

IDS 401 Special Topic: Local Community Analysis

Class Location: SANCA 360

Class Date and Time: Tu/Th 130-245 PM

Instructor: Dr. Keith Hollinger

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Office Hours: Open Door Policy face to face and by appointment. Face to face or remote

This course is offered by the College of Integrative Sciences and Art. For more information about the college, visit our website: <https://cls.asu.edu/>. If you have questions or concerns, please send your inquiry to cls@asu.edu.

COURSE INTRODUCTION

Welcome to the "Local Community Analysis" course, which I offer through the School of Applied Sciences and Arts at Arizona State University. This course is designed as a comprehensive, applied learning experience where you and your peers will engage in deep analysis of East Valley communities, specifically focusing on Chandler and Queen Creek. It is positioned at the intersection of academic theory and practical application, structured to provide you with hands-on experience in community assessment and empower you to make impactful contributions to local strategic planning and community engagement. Throughout this course, you will develop a nuanced understanding of the economic, social, political, cultural, and environmental dynamics that shape these communities. Delivered entirely online and asynchronously, this course allows you to collaborate effectively across different schedules and settings. In thematic teams, you will focus on specific aspects of community analysis to deepen your expertise and improve the quality of your work, utilizing interdisciplinary methods and advanced analytical tools, including Large Language Models (LLMs). My aim is to equip you with the skills necessary to produce a comprehensive Community Assessment Report, which will be used by our school for ongoing strategic initiatives and community engagement efforts. The culmination of your work will involve preparing detailed reports for each analyzed community, which will be shared with local economic development authorities and Chambers of Commerce. If you are interested in direct community interaction, you have the option to seek IRB approval to conduct interviews and online surveys to enrich your analyses.

COURSE OBJECTIVES

Our learning community seeks to:

1. Conduct Comprehensive Community Assessments:

- Utilize interdisciplinary methods to analyze the economic, social, political, cultural, and environmental aspects of East Valley communities, employing advanced tools including AI technologies for data gathering and analysis.

2. Develop Professional Reporting and Communication Skills:

- Produce detailed community reports and present findings effectively, synthesizing individual and collaborative research to provide actionable insights and recommendations for community development.

3. Engage and Influence Stakeholders:

- Cultivate strategies to effectively communicate with, engage, and influence local stakeholders, including community leaders and policymakers, to impact local development strategies.
4. **Lead and Manage Collaborative Projects:**
 - Demonstrate leadership and teamwork in managing complex research projects, ensuring cohesive and strategic collaboration among team members.

LEARNING OUTCOMES

At the end of this course the successful student will be able to:

1. **Interdisciplinary Analysis and Problem Solving:**
 - Apply interdisciplinary and integrative approaches to analyze complex community issues and develop strategic solutions that are informed by a comprehensive understanding of local dynamics.
2. **Professional Presentation and Communication:**
 - Effectively present research findings and strategic insights through professional reports and presentations, tailored to engage and influence targeted audiences including community stakeholders, policymakers, and academic forums.
3. **Advanced Community Research:**
 - Conduct detailed assessments of local communities using a variety of advanced tools and methodologies, including AI technologies, to gather and analyze data from diverse sources.
4. **Stakeholder Engagement and Strategic Planning:**
 - Identify and analyze key stakeholders, perform SWOT analysis, and assess community capacities and vulnerabilities to inform strategic planning and policy recommendations.
5. **Collaborative Research Integration and Report Synthesis:**
 - Collaborate within team settings to integrate research findings from various sources and synthesize them into cohesive and comprehensive regional reports that provide actionable insights and facilitate community development.

Required Materials

All course materials are provided within the Canvas site for this course.

Course Deliverables Section

Course Overview: In this "Local Community Analysis" course, we will explore the multifaceted nature of communities within the East Valley, specifically Chandler and Queen Creek. Our exploration will be driven by a blend of academic theory and real-world application. My goal is to guide you through a series of hands-on experiences in community assessment, enabling you to make substantial contributions to local strategic planning and community engagement.

As we progress, you will gain a deep understanding of the economic, social, political, cultural, and environmental dynamics that define and drive these communities. The course is structured to foster collaborative learning, even as we work asynchronously. You'll collaborate with peers in thematic teams, delving into specific community aspects that build upon one another to form a comprehensive analysis.

We'll utilize interdisciplinary approaches and advanced analytical tools, including Large Language Models, to enhance our analyses. These tools will not only aid in gathering and analyzing data but also in crafting solutions tailored to the unique challenges and opportunities within each community.

By the end of our journey together, you'll be equipped to articulate your findings and insights effectively, contributing to a Community Assessment Report. This report will play a crucial role in the strategic initiatives and community engagement efforts spearheaded by the School of Applied Sciences and Arts. It's my aim to ensure that through this course, you not only learn about community analysis but also apply this knowledge in meaningful ways that resonate beyond our virtual classroom.

Course Format: In the "Local Community Analysis" course, we will be working entirely online and asynchronously, which allows each of you to manage your studies alongside other commitments effectively. To foster a collaborative and focused learning environment, I have organized the course into four teams, each consisting of three students.

Team Structure and Thematic Focus:

- Each team will concentrate on one of the four key thematic areas of community analysis: Economic, Social, Political, and Environmental. This structure ensures that each team can develop specialized knowledge and skills relevant to their thematic area while contributing to a comprehensive understanding of the community as a whole.
- **Economic Team** will delve into economic structures, employment trends, and industry contributions to local development.
- **Social Team** will explore demographic changes, social services, and community welfare.
- **Political Team** will examine governance models, policy impacts, and political engagement within the community.
- **Environmental Team** will assess ecological sustainability, resource management, and environmental policies.

Collaborative Tools and Methods:

- You will utilize a variety of online tools to facilitate collaboration and data analysis. Large Language Models (LLMs) will be extensively used to analyze qualitative and quantitative data, providing insights that guide our understanding of complex community dynamics.
- Regular virtual meetings and collaborative platforms like Google Drive and potentially Slack will be used to ensure that all team members can communicate effectively and share resources seamlessly.

Learning Integration:

- While teams focus on their specific thematic areas, periodic integration sessions will be held to synthesize knowledge across all teams. This ensures that the comprehensive community assessment reflects a balanced understanding of all thematic areas.
- Deliverables will include detailed reports and presentations that you will prepare collaboratively, ensuring that you not only specialize in your thematic area but also gain insights into how it interconnects with other community aspects.

Submission Guidelines:

- All deliverables must be submitted via the designated links on Canvas.
- Deliverables submitted through email or other non-designated methods will not be accepted for grading.

Timeliness of Deliverables:

- Prompt completion of deliverables is essential, as the course operations depend on synchronized team efforts.
- Delays in submission can impede the progress of the entire team and will result in penalties, unless extenuating circumstances are documented.

Grading Criteria:

- Grades are awarded based on the quality, effort, and individual performance on each deliverable.
- Grade details are confidential and accessible only on Canvas under "My Grades."
- For grade-related queries, please communicate via email, though discussions will refer only to grades as displayed on Canvas.

DELIVERABLES

Deliverables Section

This course will focus on key deliverables that will contribute to the creation of a comprehensive Community Assessment Report. To make the course more manageable, we will consolidate some of the tasks into broader deliverables that reflect your progress throughout the semester. Each deliverable will still be submitted via Canvas according to the established deadlines.

- **Team Charter & Initial Research Plan (Module 0):** Develop a charter that outlines your team's communication strategies, roles, and a preliminary research plan to guide your work throughout the course.
- **Key Assumptions Check & Self-Assessment (Modules 0 & 2):** Identify and reflect on initial assumptions about the communities and assess your current skills and knowledge. This deliverable will be drafted in Module 0 and submitted for final review in Module 2.
- **Community Situation Report (Module 2-4):** Conduct a foundational analysis of the community's economic, social, political, and environmental conditions. This report will integrate the various aspects of the community into a single comprehensive document, focusing on core insights across these domains.
- **Integrated Analysis Report (Module 6-8):** Synthesize data from previous research into a consolidated analysis, focusing on the interdependencies between economic, social, and environmental factors within the community. This will include insights on stakeholder influence, key policies, and sustainability practices.
- **Strategic Recommendations Report (Module 9-11):** Based on your integrated analysis, develop strategic recommendations for the community's development. This report will provide actionable plans for community improvement and stakeholder engagement.

- **Draft Community Assessment Report (Module 12):** Compile all research findings and strategic recommendations into a draft of the final Community Assessment Report. This will be peer-reviewed and revised for the final submission.
- **Final Community Assessment Report & Presentation (Module 13):** Finalize the comprehensive Community Assessment Report and prepare for its presentation, which will be shared with local stakeholders such as economic development authorities and Chambers of Commerce.

Brief Project Schedule

Week	Module Title	Dates	Deliverables
Week 1	Module 0: Welcome to the Course	08/22/24 - 09/01/24	Submit resume, Update LinkedIn profile, Establish teams and responsibilities, Begin Key Assumptions Check and Self-Assessment, Launch Community Analysis
Week 2	Module 1: Introduction to Community Analysis	08/29/24 - 09/08/24	Submit reflection on interdisciplinary methods, Begin research for Community Situation Report
Week 3	Module 2: Community Situation Report	09/05/24 - 09/15/24	Submit Community Situation Report, Submit Key Assumptions Check and Self-Assessment
Week 4	Module 3: Stakeholder and Policy Analysis	09/12/24 - 09/22/24	Submit Key Stakeholder Analysis, Submit Regional Situation Report
Week 5	Module 4: SWOT Analysis	09/19/24 - 09/29/24	Submit SWOT Analysis Report
Week 6	Module 5: Capacities and Vulnerabilities Analysis	09/26/24 - 10/06/24	Submit Capacities and Vulnerabilities Analysis Report
Week 7	Module 6: Local Workforce Analysis	10/03/24 - 10/13/24	Submit Workforce Analysis Report

Week 8	Module 7: Local Education Analysis	10/10/24 - 10/20/24	Submit Education Analysis Report
Week 9	Module 8: Integrated Community Analysis	10/17/24 - 10/27/24	Submit Integrated Economic-Social-Environmental Analysis Report
Week 10	Module 9: Strategic Recommendations	10/24/24 - 11/03/24	Submit Strategic Recommendations Report
Week 11	Module 10: Drafting the Community Assessment Report	10/31/24 - 11/10/24	Submit Draft Community Assessment Report
Week 12	Module 11: Reviewing and Revising the Community Assessment Report	11/07/24 - 11/17/24	Submit Revised Draft of Community Assessment Report
Week 13	Module 12: Finalizing the Community Assessment Report	11/14/24 - 11/24/24	Submit Final Community Assessment Report
Week 14	Module 13: Presenting the Final Community Assessment	11/21/24 - 12/01/24	Submit Final Presentation and Complete Community Assessment Report

DETAILED MODULE SCHEDULE

Module 0: Course Orientation, Team Formation, and Key Assumptions Check

- **Dates:** 08/22/24 - 09/01/24
- **Research Responsibilities:** Introduction to course tools, team formation, and establishing communication strategies. Draft initial assumptions and conduct self-assessments.
- **Deliverables:** Submit team charter and initial research plan. Begin working on the Key Assumptions Check & Self-Assessment.

- **Discussion Prompt:** Introduce yourself, discuss your assumptions about the communities you'll analyze, and reflect on the skills you aim to develop throughout this course.
 - **Learning Outcomes:** 2, 4
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Module 1: Introduction to Community Analysis

- **Dates:** 08/29/24 - 09/08/24
 - **Research Responsibilities:** Review foundational concepts and methodologies of community analysis.
 - **Deliverables:** Individual reflection on the role of interdisciplinary methods in community analysis.
 - **Discussion Prompt:** Reflect on how interdisciplinary methods enrich our understanding of community dynamics. Discuss initial thoughts and challenges.
 - **Learning Outcomes:** 1, 3
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Module 2: Economic and Social Foundations

- **Dates:** 09/05/24 - 09/15/24
 - **Research Responsibilities:** Start analyzing economic and social data using LLMs. Complete and submit your Key Assumptions Check and Self-Assessment.
 - **Deliverables:** Community Situation Report, covering initial economic and social findings, and submission of the Key Assumptions Check & Self-Assessment.
 - **Discussion Prompt:** Discuss how your assumptions influenced your initial findings. How do your insights on economic and social data reflect community dynamics?
 - **Learning Outcomes:** 1, 3, 5
-

Module 3: Political Landscape and Environmental Overview

- **Dates:** 09/12/24 - 09/22/24
 - **Research Responsibilities:** Analyze governance models, policy impacts, and environmental conditions.
 - **Deliverables:** Complete the Community Situation Report, integrating political and environmental findings.
 - **Discussion Prompt:** Reflect on how political governance and environmental factors contribute to community development. Share your challenges and insights.
 - **Learning Outcomes:** 1, 3, 4
-

Module 4: Finalizing the Community Situation Report

- **Dates:** 09/19/24 - 09/29/24
 - **Research Responsibilities:** Synthesize and finalize the economic, social, political, and environmental analysis.
 - **Deliverables:** Submit the final Community Situation Report.
 - **Discussion Prompt:** Discuss how integrating these areas (economic, social, political, environmental) shaped your comprehensive community analysis.
 - **Learning Outcomes:** 1, 2, 3, 5
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Module 5: Introduction to Stakeholder Influence and Policy Analysis

- **Dates:** 09/26/24 - 10/06/24
 - **Research Responsibilities:** Begin identifying key stakeholders and analyzing the influence of specific policies.
 - **Deliverables:** Preliminary findings on stakeholders and key policy influences.
 - **Discussion Prompt:** Share initial insights on stakeholder roles and policy impacts within the community. How do these elements shape the overall community structure?
 - **Learning Outcomes:** 1, 4, 5
-

Module 6: Integrated Community Analysis

- **Dates:** 10/03/24 - 10/13/24
 - **Research Responsibilities:** Synthesize economic, social, and environmental data to produce an integrated analysis.
 - **Deliverables:** Integrated Analysis Report, providing a detailed overview of how these factors interrelate.
 - **Discussion Prompt:** Discuss the interdependencies between economic, social, and environmental factors. How do they collectively influence community well-being?
 - **Learning Outcomes:** 1, 2, 3, 5
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Module 7: Finalizing Stakeholder and Policy Analysis

- **Dates:** 10/10/24 - 10/20/24
 - **Research Responsibilities:** Complete your analysis of key stakeholders and policy impacts on community development.
 - **Deliverables:** Submit the final Stakeholder and Policy Analysis.
 - **Discussion Prompt:** Reflect on the roles of stakeholders and policy in shaping community outcomes. How do these insights contribute to strategic planning?
 - **Learning Outcomes:** 1, 4, 5
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Module 8: Environmental and Economic Interactions

- **Dates:** 10/17/24 - 10/27/24
 - **Research Responsibilities:** Analyze the interaction between environmental conditions and economic activities within the community.
 - **Deliverables:** Submit a report on environmental-economic linkages.
 - **Discussion Prompt:** How do economic developments impact the environmental landscape and vice versa? Discuss any challenges or surprises in your findings.
 - **Learning Outcomes:** 1, 3, 4
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Module 9: Strategic Recommendations

- **Dates:** 10/24/24 - 11/03/24
 - **Research Responsibilities:** Develop strategic recommendations based on your integrated analysis and stakeholder insights.
 - **Deliverables:** Submit the Strategic Recommendations Report.
 - **Discussion Prompt:** Propose strategic initiatives based on your analysis. Discuss potential challenges and areas for growth within the community.
 - **Learning Outcomes:** 1, 4, 5
-

Module 10: Drafting the Community Assessment Report

- **Dates:** 10/31/24 - 11/10/24
 - **Research Responsibilities:** Begin compiling all previous reports into a draft of the comprehensive Community Assessment Report.
 - **Deliverables:** Submit the Draft Community Assessment Report.
 - **Discussion Prompt:** Share your experience in compiling the different areas of research. How do the components of your report come together to form a cohesive analysis?
 - **Learning Outcomes:** 2, 5
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Module 11: Reviewing and Revising the Community Assessment Report

- **Dates:** 11/07/24 - 11/17/24
 - **Research Responsibilities:** Peer review and revise the draft Community Assessment Report. Incorporate feedback to refine the final report.
 - **Deliverables:** Revised Draft of the Community Assessment Report.
 - **Discussion Prompt:** Reflect on the peer review process and how feedback improved your report. Discuss any significant revisions made.
 - **Learning Outcomes:** 2, 5
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Module 12: Finalizing the Community Assessment Report

- **Dates:** 11/14/24 - 11/24/24
 - **Research Responsibilities:** Finalize all sections of the Community Assessment Report.
 - **Deliverables:** Submit the Final Community Assessment Report.
 - **Discussion Prompt:** Reflect on the overall process of producing the final report. How has your understanding of community assessment evolved through this course?
 - **Learning Outcomes:** 2, 5
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Module 13: Presenting the Final Community Assessment

- **Dates:** 11/21/24 - 12/01/24
- **Research Responsibilities:** Prepare and deliver the final presentation of the Community Assessment Report.
- **Deliverables:** Submit the final presentation and complete the Community Assessment Report.
- **Discussion Prompt:** Discuss your experience preparing for the final presentation. What are the most valuable lessons you've learned in this course, and how will they impact your future work?
- **Learning Outcomes:** 2, 4

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.

This course is delivered online through Canvas in a remote, professional, asynchronous learning environment..

COMPUTER ACCESS REQUIREMENTS

Online, iCourse and in-person courses may require access to a computer with internet access and 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. While 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.

GRADING SCALE

This course is based upon the official ASU Grades and Grading Policies <<https://students.asu.edu/grades>>

Percentage	Grade equivalent
98-100+	A+
94-97	A
90-93	A-
88-89	B+
84-87	B
80-83	B-
78-79	C+
70-77	C
68-69	D
0-60	E
XE	XE

STUDENT SUCCESS

To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access [ASU Online Student Resources](#) or [CISA Academic Resources](#)

COMMUNICATING WITH YOUR INSTRUCTOR AND CLASSMATES

My Cell number is on the heading of this syllabus. Please text first because I do not answer phone calls. I prefer email messages to keith.hollinger@asu.edu

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.

Classroom Community

In order to build a course climate that is comfortable for all, it is important that students (1) display respect for all members of the class – including the instructor and students; (2) pay attention to and participate in all interactive student partner/instructor sessions and activities; and (3) observe the rules of appropriate online behavior (also known as netiquette). This term is defined by the instructor and includes keeping course discussion posts and oral communication with other students (or the instructor) focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion; in addition, they must avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude course members. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the course environment. Your final grade may be reduced each time you engage in the types of negative behaviors indicated above.

Email

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

Classroom Principles

The political nature of this class requires us to adhere to a set of standards for interaction. Certain rules apply to our class discussions.

When criticizing an idea, please be respectful, state why the idea might not be the best, then suggest how it might be improved.

This is not a debate class, there is no winner of an argument, and the best solutions are generated when people cooperate to find compromise rather than influencing others to their own way of thinking. In the real world, steadfast arguments result in poor decisions, particularly in fields like intelligence analysis, financial analysis, and conflict analysis.

Be prepared to explain “why” and “how”. Simply making a respectful off-the-cuff statement is appropriate, but only after the initial analyses and solutions have been presented, often times, when we combine our thinking with other’s thoughts, we can generate ideas that were hidden to us. Share them, it is part of the process for creating new solutions and understanding...solving global issues.

If you think it might be inappropriate to say something, it most likely is inappropriate.

Intolerance will not be tolerated. The best ideas in the world develop through dialogue and the best possible outcomes develop through compromise. Again, we do not win arguments by influencing others to change the way they think or who they are, we win arguments by understanding other’s opinions, respecting those opinions, and finding a common ground upon which compromise may be built.

By remaining in this course, you agree to the following:

- We will behave with mutual respect and understanding, and we will treat each other with dignity and value.
- We will maintain a high level of sensitivity to our different cultures and experiences.
- We understand that human diversity builds better and stronger societies, as such; we will acknowledge our common humanity and respect our differences.
- We will reject all forms of prejudice and discrimination, including those based on age, color, gender, national origin, political affiliation, race, religion, sexual orientation, and veteran status. We take individual and collective responsibility for helping to eliminate bias and discrimination and for increasing our own understanding of these issues through education, training, and interaction with others.
- Sensitive Course Content---Please be advised that this course may include subjects that some individuals may consider to be “sensitive” or “controversial”. These subjects may include politics, war, death, health, human reproduction, religion, cultural traditions, and ethnic diversity.
- 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 keith.hollinger@asu.edu, or the faculty head, Dr. Alozie.

We want to build a classroom climate that is comfortable for all. It is important that we 1) display respect for all members of the classroom – including the instructor and students; 2) pay attention to and participate in all class discussions 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.

University-wide Supplementary Student Information

Grade Appeals

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>).

Disability Accommodations for Students

Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center to the class instructor verifying the need for

an accommodation and the type of accommodation that is appropriate.

Students who desire accommodations for a disability should contact DRC as early as possible (i.e., before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DRC.

Student Standards

Students are required to read and act in accordance with university and Arizona Board of Regents policies, including: The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: <https://students.asu.edu/srr>

Academic Integrity

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

For more information, see <http://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, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. 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. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, 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).

Note: 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.

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.

Student Support and Disability Accommodations

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 Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities. Qualified students who wish to request an accommodation for a disability should contact their campus DRC at: <http://www.asu.edu/studentaffairs/ed/drc/>

If you are a student in need of special arrangements, we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

Typically, once a student discloses the need for an accommodation through their study abroad application, the Study Abroad Office, the academic unit, the student and DRC will develop a plan on how to best accommodate the student within the parameters available within the onsite locations.

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.

Email Communications

All email communication for this class will be done through your ASU email account. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary, to any information communicated via email. For help with your email go to: http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822 and file a help desk ticket by clicking on "My Help Center."

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/>

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 Student Life (UCB 221) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

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.

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. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Canvas.

Student Conduct Statement:

Students are required to adhere to the behavior standards listed below:

- Arizona Board of Regents Policy Manual Chapter V– Campus and Student Affairs: Code of Conduct <http://www.azregents.edu/policymanual/default.aspx>

•ACD 125: Computer, Internet, and Electronic Communications
<http://www.asu.edu/aad/manuals/acd/acd125.htm> , and

•the ASU Student Academic Integrity Policy
<http://www.asu.edu/studentaffairs/studentlife/srr/index.htm>

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. 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/usi/usi201-10.html>).

Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion.

Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate. Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

Religious Accommodations for Students:

In accordance with ACD 304-04 students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

Missed Classes Due to University-Sanctioned Activities

In compliance with ACD 304-02 students who participate in university-sanctioned activities that require classes to be missed, should be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence.

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

In each college, a specific individual (e.g., dean's designee) should be responsible for facilitating adherence to this policy. In particular, students who participate in university-sanctioned activities should be given the opportunity to make up examinations or other graded in-class work due to classes missed because of that activity, unless it can be shown that such an accommodation would constitute an unreasonable burden on the instructor. Should disagreement arise over what constitutes such a burden, the instructor and the student should initially contact the [academic unit chair](#) or the dean's designee.

The specific activity program coordinator (e.g., assistant athletics director for academic services, director of forensics, director of bands) should, as early as possible, provide the college-designated

individual with the class schedule of any student who may be required to miss class because of a university-sanctioned activity.

Students should inform their instructors early in the semester of required class absences. Instructors should attempt to provide opportunities for equivalent work, either before or after the class absence, in accordance with any [academic unit](#) or college requirements, which may apply.

Incomplete grades (I) should not be used unless deemed necessary by the respective faculty.

The Poly Writing Center

The Poly Writing Center offers free one-on-one help with writing assignments. We help with every stage of the writing process, whether you just need help brainstorming or want a final check before turning something in. Even if you feel confident in your work, we can help give your writing an extra bit of polish.

Hours of Operation:

Monday 11:00am-7:00pm

Tuesday 11:30am-5:00pm

Wednesday 11:00am-5:00pm

Thursday 11:30am-7:00pm

Friday 11:00am-3:00pm.

Location:

CNTR 160.

Writing sessions are appointment-based. To book an appointment please use our website <https://tutoring.asu.edu/tutor-search>, call 480-727-1452, or stop by our front desk.

Would you like to practice speaking English in a small, group setting with a native English speaker and other international students like yourself? Come to English Conversation Hour, located in CNTR 160. Monday 5:00pm-6:00pm and Thursday 1:30pm-2:30pm.