General Chemistry I
Syllabus – Spring 2024

Instructor:	*Dr. Alex Melkozernov*
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Zoom link:	https://asu.zoom.us/j/2378782823
Office hours:	Mondays at 2:00 – 3:00 pm, Tuesdays at 1:00 – 2:00 pm, Wednesdays at 3:00 – 4:00 pm or any scheduled meeting by e-mail appointments

This course is offered by the College of Integrative Sciences and Arts at Arizona State University – Downtown. For more information about the college, visit our website: **https://cisa.asu.edu**. If you have questions or concerns, please send your inquiry to **cisa@asu.edu**.

Class #	Title	Days	Times	Location
13685	General Chemistry I Lecture	MWF	9:05 AM - 9:55 AM	Poly AGBC 115

COURSE DESCRIPTION: Principles of chemistry. Adapted to the needs of students in the physical, biological, and earth sciences.

CREDITS: 4

PREREQUISITES: CHM 101 with C or better, or Mathematics Placement Test score of 50% or higher, or ALEKS score of 61 or higher, OR Pre- or corequisite(s): MAT 170, 171, 210, 251, 265 or 270 with C or better if completed

COURSE OBJECTIVES

Welcome to Chemistry 113 at Arizona State University. Chemistry 113 is a first-semester general chemistry course covering the first 11 chapters of the Textbook, Chemistry 2e from openstax (https://openstax.org/details/books/chemistry-2e). This course will cover the nature of atoms and elemental substances, the combination of atoms to form molecules and compounds, the interactions between atoms and molecules, chemical bonding models, relationships between chemical and physical properties, thermochemistry, and solutions. More importantly, you will have the opportunity to practice your critical thinking skills and learn how the macroscopic world around you can be explained by the microscopic world underneath.

In this course, I will emphasize ***conceptual understanding*** (not memorization) through visualization, critical thinking, and problem solving. You'll need to solve mathematical problems, but you'll also need to know the significance of your calculations. You'll also gain a better understanding of the molecular nature of matter. As you study from the text, take the time to look at the figures and make sure you can interpret their significance. Focus on understanding, not only the "how" but also the "why". Trying to memorize your way through this course will not lead to success.

I want everyone to succeed in this class. Success is a matter of **practice,** *not just listening to lecture*; therefore, I will not be always lecturing. Because it takes time for chemistry concepts to sink in and for you to connect ideas to one another, you cannot start studying for an exam a few days, or even a week before the exam. You must study on a regular basis. Plan to study *at least* 8-12 hours outside of class each week. Learn to use your text properly by staying half a chapter ahead of lecture and re-reading sections that you find confusing. Do the in-chapter problems as you read; they'll help you to check your understanding before you move on. After class meetings, read the pertinent sections again as you do the online homework problems. It may take several readings of some sections to understand the material enough to get through all of the homework. Talking about concepts will further enforce your understanding. About half our time in class periods will be dedicated to talking in groups about concepts and working through problems. Work in small groups outside of class as often as possible to work on homework or lab reports. You can always use the Student Success Center (main level of Academic Center Building).

COURSE FORMAT

The course consists of three parts: lecture, recitation and lab. Most part of the courses are face to face. That means that you are expected to attend lecture, lab, and recitation. You will be expected to read each chapter of the textbook before we start it in lecture. I will lecture part of the class and then you will have the chance of working in groups on the current topic. We will have in-class questions using Aktiv Learning platform so as to have the feedback from you. You will be expected to finish the online homework assignment for each chapter.

COURSE LEARNING OUTCOMES

Through online reading before class, in-class lecture and activities, and the homework assignment after class, you are expected to master the knowledge points below:

Chapter 1:

1. Classify matter; distinguish between homogeneous and heterogeneous mixtures, pure substances and mixtures, and elements and compounds
2. Distinguish between chemical and physical properties, and between chemical and physical changes.
3. Characterize the various states of matter at both macroscopic and molecular levels.
4. Express quantities in various units and convert between units. Know metric prefix meanings and use them as conversion factors in units' conversions. Retain significant figures when converting.
5. Solve density problems using dimensional analysis or other means. Understand how density is related to molecular level properties.

Chapter 2:

1. Distinguish between atoms, molecules, compounds, ions, and cations and anions.
2. Describe the nuclear model of the atom.
3. Describe an isotope of an element using isotopic symbol and by giving the number of protons, electrons, and neutrons; determine atomic number, mass number, and neutrons number.
4. Distinguish between mass number, atomic number, and atomic weight (listed on the periodic table).
5. Classify elements in the periodic table.

6. Describe the atomic weight scale. Perform calculations relating masses of isotopes and relative abundance to atomic weight. Know the different between the mass of an atom and mass number.
7. Predict the charges of common monatomic ions. Know names and formulas of a list of polyatomic ions.
8. Recognize and distinguish between ionic compounds, molecular compounds, and acids.
9. Name compounds from formulas and write correct formulas from names.

Chapter 3:

1. Determine the molar mass for any substance from its formula.
2. Define the mole; explain the physical significance of Avogadro's number.
3. Convert between mass, moles, number of molecules or formula units, and number of atoms or ions.
4. Determine the mass percent composition for a compound from its formula. Determine the mass of an element in a given mass of compound.
5. Determine the empirical formula for a compound given its molecular formula, relative number of moles of each element, or its mass percent composition.
6. Understand concepts associated with laboratory investigations.

Chapter 4:

1. Write and balance chemical equations.
2. Identify the type of a reaction as a combustion, combination, decomposition, double-displacement (exchange), or single-displacement reaction.
3. Use quantitative relationships in chemical reactions (stoichiometry).
4. Calculate the volume, molarity, moles, or mass of a reactant or product in a stoichiometry problem.
5. Write the net ionic equation for an aqueous reaction. Identify which species are spectator ions.
6. Predict products of double-displacement (exchange) reactions: precipitation reactions, gas-forming reactions, and neutralization reactions.
7. Determine the oxidation number for each atom in an element, compound, or polyatomic ion.
8. Determine if a reaction is an oxidation-reduction reaction. Identify what is oxidized and what is reduced in oxidation-reduction reactions. Define oxidation and reduction.
9. Predict products of single-displacement reactions where a metal reacts with a metal ion or with an acid. Relative activities will be provided in a partial activity series.
10. Identify the limiting reactant on a reaction and determine the amount of product that can be produced. Also describe the amounts of any reactant left after the reactions in complete.
11. Differentiate between strong electrolytes, weak electrolytes and non-electrolytes at a molecular level.
12. Molarity and dilution calculation.
13. Calculate % yield for a reaction, or determine actual yield or theoretical yield from % yield.

Chapter 5:

1. Explain the following terms: Energy, potential energy, kinetic energy, endothermic, exothermic, enthalpy (ΔH), calorimetry, heat capacity, specific heat, system, surrounding, and internal heat.

2. Classify common processes as endothermic or exothermic.
3. Use thermochemical equations and stoichiometry to determine amount of heat lost or gained.
4. Perform calculations involving specific heat, mass, and temperature change.
5. Determine heats of reactions given experimental data collected in a calorimetry experiment.
6. Calculate standard enthalpy of reactions given the standard enthalpy of formations.
7. Apply Hess's law to a multi-step process to determine standard enthalpy of reaction.
8. Classify properties of materials as state function or non-state function.
9. Restate the First Law of Thermodynamics.
10. Recall the sign conventions for work and heat used in the textbook.
11. Calculate change in internal energy (ΔE) given thermochemical equation.

Chapter 6:

1. Define wavelength and frequency, and amplitude of waves.
2. Utilize the relationship between the speed of light, wavelength, and frequency (Hertz).
3. Apply the metric unit of nano in calculations involving wavelength of light.
4. Classify various regions of the electromagnetic spectrum in terms as energy, frequency, and wavelength.
5. Describe the photoelectric effect as explained by Einstein using such terms as threshold frequency, photons, kinetic energy, binding energy, light intensity, and number of electrons emitted.
6. Predict the wavelength or frequency of electromagnetic radiation emitted or absorbed for electronic transitions in a hydrogen atom.
7. Use the terms ground state and excited state to describe electronic transitions.
8. Contrast orbits (shells) in Bohr's theory with orbital in quantum theory.
9. Categorize orbital energy levels in many-electron atoms in order of increasing energy (Aufbau principle).
10. Predict the electron configuration and orbital diagrams for multi-electron atoms using the Pauli Exclusion principle and Hund's Rule.
11. Derive the ground state electron configuration of multi-electron atoms using the Aufbau principle.
12. Identify elements that correspond to the groups such as noble gases and transition metals.
13. Describe the electron configuration of cations and anions and identify ions and atoms that isoelectronic.
14. Apply the concept of effective nuclear charge and shielding constants (screening constants) to justify why the first ionization energy is always smaller than the second ionization energy of a given atom.
15. Predict the trends of the periodic table for each of the following: effective nuclear charge, atomic radius, ionic radius, ionization energy, electron affinity, electronegativity.
16. Know the basic properties of metals, nonmetals, and metalloids and their differences.
17. Predict the reaction of alkali metals with water.
18. Predict group trends of group 1A, 2A, 6A, 7A, and 8A including the names of each of these groups.

Chapter 7:

1. Identify the valence electrons for all representative elements.

2. Rationalize why alkali metals and alkaline earth metals usually form cations while oxygen and the halogens usually form anions using Lewis dot symbols in the discussion.
3. Use Lewis dot symbols to show the formation of both ionic and molecular compounds.
4. Identify covalent compound, the type of covalent bonds present (single, double, triple) and the number of non-bonding pairs of electrons using Lewis structures.
5. Relate types of bonds to bond length and bond strength.
6. Compare and contrast various properties expected for ionic compounds versus covalent compounds.
7. Identify ionic, polar covalent and non-polar covalent bonds using concepts of electronegativity.
8. Predict the relative changes in electronegativity with respect to position on the periodic table.
9. Use Lewis dot and the octet rule to write Lewis structure of compounds and ions.
10. Apply the concept of formal charge to predict the most likely Lewis structure of a compound.
11. Draw/identify all possible resonance structures for a molecule given a molecular formula.
12. Predict relative bond energies and bond lengths of resonance structures.
13. Distinguish compounds that have allowed exceptions to the octet rule.
14. Use Lewis structures and bond energies to predict heats of reactions.
15. Use VSEPR theory to predict the electron-domain geometry of a molecular compound,
16. Determine the molecular shape of a molecular compound.
17. Predict the polarity of bonds and molecule.

Chapter 8:

1. Predict the hybridization of the bonding orbitals based on the electron-domain geometry.
2. Determine σ and π bonds within a molecular compound.
3. Determine if a multi-bond is localized or delocalized electrons.

Chapter 9:

1. Define pressure as force over area.
2. Understand how the ideal gas equation, $PV=nRT$, is built out of Boyle's Law, Charles's Law, Avogadro's Law, and Gay-Lussac's Law.
3. Know what is STP.
4. Predict how extreme cold effects pressure and extreme heat effects volume of gases.
5. Predict the total pressure when multiple gases are present by Dalton's Law of Partial Pressure.
6. Predict the total pressure of a gas when collected over water.
7. Define kinetic-molecular theory and what affects the average kinetic energy of gas molecules.
8. Use Graham's Law of Effusion to predict the ratio of rates of two different gas molecules.
9. Use van der Waals equation to predict the behavior of real gases.

Chapter 10:

1. Understand how temperature and intermolecular forces, IMF, effect the phase of a compound.
2. Know the different types of IMF.
3. Predict the IMF of a given compound.
4. Predict the boiling point trend of a series of compounds based on IMF.

5. Predict when hydrogen bonding is the predominant IMF.
6. Define viscosity and surface tension.
7. Know the six different phase changes. Predict which ones are endothermic and which are exothermic.
8. Be able to read a heating or cooling graph.
9. Be able to calculate the heat of fusion and the heat of vaporization.
10. Define vapor pressure and how and when vapor pressure is related to boiling point.
11. Predict relative strength of lattice energies.
12. Be able to read a phase diagram. Know which area is solid, liquid, or gas. Identify where the phase changes take place, where is the triple point and the critical point.

Chapter 11:

1. Identify what is a solution.
2. Identify the process involved to make a solution; separation of the solute, separation of solvent, salvation of the solution.
3. Determine if a solution is unsaturated, saturated, or super saturated.
4. Predict the solubility of a solute(s) and solvent (like dissolves like).
5. Define miscible and immiscible.
6. Predict solubility based on temperature. Rise in temperature typically increases solubility of salts but decreases solubility of gases.
7. Define different concentrations and use in stoichiometry; molarity (M) is mol of solute per liter of solution, molality (m) is mol of solute per kilograms of solvent, % composition (m/m%, v/v%, or m/v%) mass of component in solution per mass of total solution or volume of component in solution per volume of total solution or mass of component in solution per total volume of solution, respectively.
8. Identify the four colligative properties; vapor pressure lowering, boiling point elevation, freezing point depression, osmosis.
9. Calculate the change in temperature of a solvent due to introduction of a solute (ΔT_b, ΔT_f).
10. Calculate osmotic pressure.

TEXTBOOKS, REQUIRED READING AND MATERIALS

1. Textbook: Openstax Chemistry 2nd Edition available **free** at https://openstax.org/details/books/chemistry-2e. See link to the textbook on Canvas.
2. Aktiv Learning (former CHEM101) access - see Canvas Module "Access to Aktiv Learning" for instructions
3. Scientific calculator

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.

Recordings

The contents of this course, including lectures and other instructional materials, are copyrighted materials. Students may not share outside the class, including uploading, selling or distributing course content or notes taken during the conduct of the course. Any recording of class sessions by students is prohibited, except as part of an accommodation approved by the Student Accessibility and Inclusive Learning Services (SAILS).

Face Coverings

Please check carefully this page regarding the updated policy: https://eoss.asu.edu/health/announcements/coronavirus#face-coverings, which might be updated during the semester.

If you require accommodations, please contact the Student Accessibility and Inclusive Learning Services (SAILS).

For more information about face coverings, please visit the FAQ page.

Additional Requirements

This course requires the following technologies:

- Web browsers (Chrome, Mozilla Firefox, or Safari)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microsoft Office (Microsoft 365 is free for all currently-enrolled ASU students)

Note: A smartphone, iPad, Chromebook, etc. might not be sufficient for completing your work in an online environment. Although you will be able to access course content with mobile devices, it is recommended to use a computer for all assignments, quizzes, and virtual labs completed in CHEM101 and Canvas.

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 or CISA Academic Resources

Grading

Grades will be determined by the percentage you accumulate (no curve):

A+ Grade average	≥ 96.0%
A	≥ 88.0
B+	≥ 84.0
B	≥ 76.0
C+	≥ 72.0
C	≥ 64.0
D	≥ 54.0
E	< 54.0

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Grades on assignments will be available within 72 hours of the due date in the Gradebook.

Late or Missed Assignments

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

Follow the appropriate University policies to request an accommodation for religious practices, or to request accommodation for missed assignments due to University-sanctioned activities or active military service.

Attendance Policy

Class attendance is required in the course, CHEM101 will be used for checking the attendance during the lecture class. If you miss a lab or recitation, bring documentation about why you missed upon your return. Excused absences of lab or recitation will also excuse the points from that day. Please follow the Syllabus of the lab and recitation in Canvas for detailed information.

Communicating with your Instructor and Classmates

Classroom Community

To build a course climate that is comfortable for all, it is important that students (1) display respect for all members of the class – including the instructor and students; (2) pay attention to and participate in all interactive student partner/instructor sessions and activities; and (3) observe the rules of appropriate online behavior (also known as *netiquette*). This term is defined by the instructor and includes keeping course discussion posts and oral communication with other students (or the instructor) focused on the assigned topics. Students must maintain a cordial

atmosphere and use tact in expressing differences of opinion. In addition, they must avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude course members. 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 course environment. Your final grade may be reduced each time you engage in the types of negative behaviors indicated above.

Email

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

Course Outline

A tentative schedule of lectures and assignments with due dates will be posted on Canvas. Any changes that may arise during the semester, the due date will be later than originally set.

Assignment Details

- ***Midterm Exams:*** Three, midterm exams will be given during the semester. Midterm exams will consist of 20 questions worth 5 points each. In general, only material covered since the last exam will be included. However, because the course content builds through the semester, you can expect each exam to be somewhat cumulative in nature. The lowest score for midterm exams will dropped. This policy does not apply if you get 0 due to unexcused absence.
- ***Final Exam:*** The final exam is cumulative. The final exam will be 40 questions worth 4 points each question. The final exam schedule for the university is available at https://students.asu.edu/final-exam-schedule. **Look up your final exam and make a note of the time and date of the final.** The final exam cannot be taken at an alternative time or date, **no exceptions**!
- ***Make-up Exams:*** It is imperative that you make arrangements for every exam, and plan travel and other events accordingly. **An alternate exam may be administered prior to the scheduled time *only* in cases where travel for university-sanctioned business or function, which cannot be rescheduled and interferes with an exam date.** If such plans do interfere with an exam date, then it is ***your*** responsibility to schedule an alternate exam date ***prior*** to the scheduled date. This alternate date must be finalized at least three days prior to the scheduled exam date and you must take it in person. You must show documentation from the appropriate university official for an early exam to be administered. An alternate exam will not be administered after the original exam date. In cases of sudden illness or unanticipated emergency that prevents you from attending a scheduled exam, the final exam percentage will be substituted. *This option can only be exercised once. A second missed exam will be scored as a zero*. Personal travel, work schedules, traffic, etc. do not constitute grounds for a make-up exam.

- ***Lecture Schedule:*** We will cover chapters 1 through 11, 12.5 and 13 consecutively. Three midterm exams will take place after approximately three chapters. The last three chapters covered in lecture will only be tested on the final exam.
- ***Pre-evaluation:*** There is a pre-evaluation test worth 9 points no matter what you score.
- ***In-class Questions*** will be given during lecture using Aktiv Learning platform. Most of the time, you will be able to work in groups to answer the question but everyone will have to answer separately. Questions will be worth 1 point for answering and an additional 1 point for correct answers. I will use 90% of the total in-class points made available therefore excused absences and make-up points will not be available. It is up to you to remember and maintain your device in working condition with sufficient battery and active license.
- ***Online Homework:*** Regular online homework will be assigned through Aktiv Learning platform. .
- ***Extra credit:*** There will be extra credit questions in the four exams. Other extra credit opportunities will be posted on the Canvas during the semester. Extra credit will not be more than 5% of the total grade.

Point distribution

Exams (3 midterm/1 final)	350
Agreement & Pre-evaluation	10
In-class questions	100
Online homework	240
Lab	200
Recitation	100
Total	1000

Submitting Assignments

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester in the event you wish to contest any grades.

All assignments, unless otherwise announced by the instructor, MUST be submitted to the designated area of Canvas. Do not submit an assignment via email.

Assignment due dates follow Arizona Standard time. Click the following link to access the Time Converter to ensure you account for the difference in time zones. Note: Arizona does not observe daylight savings time.

Course Time Commitment

Coursework includes all learning activities including reading, watching videos, studying, and completing assignments. Arizona Board of Regents (ABOR) requires 45 hours of coursework per credit for college-level courses, which translates to:

- 1 credit hour = 45 total hours
- 2 credit hours = 90 total hours
- 3 credit hours = 135 total hours
- 4 credit hours = 180 total hours
- 5 credit hours = 225 total hours

ASU courses range in length from 6 weeks to 15 weeks. Below is a breakdown of the 135-hour required time commitment for a three-credit course divided among weeks for courses of various lengths.

Course Length	Time on Coursework per Week for a 3-credit course	Total Time Requirement for a 3-credit Course
6 weeks	22.5 hours	135 hours
7.5 weeks	18 hours	135 hours
8 weeks	17 hours	135 hours
15 weeks	9 hours	135 hours

Drop and Add Dates/Withdrawals

If you are unable to take this course for any reason, be aware that there is a limited timeline to drop or add the course. Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Withdrawing as a Financial Aid Recipient, Medical/Compassionate Withdrawal, and a Grade of Incomplete.

Grade Appeals

Students must first speak with the instructor of the class to discuss any disputed grades. If, after review, a resolution is not achieved, students may proceed with the appeal process. Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless whether the student is enrolled at the university. Complete details are available in the CISA Grade Appeals policy.

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see provost.asu.edu/academicintegrity.

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, college, and/or dean. Academic dishonesty includes, but is not limited to, cheating on an academic evaluation or

assignment, plagiarizing, academic deceit (such as fabricating data or information), or falsifying academic records. Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

If you have any questions about your work and the academic integrity policy, please discuss your assignment or concerns with your instructor, teaching assistant, or your college Academic Integrity Officer in advance of submitting an assignment. Student resources on Sun Devil Integrity and strategies for completing your work with integrity and avoiding plagiarism are available here: ASU Student Resources for Academic Integrity or provost.asu.edu/academicintegrity for more information.

Harassment Prohibited

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. Students are encouraged to report harassment to instructors and the Dean of Students Office.

Student Conduct

ASU and the College of Integrative Sciences and Arts expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, ASU Student Academic Integrity Policy, and outlined by the Office of Student Rights & Responsibilities. Anyone in violation of these policies is subject to sanctions. Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior. The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

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.

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 online students may access 360 Life Services, https://goto.asuonline.asu.edu/success/online-resources.html.

Student Accessibility and Inclusive Learning Services (SAILS)

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to the instructor at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Student Accessibility and Inclusive Learning Services is required. Disability information is confidential.

Student Accessibility and Inclusive Learning Services (eoss.asu.edu/drc)
Email: DRC@asu.edu
SAILS Phone: 480-965-1234
SAILS FAX: 480-965-0441

Tutoring

Free tutoring support is available in person and online for most courses. Services are offered through ASU's University Academic Success Programs for currently enrolled students.

- Tutoring is available in math, business, science, statistics, and engineering courses.
- Writing tutoring is available for any writing project at any stage of the writing process.
- Supplemental Instruction (SI) facilitates collaborative study groups for selected courses.
- Graduate academic tutoring is available for writing and statistics.
- Academic skills tutoring can help with critical reading, study skills, note taking, and more.
- Resources are available through our YouTube channel, Zoom recordings, and handouts.

Visit https://tutoring.asu.edu or call (480) 965-9072 for more information about these services, to view our schedules, or to book an appointment.

Statement on 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.

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 website: 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.

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. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Prohibition of Commercial Notetaking 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.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available. The results are always anonymous and cannot be reviewed by the instructor/department until after final grades have been posted.

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 wenweizheng@asu.edu, or the faculty head, Dr. Douglas Green.

Academic Affairs Manual

For a complete guide to Arizona State University course policies, please refer to the Academic Affairs Manual (ACD).

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.