FSE 301: Entrepreneur & Value Creation

ASU Online #44435 & iCourse #44434

Summer B 2023 (June 29 - August 9, 2023)

Bryan Azeka - Instructor

Office hours by email appointment

bryan.azeka@asu.edu

Welcome!

Course Description

In-depth application of entrepreneurial concepts including opportunity recognition, value creation, and new business management. Students learn how to identify the needs of a market and problem solve to meet those needs through innovation. Students learn common mistakes made in the new venture process and how to work to avoid these mistakes. **This course requires you to launch a venture and spend significant time each week engaging potential customers.** Students will work in groups of 3 or more students (ideal range is 3 to 5 people in a group). A significant portion of your grade is based on your team's venture project: You must commit to having weekly meetings (in-person or online) with your team.

GRADING NOTES

Because 70% of your grade is based on your venture project: You must commit to having weekly team meetings (online or in-person). Students may miss one team meeting, if they notify their team in advance (5-day minimum advanced notice) and still contribute to that week's assignment. If students do not contribute to an assignment, they will not earn credit for that assignment. Students' final grade may be lowered by 10 points for additional missed meetings or lack of participation.

Discussion 10%
Research 20%
Venture Work 45%
Quiz 25%
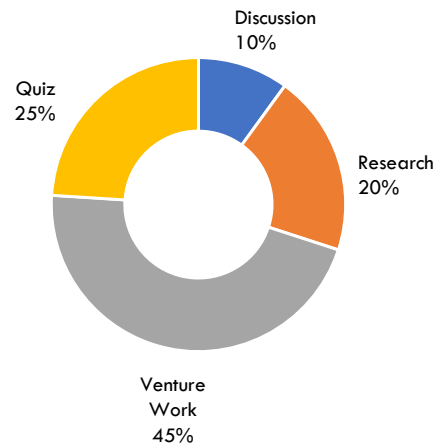
LEARNING OBJECTIVES

01 Understand specific areas of interest and skill in order to identify entrepreneurial or intrapreneurial opportunities that present themselves in the life of their careers.

02 Learn how to effectively identify and critically analyze an entrepreneurial opportunity and formulate the steps in establishing a value proposition oriented toward that opportunity.

03 Learn how to analyze customer groups and develop a plan to identify and reach customers in a specific target market.

04 Learn how to critically assess business model choices and select an optimal strategy for a chosen business concept.

05 Prepare and deliver pitches for new ventures as a process to help understand the complicated sales and funding experiences and the mindset of a customer, investor or partner.

06 Work as a contributing and collaborative team member within a team in order to habitually find value in the many different backgrounds and viewpoints of those you interact with during your life.

07 Learn to react positively to constructive feedback on your ideas and opinions from classmates in order to become an individual of continuous improvement; learn to give constructive feedback that can help a classmate, colleague, or friend improve ideas and ventures.

COURSE RESOURCES
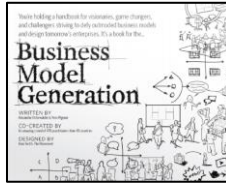
We will be using Alexander Osterwalder and Yves Pigneur's books as part of the processes and tools needed to succeed.

REQUIRED TECH

Computer/Tablet

Internet Access

Web Browser

Headphones (Focus Time)

Google Drive

PDF Reader

ASSIGNMENTS

KNOWLEDGE CHECK

AT THE END OF REQUIRED READING/VIDEOS
Check your understanding of lecture material through short quizzes. You will have unlimited tries on each quiz, and must answer all the questions correctly to meet the lecture learning outcomes

AT THE END OF COURSE MODULES
Demonstrate your mastery of course materials through recall, evidence-based conclusions, and application of tools and strategies discussed in each module.

RECALL

PRESENTATION

FINAL PROJECT
As a team, develop, research, and deliver an evidenced -based pitch in support of your venture. Ideal submissions will have the potential to launch is the team decides to pursue after this class.

ZOOM AND DISCUSSION BOARDS
Complete learning modules and participate in live and digital class activities to fully engage with the course materials. Collaborate with your classmates with enthusiasm, compassion, and feedback.

CLASS PARTICIPATION

COURSE POLICIES

ACCESSIBILITY
If you need accessibility-based accommodations, please let you advisor or myself know so that we can ensure appropriate arrangements are made.

DUE DATES
Assignment due dates are designed to help you progress through the course while engaging in learning. No late assignments accepted. 1 second late is considered late.

ZOOM
You'll meet at least once a week with your team as well as parodic meetings with the teaching team and mentors. Please arrive on time, restrict distractions, and arrange to have your camera on. Mandatory synchronous Zoom meetings will be marked within the course schedule. Make every effort to attend these meetings.

NETIQUETTE
Use appropriate and inclusive language for a classroom setting whether in Zoom meetings or on a discussion board. Treat your classmates with respect and compassion.

FEEDBACK
Typical response time for non-urgent emails is 24-48 hours. Typical grading return timeframes are 1 week after submission although we'll strive for less than that. When we give you blunt feedback, we are not trying to be rude but are being real with you. Trust us/the process. It has been tested time and time again.

COURSE WORK

EXPLORATION
Independently and as a team, you will spend time completing assignments that challenges preconceived notions and encourage idea exploration and iteration.

RESEARCH
Your team's venture will require vetting around value propositions, customer segments, competition, and other primary and secondary research.

CUSTOMER DISCOVERY
Independently and as a team, you will spend time completing assignments that challenges preconceived notions and encourage idea exploration and iteration.

ITERATION
Independently and as a team, you will spend time completing assignments that challenges preconceived notions and encourage idea exploration and iteration.

COLLABORATION
Independently and as a team, you will spend time completing assignments that challenges preconceived notions and encourage idea exploration and iteration.

NEED HELP?

This course is highly accelerated course. You will complete the course workload of a normal 15-week course in just a 6-week session.
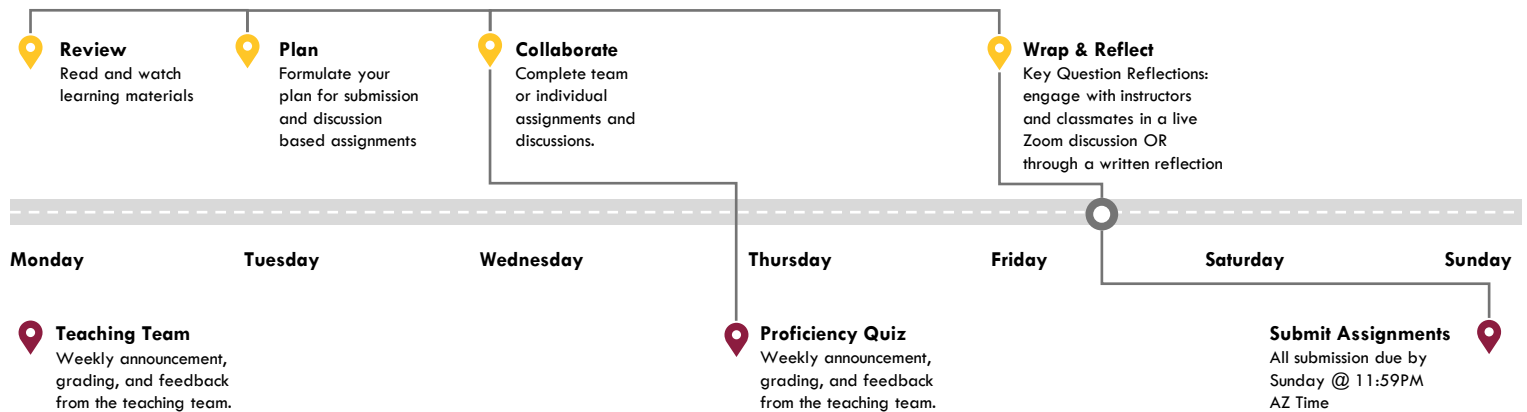
If you fall behind by even one assignment it will prove difficult to catch up. Be proactive and make sure you are seeking help when needed. Do not be reactive with your grade.

Office Hours

Discussion Boards

Course Material

Mentor Partner

This is a highly accelerated course. You will experience a full 15-week course in just a 6-week session.

The entirety of the FSE 301 course will be available to you from the start. You are welcome to work at a quicker pace if you/your team are able. Just note that assignment grades might not be completed until the due date has passed. Ideally, your priorities and focus for each week will follow the path you see below.

Review
Read and watch learning materials

Plan
Formulate your plan for submission and discussion based assignments

Collaborate
Complete team or individual assignments and discussions.

Wrap & Reflect
Key Question Reflections: engage with instructors and classmates in a live Zoom discussion OR through a written reflection

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Teaching Team
Weekly announcement, grading, and feedback from the teaching team.

Proficiency Quiz
Weekly announcement, grading, and feedback from the teaching team.

Submit Assignments
All submission due by Sunday @ 11:59PM AZ Time

GRADE BREAKDOWN

Components of Course Grade:
  Individual Component (43 points)
    Assignments (19 points)
    Module Quizzes (24 points)
  Team Project Component (57 points)
    Assignments (32 points)
    Final Canvases (10 points)
    Final Pitch Deck (15 points)
  TOTAL: 100 points

Extra assignments may be available during the course at the teaching team's discretion.

x ≥ 95	A
90 ≤ x < 95	A-
88 ≤ x < 90	B+
85 ≤ x < 88	B
80 ≤ x < 85	B-
78 ≤ x < 80	C+
70 ≤ x < 78	C
60 ≤ x < 70	D
x < 60	E

This course requires extensive customer research, including customer discovery assignments involving in-person/zoom interviews with a minimum of 30 separate customers. While these are team assignments, every team-member is expected to participate in customer discovery.

MISSION STATEMENT & PROGRAM OBJECTIVES

The BS in Technology Entrepreneurship and Management advances the knowledge and practice of entrepreneurship and innovation. The degree program prepares students to:

- Create, launch and improve technology-based products, services and ventures,
- Identify and solve open-ended problems,
- Innovate and improve processes, operations and organizational infrastructure, and
- Address social and corporate issues to improve, impact and change the world.

TEM Program Objectives Addressed in this Course:

- Formulate methodologies to advance the knowledge of entrepreneurship and innovation.
- Utilize a systems approach for the effective design and improvement of entrepreneurial and innovative ventures.
- Demonstrate the ability to identify, analyze and synthesize information to address and solve global use-inspired open-ended problems, assessing their impact on social, cultural and economic environments.
- Apply quantitative and qualitative methods to demonstrate continuous improvement of global products, services and processes.
- Apply a holistic approach to professional ethics and responsibility.

Teaching Philosophy

I have 17+ years of experience as a small business owner, entrepreneur, operations manager, lean six sigma blackbelt, and instructor. My professional methods focus on people, process, and technology to deliver innovative industry and academic success. I am an advocate of people-focused research and collaborative development connected to data-driven metrics. My professional interests are venture creation, funding and finance, revops, digital growth, blitzscaling, business automations, people systems, and Hawaiian BBQ Sauces.

I strive to maintain a classroom atmosphere that is conducive to learning and encourages dialogue. To that end, I use discussion boards and other collaborative tools in class to encourage discourse, debate and problem solving.

Personal interaction with students is one of the most important aspects of my teaching approach. Familiarity with students is crucial to the development of a good rapport and interpersonal development. I make myself available outside the classroom by encouraging students to schedule meetings during office hours, I will schedule one-on-one appointments whenever necessary if students have conflicting schedules, and I use email to communicate with my students.

I have great respect for the individuality of each student. I expect students to take an active role in their learning, asking questions and going beyond the material presented in class. At its core, I believe higher education is about going beyond content mastery. I work to create a learning environment that fosters critical thinking and problem solving. All students, in order to realize their goals and help others do the same, need to understand not only the facts presented in books and lectures, but the questions they need to ask based on the information they learn. I expect students to become self-directed learners, engaging their natural curiosity about the material presented and taking that curiosity to the next level. I see myself and our work together in the classroom as the springboard for further exploration.

I believe in the value of students working in small groups or teams on projects in most of my courses. In this way students take more responsibility for their own education. This is especially important in entrepreneurial education where success is amplified when people work cooperatively. Students in my classes are exposed to problems where they must find information and data broadly rather than narrowly from only required textbooks. By participating in projects, students can explore their own intellectual capabilities in a cooperative environment. Most of these projects culminate in a written or oral presentation so that students can share their ideas and encourage each other with their excitement as well as practicing the important skills of effectively communicating technical information.

I believe that students deserve respect and there must be mutual respect between the students and me. I strive to earn students' respect in a variety of ways, given that respect cannot simply be awarded. I take a sincere interest in the well-being of students and interact with them on professional and academic levels. I am convinced that social interaction with students develops a rapport with them and they are more comfortable when asking for assistance while in the classroom.

You are required to read: Before you submit any assignment… **and** Advice on succeeding in this classes

Student Success Quick Tips:

- Check the course daily,
- Read announcements,
- Read and respond to course email messages as needed,
- Complete assignments by the due dates specified,
- Communicate regularly with your instructor and peers,
- Create a study and/or assignment schedule to stay on track,
- Contact the help desk immediately if you are having technical problems,
- Access ASU Online Student Resources (Links to an external site.),
- Watch this short video (Links to an external site.) for one free answer on the syllabus quiz.

Learning Goals:

The undergraduate programs of the W. P. Carey School of Business and the Ira A. Fulton Schools of Engineering have established the following learning goals for their graduates: 1. Critical Thinking, 2. Communication, 3. Discipline Specific Knowledge, 4. Ethical Awareness and Reasoning, 5. Global Awareness.

Required Texts, available for free through lib.asu.edu: Value Proposition Design "VPD" and Business Model Generation "BMG"

Venture Funding: The standard book for this class costs $100, but in place of that, I am using two cheaper, hands-on books, both available for free through ASU's Library. I am asking each student to set aside $50 toward starting your venture. The money is managed by you, and you get to decide how to spend it. Every startup requires a budget, and you will be providing that budget. A team usually has at least 4 students, thus your startup has a minimum budget of $200.

Detailed Course Expectations:

- Entrepreneurship is not a spectator sport; it requires tenacity, hard work, and resilience. There are no right or wrong answers, simply tools and habits that can help you get to as many successes as possible along the way. The more effort you put into this class, your own business, the more you will benefit from it.
- Students must be disciplined and committed to staying on top of the class schedule and responsibilities.
- It is each student's responsibility to complete assignments properly and on-time; last-minute issues may not be resolved before a deadline, so planning ahead is ideal. For example, if an assignment is due at 11:59 PM and you email the instructor a couple of hours before the due date because of issues you are experiencing, do not expect these issues to be resolved and your work will count as late regardless of the circumstance.
- All work submitted by your team is a representation of you as an individual, so it is important that you review all teamwork before it is submitted. All team members are responsible for any potential plagiarism violations for team assignments, so please review all teamwork before submitting.
- Entrepreneurship requires preparation, problem solving and quick thinking as well as action; you are responsible for earning your own grade and should attempt to solve any issues you encounter yourself. Multiple resources are provided to set you up for success, and with initiative, you'll learn you can figure out almost all issues yourself.
- This class heavily depends on teamwork, thus if you are having issues with team members not delivering work on time and to your expectations, address these issues early on. You have the right to take actions within your own team.
- You are expected to keep up with all assigned reading and lectures and demonstrate your expertise in all assignments.
- It is appropriate to discuss the readings and lectures with others, but all individual written work (excluding team assignments) must be performed and completed independently.
- Failure to complete assignments on time will affect your grade and NO LATE ASSIGNMENTS ARE ACCEPTED. Please plan your schedule accordingly since extensions will not be given. If you anticipate needing additional time, reach out to the instructor **before** the assignment deadline.
- Technical difficulties are NOT a valid excuse for late work. Please plan ahead.
- All students must learn how to use YouTube for uploading video and must have access to a video camera at a few points during the semester. Please ensure you have these skills and resources and plenty of time to complete the related assignments.
- You will be utilizing online tools for office hours and assignments, please plan ahead if you are not familiar with a specific tool.
- Regarding religious holidays, please plan ahead for assignments that are due on or near a holiday. It is your responsibility to plan ahead. https://provost.asu.edu/index.php?q=religious-holiday-calendar -- The same applies for students with excused absences related to University-sanctioned events/activities. Plan ahead.
- Should you have any questions or concerns about assignments or grades throughout the course, please bring this to the attention of an instructor as soon as possible. Matters are best handled in a timely and professional fashion.
- Threatening behavior has a zero-tolerance policy where you will be asked to leave the class and directed to the appropriate department on campus. This includes hostile interaction with fellow students and faculty, online or in-person.
- Academic honesty is taken very seriously. Please review the W. P. Carey and Ira A. Fulton Honor Codes.

Course Assignments

Discussion Forums

For each discussion question ONE (1) response posting, a minimum of 200 words, is required. In order to receive full credit for the discussion, all discussion responses must be posted prior to the noted deadline. Since there is only one posting required for the initial question, be thoughtful and thorough in your responses. The success of our class is predicated on honest, thoughtful input and enthusiasm. Attitude and aptitude are elements that are both evaluated when determining final grades for this course. Please see the syllabus details for due dates for this initial post.

In addition: To ensure the full credit possible for the discussion forum, each student must respond to TWO (2) initial postings from two different students. Each response must be substantive and a minimum of 100. Given that, it's best to submit your initial post early so classmates have time to read and consider posts for their feedback due in that same week.

When writing your responses please keep the following in mind:

- Provide your own personal real-world experiences or speculate how a certain issue applies outside of the classroom.
- Retrieve information from other sources, beyond the test; using citations. Your post and feedback should be your individual analysis.
- Provide substantive content. Comments such as: "I agree" or "great information" are not considered participation and will receive no credit. Starting your response with "Great point, I agree with what you said" is a sure way to lose points.
- Substantiate your input with detailed information, critical thinking, etc.
- Use proper etiquette and be professional.
- Use proper grammar and writing mechanics.
- Content length matters. Students who provide more complete answers and feedback will earn more points. However, be efficient in your answers; don't ramble on.
- No additional forum participation is required: however, you may wish to participate with further discussion if desired.
- DO NOT plagiarize content from other student's posts. Instructors do read all the comments and if it is found that you are stealing content/materials/ideas from others you will be reported to the Office of the University Provost and expelled from the course immediately. Please refer to ASU's academic integrity resources for more info at https://provost.asu.edu/academic-integrity.

Assignments

Assignments will be associated with chapters in the text. The assignments will be either short answer questions or problem-based. See the Modules Tab for specifics regarding each assignment. All assignments are to be completed on time. Check the calendar for assignment due dates. Please familiarize yourself with the late policy.

Exams/Quizzes

There will be several exams/quizzes administered during the course. They will be open book exams. All exams are to be completed on time. Be sure to refer to the Calendar tab for specific assignment due dates (late Exams will not be accepted).

Attendance/Participation

Preparation for class means reading the assigned readings and reviewing all information required for that week. Attendance in an online course means logging into Canvas on a regular basis and participating in all of the activities that are posted in the course.

Late or Missed Assignments

No Late Work Accepted whatsoever. This is the 3rd time I have mentioned this, please be sure you understand this policy. If the assignment is marked as "late" in Canvas, the assignment will not receive points (zero points). No partial credit is given on late assignments.

Submitting Assignments

All assignments, unless otherwise announced by the instructor MUST be submitted via Canvas. Each assignment will have a designated place to submit and will not be accepted via email. All assignments are due by 11:59 pm on the date listed. All uploaded assignments must be submitted as Microsoft Office or PDF format (.DOC/X or .PPT/X), Google Docs, text-based (copy and paste, if appropriate) or a URL to one of those files (through Google Drive or Dropbox). We will NOT accept assignments in Mac format (Pages, Keynote, etc.), so if you are a Mac-only user, please save as a Windows format. Any format outside of this criteria (including ZIP files), will not be opened or graded.

Team Policies:

In this class you will work in teams of up to 5 students. With prior approval, teams may have a maximum of 6 students, but please know that you will be required to put in the same individual effort of each person on any other team. In other words, having a team of 6 will not make your workload easier, but it could lead to increased success if you are willing to put enough time and effort into your venture. Here are some important topics regarding your teams.

* Students can choose their own teams. As a last resort, you may be assigned to a team if there are difficulties in finding a team.
* Students interested in working on their own must petition to do so via email to the instructor. It will be at the teaching team's discretion whether you can work on a venture individually. It is not a guarantee you will be allowed to work individually.
* Choose team members with knowledge diversity in mind. Do not pick someone because you are friends. Pick teammates based on skills.
* Every team is responsible for its own organization. **Use your weekly meetings to coordinate the division of effort for each week.**
* If a member of the team is not performing and fellow teammates are fed up, the team can make the choice to fire that team member. Before you make the decision to fire a teammate, you must communicate and document your decision with the venture mentor assigned to your team -- you must send an email to the entire team, copying the venture mentor, providing the team member the chance to remedy the situation before it escalates. In this situation, over-communication (and documentation) is better than failing to communicate. No firing is allowed after the midterm report submission. Detect the issue early and act before it is too late.
* If you get fired, you will automatically lose 30% of any grade issued to the team-based assignments and you will have to start on a new project on your own. If you did not contribute to a given assignment, you will not receive credit for that assignment. Starting a new project requires you to redo all assignments within one week of being fired.
* If a team member did not complete assigned tasks for a particular assignment, the team has the right to leave the name of that team member out of the submission resulting in a zero grade for that team member for that assignment. Every team submission must include the names of the team members who participate and the names of the team members who did not participate and will earn a 0 on that assignment. **Students will not earn credit for work they did not contribute towards.** All team members must have the opportunity to contribute, so only those who choose not to contribute can earn a 0 for that week's assignment. Document all team interactions in case you need to submit it for review.
* If your team designates you to submit an assignment, be sure to submit the assignment before the required due date. Team assignments are a team effort and if you fail to submit the assignment on time, on your team's behalf, everyone will lose points on that assignment. Do not email the instructor saying that it was your fault and to only dock late points to yourself. Team assignments will not be graded like this.
* It is your team and business. Make the decisions to support its success.

As already stated above: Because 70% of your grade is based on your venture project: You must commit to having weekly team meetings (due to COVID-19, these meetings may take place live online, not in-person). Students may miss one team meeting, as long as they notify their team in advance and still contribute to that week's assignment. If students do not contribute to an assignment, they will not earn credit for that assignment. Students' final grade may be lowered by 10 points for additional missed meetings or lack of participation. **Your choice to remain in this course past the Add/Drop period indicates your willingness to agree by this syllabus and all course policies. Read this syllabus carefully. If you do not agree with these policies, drop the course immediately.**

Drop and Add Dates

If you feel it is necessary to withdraw from the course, please see http://students.asu.edu/drop-add for full details on the types of withdrawals that are available and their procedures.

Campus Network or Canvas Outage

When access to Canvas is not available for an extended period of time you can reasonably expect that the due date for assignments will be changed to the next day.

All assignment deadlines are due by 11:59 Arizona time on their given due date. Out of state students: Please note that Arizona does not observe daylight savings time or change times with the rest of the US.

Getting Started: – DUE June 29, 2023
❑ Purchase or acquire the required text (see page 2 of the syllabus)
❑ INDIVIDUAL: Academic Integrity Agreement
❑ INDIVIDUAL: Syllabus Quiz

Module 1: Ideas and Innovation – use this time to find potential teammates, identify a venture – DUE July 2, 2023
❑ INDIVIDUAL: Bugs ang Innovation List – 5 points
❑ INDIVIDUAL: Idea Pitch Video – 6 points

Module 2: Know Your Customers & Team Up! – DUE July 9, 2023
❑ INDIVIDUAL: Quiz: Customer Profiles & Segmentation – 5 points
❑ INDIVIDUAL: Customer Profiles – 2 points
❑ INDIVIDUAL: Feedback on First Draft of Customer Profiles – 2 points
❑ TEAM: Team Charter – 1 point

Module 3: Know Your Value – DUE July 16, 2023
❑ INDIVIDUAL: Quiz: Value Proposition & Business Modeling – 5 points
❑ TEAM: First Draft of Business Model Canvas – 5 points
❑ TEAM: Draft of Value Map – 2 points
❑ INDIVIDUAL: Feedback on Team Value Maps – 2 points

Module 4: Discovery & Modeling – DUE July 23, 2023
❑ INDIVIDUAL: Quiz: Problem Statement & Customer Discovery – 5 points
❑ TEAM: Problem Statement Canvas and Resubmit Team Charter – 5 points
❑ TEAM: First Round of Customer Discovery Interviews – 5 points
❑ INDIVIDUAL: Extra Credit | Would You Invest?

Module 5: Strategy & Pitch – DUE July 30, 2023
❑ INDIVIDUAL: Quiz: Strategy & Pitch – 5 points
❑ TEAM: Draft of Strategy Canvas – 5 point
❑ TEAM: Draft of Pitch Deck – 1 point
❑ INDIVIDUAL: Draft of Pitch Deck - peer feedback – 1 point

Module 6: Competition, Revenue & Costs – DUE August 6, 2023
❑ INDIVIDUAL: Quiz: Competition, Costs, and Revenue – 4 points
❑ TEAM: Landscape Analysis – 5 points
❑ TEAM: Cost Structure – 5 points
❑ INDIVIDUAL: Extra Credit | Patentability

Module 7: Final Pitch and Canvases DUE Tuesday August 8, 2023
❑ TEAM: Final Video Pitch and Pitch Deck – 10 points
❑ TEAM: Final Canvases – 10 points
❑ INDIVIDUAL: Team Feedback – 360 – 4 points

Grant(s) awarded to
top venture team

Communicating with the Instructor

This course uses a "three before me" policy in regard to student to faculty communications. When questions arise during this class, please remember to check these three sources for an answer before asking me to reply to your individual questions: 1. Course syllabus, 2. Course Announcements, 3. "Community Forum" discussion board. In the event you need to communicate with the instructor, please email them directly at their ASU email address (found in the course syllabus) from your registered ASU email address, NOT through Canvas communication center. If you have questions of a personal nature such as relating to a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcome to contact me via email or phone. If you have a question about the technology being used in the course, please contact the Help Desk for assistance (See the 'Technical Support Contact Information' below).

If you have questions of a personal nature such as relating to a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcome to contact me via email or phone. If you have a question about the technology being used in the course, please contact the Help Desk for assistance (See the 'Technical Support Contact Information' below).

Computer Requirements

You must have an active ASU e-mail account and access to the Internet. All instructor correspondence will be sent to your ASU e-mail account. Please plan on checking your ASU email account regularly for course related messages. This course uses Canvas for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The Canvas Course Site can be accessed through MyASU at http://my.asu.edu r the Canvas home page at https://canvas.asu.edu/

Campus Network or Canvas Outage

When access to Canvas is not available for an extended period of time you can reasonably expect that the due date for assignments will be changed to the next day.

Student Conduct Statement:

Students in this class must adhere to ASU's academic integrity policy, which can be found at https://provost.asu.edu/academic-integrity/policy. Students must review this policy and become familiar with each of the areas in which academic dishonesty can occur. All academic integrity violations will be reported to the Fulton Schools of Engineering Academic Integrity Office. The Academic Integrity Office (AIO) maintains record of all violations and has access to academic integrity violations committed in all other ASU college/schools. Course content, including lectures, are copyrighted materials. In addition to ASU's academic integrity policy, 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" for more information). 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 student first complies with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Students are required to adhere to the behavior standards listed in Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct, ACD 125: Computer, Internet, and Electronic Communications and the ASU Student Academic Integrity Policy. Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10. Appropriate classroom behavior is defined by the instructor. This includes the number and length of individual messages online. Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate. Student access to the course Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course. ASU expects and requires all its students to act with honesty and integrity and respect the rights of others in carrying out all academic assignments. Any violent or threatening conduct by an ASU student in this class will be reported to the ASU Police Department and the Office of the Dean of Students.

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.

Accommodations for Religious Practices or University-Sanctioned Activities:

Accommodations will be made for religious observances provided that students notify the instructor at the beginning of the semester concerning those dates. Students who expect to miss class due to officially university-sanctioned activities should inform the instructor early in the semester. Alternative arrangements will generally be made for any examinations and other graded in-class work affected by such absences. The preceding policies are based on ACD 304–04, "Accommodation for Religious Practices" and ACD 304–02, "Missed Classes Due to University-Sanctioned Activities."

Technical Support Contact Information:

This course is delivered using the Canvas course management system. If you are experiencing technical issues with Canvas, contact the ASU Help Desk using the following information:
Email: helpdesk@asu.edu
Phone: 480-965-6500
For information on systems outages see the ASU systems status calendar, please visit http://syshealth.asu.edu/.

Accessibility Statement:

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (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. Students who wish to request an accommodation for a disability should contact the Disability Resource Center (DRC) for their campus.

Tempe Campus
http://www.asu.edu/studentaffairs/ed/drc/
480-965-1234 (Voice)
480-965-9000 (TTY)

Polytechnic Campus
http://www.asu.edu/studentaffairs/ed/drc/
480.727.1165 (Voice)
480.727.1009 (TTY)

West Campus
http://www.west.asu.edu/drc/
University Center Building (UCB), Room 130
602-543-8145 (Voice)

Downtown Phoenix Campus
http://campus.asu.edu/downtown/DRC
University Center Building, Suite 160
602-496-4321 (Voice)
602-496-0378 (TTY)

Syllabus Disclaimer:

The instructor views the course syllabus as an educational contract between the instructor and students. 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 through the course site announcements. Please remember to check your ASU email and the course site announcements often.

All contents of these lectures, including written materials distributed to the class, are under copyright protection. Notes based on these materials may not be sold or commercialized without the express permission of the instructor.

If you have questions about anything written in this syllabus, concerns about this course, or other information you want our team to know, please make an appointment to meet with the instructor during the first week of class.