OGL 482: Pro-Seminar II

Bachelor of Arts, Organizational Leadership

College of Letters & Sciences / ASU Online

Arizona State University

Instructor (Primary Course Contact)

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> ** When e-mailing, please make the **subject line** useful by including
>   a) OGL 481 II (include 5 digit section number)
>   b) a couple of words that capture the main point of your email.
>
> In the **body** of your email, you might want to include your PHONE NUMBERS, in case it is faster/better for me to contact you that way.

** This course is offered by the College of Integrative Sciences & Arts. For more information about the college, visit our website: https://cisa.asu.edu/.

Course Overview

The Organizational Leadership Pro-Seminar is six credit hours divided into two specific courses. These particular courses, unlike some other college courses you may have taken, are not about the simple conveyance of facts to fill your head. The **OGL 481 Pro-Seminar Experience** moves beyond that, and provides you with material and assignments that encourage your development as a careful, constructively critical, integrative thinker. These courses will help guide you deeper, into more comprehensive thinking about yourself and organizations.

Beyond traditional organizational leadership content, your second half of your Pro-Seminar Experience is about learning how to think differently about your career management, your work-life balance, and your overall life design. Organizational and personal leadership blend, as the idea of *integrative thinking* becomes a deeper part of your sense of "self."

Even though this is an online class, it involves "active learning" as the full responsibility for what you get out of it (and how well you do score-wise) falls to you. How pro-actively you engage

the material, manage your time, follow instructions and apply yourself with care and an open-mind will determine your outcomes.

Course Description

In Pro-Seminar II, students draw on their personal background, individual differences, knowledge and skills to assess career choices that maximize your strengths, values, and passions. Students will explore their own balance between work and the other important elements in your life, and develop strategies for living a meaningful and fulfilling life, at least through your work.   Students will explore the notion of career management and work/life integration from a number of different perspectives, and centered on your own unique personal characteristics, life circumstances and goals. Students will explore some of the most relevant career management literature / theory, taking into consideration the interdisciplinary nature of this topic. You'll also connect with some of the ideas you became familiar with in your previous Organizational Leadership core courses, conduct a qualitative, thematic self-analysis, develop short term and long term career / life plans, and collect artifacts to help along life's journey.

Category	Required Learning Outcomes
Career Management & Work-Life Integration	- Demonstrate best practices in the development of a personal narrative / autobiography. - Discuss the key concepts associated with values, purpose, and vision - in an individual sense and in an organizational sense. - Demonstrate best practices in qualitative interviewing by developing an interview guide sheet and conducting qualitative interviews. - Collect personal qualitative data by engaging in various interests, skills, personality, and communication style instruments / assessments and reflecting on your results. - Evaluate and discuss your own personal "organizational" versus "protean" career characteristics. - Experiment with various network planning methods and develop a networking plan.
Synthesis, Assessment, and Transfer of Learning	- Perform a self-assessment of program-based learning in alignment with Organizational Leadership learning outcomes, and include this assessment in an e-portfolio. - Develop, collect, and reflect on artifacts (across various academic and other life areas) indicative of personal interests and achievements. - Perform a qualitative thematic self-analysis and develop a set of "life themes." - Demonstrate theory borrowing, using concepts from Jim Collins' book *Good to Great* with respect to best practices in organizational leadership versus personal leadership. - Develop an integrated long term career strategic plan - Develop a short-term (1 – 2 years) career plan, using best

	practices regarding project planning / management knowledge and skills.
Documentation & Self-Assessment of Key Learnings	• Develop (or employ) technical skills and technology-based tools, including website design and publishing, in support of the continued refinement of an academic and professional e-portfolio. • Demonstrate project management, design, and creativity skills through the continued development of your e-portfolio. • Self-assess, describe and illustrate key interests, skills, and personal connections (gained in the Organizational Leadership Program) through the presentation of artifacts and reflective writing. • Develop a deeper understanding of learning theory, and how key knowledge and skills can be effectively showcased in an online environment. • Demonstrate a variety of communication skills and best practices with respect to electronic portfolio development.
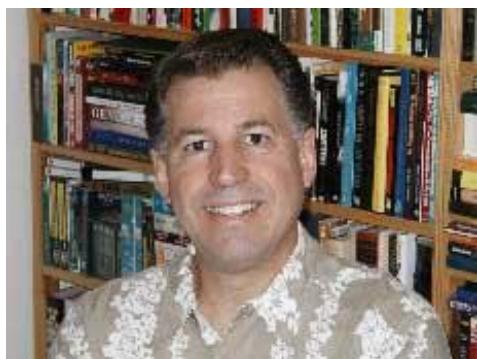
Dave's Biography

David A. Thomas (Dave) is an experienced university teacher, management consultant, and business executive. His comprehensive and diverse background includes key leadership positions in the computer systems integration and software industries, and extensive experience managing people and projects, both domestically and internationally, across several industries.

As a successful entrepreneur, David founded and grew several successful businesses, including Monarch Productivity Group, a corporate training and management consulting firm specializing in the development of customized results-based project management and continuous improvement training programs, and Thomas Enterprises / Marina Mobile Estates, a real estate investment and development firm which he grew to over four million dollars in holdings. Dave "followed his bliss" (as Joseph Campbell would say) and "retired" into teaching full time in 1999.

In addition to a strong interdisciplinary background in business, Dave holds a Ph.D. in Educational Psychology as well as a Master of Business Administration Degree in corporate finance and investments, both from the University of Southern California. He also earned his Bachelor of Science Degree in Engineering from the California State Polytechnic University. His primary areas of expertise center on key factors that affect human performance, including adult learning and motivational theories, creative and critical thinking, project management and interdisciplinary team leadership, decision making, and problem solving.

Text Books / Course Readings

The following textbook and materials are required for the course:

1. ***Career Management and Work-Life Integration: Using Self-Assessment to Navigate Contemporary Careers*** by Brad Harrington & Douglas T. Hall. Sage Publications, copyright 2007.

   You should pick it up or order it from the ASU bookstore or order it ASAP online (available from most online retailers such as Amazon.com). You'd be wise to choose one of the faster shipping options as you do need the book starting in Week 1 of the course. Unfortunately, you can't do the class without the book so be sure to secure a copy right away!

2. There is also a ***Harvard Business Review CoursePac*** of articles that are part of the required readings for this course. The ASU bookstore has been provided with a list of articles included in the coursepac – but they have not been able to successfully provide the readings directly to students (at least not as of Fall 2015). There would also likely be a mark-up in price if you were able to purchase it through the ASU bookstore - since ASU does not have copyright clearance for these articles.

   Your best bet is to purchase the digital coursepac directly from Harvard Business Publishing.

   Click on the link under the "Textbook Information" tab of the course website (and create an account if necessary) to pay for and download the coursepac articles.

   (See the "Textbook Information" navigation tab on the course website for the link to the HBR Coursepac.)

Course Time Commitment - ABOR Policy Regarding Coursework Expectations - Please Read Carefully!

This three-credit course requires approximately 135 hours of work. Please expect to spend around 18 hours each week preparing for and actively participating in this course.

Please read this policy carefully. Sometimes students come into an online course (especially an accelerated online course – and a pro-seminar format course, in particular, which is generally very writing intensive and requires a higher than average level of student communication and engagement) with a full load of courses as well as a full time job and other obligations. Students sometimes discover that they do not have the time to devote to their studies. This is a time-intensive course, and one that should benefit you significantly – if you devote the level of effort and attention needed to do well. It's important, in terms of expectation setting, that you are aware of the official ASU policy regarding reasonable and required course workload (per credit hour of a course), so here it is:

College of Letters and Sciences / ABOR POLICY: The Arizona Board of Regents, the governing board for ASU, NAU, and the U of A, has a policy for how much time students should invest in their courses: "A minimum of 45 hours of work by each student is required for each unit of credit.... Off-campus courses, regardless of mode of delivery, may be assigned credit based on competencies or learning outcomes that are acquired through coursework and are equivalent to those of students in a traditional classroom setting. An equivalent of 45 hours of work by each student is required for each unit of credit" (http://azregents.asu.edu/rrc/Policy%20Manual/2-224-Academic%20Credit.pdf). Therefore, in a 3-credit course, students should expect to invest 45 hours in class meetings (or the online equivalent), as well as 90 hours doing homework and assignments—a total of 135 hours in any given session (A, B, or C). In this course and in other courses in your degree program, your faculty are 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.

In particular, please keep in mind that taking more than one ASU Online class at a time (if you are working full time) is probably not a good idea!

NOTE: *This course is offered by the College of Letters and Sciences. For more information about the school, visit our website: https://cls.asu.edu/. If you have questions or concerns, please send your inquiry to cls@asu.edu."*

Grading Policy / Assignment Weighting

ASSIGNMENTS / ACTIVITIES	POINTS	DUE DATES
WEEK 1:		
DISCUSSION TOPIC #1	30	SEE COURSE SCHEDULE OR WEEK 1
CORE ASSIGNMENT #1	50	SEE COURSE SCHEDULE OR WEEK 1
WEEK 2:		
DISCUSSION TOPIC #2	30	SEE COURSE SCHEDULE OR WEEK 2
CORE ASSIGNMENT #2	50	SEE COURSE SCHEDULE OR WEEK 2
WEEK 3:		
DISCUSSION TOPIC #3	30	SEE COURSE SCHEDULE OR WEEK 3
CORE ASSIGNMENT #3	50	SEE COURSE SCHEDULE OR WEEK 3
WEEK 4:		
DISCUSSION TOPIC #4	30	SEE COURSE SCHEDULE OR WEEK 4
CORE ASSIGNMENT #4	50	SEE COURSE SCHEDULE OR WEEK 4
WEEK 5:		
DISCUSSION TOPIC #5	30	SEE COURSE SCHEDULE OR WEEK 5
CORE ASSIGNMENT #5	50	SEE COURSE SCHEDULE OR WEEK 5
WEEK 6:		
DISCUSSION TOPIC #6	30	SEE COURSE SCHEDULE OR WEEK 6
CORE ASSIGNMENT #6	50	SEE COURSE SCHEDULE OR WEEK 6

Total Point Score	Letter Grade
435 – 480 (90% and up)	A
385 – 434 (80% to 89%)	B
330 – 384 (70% to 79%)	C
285 – 329 (60% to 69%)	D

** Details on the above assignments / discussion topics are in the Weekly Learning Module areas (Week 1 through Week 6) of course website.

*** **Success Note/Fair Warning**:

If you are prone to procrastination, it is time to slay that dragon! Your life will be SO much easier and you will be MUCH more successful in this class if you habitually read the assignment materials AS EARLY as you can each week, and get an early start on the weekly assignments and discussion topics.   That way you have time to read actively, review your work, reflect and

connect the web-based content with your own life experience, and then write / proof-read your work by the end of each week.

Readings quizzes, Discussion Topics, and Core Assignments are generally due Sunday nights at 11:59 p.m. AZ time. In addition to weekly quizzes and discussion topics, there are two core assignments in this course – Assignment #1 due at the end of Week 3 and Assignment #2 due at the end of Week 6. Also, please remember, that I may not be as available on the weekends so do enough early in the week to see if you have questions.

Please note that while most assignments are due on Sundays (at 11:59pm), some assignments / due dates near the beginning / end of the course may be on a different day of the week (depending on semester schedule based on the ASU academic calendar). Take a look at the Course Schedule, or the Weekly Learning Modules (Week 1 through Week 6) introductory information for actual due dates.

Also, while these are firm due dates, you are generally in control of your schedule beyond that. So, for instance, if you know you need more time to read something, start earlier.   Or, for example, you know you have a wedding coming up and you will be gone on a due date, plan ahead to get the work done early and submit it before you go. All assignments are visible from day one, so while this is NOT a self-paced class, you can build in your own wiggle room if you plan ahead. (Generally, if you plan ahead to spend at least as much time as you would coming to campus and sitting in a face-to-face class, plus homework, you should be fine!)

Late Work Policy

Due to amount of work required for this course, **no late work will be accepted for credit except when the student has contacted the instructor prior to the assignment deadline with extraordinary circumstances and appropriate documentation.** 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.

There is sufficient time to do each assignment and you know about them all in advance so can plan ahead and basically start immediately on the next assignment once you've 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's really little reason for late work in this class so, yes, there are penalties for it.

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 make an appointment with the instructor, and develop a special plan of action.

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. (Technically, if one has a disability they're supposed to explore arrangements before classes start in case it isn't possible to adjust a particular class for a particular disability they can find out early. Still if you are not sure if you have a disability, touch base today and we'll see.)

Other workload considerations: Finally, lateness due to national or religious holidays, for athletic events or work/internship events has never come up in my online classes and "absences" don't make sense either. I suspect because it isn't really a valid reason as the due dates are laid out from day one and folks 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's coming and when in order 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 period of time or gone for business, or have restrictions or celebrations to attend for your family or religion on a certain day please simply plan ahead so you can turn your work in any time before that.

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

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

I will post your points to the online Grade book. Then I will offer comprehensive feedback to the class on the Announcements page (my main way of communicating with the class) that speaks in general terms and offers examples of how people did… what tended to earn a better (versus as great) grades, etc. so you can learn from what everyone did right (and wrong) on each assignment to apply to doing better on the next assignment.

You are expected to consider your points in the context of that feedback given and what was asked for in the instructions as a way of understanding your score. Through working with many online students I've learned that most prefer this method of feedback (once they get used to it) as it helps build community by letting them know how they fit in with the whole and how they might do better. It's like the comments the teacher gives a face-to-face class after an assignment is done.

Thus, I may not provide you with individual feedback unless you ask for it – after having first read the class feedback. Many educators consider this a more advanced form of feedback helping good thinkers (which you should be at this stage of your education) build still better critical thinking skills and skills in self-evaluation, or at least practice them before asking for more that would confirm or disconfirm. (And it discourages students from ignoring contextual feedback and focusing only on themselves.) So, I give plenty of feedback in these announcements. If you re-read what you turned in objectively (in light of the instructions, assessment guidelines, and feedback announcement) you should be able to recognize why you fell where you did on the continuum. (When I do give individual feedback, it is usually attached as an "instructor comment" to your score in the gradebook… keep an eye out for it.)

Still, please know, you are always welcome to call or email me if you do need some individual feedback in a given case. It can take a little practice to build the skills I described above. So I encourage you to touch base with me if, after you've done as asked above, to email or call me, explain what piece of the feedback you think does or doesn't apply so you are specific about what piece you need further clarification on (as I can't read minds as much as I try!)

If you ask for additional feedback it needs to be within 3-5 days of when I posted the announcement so that what we talk about will benefit your next assignment & your assignment will be fresh in my head).   Following is an assessment guidelines rubric that you should consider as you review your grades on any particular assignment.

Assessment Guidelines Rubric

Each assignment has a different focus with specific requests, but these general rules apply to each as I look for junior / senior-level work and good thinking and writing skills in all work. Divide the points you earned by what the assignment was worth to calculate your grade.

* Application and integration of disciplines is always welcome and is encouraged. That said, it isn't specifically required for each assignment so, when you see that item below, realize that I know—and you should too from reading the assignment details—when it is required and when it isn't. :-) In some of our assignments, you will be able to substitute the word "frames" and such for disciplines.

A = Excellent = Exceptional Paper
-All items requested in the assignment details are included, exceptionally outlined
-Comprehensive grasp of subject matter is demonstrated
-In-depth understanding of relevant concepts issues related to topic addressed / assigned
-Profound analytical critique, synthesis, & evaluation of information
-Insight in thought and contribution of something new
-Thorough explanation of the connection and/or application of disciplines *
-A clear, concise, and fluent style highlighting a well-written & logically structured essay.
-A virtually flawless mastery of all aspects of grammar, structure, spelling, & style
-Standard format of # of pages, margins, fonts, space, cover page, etc.
-Timely submission and academic integrity

B = Good = Above Average Paper
-All items are included: meets all requirements
-Good grasp of subject matter is demonstrated
-Basic understanding of relevant concepts & issues related to topic addressed
-Incorporates the connection between disciplines or the application thereof *
-Some in depth analytical critique, synthesis, & evaluation of information
-A clear, concise, and fluent style highlighting a well-written & logically structured essay.
-A good grasp of grammar, structure, spelling, & style
-Standard format of # of pages, margins, fonts, space, cover page, etc.
-Timely submission and academic integrity

C = Satisfactory = Competent Paper
-All items are not included: one key area weak or missing
-Basic grasp of subject matter is demonstrated
-Some understanding of relevant concepts & issues related to topic addressed
-Adequate attempt for analytical critique, more reporting than analyzing
-Minimal attempt to discuss/apply disciplines *
-Essay with an acceptable style and structure
-Basics of grammar, structure, and spelling
-Standard format of # of pages, margins, fonts, space, cover page, etc.
-Timely submission and academic integrity

D = Poor = Marginally Acceptable Paper
-All items are not included: more than one key item missing or very weak
-Confusion of subject matter is demonstrated
-Understanding of relevant concepts & issues related to topic addressed is weak
-Just reporting events
-Just mentions the connection between, or application of, disciplines *
-A basic grasp of grammar, structure, spelling, & style
-Standard format of # of pages, margins, fonts, space, cover page, etc.
-Timely submission and academic integrity

E = Failing = An Unacceptable Paper
-All items are not included
-A basic lack of understanding of the subject matter
-No attempt to go beyond description
-No mention of the application or integration of disciplines *
-Written expression is disorganized and poorly expressed
-Serious errors in grammar, sentence structure, and spelling
-Timely submission & Academic integrity questionable
-Standard format not followed

Grade Appeals

Additional feedback is one thing, arguing a grade is another (though you will see in both cases I expect you to use your "thinking cap" first)…

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, my feedback announcement, tips, etc.
3. Wait at least 24 hours after the grade and feedback announcement 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 is lost. Also, when I say "in writing" it may be via email but write it 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. Sadly, I cannot grade 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, I will carefully and open-mindedly review your appeal.

Other Course Policies / Notifications

Online Course

This is an online course. There are no face-to-face meetings. You can log into your course via MyASU or https://my.asu.edu.

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.

Submitting Assignments

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

Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, 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, Medical/Compassionate Withdrawal, and a Grade of Incomplete.

Student Conduct and 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. Additionally, required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications 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](#).

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

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.

More on Cheating and Plagiarism

Read this even if you think you've never done it, as the definition is broad so take care!
I expect you to use your own words and develop your own ideas on each assignment. When you refer to, quote, or paraphrase sources I provide or you find you should cite it properly.

This all may seem heavy-handed that I spend so much space on this but, sadly, I have to fail one or two people out each term because of this and I hate it when that happens…so I try to remind people of these things so they know that if they have gotten sloppy in other classes or haven't written many papers before, forgotten the rules, or whatever. This is the time to re-acquaint yourself with these basic things each student is expected to know. :-)

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 to the source in the text / bibliography of the paper.
- Use of direct quotations without quotation marks or other acceptable formatting and / or without bibliographic credit to the source
- Paraphrasing without bibliographic 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 bibliographic information or entries

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 notetaker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

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. Please remember to check your ASU email and the course site often.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, 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 the DRC by going to https://eoss.asu.edu/drc, calling (480) 965-1234 or emailing DRC@asu.edu. To speak with a specific office, please use the following information:

ASU Online and Downtown Phoenix Campus
University Center Building, Suite 160
602-496-4321 (Voice) Polytechnic Campus
480-727-1165 (Voice)

West Campus
University Center Building (UCB), Room 130
602-543-8145 (Voice) Tempe Campus
480-965-1234 (Voice)

Computer Requirements

This course requires a computer with Internet access and the following:

- Web browsers ([Chrome](), [Internet Explorer](), [Mozilla Firefox](), or [Safari]())
- [Adobe Acrobat Reader]() (free)
- [Adobe Flash Player]() (free)
- Microphone (optional) and speaker

Technical Support

This course uses Blackboard to deliver content. It can be accessed through MyASU at http://my.asu.edu or the Blackboard home page at https://myasucourses.asu.edu

To monitor the status of campus networks and services, visit the System Health Portal at http://syshealth.asu.edu/.

To contact the help desk call toll-free at 1-855-278-5080.

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

Title IX Announcement

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 http://sexualviolenceprevention.asu.edu/faqs/students."

Final Remarks

Please be sure you have read this syllabus carefully – it is time well spent if you hope to do well in the course.   If you have questions, review the Course Home and Learning Module #1 on the course website, and then feel free to e-mail me immediately. As I assign reading the syllabus in the first week of the course, if I don't hear from you during the first week with syllabus questions, I will assume you read and understand this.   I wish you success in the course!

Important Reminder: _Syllabus and assignment information may be added, deleted, or changed at the discretion of the professor. You are responsible to know about changes (keep up with announcements)._