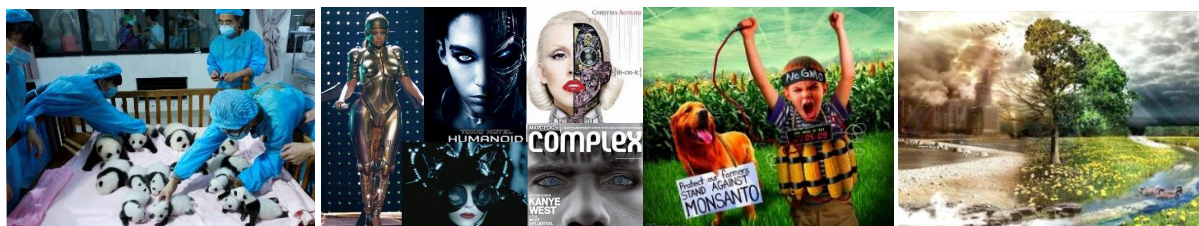

ABS 302: Ethical and Policy Issues in Biology- Spring A 2025---Online Course



Course Description

This course delves into the ethical and policy dimensions of biological practices, with a focus on ethical reasoning, policy development, animal welfare, and the role of regulatory agencies. Students will explore a range of ethical approaches to critically assess and make informed decisions on case studies and real-world issues in biotechnology, environmental concerns, and the rights of humans and non-humans. **Credits: 3** **Prerequisites: none**

Course Format

This ASU online / iCourse is entirely conducted online through ASU Canvas, offering the flexibility of no scheduled meetings with the instructor and no required textbook. The course is organized into six modules, systematically delving into diverse aspects of ethical considerations and policy issues in the realm of biology. Previous semesters have thoroughly explored topics including the GMO controversy, cloning, stem cell research, transhumanism, end-of-life decisions, environmental ethics, animal welfare and animal rights. Each module features detailed guiding questions, empowering students to methodically engage with the content and prepare for associated open-note quizzes. The instructional materials, including short videos, documentaries, and articles, facilitate a comprehensive understanding of the subject matter. Successful module completion requires students to review all content, submit quizzes, and contribute short blogs to the discussion board. Notably, the course concludes without a final exam or project.



Instructor: Julie J. Murphree -PhD

Animal Science and Wildlife Management - Science and Mathematics Faculty
College of Integrative Sciences and Arts
Arizona State University Polytechnic Campus
Phone: (480) 727-5002

Contact Info: Office Wanner Hall 301 D

Email Address: Julie.Murphree@asu.edu Please use my email and NOT Canvas . Make sure you utilize your ASU email.

Student Hours: By appointment. Please contact me for an updated Zoom link.

College Contact: This course is offered by the [College of Integrative Sciences and Arts](https://cisa.asu.edu) (CISA). For more information about the college, visit our website: <https://cisa.asu.edu>. If you have questions about this course, please speak with your instructor. If your instructor is unable to address your questions, please send your inquiry to cisa@asu.edu.

General Studies - Humanities, Arts and Design HUAD

This course fulfills the ASU Humanities, Arts and Design General Studies requirement.(Group 2)

Learning Outcomes

Students completing a Humanities, Arts and Design course will be able to:

1. Analyze cultural, political, or social practices, texts, or discourses in historical or contemporary context.
2. Communicate coherent arguments or narratives using evidence drawn from qualitative or quantitative sources.
3. Identify perspectives or values as manifested in a given philosophical or religious framework or a given historical or cultural context.

Course Objectives*

At the end of this course students will be able to:

- Identify the ethical concerns surrounding the right to life, biological enhancement and extension of life.
- Understand the issues involved in making informed decisions with regard to CRISPR technology, stem cell treatment, cloning and de-extinction.
- Discuss the concerns of genetically modified food crops on health and the environment.
- Debate the pros and cons surrounding artificial intelligence, biomedical engineering and transhumanism.
- Describe the various views on the value of wildlife and our roles as stewards of their environment.
- Discuss the human -nonhuman relationship and its effect on desired management of captive and wild species.
- Identify the various beliefs and/or defend your position on policies surrounding the keeping of animals as pets, utilizing them for entertainment or other instrumental means, and incorporating them into research that benefits humans.
- Analyze the roles of Zoos and Aquariums and their ability to provide proper welfare for animals in captivity.

***Specific Module objectives are listed within each module page in Canvas**

Textbook, Required Readings and Materials

All readings and assignments will be posted on Canvas. There are no textbooks required for this course.

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.

Computer Access Requirements

The course will use Canvas for posting course information. Canvas works both as a course website and as an interactive forum. It is easy to navigate. Access Canvas at <http://my.asu.edu>. If you are properly enrolled in the class you should be automatically enrolled in Canvas. Log in to Canvas regularly to view announcements for the course. You will also have periodic video quizzes as well as assigned review articles and case studies to access here.

Updates to the syllabus will be posted under Course Information. You will be able to download class related documents.

ASU Sync classes can be live streamed anywhere with the proper technology. We encourage you to use a PC or Apple laptop or desktop equipped with a built-in or standalone webcam. You will need an internet connection that can effectively stream live broadcasts. It is recommended that your internet download speed is at least 5.0 mbps. You can use this [tool to test your current connection](#).

- We do not recommend the use of iPads or Chromebooks for ASU Sync because these devices do not work for class exams that may be proctored remotely.
- If you are not able to personally finance the equipment that you need to attend class via ASU Sync, ASU has a laptop and WiFi hotspot checkout program available through [ASU Library](#).

Who is eligible?--Any currently enrolled ASU student is eligible to checkout a laptop or WiFi hotspot. The current availability of laptops can be found [here](#).

Borrowing and returning laptop rules

- Laptops are lent on a first-come, first-serve basis, and cannot be reserved in advance. They can be returned at any time, but will be due at the conclusion of the fall 2020 semester.
- Rentals are limited to one laptop per student.
- Laptops are available for checkout at the following libraries on all four campuses: ([Please check online for current library hours](#))
 - Downtown Phoenix campus Library
 - Polytechnic campus Library
 - Tempe: Hayden and Noble Libraries
 - West campus: Fletcher Library
- Return laptops to any ASU Library Information Desk (not at the drop box or other location)
- [Refer to ASU Library Computer Use Policy and ASU Computer, Internet, and Electronic Communications Policy](#).
- Borrowers are responsible for loss, damage, and theft of the laptop while in their possession. Borrowers should verify the condition of the laptop at the time of check-out and upon check-in.

Additional Requirements

This course requires the following technologies:

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- Webcam, microphone, and speaker
- Microsoft Office ([Microsoft 365 is free](#) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

Student Success

To be successful:

- read announcements- Check into Canvas at least three times a week
- read and respond to course email messages as needed
- complete assignments by the due dates specified (see due dates for modules below)
- 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](#)

Studying and Preparation Time

The course requires students to spend time preparing and completing assignments. A three-credit course requires 135 hours of student work during a 16 week course—This course is running over a seven week course period - Therefore expect to spend approximately 8-12 hours a week preparing for and actively participating in this course, depending on your study habits.

Course Overview

1. ABS 302 is divided into Six topical modules.

- Each module is worth 80-85 points for a total of 500 points
- The course consists of a mixture of readings and video presentations from relevant topics relating to ethical and policy issues in biology today, as well as short assignments or discussion board topics requiring students to form ethical opinions.
- I will personally be grading your work and will be examining your submission and providing personalized feedback within 48 hours of the submission due date.
- **There is no final exam or final project for the course.**

2. To begin the online course experience,

- Click on "Introduction" tab. View the introduction video, read the syllabus and take the online syllabus quiz. (Not counted towards grade). Students must take the quiz before accessing the module content.
- Readings and videos for each module are available directly throughout the module.
- Guiding Questions will be posted below each assigned reading or video.. These questions will assist you in preparation for your quiz or discussion questions.

Completion of Modules

Discussion / or Essay Response:

- Each module requires that students post their ethical opinion on a particular case study or reflect on assigned readings or videos. These exercises create a community of inclusion within the course and offer students the opportunity to search for facts, examine the parties involved and select an ethical approach that supports their desired outcome. Word length will vary from 300-750.
- **To receive full credit**
 - Students are expected to cite the videos, articles and the opinions of associated scientists from each module **within their document**.. Students should also include their sources on essays (at least 2-3 sources at end of document).
 - Plagiarized content will result in a zero for the assignment or other serious consequences --see details under the [ASU Academic Integrity Policy](#)
- **Use of AI generated responses is strictly forbidden and is considered plagiarism. This activity will result in a zero for the assignment and will be flagged and reported to ASU.**
- **Students may also be required to respond to other students postings.** Responses to other student postings (roughly 75 words) should generate further debate on the topic of concern. All comments made must be respectful in nature. The student may lose up to 50 points for disrespectful behavior and may be required to drop the class if rude or inappropriate behavior is displayed. Courtesy and respect are the key ingredients! ☺
- I will personally grade and provide feedback for each and every one of your responses. I will primarily be concerned with *your thoughts* and how you arrived at your ethical decision.
- Please ensure **you underline the ethical approach** taken from the "Framework for Ethical Decision Making:" you used in coming to your decision. Students may gain extra points for innovative thinking and for excellence in writing and organization skills.
- Please include the total number of words on submitted work to ensure you meet suggested essay or discussion length.

Module Quizzes

- Each Module Quiz is worth roughly 50 points and is designed to test student knowledge on assigned readings and videos.
- Quizzes will consist of True/False, multiple choice and short answer questions
- **Detailed guided questions for each module are posted below the videos and articles and will allow you to methodically review and comprehend the content as you prepare for the associated open-note quiz. Quiz questions will be taken from these guided questions posted.**

Time and Deadlines-- Once the quiz for the module has been opened, students will have approximately 4 hours to complete each quiz. Students must complete the quiz in one sitting. All Quizzes are open note- No lockdown browser if required

Extension Granted:

All Assessments will be submitted through Canvas by the due date –However **you will be provided with a 48 hour extension period if needed.**



Questions and concerns about grades or grading procedures must be addressed within one week of the assessment grade being posted. For quickest response: **Notify me at Julie.Murphree@asu.edu NOT through Canvas**

Extra Credit:

Earn up to 10 points (depending on depth of project). Extra credit assignment will consist of outside research, interview or activity pertaining to ethical issues in Biology.. Extra credit must be instructor approved. **Student is required to contact the instructor no later than two weeks before course completion.** Details are posted on Canvas

Module Content and submission dates

Course Grading System and Submission of module materials: : Although I have posted suggested submission dates, you are free to work at your own pace. Letter Grades will be assigned at the end of the semester and will be based on the following point structure..

Content: May include Discussion Board or Essay question	Due Dates	Point value :for module assessment and assigned activities
Syllabus Quiz/Introductions	January 20	10
Module 1- Introduction to Thinking Ethically: Ensuring an Equitable Future with use of Biotechnology 	January 20	85 

Module 2- The Ethics of Stem Cell Research and Cloning 	February 3	85 
Module 3- End of Life Decisions, transforming the body... Living Forever? 	February 10	80 
Module 4 –Genetically Engineering Food: Nurturing or endangering the world? 	February 17	80 
Module 5- The ethics of Wildlife Management and Nature Conservation 	February 24	80 
Module 6- Animal Welfare and Animal Rights 	March 2	80 
Total		500 points

Grading and Attendance Policy

Final Grades

The assignment of final student letter grades will be based on a percentage of points earned on module assignments and quizzes. The letter grade will correspond with the following percentages achieved. No bargaining for grades is permitted. All course module requirements must be completed before a grade is assigned.

Grade	Percentage
A+	100-98%
A	<98-90%
B+	<90-86%
B	<86-80%
C+	<80-77%
C	<77-70%
D	<70-60%
E	<60%
EU	<60%
EN	<60%

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 (suggested submission date) in the Gradebook. Student's grades for the assessments and creative assignments will be posted electronically in the myASU Gradebook.

Late or Missed Assignments--**You will have a 48 hour grace period if you run into difficulties.** You do not need to notify me however, if you need longer than 48 hours, please reach out to me at Julie.Murphree@asu.edu --Please know, I'm here to assist your efforts. My aim is to create a meaningful and exciting learning opportunity that allows my students to be successful in all areas of their academic, professional and personal lives!

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, and 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.

Netiquette If you are engaging in online course interactions, use netiquette: a social code that defines appropriate online behavior. Writing may be the only means of communication you have with classmates and instructors, so it is especially important to communicate as a scholarly, respectful, professional, and polite learner.

Attendance Policy Preparation for class means reading the assigned readings and reviewing all information required for each module. Attendance in an online course means logging into Canvas on a regular basis to ensure you are updated on class activities (at least 3 times a week) . You must also participate in all of the activities that are posted within the course.

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.

Diversity/Harassment/offensive material All members of this class will be treated with respect. Freedom of expression requires tolerance of opinions that may be offensive to some. However, conduct that constitutes harassment or discrimination on the basis of sex, color, religion, marital status, sexual orientation, national origin, age, beliefs, or disability is strictly prohibited.

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 Julie.murphree@asu.edu. .

Community Forum – This course uses a Canvas discussion topic called "Community Forum" for general questions and comments about the course. Check the syllabus, announcements, and existing posts to ensure it's not redundant prior to posting a question or comment. You are encouraged to respond to the questions of your classmates.

Chat--The Chat tool in Canvas allows students and teachers to interact in real time. Use Chat only for informal course-related conversations unless your instructor informs you otherwise. Chat is not ideal for questions about assignments; **instructors are not required to monitor it and conversations may be buried or lost.**

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. I will do my best to return emails received during business hours (i.e., Monday through Friday between 8:00 a.m. and 5:00 p.m.) in a timely fashion. Emails received after 5:00 p.m. or during nonbusiness hours will likely not be addressed until the following business day. This of course does not mean that I will not respond to emails at night or on the weekends, but it does mean that immediate responses are not guaranteed. Please allow for at least 24 hours response time, but a response will typically come much quicker. ***All instructor correspondence will be sent to your ASU email account.***

Personal Statement--My passion for research and dedication towards my students in my role as an animal science instructor at ASU over the past 12 years, has been wonderfully enhanced by my strong connections with family, my devotion to my Australian shepherds and my love of nature and all things wild! I'm a big runner and was a music performance/ composition major (violin/piano) before diving into the world of wildlife conservation biology. My primary areas of research and teaching focus on animal behavior, environmental enrichment in captive animals and the ethical concerns involved in human/non-human relationships. My most recent field work

highlights the social, behavioral and ecological concerns surrounding the wild horses that roam the lower Salt River within the Tonto National Forest and the White Mountains of the Apache Sitgreaves National Forests.

Inclusive Teaching Philosophy My aim as an instructor is to create a learning environment that provides all students with the opportunity to take part in an educational experience that is both meaningful and exciting. I believe in a classroom ---and a society---where all individuals are valued and where each member displays mutual empathy and respect for one another's differences. I ascribe to ASU's commitment to inclusion and view the individual identities and values of students within my classrooms as a superb strength. These varied identities consist of a number of traits and beliefs, such as gender and gender identity, sexual orientation, race, ethnicity and national identity, political affiliation, age, intellectual and physical ability, socio-economic class, faith and non-faith perspectives and other characteristics or circumstances such as military service or parenting experiences that highlight the uniqueness of each and every student. In order to respect these differences and wide-ranging backgrounds, I create diverse learning opportunities and assessment methods for my students throughout the semester. I sincerely care about student success and wellbeing, not only in their academic career, but also within their professional and personal lives.

Educational theory supports the notion that students learn best by attaching new material to information they already know. Knowing and understanding where my students come from allows me to set the stage and develop an equal playing field in the classroom where students can feel comfortable about engaging with the material, while at the same time provides for a relaxed, transparent classroom environment. In such an atmosphere, students do not feel worried about "making mistakes." Because I recognize that all students have different learning styles, I scaffold student learning through the use of various low-stakes assessments and learning tools including quizzes, class discussion boards or group activities that examine, not only the nature of science, but how science has affected various ethnic and racial groups. My goal for students is to not simply answer the questions in my courses but *question the answers* by digging deeper into the core concepts of science and examining the facts as well as the parties involved. These activities allow students to self-reflect, learn from one another, expose potential biases and misconceptions and connect with the material in multiple ways. In the long run, student learning is enhanced and a greater appreciation for cultural and physiological differences is celebrated.

I look forward to accommodating the unique needs of all my students throughout our semester together! If there is an aspect of the course that could be reasonably modified to improve learning opportunities, please contact me. I believe in being available to support student efforts and strive to ensure all students know that I am cheering them on... every step of the way!

ASU POLICIES

Academic Integrity

- ❖ Academic integrity is a fundamental value because violations of it cause real harm to real people. Protecting the ASU community from this harm is everyone's responsibility.
- ❖ The faculty holds the highest standards of academic integrity. If a student is caught cheating, the sanction can be anything from a lowered grade on an assignment to expulsion from ASU.
- ❖ ASU has a grade of "XE" which can become part of a transcript and permanent academic records and explicitly means that the student failed a course because of academic dishonesty (ASU).
- ❖ For more information on ASU policies, visit: <https://provost.asu.edu/academic-integrity/policy>

CHEATING –

1. Using unethical practices to achieve a favorable outcome.
2. A student receives too much help from a compatriot/peer/tutor/Other, and cannot comprehend, explain, or duplicate the work herself
3. A student copies others' work because she claims she doesn't understand the class
- 4. A student purchases answers or essays or uses previous quizzes off of the internet**
5. A student uploads a PDF "cheat sheet" to her graphing calculator or phone during a closed-book exam

PLAGIARISM--- The university will be notified if any of the following occurs:

1. The intended or unintended use of someone else's work without giving proper credit.
2. Lengthy passages are copied verbatim without citations
3. A student submits work done by a peer from a previous semester
4. A student submits work he did in another class
5. A student's references do not match his citations (misuse of sources)
- 6. A student utilizes Chat GPT or other AI text generator to write essays or discussions. This is noted by the submission process in "Turn-it in" and within the AI source checker in Canvas.**

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

Student Conduct Statement

As ASU instructors, our penchant is to assume best intentions on behalf of the students in this course. However, as need arises we are compelled to remind all in the course that the practice of academic dishonesty is a violation of the ASU Academic Integrity Policy. According to the policy, students must "act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments".

In accordance with the [ASU Academic Integrity Policy](http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm), when a violation has occurred such as in cases of plagiarism or use of materials from the Internet or any other source without full and appropriate attribution, we the instructors may lower the grade of an assignment or assessment or assign the student a grade of XE for the course. Academic dishonesty includes, but is not limited to: cheating on examinations or other assignments, plagiarizing, claiming or taking credit for work that is not one's own or having someone else complete your assignments. The penalty for academic dishonesty is an "E" for the exam or assignment. Please refer to the ASU Student Integrity Web site for more details
http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm

Students are encouraged to visit the following sites when writing a report to ensure proper credit is given when using someone else's words or ideas.

- <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>
- http://www.plagiarism.org/learning_center/what_is_plagiarism.html
- http://www.plagiarism.org/learning_center/what_is_plagiarism.html
- ❖ 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, school, and/or dean.
- ❖ Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase.

- ❖ You may work with other students on assignments, however, **all writing that you turn in must be done independently and written in your own words..**
- ❖ **If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the instructor in advance of turning in an assignment.** Please be aware that the work of all students submitted electronically can be scanned using Safe Assignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

Grade Concerns

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. ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see <http://catalog.asu.edu/appeal> .

Incompletes:

A mark of "I" (incomplete) is given by the instructor when you have completed most of the course and are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form (<http://students.asu.edu/forms/incomplete-grade-request>) .

Drop and Add Dates/Withdrawals:

- ❖ Please refer to the academic calendar on the deadlines to drop/withdraw from this course.
- ❖ Consult with your advisor and notify your instructor if you are going to drop/withdraw this course
- ❖ If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal
- ❖ . Please note that the ASU Academic Calendar only refers to withdrawal for the academic portion of your study abroad program. Please refer to the Study Abroad Withdrawal Policies for important dates regarding withdrawing from your Faculty Directed program

Technical Support and Contact Information

Technology

A great deal of work will be completed and/or submitted online. It is your responsibility to maintain your technology and find help. Part of living in a digital age is maintaining our respect for the dignity of others present. If we can maintain respect for each other, we can use laptops, tablets, or phones as educational tools. When these tools become distracting toys, we will remove them from class because they upset your learning and the learning of others.

Avoiding resources for help is a choice on your part, and you must take responsibility for your choices. Ignorance of technology is fine before assignments are due, but ignorance is not an excuse for failing to submit assignments on time.

If you are experiencing technical issues, contact the ASU Help Desk using the following information:

Email: helpdesk@ecollege.asu.edu -----Phone: 480-965-6500, option 6

For ASURITE User ID, password or activation assistance, contact the ASU Help Desk using the following information:

Email: helpdesk@asu.edu====Phone: 480-965-6500, option 1

For information on systems outages see the ASU systems status calendar, please visit <http://syshealth.asu.edu/>.

Students With Disabilities

Students Needing Accommodation Should you require academic accommodations or specialized considerations to optimize your learning experience in this course, please don't hesitate to inform me either during my office hours or by arranging an appointment. In instances where you possess a disability which necessitates reasonable accommodations to ensure equitable educational access at ASU, I encourage you to reach out to Student Accessibility and Inclusive Learning Services (SAILS). It's important to note that instructors can only implement accommodations with official authorization from SAILS. You can access the SAILS site at eoss.asu.edu/accessibility or contact them at student.accessibility@asu.edu. Please bear in mind that prior to receiving disability accommodations, it is essential to provide verification of eligibility from Student Accessibility and Inclusive Learning Services, with the assurance that all disability-related information remains confidential.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. DRC staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all ASU campuses regarding disability policies, procedures, and accommodations..

Students registered with the Disability Resource Center must contact course instructors when the semester begins regarding particular classroom and laboratory accommodations and provide to the instructor DRC documentation that verifies and details the nature of the accommodation. Examples of accommodating students with disabilities may include, but are not limited to, providing readers, scribes, note takers, interpreters, and special testing

arrangements; allowing the use of recorders in the classroom; and providing adapted course materials and course requirements.

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.

Classroom code of conduct and Inclusion

We want to build a classroom climate that is comfortable for all. It is especially 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, reading the newspaper, 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. Your final grade may be reduced by 5% each time you engage in these sorts of behaviors.

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 <http://students.asu.edu/srr/code> and the ACD 125: Computer, Internet, and Electronic Communications available at <http://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 <http://www.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. In cases where disruptive behavior does not warrant removal from class, at the instructor's discretion, a student's final grade will be lowered by 25% instead.

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. 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.

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/>

Statement on Inclusion

ASU is a comprehensive public research university, measured not by whom we exclude, but rather by whom we include and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.

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.

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.

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.

Campus Resources

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: <http://studentsuccess.asu.edu/frontpage>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

ASU Library

- ASU Library Home Page <http://lib.asu.edu/>
- Communication Studies Library Guide <http://libguides.asu.edu/content.php?pid=56921>

Writing and Outlines

- Downtown Campus Writing Center <https://studentsuccess.asu.edu/downtown>
- Online Writing Tutoring <https://studentsuccess.asu.edu/online>

Technology Help

- Canvas Help http://help.asu.edu/sims/selfhelp/SelfhelpKbView.seam?parature_id=8373-8193-6119
- 24-Hour Help Line ==1-855-278-5080

Syllabus Disclaimer

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary in order to accommodate student needs and interests and to take advantage of learning opportunities. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Canvas.

****Please Note: all contents of the lectures, including written materials distributed to the class, are under copyright protection and may not be sold or re-used (posted on the internet) without written consent of the instructor. This is considered Academic dishonesty and University legal consequences will apply (see consequences above).**

Continuing in this course implies that students have read the above syllabus for ABS 302 and understand implications for not following the set guidelines



Images: <http://img1.tebyan.net/Big/1392/07/5184121165292451562271534114360131981646.jpg>-

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