

Arizona State University-College of Integrative Sciences and Arts

Online Term: January 13-March 4, 2025-3 Credit Hours

Instructor: Dr. Brent Scholar (Dr. B)**Email:** brent.scholar@asu.edu**Office:** USE 233, Tempe Campus**Office:** 480-965-9047

Office Hours: You may call or text me Monday-Friday 9 AM-5 PM AZ Time or let's meet by appointment via Calendly (see Course Home Page for links). If you want to meet on the weekend, you must contact me by Friday at 3 PM PST with times you are available to see if we can arrange something.

Communicating with the Instructor

This course uses a discussion board called "Muddiest Point" discussion board for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates. I recommend you subscribe to this forum, so you are notified when your peers ask questions and get answers for them. Canvas Mail questions of a personal nature to your instructor. You can expect a response within 48 hours.

**** When e-mailing, please make the subject line useful by including**

- a) PMG 321
 - b) your last name
 - c) a word or two that captures the main point of your email
- Ex. PMG 321 Scholar Harvard Simulation

In the **body** of your email, you should include your PHONE NUMBER, in case it is faster/better for me to contact you that way.

When communicating with Dr. B regarding team-related questions, please include **ALL TEAM MEMBERS** on the email or Canvas Mail. Hence, Dr. B knows everyone is in the loop and agrees with the communication.

Finally, two tips for communication success:

1. Always check your ASU Email Directly, **do not forward your email**. Third-party vendors are blocking forwards. You are responsible for a timely review of your email
2. Set your Canvas Account Notifications so you receive email notifications for Announcements, Muddiest Discussion Forum, and Assignment Comments. I do not want you to be left behind, since communication is one of the most important skills when working with your project team and stakeholders.

Course Reading Materials and Video Lectures

All course reading materials and video lectures are provided within the course. We will use Perusall extensively in this course. Perusall is a social annotation and e-reader platform that helps instructors engage students with course reading materials and peer discussions.

Harvard Business Publishing Simulation

In this class we will be using a project management simulation.

Austin, R. D. (2021). *Project Management Simulation: Scope, Resources, Schedule (3)* Harvard Business Publishing.

Please follow the steps outlined on the Canvas Page: **Overview, Getting Started, and Technical Support** to set up an account with the Harvard Business for Educators website (if you don't already have one):

- Once you have created an account, please select “purchase course pack” and follow the prompts to pay for the simulation that will serve as a concept application assignment for this class. **The cost is \$16.25** and must be paid directly by you.
- The course pack link for our class can be found in Canvas in The Harvard Business Simulation Info and Links Module.
- If you experience any difficulties, please contact Harvard Business Publishing for assistance, I cannot resolve your issue. If it is not resolved, please provide me with your plan to resolve the issue as project managers always provide solutions when reporting to their team.

Technical Support: (617) 783-7700 or (800) 810-8858

Customer Service: (617) 783-7500 or (800) 988-0886

FeedbackFruits

This is peer review software to participate in a team project retrospective, which allows you to give constructive feedback and learn how you receive it.

This multimedia approach and group interaction in the online community are developed to enhance your class experience. In addition, we will be doing team project work, since this is a class about project management, which only occurs with other stakeholders. Please remember that this is a condensed course, and you want to stay on track with the work. If you are falling behind, please reach out to me immediately with a success plan. Do not just ask for an extension, it will be returned to you, which will only delay a confirmed plan.

ASU computer sites: <http://my.asu.edu> will open the course through the ASU domain.

ASU technical help: <http://asu.edu/helpdesk> Phone: 480.965-6500

University Technology Office email: uto@asu.edu Phone: 855-278-5080

College of Integrative Sciences and Arts at ASU has “a university-wide effort aimed at driving student success – as measured by enrollment, retention, and graduation – by aligning people, processes, and infrastructure and delivering consistent, high-quality service to all members of the ASU community” (<https://service.asu.edu>).

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.

Course Overview

PMG 321 focuses on best leadership practices for project management. It examines how executive management is responsible for conceiving, designing, implementing, and managing the organization's overall objectives, culture, environment, and processes. Project Leadership, Strategy and Scope will build on your previous OGL 240: Introduction to Project Management course and provide a more complex look at project management. It will align project management with the organization, project management oversight, projects as capital investments, globalization, and optimizing project management resources.

The readings, class discussions, and class assignments are designed to emphasize the development of strategic planning and students' critical and creative thinking skills. Metacognition (thinking about one's thinking) and self-evaluation are highly encouraged.

Course Description

PMG 321 explores how an organization's leaders are responsible for conceiving, designing, implementing, and managing the overall objectives, culture, environment and processes as part of the project management process. Within this context, primarily focuses on understanding project management, aligning project management within an organization, project management oversight, projects as capital investments, globalization, and resource optimization.

Modules at a Glance

Module 0: Let's Get Started

Module: The Harvard Business Simulation Info and Links

Module 1: Project Management Fundamentals

Module 2: Balancing Project Objectives

Module 3: Responding to a Mid-Project Staffing Crisis

Module 4: The Impact of Uncertainty and Competition on Projects

Module 5: Staying on Schedule

Module 6: Scope Compliance and Ethics

Module 7: Managing Highly Uncertain and Complex Projects and Wrap Up

For details on the difference between Student Learning Outcomes and Course Objectives please refer to this document prepared by the Provost's office.

Course Learning Objectives (CLOs)

After this course, students will be able to:

- ✓ Explore project management from a leadership perspective.
- ✓ Understand how scope, resources, and schedule interact and impact the project management process.
- ✓ Identify the impact of a project manager's competencies and decisions on team morale, quality, and successful projects.
- ✓ Practice managing a project team while taking the schedule, quality of the deliverable, and cost into account to minimize scope change, uncertainty, and make appropriate trade-offs.
- ✓ Describe the project management & strategic alignment framework for a typical project.

Course Prerequisite(s): Prerequisite(s): PMG 240 (OGL 240) or PMG 320 (OGL 320); minimum 45 hours OR Visiting University Student

Course Learning Activities

The content of this course will be delivered in an online Web-based format using the Canvas system platform and Harvard Business Publishing Simulation and Perusall. **All materials will open once Module 0, Module for the Harvard Business Simulation and you subscribe to the Muddiest Discussion Forum. It is highly recommended you follow the modules not just the due dates, so you get the story that has been created for you to learn the material. In other words, don't just use the due dates to complete work, follow along in the modules to learn as there is important information provided throughout the module.**

Students will read and analyze materials in the mandatory course readings and online course links. Additional research through written and online internet sources will be required to complete course activities. There are team project deliverables which will run throughout the course (see more below).

The course is set up in a learning module format. Reading and Conversation assignments will be introduced by the instructor and responses will be required of the students using Perusall.

Harvard Business Simulation: There are detailed instructions within Canvas on how to access this important component of the course. Please review with care. This simulation is used to allow you to manage a project team multiple times for each simulation level. Pay attention to assignment requirements so you complete the simulation at least twice and provide the required screenshots in a Word document for review.

Video Lectures: There are module video lectures that have been created by Dr. Sean Ryan. We are going to use these and his expertise throughout the course. You may be wondering why I didn't record my lectures. The simple reason is that when working on projects, it is always good to use resources provided by your Project Management Office (PMO), and we consider these videos part of the PMO. We thank Dr. Ryan for his expertise and generosity in sharing his knowledge with us.

Quizzes and Assessments: Throughout the course, you will have some lecture quizzes and personal assessments to take. You may have done some of these before, but do them again, since through education you learn, grow, and may even change. Knowing yourself is the first step to being a great project leader.

Perusall: There are many assignments we have gathered for you, at no additional cost to you. This is one reason we are using Perusall for our review platform. Another reason is it allows you to interact with your peers while learning in this asynchronous environment. Take advantage of interacting with peers/colleagues professionally in this forum to learn more from each other. This is an important aspect of project work since team members should always be learning from each other and other stakeholders.

The Mesa Light Rail Team Project

I understand it can be challenging to work in teams and rely on others when it comes to one's evaluation. The life of a project manager and team member is simply a team sport. It is better to learn how to collaborate in this environment than in one where you could be asked to leave a team or the organization. For this reason, we will have a team project. I will be with you all the way too.

The Team Project will occur throughout the class. It will begin with a **Project Team Charter** due in Module 2, so the team can set team expectations, just like you would in the workplace. Take these seriously, as these expectations will be how team members are held accountable to each other.

There will then be **two worksheet assignments**. The first will focus on Leadership and Stakeholders in Module 4 and then Project Scope in Module 5.

The Lessons Learned and Recommendations Team Project

The final project deliverable will be a project presentation in the form of a PowerPoint with Speaker Notes (aka your script) to present lessons learned and recommendations for the course. Individually, team members will brainstorm their own lessons learned. Then, using the provided AI Prompt to synthesize the individual

contributions, the team will present to the executives their top five (5) team lessons learned and then their recommendations with support at the end of the PowerPoint Presentation with Speaker Notes (aka your script) that reflect what the team would say during an actual presentation. This means you will not be recording the presentation, just creating the representative slides with your script in the notes section below each slide.

Finally, individually, you will complete a **team retrospective using FeedbackFruits**. Each team member will be provided automatic feedback on how well you are doing, including your average score. This will not affect your final grade. You will earn up to 10 points for completing the process with a small portion of the grade based on how well your peers rated you. See the Module 7 Course Content for more information or the course project document.

A Team Project Overview is provided in Module 0 for your review. Make sure to connect with your team as soon as they are assigned toward the end of Module 1. I may also require a team meeting with me at any time during the course, at a mutually agreeable time for all.

****During the team project, if I am notified by a team that you are not participating in that week's project, you may not be eligible to earn the same points as the rest of the team. This could be a reduction in points earned or no points at all depending on what was agreed upon in the Team Project Charter Assignment, and my inquiry. If there truly is no participation, then I may evaluate you as earning no points in that module for the team project assignment. This is not a time to leave your team hanging, because you would never do that in a workplace environment. Make sure to always participate in the journey as this will aid your success in the team projects.****

Any extra credit opportunities will be given to the entire class. There is no extra credit opportunities provided for individuals, during any part of the course. Save yourself time and just complete the work provided as it is more than enough to earn the grade you want when you put in the effort and follow the project requirements.

****APA 7th Edition Style**** of writing will be used in this course. Properly cited quotations followed by references will be used when appropriate to support your ideas and to demonstrate you are reading.

Course Modules are an important part of the learning process. Do not just look at what is due next. You may be surprised at how long an assignment will take, so don't just look at what is due next. Also, the modules tell a story I want you to go through, so you learn and apply the material as needed. Some material will be provided as a video or an article that you will need to use to understand the material and apply it to the team project.

Course Announcements is a link on the left side of your course opening page. Check the Course Announcements frequently as this is where the instructor will communicate with you about changes, modifications, clarifications, and the weekly general grading comments from your written work.

PMG 321: Project Leadership, Strategy and Scope Course Assignments

Module 0: Let's Get Started!
Assignments, Activities and Assessments
<ul style="list-style-type: none"> Review Course Materials and Follow the Story Presented <ul style="list-style-type: none"> Review all Module Items: Jan 14 (0 points-Opens Rest of Course) Review Module 0 and Take Welcome Quiz: Jan 14 (0 points-Opens Rest of Course) Respond to Class Introductions: Jan 14 (Opens Rest of Course) Subscribe to Muddiest Discussion Forum: Jan 14 (To Stay Informed)
Module: Harvard Business Simulation Info and Links
Assignments, Activities and Assessments
<ul style="list-style-type: none"> Review Course Materials and Follow the Story Presented <ul style="list-style-type: none"> Review all informational pages in Module: Jan 14 (0-points-Opens Rest of Course) Complete Harvard Simulation Acknowledgment: Jan 14 (0-points-Opens Rest of Course) Purchase your Harvard Simulation Course Pack: Jan 14 (To Complete Assignments)
Module 1: Project Management Fundamentals
Assignments, Activities and Assessments
<ul style="list-style-type: none"> Review Course Materials and Follow the Story Presented Watch Module 1 Learning Materials Read and Annotate Perusall Readings: Jan 19 <ul style="list-style-type: none"> The Big Picture: 20 points Essential Leadership Skills for Project Managers: 20 points A Theory of the Temporary Organization: 20 points Take Module 1 Video Lecture Quiz: Jan 19 (5 points, three attempts, highest grade earned) Martin Luther King Jr. Day: Jan 20-University Closed Looking Ahead: Review the Entire Team Assignment which begins in Module 2 to Plan for the Work Ahead as you become a Project Team for Sparky Consulting
Module 2: Balancing Project Objectives
Assignments, Activities and Assessments
<ul style="list-style-type: none"> Review Course Materials and Follow the Story Presented Watch Module 2 Learning Materials Read and Annotate Perusall Readings: Jan 23 <ul style="list-style-type: none"> Good Decision Making: The Key to Project Success: 20 points Matching the Project Manager's Leadership Style to Project Type: 20 points Complete Module 2 Harvard Simulation A: Jan 26 (30 points) Complete Module 2 Myers-Briggs Assessment: Jan 26 (50 points) Take Module 2 Video Lecture Quiz: Jan 26 (5 points, three attempts, highest grade earned) Take Management and Leadership Theories Quiz: Jan 26 (5 points, three attempts, highest grade earned) Take Motivation Theories Quiz: Jan 26 (5 points, three attempts, highest grade earned) Complete Team Project: Project Team Charter: Jan 28 (50 points)
Module 3: Responding to a Mid-Project Staffing Crisis
Assignments, Activities and Assessments
<ul style="list-style-type: none"> Review Course Materials and Follow the Story Presented

- Watch Module 3 Learning Materials
- Read and Annotate Perusall Readings: **Jan 30**
 - Behavioral Excellence: **20 points**
 - Leadership Essentials for Project Manager Professionals (PMPs): **20 points**
- Complete Module 3 Harvard Simulation B: **Feb 2 (30 points)**
- Complete Module 3 Least Preferred Co-worker Test: **Feb 2 (50 points)**
- Take Module 3 Video Lecture Quiz: **Feb 2 (5 points, three attempts, highest grade earned)**

Module 4: The Impact of Uncertainty and Competition on Projects

Assignments, Activities and Assessments

- Review Course Materials and Follow the Story Presented
- Watch Module 4 Learning Materials
- Read and Annotate Perusall Readings: **Feb 6**
 - Problem Solving Strategies for Managing Uncertainty: **20 points**
 - Knowledge Centric Strategies: **20 points**
 - Role of Leadership in Complex Projects: **20 points**
- Complete Module 4 Harvard Simulation C: **Feb 9 (30 points)**
- Complete Module 4 Least Ambiguity Tolerance Test: **Feb 9 (35 points)**
- Take Module 4 Video Lecture Quiz: **Feb 9 (5 points, three attempts, highest grade earned)**
- Complete Team Project: Leadership and Stakeholder Analysis: **Feb 9 (60 points)**

Module 5: Staying on Schedule

Assignments, Activities and Assessments

- Review Course Materials and Follow the Story Presented
- Watch Module 5 Learning Materials
- Read and Annotate Perusall Readings: **Feb 13**
 - PMI's Pulse of the Profession: **20 points**
 - Preventing Scope and Schedule Risks: **20 points**
 - Driving Project Leadership Through Stakeholder Values: **20 points**
- Complete Module 5 Harvard Simulation D: **Feb 16 (30 points)**
- Take Module 5 Video Lecture Quiz: **Feb 16 (5 points, three attempts, highest grade earned)**
- Complete Team Project Scope Analysis: **Feb 16 (50 points)**

Module 6: Scope Compliance and Ethics

Assignments, Activities and Assessments

- Review Course Materials and Follow the Story Presented
- Watch Module 6 Learning Materials
- Read and Annotate Perusall Readings: **Feb 20**
 - Why Ethics Should Matter to Project Managers: **20 points**
 - PMI Code of Ethics and Professional Conduct: **20 points**
 - Leadership Competencies Required to Build High Performance...: **20 points**
- Complete Module 6 Harvard Simulation E: **Feb 23 (30 points)**
- Take Module 6 Video Lecture Quiz: **Feb 23 (5 points, three attempts, highest grade earned)**

Looking Ahead: If you have not already started the final team project PPT, now is the time

Module 7: Managing Highly Uncertain and Complex Projects and Wrap Up	
Assignments, Activities and Assessments	
<ul style="list-style-type: none"> • Review Course Materials and Follow the Story Presented • Complete Team Project Lessons Learned and Recommendations Presentation: Mar 27 (135 points) • Read and Annotate Perusall Reading: Mar 2 <ul style="list-style-type: none"> ○ The Essential Role of Leadership in Managing Mega Projects: 20 points • Complete Module 7 Harvard Simulation G: Mar 2 (30 points) • Complete Team Peer Retrospective (Individual- 10 points) <ul style="list-style-type: none"> ○ FBF Becomes Available in Canvas: Feb 27 ○ Part 1: Submit Peer Review via FBF: Mar 2 ○ Part 2: Review Peer Feedback via FBF: Mar 4 	

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

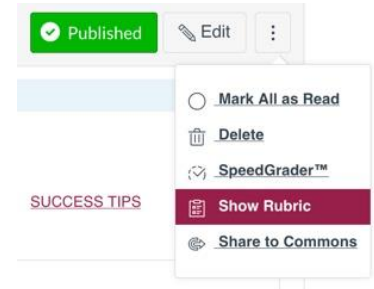
In this course and in other courses in your degree program, your faculty is committed to this standard because it promotes the breadth and depth of learning required in a high-quality university education. As you register for courses, keep this 135-hour standard in mind because during some semesters your work and/or family commitments may prevent you from taking a full load of classes.

Complete all work using ****APA 7th Edition Style**** of writing. Proof the written material for grammar and spelling. Use proper citation guidelines and reference your materials so the instructor can locate where the research materials are located.

****Discussion posts (original) are due at 11:59:00 PM AZ Time on the day indicated in the Syllabus.**

*****FeedbackFruits (FBF)** Is technology that easily supports the Group Evaluation process. Please take this opportunity to learn as a Leader the importance of providing clear, constructive feedback to your peers and then how you receive it. There will also be an opportunity to share your thoughts on FBF. These assignments will appear in Module 7, so **watch the due dates carefully as they appear only in FBF, the Canvas Calendar and your To Do List.**

Grading rubrics for the All Assessments and Assignments will be found in the assignments or gradebook and are considered part of the syllabus and the assignments, as are any additional items posted by the instructor in the course room. To find them in assignments scroll down past the assignment. To find them in discussions, in the upper right-hand corner of the directions you will find the snowman, or three little vertical dots. Click on it and in the drop down choose Show Rubric in the picture.



Assignment Formatting / Submission Tips

Please follow these instructions carefully:

- Use **APA 7th Edition Style** of writing in this course, for citations and for references. See APA Tools and Template in Module 0 for more information.
- Always be sure to spell-check and proofread your work. The little green and red lines mean something may not be correct so right click it and see what you can do to improve.
- Always back up your work – and do it regularly to an external drive or flash drive. You should always have your work saved in at least two places. You should also have a contingency plan in case your computer or Internet connection goes out. These are not reasons for late work, so make sure to plan ahead. I can support you with this, if you need some guidance.

APA Style of Writing for Assignments Other potentially useful info: See these sites for APA citation style.

If you do not know APA, see <http://www.wisc.edu> ; <http://www.owl.english.purdue.edu> and <http://www.apastyle.org>. Use <http://www.citefast.com> to format your citations and references easily.

APA Style of Writing for Assignments

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

General Attendance Policy

Attendance and participation in class activities is an essential part of the learning process, and students are expected to attend class regularly. Some absences are, however, unavoidable. Excused absences for classes will be given without penalty to the grade in the case of (1) a university-sanctioned event [ACD 304-02]; (2) religious holidays [ACD 304-04; a list can be found here [<https://eoss.asu.edu/cora/holidays>]; (3) work performed in the line-of-duty according [SSM 201-18]; and (4) illness as **documented by a health professional**.

Anticipated absences for university-sanctioned events, religious holidays, or line-of-duty activity should be communicated to the instructor by **Canvas Mail** at least **7 days** before the expected absence.

Absences related to illness should be documented by a health professional and communicated to the instructor as soon as possible by **Canvas Mail**.

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

If there is a disagreement as to whether an absence should be accommodated, the instructor and student should contact the academic unit chair immediately for resolution.

Late Policy

- All Canvas Based Assignments (Discussions, Quizzes, and Team Project Worksheets and Presentations) will be accepted for credit at a 10% reduction in points based on the full points available per day (or portion of a day) as automatically calculated by Canvas until no points are available or the class ends.
- Perusall, Group Team Evaluations and Extra Credit (if provided, please do not ask for it) are never accepted late, due to the short time we are in class together and the amount of work required for this course

These late policies are strictly enforced unless:

- 1) the party has contacted me prior to the assignment deadline with all members included, for a team assignment with a success plan for assignment completion, including a list of each assignment and when it/they will be completed, and
- 2) the party has received a response back from me indicating a revised deadline/extension.
- 3) the party is experiencing extraordinary circumstances and have appropriate documentation (such as doctor's), which is communicated to me within two days of the incident.^
- 4) the party follows the procedure regarding Religious Observances, University-Sanctioned Activities, or work performed in the line-of-duty (when communicating please provide Military Orders).

*After the due date a grade of zero may be placed along with a message in the gradebook. If this occurs when you complete the late assignment, please make an Assignment Comment indicating your completion for my review. If you complete it and there has not been a message or grade placed in the gradebook, there is no need to contact me, I will be notified of the completion and will review at my earliest convenience.

^Please note it is everyone's responsibility to ensure assignments are posted on time, and technology issues by an individual or one team member or the falling asleep of the team member who is supposed to post the assignment, or an emergency of just one team member, will not constitute an accommodation of the late policy. Make sure to have at least a plan B to ensure your work is posted on time or the late policy will be enforced.

Example Canvas Grade Calculation:

Submitted: Aug 26 at 12:02am **LATE**
[See all quiz attempts](#)

Assessment
Grade out of 25

21

Late Penalty: **-2.5**
Final Grade: **18.5**

Illness and/or catastrophes: The late work policy applies to students who are ill or who are having personal problems. These students are encouraged to face adverse conditions and survive. The key here is to get an early start and do not procrastinate! ****However****, students facing catastrophic illness or events are advised to contact the instructor and develop a success plan prior to the due date if possible. When you reach out in advance your work is not late, you have an approved a success plan and it is turned in on time. Be proactive not reactive.

Disability Resources Issues: If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible in the first week of class.

There is sufficient time to do each assignment, and you know about them all in advance, so plan ahead and basically start immediately on the next assignment once you have completed the previous one. As mentioned above, if you know you have a busy week coming up, start early or work ahead a bit. There is little reason for late work in this class as long as you prepare accordingly, since our course is 100% online.

If you think you will have trouble meeting the assignment deadlines for this course, you would be well advised to drop the course and take it when you have more time to devote to your studies.

*****How to Interpret this Policy:** You need to complete your work **ahead** of the deadline. Please do not wait until the day/night that the assignment is due because if an unforeseen situation develops (e.g., sick child, car accident, computer failure), there will not be time for part #2 (above) to happen, and thus you will not be able to submit your work late for credit. This is why I suggest completing your assignments at least a day in advance or as early as possible during each module.***

Counseling and Consultation: Confidential mental health and career counseling website:

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

Writing Center Help: <https://tutoring.asu.edu/writing-centers> in person
<https://tutoring.asu.edu/online-tutoring> online

Other workload considerations: Finally, lateness due to national or religious holidays, for athletic events or work/internship events has never come up in online classes and “absences” don’t make sense either. Likely this is because it is not a valid reason as the due dates are laid out from day one and students can plan ahead

(to turn something in before the holiday or sporting event, etc.)...part of why they want to take an online class!

Laying out assignments ahead is, again, by design so everybody has plenty of time to know what is coming and when to give themselves more time on any one assignment if they personally think they need it or want to work ahead a bit to clear some time on their calendar. So, if you know you have travel plans for fun, will be super busy at work one week or gone for business, or have restrictions or celebrations to attend for your family or a religious observance on a certain day, please simply plan ahead as you can turn your work in any time before the due date.

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.

Policy on Incompletes

Please note that incompletes will be given only in very special circumstances. An incomplete will only be granted to a student who has only a minor portion of the work left undone at the end of the semester, as the result of special circumstances only. An incomplete will be granted for serious grounds and not when a student, through negligence or procrastination, fails to complete a major portion of the work for the course on time.

Assessment Guidelines and Grading Procedure

Following are the Assessment Guidelines for your review. Your grades will be earned based on the principles that relate to the quality and compliance with the detailed instructions laid out in each assignment.

Your grades will be posted to the online Grade Book with personal comments directly on your written work and papers for your consideration within seven (7) days of the due date. Grades reflect your performance on assignments and adherence to deadlines. Always feel free to contact the instructor with any course concerns.

****Remember, I may not be as available on the weekends, so do enough during the week so you can ask questions and obtain a response which will support your learning.****

GRADES

Grade	Percentage	Points Range
A+	99 – 100%	990-1000
A	93 – 98.9%	930-989
A-	90 – 92.9%	900-929
B+	87 – 89.9%	870-899
B	83 – 86.9%	830-869
B-	80 – 82.9%	800-829
C+	77 – 79.9%	770-799
C	70 – 76.9%	700-769
D	60 – 69.9%	699-600
E/F	Below 60%	599 and below
EU	<60%	Failing Did Not Complete
EN	<60%	Failing Never Participated
XE		Failure Due to Academic Dishonesty
		Final Grades are not Rounded
		Grading Rubrics are providing in the assignments with instructions how to access them

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](#). Always feel free to discuss your grade with me first per the below.

To request reconsideration of a grade you must take the following steps:

1. Review the assignment and its instructions.
2. Compare your work with the grading criteria, instructor feedback, announcements, tips, etc.
3. ****Wait at least 24 hours after**** the grade and feedback is posted to allow any surprise, shock, or anger you may feel to cool and allow time for you to do a proper review as described here.
4. Submit an appeal in writing after 24 hours but within one week from the time the grades are posted. After that, the opportunity for appeal maybe lost. Also, “in writing” may be via email that is formally/professionally written (not in casual email-speak).
5. Pinpoint the discrepancy between the instructions and the grade awarded
6. Provide a cogent, well-written argument explaining how your work met the instructions and criteria.
7. ****Indicate the grade (or number of points) you feel you *earned*--not the one you want.****

Grading is not based on effort. Effort is part of what college means; quality dictates the grade.

NOTE: An appeal does not necessarily equate to getting the extra points. However, if all directions are followed, all appeals will be carefully and open-mindedly reviewed. If they are not followed, then appeals may be returned indicating why they are not being considered. They can be updated and resubmitted as long as it is completed during the previously given timeframes. In addition, if during an appeal review, an item which was not adequately satisfied and not brought to the forefront, could be reevaluated and an amended grade issued.

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](#).

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.

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.

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.

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.

Generative AI Policy:

Generative AI tools, including ChatGPT, Claude.ai, and many others, are being used in academic settings and workplaces to save time and improve outcomes by generating text, images, computer code, audio, or other media. Some assignments in this course may include or allow the use of Artificial Intelligence (AI), including ChatGPT or related tools for creating text, images, computer code, audio, or other media. I will inform you when, where, and how you may use these tools. [Click here for guidance with attribution](#). Remember, we are using APA 7th Edition in our course. Use of generative AI tools in any other context in this course will be considered a violation of the [ASU Academic Integrity Policy Links to an external site](#), and students may be sanctioned for confirmed, non-allowable use. If you have questions about what is permitted or would like permission to use AI in a specific assignment, contact the professor to discuss **before** submitting work. When using AI in an academic setting, it is important to reflect on that usage. Any use of AI will require some additional reflection that will be necessary to turn in with the assignment. This will allow you to think critically about how best to use these tools in the future.

Use of Grammarly:

Students can use **Free Grammarly** to help improve their writing and check for clarity, spelling, grammar, and punctuation. However, it cannot be used as a form of generative AI to complete assignments. Using Grammarly AI to generate assignments will be considered a violation of the ASU Academic Integrity Policy, and students may be sanctioned for confirmed, non-allowable use in this course.

Use of Quid Pro Quo Websites:

Using any quid pro quo website, such as Course Hero, to complete assignments will be considered a violation of the ASU Academic Integrity Policy, and students may be sanctioned for confirmed, non-allowable use in this course.

Academic Integrity:

Academic Integrity is important. Carefully read the material in the syllabus and complete the Welcome Quiz where you will acknowledge your understanding of Plagiarism and Academic Integrity. Once this is completed the entire course content will open for you to proceed.

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

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](https://provost.asu.edu/academicintegrity) or provost.asu.edu/academicintegrity for more information.

Student resources on Sun Devil Integrity and strategies for completing your work with integrity and avoiding plagiarism are available here: <https://provost.asu.edu/academic-integrity/resources/students>. If you have any questions about your work and the academic integrity policy, please discuss your assignment or concerns with your instructor or TA in advance of submitting an assignment.

Mental Health

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

Web site: eoss.asu.edu/counseling. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

More on Cheating and Plagiarism

Read this even if you think you have never done it, as the definition is broad so take care! You are expected to use your own words and develop your own ideas on each assignment. When you refer to, quote, or paraphrase sources, cite and reference them per **APA 7th Edition Style**.

Cheating and plagiarism include, but are NOT limited to, the following:

- “Copying and pasting” chunks of content from the internet without quotation marks – even if you cite the source. Always write your assignments “in your own words.”
- Presentation of the ideas or words of others (from either print or electronic media) without proper bibliographic credit (i.e., citation) to the source in the text / references of the paper.
- Use of direct quotations without quotation marks or other acceptable formatting and / or without reference credit to the source
- Paraphrasing without reference credit to the source
- Submitting material written by someone else as one's own
- Submitting other person(s)'s work, information, property (i.e., transcripts) as one's own
- Purchasing, borrowing, or downloading research papers and submitting them as one's own work
- Copying another student's work in part or in whole
- Allowing someone to copy one's work
- Submitting the same paper for more than one course without the knowledge and approval of both instructors
- Making up reference sources, information or entries

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.”

[ASU Charter](#)

“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.” [ASU Inclusion Statement](#)

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

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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 brent.scholar@asu.edu, or the Assistant School Director, Dr. Sean Ryan.

Video Inclusion Disclaimer

Please note the inclusion of any video in the course, does not promote an endorsement for the organization that has created it for our viewing.

Threatening Behavior

Please review in the *Student Services Manual*, [SSM 104-02](#), "Handling Disruptive, Threatening, or Violent Individuals on Campus" for general guidelines. Remember, we must always look to create an inclusive environment where everyone has the opportunity to learn. Behavior which is deemed inappropriate may be subject to these guidelines and/or other actions as deemed necessary by the administration.

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date. All course materials are copyrighted material and for educational purposes only, not resale.

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.

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 and Internet

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.

Online Course Access

This is an online course. There are no face-to-face meetings. 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.

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 (<https://eoss.asu.edu/accessibility>)

Email: Student.Accessibility@asu.edu

SAILS Phone: 480-965-1234

SAILS FAX: 480-965-0441

If you need academic accommodations or special consideration of any kind to get the most out of this class, please let me know at the beginning of the course. If you have a disability and need a reasonable accommodation for equal access to education at ASU, please call SAILS. The site can be found at eoss.asu.edu/drc. Instructors cannot provide accommodations without authorization from SAILS.

Harassment Prohibited (401)

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.

Title IX (401)

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

ASU Online students may access 360 Life Services: <https://goto.asuonline.asu.edu/success/online-resources.html>

Student Success This is an online course. 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](#)

ASU Writing Centers

One Center, Many Places: The ASU Writing Centers are located at all four ASU campuses, Thunderbird School of Global Management, and online. The Writing Centers offer free tutoring for all enrolled students.

All writers—all ASU undergraduate or graduate students—can benefit from visiting the Writing Center to:

- explore, plan, and develop ideas;
- organize and structure a paper;
- integrate and cite sources; and
- write, revise, edit, and proofread.

For more information about ASU's Writing Centers, including how to make an appointment, please visit our website at <https://tutoring.asu.edu/writing-centers>.

SI (Supplemental Instruction)

SI seeks to help students process material presented in class through group facilitated discussion led by a trained peer (SI Leader) who has already successfully completed the course. More information will be available on Canvas under the SI Study Group. Students can receive tutoring for various courses through University Academic Success Programs (UASP). Refer to our website: <https://tutoring.asu.edu>.

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.

Computer/Technology Requirements

This course requires the following technologies:

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

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

Privacy Policies Not Part of ASU

[Perusall Privacy Policy](#)

[YouTube \(Google\) Privacy Policy](#)

[Teammates Privacy Policy](#)

ASU library system www.asu.edu/lib

For Any iCourse Students also taking ASU Sync Courses

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.

Zoom 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 is authorized only for the use of students enrolled in this course during their enrollment in this course. Recordings and excerpts of recordings may not be distributed to others.

Campus Resources

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

- Career Services: students.asu.edu/career
- Counseling Services: students.asu.edu/counseling
- Student Accessibility and Inclusive Learning Services: <https://eoss.asu.edu/accessibility>
- Financial Aid: students.asu.edu/financialaid
- International Student Resources: students.asu.edu/international/support/academic
- Major/Career Exploration: uc.asu.edu/majorexploration/assessment
- Student Organizations: asu.edu/studentaffairs/mu/clubs/
- Tutoring: students.asu.edu/academic-success
- ASU Technical Support: <https://uto.asu.edu/experiencecenter>
- ASU Writing Centers: tutoring.asu.edu/writing-centers
- ASU Police Department: cfo.asu.edu/police

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 Canvas course site often in the event the instructor provides additional information about readings and assignments. If normal class activities are disrupted due to an emergency, this syllabus and other course plans may be modified to allow completion of the course. The instructor will either devise makeup assignments or post additional materials online. If this occurs, an addendum to your syllabus will replace the original materials.

****Please also review the ASU Policies for Online Courses link in the online course room for additional information and policies.****