

Syllabus

Arizona State University Polytechnic

College of Integrative Sciences and Arts
Polytechnic Social Science (PSS)
Faculty of Social Science

FALL C 2023

AUGUST 17 – DECEMBER 1, 2023

ASB 222: Buried Cities and Lost Tribes

Line # 72478

General Studies Designation: (HU or SB), G, H

I-Course/Canvas Platform

The course is offered by the College of Integrative Sciences and Arts. For more information about the College and the Social Science faculty, visit our website: <https://cisa.asu.edu/>.

NOTE: Issues within this course should be addressed directly to your instructor. Your instructor will work with you to resolve any issue related to assignments and grades. For the quickest response, please send me an email with your questions at any time. Please include your course title and line number in your email.

THE TEXTBOOK IS REQUIRED TO COMPLETE THE ASSIGNMENTS IN THIS COURSE.

THERE ARE GRADED INTRODUCTORY ASSIGNMENTS DUE ON DAY #1 OF THIS COURSE. Please mark your personal calendar with assignment deadlines.

Venue: Canvas Platform

Class Format: Lecture/Discussion

Instructor: Dr. LaVerne DaCosta (she/her)

E-Mail: Dacosta@asu.edu

Tel.: (480) 727-5405 (o)

Office: Santa Catalina (SANCA) 252

Office Hours: Tuesdays 11:30 a.m. -1:15 p.m.

For a quick response to your questions, please send me an email at any time.

Welcome!

As you settle in the course, I would like to take this opportunity to turn your attention to my commitment to a safe and fair learning environment.

- Be assured that I am committed to the university's mission of diversity and inclusion.
- Be assured that all students in this class are afforded the privilege to express their own intellectual voice.
- Be assured that I am actively supportive of your learning and grade goals. When you do the work, you will get the grade.
- Be assured that I understand the barriers facing traditionally underrepresented groups and will provide all necessary and required accommodations to make your learning experience rewarding.

Graded assignments will be available on Canvas on the first day of classes. Please read this Syllabus in its entirety, paying attention to the listed Weekly Assignment Schedule included below. You will be quizzed on the Syllabus.

COURSE DESCRIPTION

This course offers an introduction to archaeology through discoveries of ancient artifacts and the researchers who discovered them. We focus on the work of archaeologists, concentrating on the cultural evolution of past human beings. The history of the science and technology within ancient cultural, political, and economic contexts of archaeology is examined. Emphasis is also on methods of archaeological fieldwork and what these discoveries reveal about the past and human development. This course addresses questions such as: who were they, where did they come from and when were they here, when did they leave, and where did they go?

REQUIRED TEXTBOOK

REQUIRED: Feder, K. L. (2020). The Past in Perspective: An Introduction to Human Prehistory, 8th Edition. New York, NY: Oxford University Press. REQUIRED. ISBN: 9780190059934 (paperback)/ISBN: 9780190059941 (e-book).

Optional (not required): Fagan, Brian M. (2011). Co-Magnon: How the Ice Age Gave Birth to the First Humans. Bloomsbury Press.

The textbook is available at the ASU Downtown campus bookstore or at the Polytechnic campus bookstore. If the textbook is not available at your campus bookstore, you can arrange to have it delivered to your campus bookstore. Whenever possible, links will be provided to relevant materials, videos and films available on the Internet. You are encouraged to share any relevant current events links of interest.

LEARNING OUTCOMES

- 1. Demonstrate knowledge of the origins of settled lifeways, the rise of cities and complex societies, and political strife across different cultures.**
- 2. Articulate knowledge of how and why ancient human cultures changed through prehistoric times.**
- 3. Demonstrate understanding of the contributions of diverse ancient cultures.**
- 4. Demonstrate knowledge of gender roles in ancient societies and women in archaeology.**
- 5. Demonstrate knowledge of the applicability of our human heritage in current events.**
- 6. Demonstrate clear and concise professional writing and presentation skills through weekly discussion posts and course paper.**

Graded assignments will be available on Canvas on the first day of classes. Please read this Syllabus in its entirety, paying attention to the listed Weekly Assignment Schedule included below

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 daily, 7 days a week.

STUDENT SUCCESS

To be successful:

- 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**
- access [ASU Online Student Resources](#)**

COURSE ACTIVITIES

Workload Expectations in this Course

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: “At least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium. Additionally, a minimum of 30 hours of student homework is required for each unit of

credit” (<http://azregents.asu.edu/rrc/Policy%20Manual/2-224-Academic%20Credit.pdf>). Therefore, in a 3-credit course, students can 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). In this course and in other courses in your degree program, your faculty are committed to this standard because it promotes the breadth and depth of learning required in a first-rate university education.

Participation

“Teaching is a partnership between the teacher and the student. The most difficult circumstances for me to teach under are when students assume I am responsible for lecturing and they are responsible for listening and taking notes. For me, teaching and learning are much more dynamic than this - they require an active interchange between student and teacher. So, if you have a comment, questions, or simply do not understand what is being discussed, please speak up -- your doing so will help me in teaching this class and help you in learning from it” in someone else’s words, but my sentiments exactly. I would like you to take responsibility for your learning, metacognitively.

You will need a reliable internet connection to be able to participate in the class and submit your assignments on time. Your computer should also be able to support Java and run Microsoft Office applications (such as PowerPoint, Word, and Excel) and have Adobe Reader (which can be downloaded from the Internet) to be able to view the Syllabus and additional course information. Also, supplementary video clips will be available for your viewing. To avoid malfunction during online testing, be sure to use an internet connection that is compatible with the ASU platform. For technical support, please e-mail dlt-tech@asu.edu or myasuq@asu.edu or call (480) 965-6500.

Delivery Platform, Organization, and Other Expectations

This course will be delivered fully online. I am hoping this will not be just another course on your way to getting a degree. The expectation is that at the end of these 15 weeks, you will personalize the ideas and knowledge in ways that help you to become more aware of yourself and position in a changing society. I look forward to the coming weeks with excitement and hope you do too.

All weekly activities should be submitted by 11:59 p.m. on the stated deadline or by Friday for the weekly discussion, unless otherwise specified. You will proceed at your own pace, but you should complete all assignments by 11:59 p.m. on the due dates. Please expect to log in at least three times during the week (Mondays, Wednesdays, and Fridays) and spend an average of five hours a week on the course. This time will be divided between your online and offline activities (such as readings and assignments). Think of it as a face-to-face class that meets once a week for three hours or twice a week for 90 minutes. The remaining two hours would be your normal preparation time such as reading assigned materials.

Each week, you will be required to participate in asynchronous online discussions by posting responses to assignment questions based on the week’s reading materials. The

Discussion Question (DQ) for the week will be posted by Sunday at noon and due by Wednesday at 11:59 p.m. for Part 1 of the assignment. For Part 2: Two follow-up responses are due by Friday at 11:59 p.m. Other assignments are a syllabus quiz, a classroom policy agreement, and personal introduction, all due during the first week. The midterm will be at the end of the first half of the semester. The final exam will be at the end of the semester (not cumulative). Details of the various assignments are listed below (scroll down this document):

PLEASE STUDY THE COURSE SCHEDULE BELOW

Assignment Schedule

WEEK 1, MODULE 1: Course Introduction:

Read Course Syllabus, Academic Integrity Agreement, and Classroom Policy/Procedure

Complete Classroom Policy Agreement, Student Introduction, Syllabus Quiz, two Exams, and

Weekly Discussions

Q &A (send email to dacosta@asu.edu)

GRADED ASSIGNMENTS

WEEK 1 MODULE 1: August 17

- Student Introductions (post Introduction in assigned Discussion thread. **Due 08/17 by 11:59 p.m. in Canvas**)
- Policy Agreement (Read, post statement in Discussion thread. **Due 08/17 by 11:59 p.m. in Canvas**).
- Syllabus/Classroom Procedure **Quiz – Due Fri., 08/18 by 11:59 p.m. (Canvas in Module 1).**

WEEK 1 (cont'd) – August 21-25

READ: Textbook Preface

ENCOUNTERING THE PAST - Read: Chapter 1 Discussion Question (go to Module 1) – **Due Wednesday and Friday**

WEEK 2 – August 28-Sept. 1

PROBING THE PAST - Read: Chapters 2, complete Discussion Question (go to Module 2) - Due Wednesday and Friday

SEPTEMBER 4: LABOR DAY OBSERVED

WEEK 3 – September 4-8

AFRICAN ROOTS Read: Chapter 3, complete Discussion Question (go to Module 3) – Due Wednesday and Friday

WEEK 4 – September 11-15

THE HUMAN LINEAGE Read: Chapter 4, complete Discussion Question (go to Module 4) – Due Wednesday and Friday

WEEK 5 – September 18-22

THE FIRST HUMANS Read: Chapter 5, complete Discussion Question (go to Module 5) – Due Wednesday and Friday

WEEK 6 – September 25-29

EXPANDING INTELLECTUAL HORIZONS Read: Chapter 6, complete Discussion Question (go to Module 6) – Due Wednesday and Friday

WEEK 7 – October 2-6

EXPANDING GEOGRAPHIC HORIZONS Read: Chapter 7 complete Discussion Question (go to Module 7) – Due Wednesday and Friday

OCTOBER 7-10: FALL BREAK

WEEK 8 – October 11-13

AFTER THE ICE AGE Read: Chapter 8, complete Discussion Question (go to Module 8) – **Due Wednesday and Friday**

MIDTERM EXAM – **Thursday, October 12**: CHAPTERS 1-8: Available from 7:00 a.m. to 11:59 p.m. online. Go to Module 8.

WEEK 9 – October 16-20

ROOTS OF COMPLEXITY. Read: Chapter 9, complete Discussion Question (go to Module 9) – **Due Wednesday and Friday**

WEEK 10 – October 23-27

AN EXPLOSION OF COMPLEXITY (Mesopotamia, Africa, and Europe). Read: Chapter 10, complete Discussion Question (go to Module 10) – **Due Wednesday and Friday**

NOVEMBER 1: COURSE WITHDRAWAL

WEEK 11 – October 30-Nov. 3

AN EXPLOSION OF COMPLEXITY (The Indus Valley and China). Read: Chapter 11, complete Discussion Question (go to Module 11) – **Due Wednesday and Friday**

WEEK 12 – November 6-10

AN EXPLOSION OF COMPLEXITY (Mesoamerica). Read: Chapter 12, complete Discussion Question (go to Module 12) – **Due Wednesday and Friday.**

NOVEMBER 10: VETERN'S DAY OBSERVED

WEEK 13 – November 13-17

AN EXPLOSION OF COMPLEXITY (South America) Read: Chapters 13 Discussion (go to Module 13) – **Due Wednesday and Friday**

WEEK 14 – November 20-24

AN EXPLOSION OF COMPLEXITY (North America). Read Chapter 14 Discussion (go to Module 14) – Due Wednesday and Sunday.

NOVEMBER 23-24: THANKSGIVING HOLIDAY OBSERVED

WEEK 15 – November 27–Dec. 1

EVOLUTIONARY EPILOGUE. Read EPILOGUE Discussion (go to Module 15) – Due Wednesday and Friday

FINAL EXAM – DUE FRIDAY, DECEMBER 1.

My e-mail address: dacosta@asu.edu

END OF THE SEMESTER: DECEMBER 1

PLEASE NOTE

1. "INCOMPLETE" GRADE WILL ONLY BE GRANTED IF REVIEW OF DOCUMENTATION MEETS CERTAIN REQUIREMENTS.

2. THERE WILL BE NO MAKEUP WORK. Please mark your personal calendar with the assignment deadlines.

Contact me, immediately, (via email) if you are experiencing technical problems posting your discussion or exam but be sure to contact the ASU Helpdesk also. If you are experiencing any type of distress in the class, please do not hesitate to contact me. My e-mail address is: dacosta@asu.edu

GRADING POLICY

Assignments and Grade Distribution

- 1. Syllabus quiz.....20**
- 2. Personal introduction.....15**
- 3. Policy Agreement.....15**

- 4. 15 Discussion Questions.....300
- 5. Midterm Exam.....100
- 6. Final Exam.....100

Total 550 points

Grading Procedure

Grades in this course are based on ASU’s grading policy. Grading curves will not be used.

<u>Course Grade</u>	<u>% of points</u>	<u>Total Points</u>	<u>ASU GPA</u>
A+	98-100	539-550	4.33
A	94-97	517-538	4.0
A-	90-93	495-516	3.67
B+	88-89	484-494	3.33
B	84-87	462-483	3.0
B-	80-83	440-461	2.67
C+	78-79	429-439	2.33
C	70-77	385-428	2.0
D	60-69	330-384	1.0
E	0-59	<330	0.0

Assignment Description

There are six assignment categories in the grading policy. The first three are formative assessments and are quickly accomplished within the first week of the course. **The three assignments are the syllabus quiz, the classroom policy agreement, and your personal introduction – THE PERSONAL INTRODUCTION AND POLICY AGREEMENT ARE DUE ON DAY 1.**

WEEK 1 graded

SYLLABUS QUIZ: Because confusions and misunderstandings often occur in online classes, the syllabus quiz is aimed at encouraging you to read and understand the syllabus, course expectations, and note assignment deadlines (it is important that you follow-up on the questions that were marked wrong). This will spare us a lot of confusion and miscommunication later. I encourage you to read this syllabus in its entirety. It will help you prepare for the quiz. **The Syllabus quiz is due on Friday.**

The **CLASSROOM POLICY AGREEMENT** achieves the same purpose – encouraging you to read the policy on appropriate classroom behavior, expectations, and community. You should post a brief statement in the Discussion forum created for this purpose, indicating your agreement with the policies and your willingness to abide by them. **This assignment is due on the first day of the course.**

The **PERSONAL INTRODUCTION** should be fun. Through it, we get to introduce ourselves online – just as we would on the first day of a face-to-face class. If you think of this course as not just another college class but a community of learners, you will enjoy the experience. Even as the academic is both political and personal, the academic can also be fun! We will learn the “serious stuff” but we will also have fun by building meaningful relationships with each other. You should post your Personal Introduction in the titled discussion forum of the same name. This forum can also be used for off-topic discussions and chats throughout the semester. My hope is that students will make some meaningful connections with each other. **This assignment is due on the first day of the course.**

The **Classroom Policy agreement** and **Personal Introduction** will be available on the first day in Module 1. They are due by 11:59 p.m. on the first day of the course. **The Syllabus Quiz** will also be available in Module 1, but it will not be open until Friday of the first week and **due on the same day by 11:59 p.m.**, unless stated otherwise. **I encourage you to read the syllabus in its entirety and as often as you can in preparation for this quiz.**

The **DISCUSSION QUESTION**: There will be weekly asynchronous discussions. A discussion question (DQ) will be posted each Sunday by noon. After you post your response to the DQ, you should post a question of your own about a concept you did not understand in the same thread. It will be due by 11:59 p.m. on Wednesday of the same week. Two follow-up questions will be due by Friday at 11:59 p.m. in separate threads. The discussion question will be posted in the appropriate Module by noon on Sunday of the week in which it is due. Please follow the instructions in the discussion window in the titled Module each week.

Each DQ is worth 20 points distributed as follows:

Contents – 8 points (This is the maximum points you can receive on content, including your own question, that meets the criteria below).

Baseline – 2 points (You get 2 points just for posting on time. Please note that failure to post by each Wednesday will result in loss of the two points. **If you post after Friday, you lose another two points. After the final deadline, your post will be accepted up to Sunday for the late grade**). Don't forget to include your question.

Two Follow-up/Peer Responses – 10 points (5 points each). You are expected to read and comment on other students' initial responses. You will post at least two follow-up responses, one to each person in separate threads. Both posts are due by Friday at 11:59 p.m. If you post after Friday, your assignment will be accepted up to Sunday with 2 points deduction for each. **Failure to include your question with the initial response to the DQ**

will result in two points deduction, also.

Your initial response to each DQ will be evaluated on the following criteria:

- **It is reflective and thoughtful; a simple “I agree” without expounding further with useful information is not sufficient. On the other hand, your perspective must be succinct.**
- **It integrates course theories and materials in a way that depends and generates further questions;**
- **It applies concepts to “real-life” by drawing upon real-world experiences, and**
- **It evidence reading and understanding of the week’s materials. Please do not regurgitate the textbook/s to simply show that you read the materials. You should paraphrase, reinterpret, and analyze the text/s.**

You are required to include the name of the person you respond to in your follow-up posts. Failure will result in one point deduction from your grade.

3. While you must post your initial response by the due date on Wednesdays and the two follow-up responses by Friday to receive the maximum points, you are not limited to the number of posts you can submit. Responses posted after the absolute assignment deadline will not be considered for a grade without a discussion with the instructor.

The **MIDTERM EXAM: There will be a midterm exam, taken online midway during the semester. The questions will be taken from the textbook. The link will be open between 7:00 a.m. and 11:59 p.m. on the scheduled date. The questions will be based on materials covered up to the week of the exam. There will be no study guide since the technology makes the class materials always available to you. You will not be able to take the mid-term exam after the link is closed at the deadline.**

Grade: 100 points

The **FINAL EXAM: The final exam will be based on the textbook and other materials covered after the midterm exam.**

Grade: 100 points.

GRADED ASSIGNMENTS (will be posted with feedback in the appropriate MODULE and GRADE BOOK)

ASSESSMENTS AND GRADING (Total Possible Points for the Course 550)

1. There will be three tests: A syllabus quiz worth 20 points, a midterm exam worth 100 points, and a final exam worth 100 (Total 220 points).

2. Class Policy Agreement and Personal Introduction are worth 30 points total (15 points

each).

3. There will be 15 class participation/discussion assignments, worth 20 points each. Course participation/discussions include posting responses/commentaries to the textbook DQs, supplementary readings, and lectures. (Total of 300 points)

Each student will log in at least three times (Mondays, Wednesdays, and Fridays) each week to receive announcements, assignments, and to post discussions and other assignments.

You will get only one opportunity to take a test. If the deadline is 11:59 p.m., you will not be able to access the test link at 11:59 p.m. Avoid waiting until the last hour to begin the test. Don't be late.

GRADING CRITERIA

Students are expected to meet the grading criteria as explained above. Late assignments will not be accepted without a discussion with the instructor. Students are expected to read the textbook chapter assignment prior to the lecture. The grade you receive in this class will reflect timely completion of assignments, level of work (clarity, knowledge, understanding, use, and presentation of materials and ideas), and participation. Grades of A, A-, B+, B, B-, C+, C, D, E are possible (see details under Course Information or Assignments on Canvas).

READ, READ, READ (all class materials) -- Please check the Syllabus, Announcements, Course Documents, Course Information, Discussion Modules, Classroom Policies, and other course materials first before you send me an email.

THE FOLLOWING INFORMATION ONLY APPLIES IF THERE IS A COURSE PAPER ASSIGNMENT: When assigned, writing rubric, word-count for papers, APA style formatting, required font size, software, and other relevant information will be available.

Email Policy:

I will do my best to return emails received during business hours (i.e., Monday through Friday) in a timely fashion. Emails received during non-business hours will likely not be addressed until the following business day. This, of course, does not mean that I will not respond to emails at night or on the weekends, but it does mean that immediate responses are not guaranteed. Please allow for at least 24-hours response time, but a response will typically come much quicker. When you send me an email, please check your email regularly within the 24-hour timeline for a response. **Please do not attach screenshot unless I request it. I monitor all your activities in Canvas. As such, I already have access to the potential screen shot. Please do include the name of this class in your email.**

Science Technology & Society (STS) POLYTECH COMPETENCIES:

PolytechCompetent students, besides developing disciplinary knowledge and skills in their areas of specialization and General Studies competencies, are expected to demonstrate competency in the following core areas:

Competencies in Human Interaction Communication: The ability to communicate effectively.

Leadership and society: The ability to socially participate and effectively lead.

Ethics: The ability to effectively apply ethics in decision-making.

Global Awareness: The ability to participate in a global community.

Competencies for Problem Solving Critical Thinking: The ability to think critically, to engage creatively.

Information Literacy: The ability to acquire and validate information.

Science and Technology: The ability to apply science and technology to problem-solving.

Quantitative Reasoning: The ability to quantitatively model and reason.

General Studies Designation: (HU or SB), G, H

ACADEMIC INTEGRITY

All students are expected to exhibit honesty and academic integrity in their educational pursuit. The work you present for a grade must be of your own creative endeavors. Acts of plagiarism and failure to adhere to academic integrity will result in disciplinary action. http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm

RESPECT FOR DIVERSITY

Respect is an important component of this class. Each individual's opinion is valued. Age, life experiences, profession, ethnicity, regional difference, nationality, lifestyle, social class, learning style, world view, sexual orientation, religion, personality, mental and physical challenges, customs, values, culture, and gender are important considerations that contribute to the diversity and success of this class. Derogatory comments and personal attacks will not be tolerated during on-line discussions and will result in disciplinary action.

Please refer to the Student Code of Conduct: www.asu.edu/studentlife/judicial

SPECIAL ACCOMMODATION

Students requiring special accommodations should contact ASU's Disability Resource

Center: www.asu.edu/studentaffairs/ed/drc/ Also, please provide the instructor with this information on the first day of class.

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

If you need assistance with your writing, contact the Writing Center:
www.poly.asu.edu/learningcenter/WritingServices

ACADEMIC CALENDAR: <https://students.asu.edu/academic-calendar>

Accommodation will be provided for students involved in military activities if they need to be excused from class. The full information is available at the following site:

<https://www.asu.edu/aad/manuals/ssm/ssm201-18.html>

Please Note: The syllabus is your Road Map through this course. Please read, read, read to help you keep track of the assignments. You are on your way to keeping the 'A' you started with if you know what to do in the class. The syllabus outlines each week's assignment. After you have read the syllabus, go to Modules on the first official day of classes and read the instructions for the assignments. Each week, you will follow the instructions for all assignments and supplemental readings in the numbered Modules. Please note that while the assignments will be visible, you will not have access to post the first week's assignment until the first official day of class or beginning of the class-week.

Other information will be posted on the Announcements page regularly. Students are strongly advised to check for new information in the Announcements each time you log in the classroom. It is students' responsibility to be aware of all the relevant information for this course. You can email your questions to me. But oftentimes, the answer is already available here in the syllabus or in the classroom. [Please contact me early if you have trouble with an assignment.](#)

Syllabus Disclaimer

The course syllabus is 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. However, these changes are often made in my effort to accommodate the class needs. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements. **Note:** Some details will not be available in the Syllabus. Please read assignment instructions in the Modules each week for any further details.

Course Policies

Missing Work: Please note that if you do not submit written work, you will receive a zero for that assignment. Notify the instructor BEFORE an assignment is due if an urgent situation arises and you are unable to submit the assignment on time.

Late Work: If any of your exam is late, your grade will be reduced by one-third of a letter for each weekday that it is late. For instance, if you earn a “B” on an exam that was due on Wednesday, but you turn it in on Friday, I will record “C+” in the grade center. If your discussion posts are late, I will reduce your grade by two points on each post for each deadline missed. So, if you missed the Wednesday deadline to submit your content post (summary) and Discussion Question (DQ), I will reduce your grade by two points each if you submit it by Friday. The deadline to submit all discussion assignment posts is Friday.

Incomplete Grades: A course grade of “Incomplete” will be given only in extreme situations.

Please visit <http://www.asu.edu/registrar/forms/regforms.html> under the Academic Record Forms section for the Incomplete Grade Request form, which is available in both *Word* and as a PDF. The form must be completed by the student, signed by the student, the instructor, and the department chair or school director. The completed form must be filed with the staff (Santa Catalina Hall, Room 233V) before the grade of "I" is given.

Student Conduct: 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 (http://www.abor.asu.edu/1_the_regents/policymanual/chap5/chapter_v.htm#C.%20CODE%20OF%20CONDUCT), ACD 125: Computer, Internet, and Electronic Communications (<http://www.asu.edu/aad/manuals/acd/acd125.html>), and the ASU Student Academic Integrity Policy (http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm).

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 (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Privacy Rights: The federal Family Educational Rights and Privacy Act (also known as FERPA) affords students certain rights with respect to their education records. ASU policy precludes the instructor from communicating with second parties without certain requirements first being met. The entire policy can be found at: <http://students.asu.edu/policies/ferpa>.

Accommodations for Disabilities: Accommodations for disabilities will be made according to the policy of Arizona State University in compliance with the Americans with Disabilities Act. If you have concerns not addressed by these policies, reasonable accommodations may be made contingent upon circumstances and the approval of the instructors and administrators in the College. For more details about ASU’s Disability Resource Center, point your browser to <http://www.asu.edu/studentaffairs/ed/drc/>.

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 <http://sexualviolenceprevention.asu.edu/faqs/students>.

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.

Student Support Services

Polytechnic campus site: <http://www.poly.asu.edu/students/services/>

The Writing Center at the Polytechnic Campus: The Polytechnic Writing Center offers tutoring services to all students on any sort of writing project. Writing tutors can help with any stage of the writing process, including choosing a topic, brainstorming, clarifying a thesis, organization of ideas or paragraphs, grammar, citation styles, and more. The Center is located in the Academic Center Building on the Lower Level. Tutors' availability will be posted on our website at <http://studentsuccess.asu.edu/polytechnic/writingschedule>. Although walk-ins are accepted, it is strongly recommended that you make an appointment. Please call (480) 727-1452 to schedule an appointment. Online tutoring is also available if you cannot come in. Visit the Writing Center's website (<http://studentsuccess.asu.edu/polytechnic/writing>) for more information.

ASU Libraries - offers 24/7 access to librarians through "Ask a Librarian" online chat and help by librarians in person at the Reference Desk during most hours the libraries are open. www.asu.edu/lib/

Polytechnic campus link: <http://library.poly.asu.edu/>

Counseling and Consultation – provides confidential mental health and career counseling services for all ASU students. <http://www.asu.edu/studentaffairs/counseling/>

Polytechnic campus site (Student Counseling Services):

<http://www.poly.asu.edu/students/counseling/>

Student Success Centers – the Student Success Center (SSC) on each ASU campus provides an array of support services that promote students' academic success. The SSC supports classroom instruction by helping students become better learners and gain the confidence and skills to achieve their greatest possible academic success. <http://studentsuccess.asu.edu/>

The Student Success Center at the Polytechnic Campus provides a variety of support services that promote students' academic success. The SSC's programs help students to become better learners and to gain the confidence and skills to do well in their courses. At the Polytechnic campus, the SSC provides the following services FREE of charge to ASU students: (1) subject area tutoring, (2) writing tutoring for any writing assignment, (3) supplemental instruction for MAT 170 and CHM 113, (4) academic success workshops on topics like reading strategies and studying for exams, and (5) individual as well as group study space. For questions, please call

(480) 727-1452 or stop by. For more information and for tutoring schedules, please visit our web site at <http://studentsuccess.asu.edu/polytechnic>. The SSC is located in the Academic Center Building (CNTR) on the Lower Level. To see a campus map, please visit http://www.asu.edu/map/pdf/asu_map_poly_2008.pdf.

Career Services – assistance to students in choosing a major, setting career goals, interviewing, and job-hunting strategies. <http://career.asu.edu/>

Polytechnic campus site: <http://www.poly.asu.edu/students/career/>

Student Financial Aid Office – offers information and applications for student funding such as grants, loans, scholarships, and student employment. www.asu.edu/fa/

Polytechnic campus site: <http://www.asu.edu/fa/> (same as general ASU site)

Student Health and Wellness Center – provides non-emergency medical health care to all ASU students regardless of insurance status. Most visits with a physician or nurse practitioner are free of charge, but fees will be incurred for x-rays, lab results, etc. www.asu.edu/health/

Polytechnic campus site: <http://www.poly.asu.edu/students/health/>

Student Recreational Center – offers individual and group fitness opportunities, as well as information on nutrition and wellness, and massages. Use of the general facilities (weights, circuit training and cardio machines) are free, other services (yoga classes, massages) are fee-based. www.asu.edu/src/

Polytechnic campus site: <http://www.poly.asu.edu/pac/>

Student Legal Assistance – provides legal advice and counsel free of charge to all ASU students in areas such as landlord-tenant law, credit reports and collection issues, taxability of **scholarships and grants**, etc. Notary service is also available at no charge. <http://www.asu.edu/mu/legal/>

Help Wiki – provides frequently asked questions resource for technology users at ASU. <http://wiki.asu.edu/help/>

Information Technology on the Polytechnic campus: <http://www.poly.asu.edu/it/>

EMPACT Crisis Hotline – offers free 24-hour support for mental health crises. Call (480) 784-1500 in the Phoenix area, (866) 205-5229 for the toll-free number outside of Phoenix, and (480) 736-4949 for the sexual assault hotline. All services are free and confidential.

<http://www.empact-spc.com/>

***As a final note, I encourage you to complete the course evaluation at the end of the semester. Your feedback is important and helps me reflect on my teaching so that I can make the adjustments to better serve the students I teach as well as contribute to university planning.**

HAPPY LEARNING