

CDE 232 Human Development

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COURSE DESCRIPTION

This course will explore the most common physical, cognitive, and socioemotional developments that occur throughout the human lifespan. A chronological approach will be followed, examining development during the prenatal period, infancy, childhood, adolescence, and adulthood. The primary focus will be on normative development and on how culture, context, power and privilege shape the course of development. Course material will be taught using a combination of lectures, discussions, and individual and small group activities. It is crucial that you have read the assigned readings and come to each class session prepared to participate in discussions and activities based on course material.

This course is designed also to help teach each student to develop their ability to think critically about issues within the social sciences and to come away with an understanding and appreciation for the scientific study of human behavior. To this end, students will be expected to think outside of the box, to develop an awareness of the research cycle, and to learn how to read and understand scholarly articles.

This course is offered by the [College of Integrative Sciences and Arts](https://cisa.asu.edu/). For more information about the college, visit our website: cisa.asu.edu/. If you have questions or concerns about this course, please speak with your instructor.

COURSE MATERIALS

1. Fuligni, A.S, Fuligni, A.J., & Bayne J. (2023). *Scientific Development: Lifespan Development* (3rd ed.). New York, NY: Worth.

ISBN: 978-1-319-10893-9

The required materials for this course will be integrated into Canvas and made available to you at a special discounted price of \$77.50, plus tax. You have the option to opt out of this program by clicking this link: <https://includedcp.follett.com/1234> but please be advised that Achieve access is required to take this course, and if you do opt out you will need to purchase elsewhere at current market rates, which will be more expensive. The charge for the materials will appear on your student account under the item type Digital Integrated Course Mtrl after drop/add.

2. **Course Access:** Your ASU courses can be accessed by both my.asu.edu and asu.instructure.com; **bookmark both in the event** that one site is down.

COURSE OBJECTIVES

1. Provide students with an overview of theoretical and empirical information on human lifespan development.
2. Enable students to be able to describe the physical, cognitive, and socio-emotional developments that occur in each stage of the human lifespan.
3. Increase students' understanding of their own and others' development by being able to apply developmental knowledge, theory and concepts to their own and others' daily lives.
4. Provide students with an overview of theoretical and empirical information on human lifespan development.
5. Enable students to be able to describe the physical, cognitive, and socio-emotional developments that occur in each stage of the human lifespan.
6. Increase students' understanding of their own and others' development by being able to apply developmental knowledge and concepts to their own and others' daily lives.

Canvas

The course syllabus, study guides, and grades will be posted on Canvas. **It is course requirement for all students to check their email and CANVAS at least once a day during the week (M-TH) and once/weekend (Fri-Sunday).**

EMAIL ETIQUETTE: Email is the best way to get in touch with me. When sending emails please ensure that you put your name, the name and day of your class (i.e. CDE232 – T night) in the subject line of every email that you send. This will help to ensure prompt reply to emails. It is my aim to respond to emails within 24 hours. If you do not get a response to an email within 24 hours (M-TH) please make an effort to see me after class or stop in during office hours.

Course Requirements

1. All students are required to take FOUR EXAMS and a FINAL (200pts)

See course timeline for exam dates. All exams will consist of 30-40 multiple choice questions and a few short answer questions. Exam questions will be based primarily on book and lectures but may also be drawn from readings, handouts, and in-class assignments. These exams are taken **in-person, in-class, with the use of your laptop or tablet computers** during class time on the dates listed in the course schedule at the end of this syllabus. Students will receive a password **in-person** that **MUST** be entered to initiate the in-person exam. Once the exam is initiated it must be completed within 60 minutes.

Make-up Exams: There will be **no make-up exams** except in the case of a personal medical emergency (i.e. emergency surgery, delivery) or documented university-sanctioned activity. In these situations, you will be required to have documentation in order to take the make-up exam. **All make-up exams and their format will be at my discretion.** You must be on time for exams. Once the first person has turned in a completed exam, no one will be allowed to begin the exam.

Policy Note: While I do not offer make-up exams, I will drop your lowest exam score.

Importantly the only way you can drop your final exam score is if you opt out of taking it. Said differently this means that if you take your final exam and it happens to be your lowest score (because you did not prepare adequately) it will count against you. If you choose not to take the final (and have it count as your dropped score) your grade will be unaffected.

2. Readings Quizzes (75 pts)

Achieve Chapter Quizzes or Learning Curves (5pts each; 65pts total): To get the most out of this course, you are strongly encouraged to attend ALL class sessions, complete ALL assigned readings on time, and participate in class with questions and comments. To help encourage reading, students will alternate each chapter completing **either a chapter quiz at the end of their assigned reading or one or more Learning Curves in Achieve by 11:59 the night prior to class (e.g. Mondays) on the day it is due.** There will be a series of 15 quizzes or learning curves, which reflect reading content in each chapter. All quizzes or Learning Curves are online in Achieve, and grades will be transferred to Canvas automatically. Chapter quizzes and Learning Curves will range between 15-20 minutes to complete, given that you have read your assigned reading prior to initiating them. Even though chapter quizzes and Learning Curves will have different numbers of questions, final grading will be standardized so that each chapter quiz is of equal weight. **Each chapter quiz, or collection of Learning Curves for a single chapter will be worth 5 points. You will be allowed to miss two-chapter quizzes or collections Learning Curves (or drop your lowest two scores) during the semester.** In other words, only the highest 13 chapter quiz or Learning Curve grades will count toward your overall grade, not all 15.

Chapter Quizzes or Learning Curves for a single chapter will be scored as follows:

90% and above = 5pts

80-89.9% = 4pts

70-79.9% = 3pts

60-69.9% = 2pts

50-59.9% = 1pt

Late Chapter Quiz & Learning Curve Policy: You may receive *partial* credit for late chapter quizzes or Learning Curves. Both will receive a **10% grade deduction for each day that the quiz is late**. For example, a quiz that was completed 1 day late with a 95% score, would be awarded 4pts (please reference quiz scoring above). Deductions will happen automatically, as they are preset within Achieve.

3. **Active Learning Assignments and Discussion Boards (90pts)**

Students will also participate in a series of Active Learning Assignments and Discussion Boards. The purpose of these assignments is to allow students to think about controversial or complex issues that are occurring in the world that are related to Human Development and to use their knowledge in an applied way.

For some of the **Active Learning Assignments** students work in groups to explore the simulation Developing Lives and will be asked in groups to reflect or answer questions about the activity. Students will be given a rubric for each activity to indicate how they can earn the maximum of 10 points.. For a few **Active Learning Assignments** students will work independently on extensions/critical thinking reflection assignments related to lecture. For a few **Active Learning Assignments**, students will work independently and jointly on a discussion board.

For discussion boards, discussion questions and instructions will be found on Canvas. Discussion Questions in this course will require an **Original Post** (worth 6 points) is required initially which appropriately and thoughtfully addresses each part of the question, supported by course material. Next, a **Response** (worth 4 points) to a classmate is required according to the Discussion Question directions regarding taking positions on the topic. Students are welcomed and encouraged to respond to and engage with as many classmates as possible, but **a maximum of 10 points (6 points Original Post + 4 points Response) is possible for participation in each Discussion Question forum**. All posts must be thoroughly *substantive*.

A *substantive* Original Post is one

- (a) that is connected in a direct and obvious way to the specific topic and subject matter read (in the course textbooks or lectures) or seen (in the online materials) as part of this course,
- (b) that demonstrates the student's own original ideas, thoughts, and position about the topic, perhaps also including concrete personal examples, and
- (c) that cites relevant course material, as applicable, using APA-style formatting.

A *substantive* Response to a classmate's post is one

- (a) that specifically discusses aspects of the classmate's post,
- (b) that carefully outlines points of similarity or dissimilarity, as applicable, using course materials to support the Response, and

Points are assigned according to the rubrics below:

Original Post (8 points possible)

<i>Criteria</i>	<i>Unsatisfactory</i>	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
<i>Substantive Relevance</i>	<i>The original post seems comprised only of opinion, with no clear connection to any course materials</i>	<i>The original post is rarely related to the topic, and infrequently connected to specific course material and research-based evidence</i>	<i>The original post is tangentially or only sometimes related to the topic, and sometimes connected to specific course material and research-</i>	<i>The Original Post is mostly related to the topic, and mostly connected to course material and research-based evidence. Most of the Discussion Question</i>	<i>The Original Post is directly and obviously related to the topic, and clearly connected to course material and research-based evidence thoughtfully</i>

	0 points	0.5 points	based evidence. 1 point	components were answered. 1.5 points	and thoroughly. 2 points
<i>Discussion Question components</i>	<i>None of the Discussion Question components were answered</i> 0 points	<i>Few of the Discussion Question components were answered.</i> 0.5 points	<i>Some of the Discussion Question components were answered.</i> 1 point	<i>Most of the Discussion Question components were answered.</i> 1.5 points	<i>All Discussion Question components were answered.</i> 2 points
<i>Source Support</i>	<i>No reference to course material.</i> 0 points	<i>Weak or vague reference to course material.</i> 0.5 points	<i>Course materials were cited 1 time</i> 1 point	<i>Various course materials were cited 1-2 times.</i> 2 points	<i>Various course materials were cited at least 3 times.</i> 3 points
<i>Quality of Writing</i>	<i>Writing and mechanics are of such poor quality that it is difficult to understand the intended meaning.</i> 0 points	<i>Writing is poorly organized, awkward, or cumbersome; grammar and spelling errors are frequent; meaning is somewhat lost.</i> 0.25 points	<i>Writing is clear here and there; grammar or spelling errors are distracting; meaning is vague here or there.</i> 0.5 points	<i>Writing is mostly clear; some grammar or spelling errors; meaning is rarely unclear.</i> 0.75 points	<i>Writing is clear and concise; grammar and spelling errors are almost non-existent; meaning is very clear.</i> 1 point

Response (2 points possible)

<i>Criteria</i>	<i>Unsatisfactory</i>	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
<i>Originality</i>	<i>The Response doesn't add anything new or advance the discussion in any way (e.g., merely "I agree"/ "I disagree") restating of previous position only).</i>	<i>The Response restates a previous position and does not provide any new perspective or idea to advance discussion.</i>	<i>The Response restates a previous position in a similar way to others' posts but provides a new and unique example.</i>	<i>The Response restates a previous position but in a unique way that adds to the discussion or provides a new and unique example.</i>	<i>The Response advances a new idea or perspective on the issue, or extends a position with a unique perspective, adding to the discussion in a meaningful way.</i>

	0 points	0.5 points	1 point	1.5 points	2 points
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Policy Note: You may miss one in class active learning activity/discussion board without penalty. Two of the active learning activities (Babies/Early Adulthood Romantic Relationships) **cannot** be used as a drop.

4. **Capstone Group Project (60 points)**

Students will be divided into working groups (approx. 4-5 people) for this group capstone project. Groups will participate in a semester long project that has the following 3 objectives.

- 1) Identify key features of Erikson's psychosocial model of development in four focal stages in the lived experiences of an individual currently in late adulthood.
- 2) Compare and contrast expression/examples of features of each stage with the examples salient to individuals today.
- 3) Identify and evaluate critically how social position factors (e.g., gender identity, race/ethnicity, income/poverty, US versus foreign born) impacted individual development.

To accomplish these objectives students **will**

- 1) Work in teams to conduct a two-part in-person* interview with an individual who is currently in Late Adulthood (e.g., 65+)
 - a. Part 1: General History + 2 Focal Periods (Middle Late Childhood and Adolescence)
 - b. Part 2: Social Position + 2 Focal Periods (Early Adulthood and Late Adulthood)
- 2) Groups will work collaboratively to critically examine the results of their interviews to find evidence of Erikson's developmental stages, generational stability and/or change, and the impact of social position.
- 3) Groups will participate in a series of graded activities across the semester to report results of their ongoing project.
- 4) Groups will present their final product in an oral presentation lasting 10-12 minutes.

Summary of Point Distribution

Capstone Project Component	Points Possible
In-Class Capstone Project Worksheets	20
Capstone Presentation: Substantive Content	30
Capstone Presentation: Delivery and Creativity	10
Total	60

***please note excessive absences will result in the loss of access to group grade/points. ***

5. **Extra Credit:** Students may choose to complete study guides for extra credit. Study guides are posted on BB at the start of the semester. Each fully completed study guide is worth up to 4 points, criteria for awarding points is shown below.

0 points will be awarded to Incomplete study guides (i.e. not all terms/concepts included)

Up to 2 points for minimum completion (defined as mostly correct, but short (*though longer than one word*) and not well-thought out answers to each item).

Up to 3 points for completion (defined as mostly correct, more thought-out answers to each item)

Up to 4 points for thorough completion (defined as mostly correct, highly thought-out and explained answers to each item)

Every student has the opportunity to complete these extra credit assignments. **All study guides must be typed (not handwritten) and must be submitted via Canvas.** Other than this, there are no restrictions to study guide format. Each extra credit/study guide is due on the day of the corresponding exam, so Exam 1 study guide is due at the start of Exam 1. **Extra credit is due prior to the start of the Study Session. No late extra credit will be accepted. Once the Exam has begun extra credit is no longer accepted, therefore if you arrive late on an exam day you will not be able to turn in your extra credit.**

Course Grading

Possible Points

Exam 1	50 points	A: 90.0% and above
Exam 2	50 points	B: 80-89.9%
Exam 3	50 points	C: 70-79.9%
Exam 4	50 points	D: 60-69.9%
Quizzes	55 points	E: 59.9% and below
Discussion Board/Active Learning	90 points	
Group Presentations	40 points	

Total	385 points	

Additional Policies

1. Students are responsible for all requirements detailed in the syllabus and in class.
Students who miss class due to a religious holiday or participation in a university-sanctioned activity must identify themselves prior to missing class and discuss the possibility of making arrangements to complete missed work. In addition, students missing class for a university-sanctioned activity must provide me with a copy of their travel schedule documenting their absence from class.[
<https://www.asu.edu/aad/manuals/acd/acd304-04.html>]
2. Please treat this class with professionalism; this includes turning cell phones off, not engaging in any behavior that might be distracting to other students or the instructor (e.g., chatting, reading a newspaper, text messaging, playing on a computer, sleeping), and making all efforts to arrive on time and to stay until the class is formally ended for the day.
3. If you are using a laptop for class, please ensure that the only windows you have open are for lecture (i.e. no internet browsing, no facebook, gmail, chatting or any other social media). Using laptops for anything unrelated to class lectures and notetaking can and will result in a loss of privilege to bring laptops to class.
4. Please treat each other's opinions with respect while in this class

ABSENCES FROM CLASS

Severe illnesses may keep students away from class for extended periods. Such situations will be resolved on a case-by-case basis. Students who are absent from a significant number of classes due to illness may want to reconsider taking the course at another time.

Students who miss class due to a religious holiday or participation in a university-sanctioned activity must identify themselves prior to missing class and discuss the possibility of making arrangements to complete missed work. In addition, students missing class for a university-sanctioned activity must provide me with a copy of their travel schedule documenting their absence from class. See the following websites for more information on these policies: <https://www.asu.edu/aad/manuals/acd/acd304-04.html> .

Absences for illness, quarantine or self-isolation related to illness should be documented by a health professional and communicated to the instructor as soon as possible by email as soon as possible.

Excused absences do not relieve students from responsibility for any part of the course work required during the period of absence. Faculty will provide accommodations that may include participation in classes remotely, access to recordings of class activities, and make-up work.

STATEMENT OF ACADEMIC INTEGRITY

Arizona State University and the College of Integrative Sciences and Arts strongly believe in academic integrity; thus, cheating and plagiarism is not tolerated. Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members

reserve the right to delete materials on the grounds of suspected copyright infringement. If a student is charged with academic dishonesty and found to be in violation, disciplinary action will be taken, and a student's name will be kept on file. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), failing to turn in your own work for group projects, as well as providing materials of any type to a homework help site or a study resource site. Disciplinary action may result in a reduced grade for the assignment or class, suspension or expulsion from the university, and/or an XE on his or her transcript. I encourage you to view the academic honesty policy enforced by this department by going to: <https://provost.asu.edu/sites/default/files/AcademicIntegrityPolicyPDF.pdf>

ATTENDANCE, READING AND PARTICIPATION

Everyone in this course is an adult, and therefore I will treat you as such. It is important that you attend each class prepared and ready to participate. The readings and class assignments can be found on the Course Schedule at the end of this syllabus and should be completed BEFORE class on the date indicated. Not reading before class or not completing assignments will put you and your grade at a disadvantage, as exams are LECTURE HEAVY and your quiz grades rely on you reading chapters in a timely fashion. Additionally, we will review what will be on an exam during class time. In turn, not attending class will likely be reflected in your course grade.

CANVAS COURSE WEBSITE

To access the course website, visit <http://myasucourses.asu.edu/> and login using your ASURITE login and password. You are expected to check the class website at least once a day during the week (M- F), and once over the weekend (Sat, Sun) as I will use it regularly to make announcements and to provide you with course materials.

COURSE EVALUATIONS

Students will be asked to evaluate the course at the end of the semester, prior to Finals week. These evaluations are an integral component of the course development and improvement process.

EATING/DRINKING POLICY

You are allowed to bring snacks and non-alcoholic beverages into class. However, please avoid bringing in loud (e.g., noisy chip bag) or fragrant food (e.g., pizza or french fries) or beverages that would be distracting to the instructor or your fellow students.

EMAIL ETIQUETTE

Dr. Nair replies to emails within 1 to 2 business days (i.e. not over the weekend). Please make sure you spell my email address correctly (rajni.nair@asu.edu). Please use a detailed subject line when writing the instructor an email, for example: CDE 232: Two Questions regarding class.

EXAM DATES, DEADLINES, AND INCOMPLETES

To keep class moving at a steady pace all exam dates are FINAL. These dates are listed in the Course Schedule at the end of this syllabus, to provide students with ample time to plan accordingly.

The date and time of the final exam is set by the university, and any rescheduling requests are STRONGLY discouraged by the university.

Make-up exams, make-up research assignments/activities, and incompletes may only be arranged in the case of a serious, unforeseeable, and unavoidable cause OR students who notify the instructor well in advance of specific accommodations authorized by Student Accessibility and Inclusive Learning Services (SAILS). In all cases, you must contact Dr. Nair BEFORE the time of the scheduled exam or assignment. Also, in emergency cases you must provide VALID written documentation (e.g., obituaries, official police reports, or signed doctor's notes). An appointment card from the student wellness center will not suffice. In other words, make-ups and incompletes will not be given solely to improve a student's grade or to provide extra time without a valid and verifiable reason. No incompletes will be given unless the student's situation strictly complies with the University's policies.

INCLUSION

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

STUDENTS WITH DISABILITIES

Students who feel they may need a disability accommodation(s) in class must provide documentation from Student Accessibility and Inclusive Services (SAILS) verifying the need for an accommodation and the type of accommodation that is appropriate. Students who desire accommodations for a disability should contact SAILS as early as possible (i.e., before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with SAILS. All information regarding disabilities is confidential.

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. One element of this legislation requires that all qualified students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center at ASU Downtown located in Post Office, Suite or call 480.965.1234 or email drc@asu.edu. Eligibility and documentation policies online: <http://www.asu.edu/studentaffairs/ed/drc/>

Mental Health. As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same day or future appointment to discuss any personal concern. Here is the Web site:

<https://eoss.asu.edu/counseling>. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480.921.1006.

SYLLABUS DISCLAIMER

The course syllabus represents a contract between faculty and students. The instructor will make efforts to avoid changing information presented herein but there may be unforeseen events that can result in changes to course components. The instructor reserves the right to make these changes as necessary. Students will be notified in class, via email, or through BB of these changes and will be held accountable to them. *Students are responsible for **ALL** changes to the syllabus and all information presented during class time, regardless of whether you or not you attended class.* This course is offered by the College of Integrative Arts and Sciences. For more information about the college, visit our website: <https://cls.asu.edu/>. If you have questions or concerns, please send your inquiry to cisa@asu.edu.

TITLE IX

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

<https://sexualviolenceprevention.asu.edu/faqs> .

As a **mandated reporter**, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the professor if you are concerned about online harassment of any kind, and he/she will put you in contact with the Dean of Students office.

ACCOMMODATING ACTIVE DUTY MILITARY

Students who participate in line-of-duty activities shall be provided make-up assignments, examinations, or other graded coursework missed because of required work performed in the line-of-duty, without penalty. See university policy: ACD304-11; SSM 201–18: Accommodating Active Duty Military <https://www.asu.edu/aad/manuals/ssm/ssm201-18.html> for details. Students should discuss individual concerns with their instructor.

TRIGGER WARNING

Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; yet if I forget to do so, or if something else (in my materials or posts from fellow students) seems offensive, please contact me at rajni.nair@asu.edu.

CLASSROOM BEHAVIOR

We want to build a classroom climate that is comfortable for all. It is important that we (1) display respect for all members of the classroom – including the instructor and students; (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g. having private conversations, surfing the Internet, doing work for other classes, making/receiving phone calls, text messaging, etc.); and (4) avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment.

ESTABLISHING A SAFE ENVIRONMENT

Learning takes place best when a safe environment is established in the classroom. In accordance with SSM 104-02 of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not. All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed.

PROHIBITION OF 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 note taker's name as well as the instructor's name, the course number, and the date.

STUDENT CODE OF CONDUCT

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the

world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual Chapter V –Campus and Student Affairs: Code of Conduct located online at students.asu.edu/srr/code and the ACD 125: Computer, Internet, and Electronic Communications available at asu.edu/aad/manuals/acd/acd125.html.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 asu.edu/aad/manuals/ssm/ssm201-10.html. An instructor may withdraw a student from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor.

STATEMENT OF HARASSMENT

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact me if you are concerned about online harassment of any kind, and I will put you in contact with the Dean of Students office.

LATE ASSIGNMENTS

Dr. Nair does not accept late discussion boards or group worksheets. The due dates for assignments are written on the syllabus and assignments are due at the time detailed in the Course Schedule. An assignment is considered late if it is not turned in by a specific date and time. If you try to turn in an assignment late you need to attach documentation of why it is late or your assignment will not be evaluated (i.e., this would include a doctor's note that you were in the hospital and does not include a note from your parents).

With that said, Dr. Nair requires the right to return an assignment back to you, ungraded, in the event that the work is unsatisfactory. In this situation, you will be required to revise and resubmit work.

MENTAL HEALTH

Mental Health: As a student, like anyone else, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same day or future appointment to discuss any personal concern. Here is the Web site: eoss.asu.edu/counseling. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

RETURNING ASSIGNMENTS OR REVIEWING EXAMS

Dr. Nair will return graded assignments and exams in a timely manner and post grades to Canvas. Please make arrangements with me if you wish to review your work in person (e.g., go over an exam).

STUDENT CLASSROOM CULTURE

To foster a community of learners in our classroom, Dr. Nair will enforce rules that are based on mutual respect and are conducive to learning. She will be available to answer questions during class and outside of class, and Dr. Nair will provide reasonable guidance on exams and assure that the course objectives are met. In turn, students are expected to arrive to class on time and to stay until the end of class. Behavior that is defiant, disrespectful, disruptive, or distracting to fellow students, is not consistent with a safe classroom

environment and is not allowed. Examples of this kind of behavior include but are not limited to speaking at inappropriate times, taking frequent breaks, texting, verbal abuse, laying your head down on the desk to sleep, propping your feet up on a desk and “kicking back”. Similarly, coming to class to merely sleep is also considered deeply disrespectful. Individuals who decide to engage in such behaviors listed above during class will be asked to leave. Dr. Nair will enforce a zero tolerance of such disrespectful behavior. In other words, it would be preferable for a student NOT to be physically present in class than to fill a seat and be outwardly disrespectful. In short, students are encouraged to reflect on and engage in behaviors that would benefit their overall grade. Cell phones MUST be turned OFF when class is in session. In other words, texting in class, talking on the phone, or using one’s phone during class for any reason is NOT permitted. In cases of emergency students should feel empowered to step outside the classroom to attend to their emergency and then return as they can.

CAMPUS RESOURCES

There is clear evidence that students who take advantage of academic support services perform better academically. As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- * Tutoring: students.asu.edu/academic-success
- * Counseling Services: students.asu.edu/counseling
- * Financial Aid: students.asu.edu/financialaid
- * Disability Resource Center: asu.edu/studentaffairs/ed/drc/
- * Major/Career Exploration: uc.asu.edu/majorexploration/assessment
- * Career Services: students.asu.edu/career
- * Student Organizations: asu.edu/studentaffairs/mu/clubs/
- * ASU Writing Centers: tutoring.asu.edu/writing-centers
- * ASU Police Department: cfo.asu.edu/police
- * International Student Resources: students.asu.edu/international/support/academic