

SSP 242

Fall | 2024

Course Description: Provides the student with knowledge and hands-on skills in executing and teaching the foundational resistance training movements required to be successful in performance training programs.

Detailed Course Description: A hands-on course designed to teach students to **safely and properly perform** a variety of resistance training exercises. To **introduce the fundamental principles** of physiology and kinesiology underlying the ability to **properly perform** a wide variety of resistance training exercises and to **properly instruct** individuals in safe and effective performance of these exercises for the purpose of developing optimal performance. A primary focus of this course will be to teach students how to properly perform and teach the major compound, core exercises utilized in most performance related programs. This course will also include discussion focused on basic programming principles, conducting a needs analysis, establishing program parameters and understanding basic mechanics of exercise and exercise adaptations addressing various populations including children, women and the elderly. In addition to the foundation lifts utilized in sports performance programs there will be a review of exercises using a variety of resistance equipment (including but not limited to) free weights, machines, light dumbbells, nontraditional training implements, unilateral training, balance and stability work, and one's own body weight. Establishing a large exercise library assists the strength and conditioning coach when alternate program design becomes necessary due to location, injury status or equipment availability. This course addresses a number of core curriculum components required as foundational knowledge to receive certification from the National Strength and Conditioning Association.

Course meeting time and location: Tuesday & Thursday 9:00 AM – 10:30 AM – SDFCD 205

Course Access: Although this class is presented in-person, you may still be expected to log into Canvas, the Learning Management System (LMS). This requires a computer, a stable internet connection, and in some cases a webcam and microphone.

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

Absences Due to Illness: This course does have an attendance expectation and materials for the class will only be provided in-person. However, it is not expected that

you attend class if you are suffering from a severe illness or need to be isolated due to health circumstances. Recognizing potential health issues, this course provides four (4) absences. This is more than sufficient time to accommodate most common health issues. It is highly suggested you reserve your absences for **emergency situations** only, once you have used your 4 absences, you are subject to the point reduction. It is not necessary to email the instructor for absences aside from University excused or religious holidays; no other absence will be excused. Recording of lectures or providing notes from slides is not the responsibility of the instructor and will NOT be provided.

RULE FOR THIS COURSE AND ALL SSP COURSES MOVING FORWARD: DON'T BLAME OTHERS FOR YOUR FAILURES

Blaming occurs when you have decided that all the issues you have had in a course are the fault of others, mainly the instructor or the course policies. The first step to success in academics is taking responsibility for your education and avoid being helpless. To avoid being a helpless student, follow these simple guidelines:

- Math is math.....Calculating your grade is a simple addition. You accumulate points, points are added to other points and, at the end of the semester, the total points you earned entitle you to a grade in the course. This is not altered by your intentions, feelings, or desires; it is really just math.
- YOU are responsible for YOUR education. As an instructor, I keep the Canvas gradebook updated. At any point in the semester you can look there and know how you are doing in the course. I also hold office hours and show up for class every day. If you have a question or concern for your grade, I am not hard to find and talk to. I may send academic reminders on your progress, I may not, but, ultimately, YOU should know how you are doing in class and what you need to do to receive the grade you want.
- YOU are responsible for communication. Communication is the only way that an instructor can possibly know what is going on in your head or in your life. Psychic abilities were not a required qualification to become an instructor. Communication needs to happen prior to or as immediately as possible for it to be considered, meaning, if you wait until the last week of class to decide that you were sick during the first week of class and should get credit for that quiz you did bad on then...it isn't going to happen. Your failure to ask for consideration or options in a timely manner is YOUR failure, the instructor is not responsible for your failures.

The grade you are receiving as a final grade is the grade you earned through the accumulation of all work done throughout the semester. You may have done poorly on one or a stretch of assignments due to some reason during the semester. It is your job to stay on top of your grades and progress and ensure by the end you are getting the grade you wanted. Waiting until the end of the semester and then realizing you should ask for accommodations is not acceptable and will be met with a harsh NO from the instructor.

INSTRUCTOR INFORMATION

Name: Joseph Marsit, MS, CSCS

Office/room: SDFCD 201B

Phone number and email address: 602-451-3771 (emergency text only) – joseph.marsit@asu.edu (do not use any variation of this email as it will not be sent to me)

Office hours: Anytime I am not teaching classes, I will be around my office and I am open to meeting you. Please email me for appointment and provide a range of times you are available and I will send you a meeting invite.

Preferred method of contact: E-mail – use the email listed above – DO NOT use Canvas messenger or assignment text boxes as the main means of communicating with the instructor, these methods are not always reviewed.

COURSE BASICS

Course Objectives

This course fulfills the resistance training instruction and practical laboratory competency required for CSCS certification. The major skills that will be covered by this class related to high performance activity:

- Resistance training exercise instruction and demonstration
- Proficiency in both execution and coaching progression of the foundational movements in sports performance: squat, deadlift, power clean, military press, bench press
- Proficiency in terminology and execution of assistive and accessory lifts related to the foundational movements
- Proper warm-up development for an exercise session
- General programming and adaptation for anaerobic exercise

By the end of the course, you will be able to:

- Explain fundamental physiological characteristics of skeletal muscle, including contractility, motor units and basic structure of a muscle.
- Describe the action of each of the major muscles of the body (separately and in synergy with other muscles)
- Identify anatomical names of movements produced by muscle actions
- Explain basic principles of biomechanics related to exercise motions and equipment design.
- Explain functional definitions of terms such as: strength, power, muscular endurance, hypertrophy, atrophy, concentric action, eccentric action, and isometric action.
- Describe and demonstrate proper technique for the foundational movements of resistance training
- Develop proficiency in the demonstrate-teach-coach style.
- Create an appropriate warm-up program before engaging in higher intensity resistance training sessions
- Identify which strength and conditioning exercises are considered by experts to be potentially unsafe when improperly performed or supervised.
- Explain and apply industry standards, guidelines and practical knowledge to screen individuals prior to participation,
- Make appropriate choices for exercise selection
- Understand the basics for designing a safe and effective resistance training program for improving sports performance including
- Identify correct spotting and weight room safety techniques.

Alignment with other outcomes:

These course outcomes align with the following areas of the NSCA competencies for the CSCS credential:

- ~ Biomechanics of resistance training
- ~ Skeletal musculature
- ~ Anatomical planes and major body movements
- ~ Sources of resistance to muscle contraction
- ~ Joint biomechanics: concerns in resistance training
- ~ Muscular adaptations
- ~ Age- and sex-related differences and their implications for resistance exercise

- Population specific adaptations for children, female athletes and older athletes
- Exercise technique for free-weight and machine training
- Fundamentals of exercise technique
- Spotting free-weight exercises
- Resistance training exercises
- Olympic-style lifting techniques: progressions and regressions
- Exercise technique for alternative modes and nontraditional implement training
- Bodyweight training methods
- Core stability and balance training methods
- Variable-resistance training methods
- Uni-lateral training

Does this class have an Honors contract? Yes, speak with instructor

NOTE: You must make the Disability Resource Center, DRC or SAILS, aware if you require accommodations due to a disability. Review the **ASU Policies** section for more information. Please note flexible attendance accommodations are not available for this course. This course also involves active physical participation, if you are suffering an acute injury prohibiting you from regular exercise, please consider rescheduling this course for a later time in your academic schedule. The instructor will attempt to work with you and SAILS, but understand this is an activity course and cannot always accommodate all needs.

Textbook, Special materials and extracurricular activities



National Strength and Conditioning Association. (2019). Exercise Technique Manual for Resistance Training. (4th edition. or most current). Champaign, IL: Human Kinetics.

Note: The textbook is highly recommended, but not required. For assignments, you will be required to note joint actions and name appropriate muscle groups, the text will help with that, but there are other resources available, including class notes.

Assignment Types

Description of different assignments, projects, exams and midterms with grades/percentage of grades:

SUMMARY OF STUDENT EVALUATION

Exercise Technique & Video Manual	Students will be asked to create a single page summary of 6-8 different	25-50 point per submission (2 exercises per submission) = <u>150 points</u>
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	exercises (format provided by instructor). Along with the manual, students will submit a video demonstration of selected movements along with a personal review (properly formatted)	<u>total</u> Exercises may include: HB Back Squat, Conventional Deadlift, Clean Pull, Power Clean, Bench Press, OH Press, Romanian Deadlift, Split Squat, Glute-Ham, DB Row, Push Jerk and any Squat/Deadlift variation choice
Case study	As a culminating assignment, students will be given a high school athlete profile and asked to design a simplified resistance training program appropriate to the goals listed.	40 points
Coaching Demonstration Test	Students will be randomly assigned a partner and will provide feedback on exercise execution of another student to the instructor. Corrections or alternatives will then be asked to be provided; students must be able to answer questions on the movement asked by the instructor.	40 points each X 2 – 80 points total
Screening and Warmup Assignment	Students will be provided several case examples. They will identify appropriate participation screening information needed. List necessary assessment and design a one-day warmup protocol for a training session.	40 points
QUIZZES		
Facility and Safety Quiz	Ensures students understand the facility guidelines	40 points

Resistance Biomechanics terminology quiz	Knowledge of basic terminology related to resistance training	40 points
Populations and Adaptations quiz	Knowledge of basic adaptations to anaerobic exercise and population specific concerns	20 points
PARTICIPATION		
Participation Expectation	Student does not exceed 4 absences. Should the student <u>exceed</u> 4 absences, 50 points will be deducted from their total.	(50 points) – Overall professionalism
TOTAL POINTS		410 POINTS TOTAL

Note: While every effort is made to keep the course evaluation process consistent with what is in the initial syllabus, it is possible that slight changes may have to be made as the semester progresses. These changes will be communicated thoroughly to the students and although total points may potentially fluctuate, the percentages remain constant, meaning there is no intention of harm to the student's grades. Any changes to the course evaluation process will be posted on Canvas as part of an announcement; however, it is the student's responsibility to be aware of the points and their grade and be proactive in speaking to the instructor if there are questions or concerns. Students should not rely on Canvas or other students if they have a question on their grade in class, contact the instructor.

Grading Policy

It is unethical to email the instructor and/or speak with him/her in person and ask for a specific grade or points due to one's future internships, graduate schools, jobs, medical school, honors awards, etc. Do NOT email the instructor and ask for extra points to get to a certain grade. There is ample opportunity to EARN the grade you want in class; grades for class are determined by your work, you control what you receive. Requests will be deleted without a response.

Grade breakdown:

The total points available for class is 410. Breakdown of the graded components of class are listed below. Final grades are calculated by taking the total points earned by the student throughout the term and dividing by the total points available (410).

Letter grade	Numerical Equivalent
A+	397.7 +
A	369 – 397.6
B+	356.7 – 368.9
B	328 – 356.6
C	287 – 327.9
D	246 – 286.9
E	Below 246

Please note: The grading scale for this class is **firm**. Assignment scores are recorded to the nearest whole point based on individual student work. Assignment scores and final grades **will not** be rounded. *Do not email the instructor for “extra credit” or opportunities to make-up points. Grades are earned by completing the work assigned for class.* There is ample opportunity to earn the grade you want in class; grades for class are determined by your work, you control what you receive. Requests will be deleted without a response.

Grade Challenge: Students have 5 calendar days to submit *written* justification to challenge a grade; if a written justification is not submitted within this timeframe, challenges to grades will not be considered.

Note on CANVAS: Please do not send messages or alter your submission through the assignment text box. The instructor does not check through for new messages or uploads and will not respond to those messages. If you have something to communicate, please EMAIL the instructor.

Joe's Rules for Life

Due Dates for Course Materials: This course has set due dates and materials required throughout the term, it is not “on your own” pace. Please refer to the schedule posted on the learning management site and follow the due dates provided in the course materials for the class. Assignments, quizzes, etc. will close after their due date,

meaning you cannot submit material for the course late. If you have any questions or concerns, please direct them to your instructor.

CLASS EXPECTATIONS

Class Expectations

Expectations of Faculty

Faculty will be available for student questions and/or discussion through virtual office hours on Zoom or scheduled office appointments, simply make a request through email and provide some suggested available times. Faculty will answer all student emails and phone calls within a 24-48 hour time frame (unless extenuating circumstances prohibit). Faculty will model professional behavior throughout this course, and treat all students respectfully.

Faculty will:

1. Explain the course structure and objectives at the beginning of the session.
2. Provide a course syllabus and course schedule at the beginning of the session, and oversee administration of evaluation tools and methods.
3. Facilitate the identification of useful learning resources.
4. Provide a respectful and safe learning environment.
5. Set expectations for course assignments and grade accordingly.
6. Assure that all learners have equal opportunity to achieve the course objectives.

Expectations of Students

The purpose for this course and where it fits into your academic career is to provide a foundation in a key component of exercise instruction. This course provides foundational material that will be reviewed in greater depth and applied at a higher level in later classes of your academic journey. The material provided is not meant to be an all-inclusive presentation of this topic, but the building block you will use to have a more successful career in this field.

1. Be prepared to learn each session, just as you would in any class, come with an open mind, create an area free of distractions and pay attention to all of the material. Do not assume because you have heard a topic before that you know everything there is to know on that topic.
2. If you have questions, bring it to the instructor in a professional manner; ask questions to clarify understanding. Speak up during class, your question may help others' understanding.

3. For those areas of class that you have more familiarity, work with the instructor and other students to assist in the presentation of materials.
4. Submit assignments and quizzes on time. It is your responsibility to read and follow the schedule.
5. Speak with the instructor before assignments, tests, etc. are LATE. If there is some issue beyond your control, there may be the ability to address these problems early; however, after due dates, it is far less likely that solutions can be offered.
6. Take active involvement in your education. Just showing up and being minimally involved in class will not improve your knowledge or skill.

Attendance Policy

Some absences are excused in accordance with ASU policy. They include accommodations for religious practices, University sanctioned activities, and death of a family member. Recognizing potential health issues, this course provides four (4) absences. This is more than sufficient time to accommodate most common health issues. It is highly suggested you reserve your absences for emergency situations only, once you have used your 4 absences, you are subject to the point reduction. It is not necessary to email the instructor for absences aside from University excused or religious holidays; no other absence will be excused. Read more about these policies in the **ASU Policies** section.

Number of allowable absences (other than those excused by ASU for specific reasons): 4

Missing more than 4 classes will result in a 50 point deduction from your total final points for class.

Because Joe said so....

ASU Attendance Policies

- a. Excused absences related to religious observances/practices that are in accord with [ACD 304-04](#), "Accommodation for Religious Practices"
- b. Excused absences related to university sanctioned events/activities that are in accord with [ACD 304-02](#), "Missed Classes Due to University-Sanctioned Activities"

In the event the instructor fails to indicate a time obligation, the time obligation will be 15 minutes for class sessions lasting 90 minutes or less, and 30 minutes for class sessions lasting more than 90 minutes. Students may be directed to wait longer by someone from the academic unit if they know the instructor will arrive shortly.

Class Schedule

<u>Week #</u>	<u>Description of Lesson</u>	<u>Lecture Reading</u>	<u>Assignment</u>
1	Course Introduction, Intake Forms, Anatomy		Intake forms
1	Weight room Introduction – Safety and Spotting		
2	Muscle Anatomy and Resistance Exercise Overview		
2	Muscle Physiology and Biomechanics Overview – Review Machines/Equipment		QUIZ
3	Warm-up, Flexibility, Mobility		
3	Athlete Needs, Screening and Population Specifics Practical Warm-up session – review hip/shoulder work before resistance training		W-U Assignment
4	UB Push		
4	UB Pull		Technique Manual #1
5	Back Squat Progression		
5	Squat + Squat Variations		
6	Deadlift Start		
6	Deadlift Variations		
7	Squat/Deadlift Film Day		Technique Manual #2 (w/video)
7	Reserved for additional materials		

8	Coaching Demo – Part 1		EXAM
8	Coaching Demo – Part 1		EXAM
9	Programming Basics and Adaptation		
9	Complete Programming Basics Lecture Introduction to Olympic Lifting – Basic practice with PVC (Time Permitting)		QUIZ – programming/populations
10	Clean Progression		
10	Clean Progressions		
11	Olympic Lift Variations		
11	Film/Practice (Extra Day)		Technique Manual #3 (w/video)
12	Coaching Demo – Part 2		EXAM
12	Coaching Demo – Part 2		EXAM
13	LB Assistance		
13	LB/UB Assistance		
14	Unbalanced Loading/Strongman		
14	Additional Day		Technique Manual #4
15	Review Day		
15	Bonus Day		CASE Study (due in exam week)

Required Technology, Technical Support and Internet Outage Plan

Required Technology

- Desktop or laptop computer, **current within the last 5 years**
 - Note: Canvas does have an app that can be used with mobile devices, but the app is limited. Please access Canvas primarily through a desktop or laptop computer.*
 - Do not use a Chromebook or Netbook, since it cannot run Respondus, which is used for tests.
- Stable, high-speed internet access

3. Web browser updated to the most recent version. Chrome is the preferred browser for Canvas.
4. Audio speakers and/or headphones attached or built-in to the computer
5. Webcam (external or internal with microphone)
6. Word processing software. (Students have access to Google Docs with their ASURite. In addition, [Microsoft 365](#) is free to ASU Students)
7. Smartphone or other mobile device that can download apps.

Please inform the instructor if any of the above present a hardship for you. ASU may have some resources to help students in need.

Technical Support

You have access to [24/7 technical support](#). It is recommended to use Chrome when accessing Canvas.

Internet Outage Plan

Network and internet outages are never expected. Be prepared and have a plan in case you find yourself without internet.

Campus Network Outage and Technical Support

When access to Canvas is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by 11:59pm).

To monitor the status of campus networks and services, please visit the [System Health Portal \(http://syshealth.asu.edu/\)](http://syshealth.asu.edu/).

Technical Support

This course uses Canvas to deliver content. You can access Canvas through your [MyASU](#) portal.

To contact the help desk you have two options:

- For immediate assistance, call ASU at 1-855-278-5080.
- Visit the ASU Experience Center (<https://uto.asu.edu/experiencecenter>) to get personalized support through 24/7 live chat or by submitting your request online (<https://my.asu.edu/service>).

For more information on Canvas the following resources are suggested:

- [Canvas Course Tour Video](#)

- [Canvas Student guide](#)
- [Digital Portfolios Help Resources](#)
- [Library Resources for Students](#)
- [Best Practices for Setting Course Notifications](#)
- Canvas Student App - Download through Google Play (Android) or the App Store (iOS)
 - [Android Guide](#)
 - [iOS Guide](#)

Other useful links

- [Undergraduate Academic Advising](#)
- [ASU Email Guide](#)
- [ASU Wireless Network](#)

Add/Drop/Withdraw

[Click here to access the University Registrar page](#) where you can access grades, the academic calendar, and add/drop/withdrawal options among other things. NOTE: if you are considering withdrawing, please check with financial aid since it may be impacted by a withdrawal.

Student Success Tips:

Time Management

Your success in this class depends greatly on the time you spend on independent study and completion of assignments. In general, expect to spend a minimum of **3 hours** for **each** credit hour **per week** studying outside of class. So, for a 3 credit class set aside 9 hours per week for just that one class. Add on extra time around mid-terms and finals. How much time does that leave you for work, relaxation, and other commitments? Here are some resources to help you get organized and create a study plan.

[Click here to calculate your available study time](#)

[Click here to discover how many hours you should be studying](#)

Study Techniques

It's important that you attend all classes and complete all assignments to be successful in your College career. To support this, you should take a look your study habits. Consider *where*, *when*, and *how* you study. For example, trying to read a complex paper in a loud coffee shop may be too distracting for you to really understand the material. Waiting until the last minute to write a paper rarely yields good results. Take a look at the guide provided below for more suggestions to optimize your study time.

[Click here to access a study guide](#)

Active Reading

You will have to read a lot throughout your degree! It's common practice to highlight content as you read it to help remember it. Studies show, however, that this is not as effective as previously thought. A much better way to help you process and retain the information is to write down the important points and quiz yourself as you read. This is known as "active reading." Download the handout provided below to get started on this simple technique that can help you from day one at ASU.

[Click here to access the active reading technique guide](#)

Available Academic Resources

ASU has a wealth of resources to enable your success. [Click here to check out the University Academic Success Programs](#) website that includes information on the writing center, tutoring, supplemental instruction, graduate academic support and more.

Academic Integrity

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.

[A Student Resource from ASU on Academic Integrity](#)

Health Equity and Inclusion Statement

The College of Health Solutions has a mission to improve the mental and physical health of our larger and immediate communities by better understanding the challenges that individuals and populations face, while striving to be part of the solution. The College is committed to the idea that every member of our society should have the opportunity for good health and wellness throughout their lifespans. In an effort to actualize this ideal, we embrace and support greater justice, diversity, equity, and inclusion in everything we do, including teaching, research, service and clinical practice. Learn more about the College of Health Solutions' commitments to justice, equity, diversity, and inclusion at <https://chs.asu.edu/about/diversity-and-inclusion>

Mental Health

Students 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 academic performance and/or reduce the 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. ASU's dedicated crisis line is available 24/7 for crisis consultation by calling 480-921-1006.

ASU POLICIES

[ASU Academic Policies](#) – January 6, 2020

ASU Excused Absences

Accommodation for Religious practices in accordance with [ACD 304-04](#)

Summary: Administrators and faculty members are expected to reasonably accommodate individual religious practices (e.g., by an adjustment to the academic or workplace environment, such as rescheduling, flexibility in scheduling, voluntary substitutions, job reassignments, modification of grooming requirements). A refusal to accommodate is justified only when undue hardship to the university's legitimate business purposes would result from each available alternative of reasonable accommodation (e.g., requires more than ordinary administrative costs, diminishes the efficiency in other jobs, infringes on other employees' job rights or benefits, or impairs campus/workplace safety). Contact the Office of the Provost of the University or the Office of Equity and Inclusion for assistance in determining undue hardship or reasonable accommodation.

Missed class due to University-sanctioned activities in accordance with ACD 304-02

Summary: Students who participate in university-sanctioned activities that require classes to be missed, shall be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence.

The provost of the university or designee shall determine, for the purposes of this policy, whether a particular event qualifies as a university-sanctioned activity.

In each college, a specific individual (e.g., dean's designee) shall be responsible for facilitating adherence to this policy. In particular, students who participate in university-sanctioned activities shall,

- 1. In accordance with any academic unit or college requirements, be provided make up assignments, examinations, or other graded coursework that was missed because of the university-sanctioned activity without penalty; if this is not possible,*
- 2. Receive an incomplete, with arrangements made for completing the final coursework and earning a final grade.*

Disability Accommodations:

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me 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 (SAILS, previously known as DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with Student Accessibility and Inclusive Learning Services should contact the office immediately. Contact information, campus office locations, and information on eligibility and documentation policies can be found on the SAILS website: <https://eoss.asu.edu/accessibility>.

- Email: Student.Accessibility@asu.edu
- DRC Phone: (480) 965-1234
- DRC FAX: (480) 965-0441

Academic Integrity and Student Code of Conduct:

Academic Integrity

While interaction among students is encouraged, all work performed on the class assignments and quizzes must be that of the student taking the quiz. Any indication that the work on a quiz or exam is not that of the student can lead to a range of consequences from failing the quiz to failing the course and reporting the lack of academic integrity to the College. No use of work by other students can be used, and no work taken verbatim and directly from other sources (e.g., the internet) can be used. Academic honesty will be taken very seriously in this course. Please consult <http://students.asu.edu/srr/code> for the ASU Student Code of Conduct.

ASU 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 (<http://www.asu.edu/aad/manuals/ssm/ssm104-01.html>), Computer, Internet, and Electronic Communications policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>), ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>), and outlined by the Office of Student Rights & Responsibilities (<https://eoss.asu.edu/dos/srr>). Anyone in violation of these policies is subject to sanctions.

The ASU student [academic integrity policy](#) lists violations in detail. These violations fall into five broad areas that include but are not limited to:

1. Cheating on an academic evaluation or assignment.
2. Plagiarizing.
3. Academic deceit, such as fabricating data or information.
4. Aiding academic integrity policy violations and inappropriately collaborating.
5. Falsifying academic records.

Student Code of Conduct

Violations of the ASU Student Code of Conduct, other than the provision concerning academic dishonesty, are more generally considered inappropriate behavior. The [Office of Student Rights and Responsibilities](#) reviews and sanctions these matters. If a student violates both the academic integrity provision and additional provisions of the Student Code of Conduct, both the college and the Office of Student Rights and Responsibilities will review the matter. Each independently makes determinations concerning violations and appropriate sanctions.

Disruptive or Violent Behavior

Students are entitled to receive instruction free from interference by other members of the class (<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>). An instructor may withdraw student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Appropriate online behavior (also known as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

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 discuss any concerns confidentially and privately.

Copyright

This syllabus and all other course materials (powerpoint slides, handouts, assignments, quizzes, exams, digital recordings, etc.) are intellectual property of Arizona State University and are not to be publicly distributed or otherwise commercialized since these materials are copyright protected. Publishing, uploading, linking, redistributing, and/or downloading course material may subject students to penalties for academic misconduct. Such materials are for sole use in that designated semester. It cannot be used in any other form unless via a written statement of approval from the instructor of record. Commercial note taking services are

prohibited without written permission from the instructor of record in accordance with ACD 304-06 available at <http://www.asu.edu/aad/manuals/acd/acd304-06.html>. This includes powerpoint slides and powerpoint slides with audio.

Third-Party Software and FERPA

*During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these are required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identifiable/sensitive information. If you have any concerns about this, please contact your instructor.*

This syllabus is subject to change with reasonable advance notice. Please consult the syllabus on Canvas regularly.

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