuries. Arizona State University's four campuses are located in the Salt River Valley on ancestral territories of Indigenous peoples, including the Akimel O'odham (Pima) and Pee Posh (Maricopa) Indian Communities, whose care and keeping of these lands allows us to be here today. ASU Library acknowledges the sovereignty of these nations and seeks to foster an environment of success and possibility for Native American students and patrons. We are advocates for the incorporation of Indigenous knowledge systems and research methodologies within contemporary library practice. ASU Library welcomes members of the Akimel O'odham and Pee Posh, and all Native nations to the Library.