

**MUS 294: SONGWRITING**  
**Class # 75278**  
**Fall, 2023**

**Instructor information:**

Dr. Jeffrey Libman (he/him/his)  
email: jeffrey.libman@asu.edu  
Office: Tempe Campus, West Music Building, Room W109  
Office Hours: By appointment

Students are encouraged to contact the course email address with any questions or concerns. Office visits or telephone/Zoom conferences may sometimes be necessary, and can be arranged via email.

Course URL: <https://courses.hol.asu.edu/courses/songwriting/>

There is no required textbook for this course.

**Course Overview and Objectives:** This online course is an exploration of the craft of songwriting. After an introduction to general music terms and concepts related to various song structures, students will have their first opportunity to submit a song or song fragment. After the study of five song genres (blues, folk, punk, country, and hip-hop), students will choose two of the styles and submit two corresponding songs or song fragments. The course concludes with students submitting a full-length song based on concepts discussed during the semester. Along the way, there are exams and quizzes based on lecture content, self-reflective writing assignments, and discussion board/participatory activities.

No previous formal music study is assumed for this class. However, for the purposes of this class, a song must have vocals with lyrics and some form of accompaniment. Students need not be experienced singers but must be willing to record themselves vocalizing with an accompanying instrument. It will also be necessary for students to have some facility performing on an instrument (a computer digital audio workstation/music production program/digital instrument qualifies). Students must have the ability to record sound files to mp3 or a similar digital audio format.

**Learning Outcomes:** As a result of taking this course, the student will:

1. Demonstrate understanding of musical terminology and concepts related to songwriting
2. Examine and analyze songs in a variety of genres
3. Create and record four songs or song fragments
4. Evaluate songs, genres, and engage in self-reflection of the artistic process through a variety of writing assignments

**More Detail on What Counts:** Songs must be the student's original work. Though many songs have some similarities to preexisting songs, original songs have unique elements that differentiate them from all others. All songs are to be created during the timeframe of

this course. If you are already an experienced songwriter and have recorded work before this class, you are not to submit that work. Keep creating new works!

For the purposes of this class, a song must have vocals with lyrics and accompaniment, so you will have to sing/vocalize and find some way to accompany yourself, whether with a physical or digital instrument. Whereas digital instruments (GarageBand loops, etc.) are acceptable, using preexisting backing tracks is not! You have to CREATE your accompaniment, not use one that already exists in full. If I believe you are using a preexisting backing track, I hold the right to lower your grade. This is not an instrumental-only composition class. You have to vocalize (singing, rapping, speaking, etc.), with words (lyrics) and must be willing to record yourself doing so!

### **Student Evaluation Breakdown**

UNIT 1 - Intro and Song Elements	
Exam 1- Song Elements	80 points
UNIT 2 - Song Forms	
Exam 2 - Song Forms	80
Songwriting Experiment	100
UNIT 3 - Genre Studies	
Quiz 1 - Blues	50
Quiz 2 - Folk Music	50
Quiz 3 - Country Music	50
Quiz 4 - Punk Music	50
Quiz 5 - Hip-hop	50
Genre Studies Songwriting Projects	100
	100
Participation (Discussion Board/Song Reviews)	140
UNIT 4 - Final Songwriting Project	150
TOTAL:	1000 points
*Two Extra Credit Discussion Board Questions	20 possible extra points

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### Grade scale:

975-1000 points	A+
915-974	A
895-914	A-
875-894	B+
815-874	B
795-814	B-
775-794	C+
695-774	C
595-694	D
Below 595	E

### Assignment Descriptions

**Exams and Quizzes:** All exams and quizzes are based on lecture content, including the listening examples found within the lectures. They are comprised of multiple choice and true/false questions. Exams are 80 points and quizzes are 50 points. The total number of points for the two exams and the five quizzes is 410 points.

All exams and quizzes will be taken online through the course website. Use the “practice test” immediately before each exam and quiz to verify that your computer is properly configured. *Once the exam/quiz period begins, the related course content will not be accessible until after that exam/quiz is completed. Therefore, it will be necessary for students to review online lecture content in advance of the opening of each exam/quiz period.*

If you are surprised or concerned about your exam or quiz grade, please contact me at the course email address. We will examine the questions that you got wrong and reply with study suggestions for the next exam or quiz. Students are encouraged to contact the course email address with any concerns or questions about study strategies or other aspects of this course.

If you experience computer or technical problems during an exam or quiz, DO NOT SUBMIT IT! Exams/quizzes that have been submitted can NOT be reset, and those grades will stand as posted. Instead, exit the browser, and take appropriate steps to identify and solve the problem with your computer (by using the practice test, moving to a different computer, or contacting technical support). Once you have resolved the problem, then return to the exam/quiz page on your course web site to reset your exam/quiz. Use the practice test again before taking the reset. The system will allow you to reset your own exam if you have not already submitted or reset that exam/quiz. NOTE: only one online reset per exam/quiz is allowed, so you must take all reasonable steps to resolve any technical difficulties before attempting the reset. Two total resets are allowed for the semester. No resets will be allowed outside of the exam/quiz period.

**Songwriting Experiment:** Please review the section above entitled More Detail on What Counts. Remember, you must vocalize yourself with accompaniment that you play/create

on all songwriting projects. Digital instruments are acceptable as well as physical instruments, but preexisting backing tracks are not.

This is your first songwriting assignment for this class. Being that some of you are likely experienced songwriters while others may be just getting started, I am allowing you to tailor this assignment to your experience. For the songwriting experiment, you will have the option to write either a part of a song, which I will call a song fragment, or you can write a complete song. Should you choose to write a song fragment, it should be at least two sections long -- i.e., a verse and a chorus, or two verses, a chorus and a bridge, etc.

The song/song fragment should be an original work. Though many songs have some similarities to preexisting songs, original songs have unique elements that differentiate them from all others. Song fragments will be eligible for full credit. Though your later genre studies songwriting projects will receive feedback from other students, this project will only be evaluated by the instructor. Since this may be your first ever songwriting experiment, you get a little more privacy to start with. You will need to save your songwriting assignments as .mp3 files and upload them as instructed.

The audio recording of your song experiment (or other future songs) does not have to be studio quality. If you do not have any designated recording equipment, use the microphone on your computer or phone. As long as I can hear your vocals (lyrics) and accompaniment clearly, it is eligible for full credit. Before you submit your assignment, listen to it. Are the different parts balanced appropriately? Can you hear everything you want to? Could it be improved without too much work, perhaps by adjusting the position of the microphone? If you want to experiment with multitrack audio recording, consider using the free open source audio editing program Audacity or GarageBand if you have a Mac. Keep this in mind for this project and all subsequent songwriting projects.

When you upload a song or song fragment, you will also be asked to submit it with a description of the process you went through to write your music. These are called process papers, and they can be relatively brief (one page double-spaced, 12-point font; it can be longer if you wish). How did you record your project? What equipment/software did you use? How did you create your accompaniment? What style did you write in? What musical elements and/or forms that we discussed were utilized? Did you stick with the conventions of a particular style, or did you bend them somewhat? What came easily in the composition process? What was difficult? How could you complete this song or make it better? Is this song supposed to sound similar to a particular artist (or artists) that inspires you? These are the kinds of questions you can write about in your process paper. *Also, you are required to submit the lyrics to each song as part of each process paper.*

The recorded songwriting experiment itself is worth 80 points, and the process paper is worth 20 points, for a total of 100 points.

**Genre Studies Songwriting Projects:** For these two songwriting projects, you will compose songs/song fragments in two different styles chosen from the five genres discussed in the class: blues, punk, folk, country, and hip-hop. The same general rules of the songwriting experiment apply: submissions are to be updated in .mp3 format, song

fragments should be at least two sections long, the submissions should be your own original material, and process papers are also due. Again, song fragments are eligible for full credit, but feel free to challenge yourself and write more. These projects, however, will receive song reviews, or constructive commentary, from other members of the class. See the Participation description below.

I understand that the Genre Studies projects will likely force you to write songs in different styles than you have explored before as songwriters. That is the point! Part of the point of this class is that you experiment with songwriting in new ways and see what you have learned in the end. Expand your horizons and get out of your comfort zone, if only for a few weeks. I do accept Genre Studies projects that are hybrids of different styles, including one of the aforementioned styles required in the project. For example, are you a hip hop artist who has never experiment with country music before? You can still rap in your submission. Perhaps the country music elements could include country music style storytelling, or subtle elements of country music style accompaniment. So there is some flexibility here. *What you don't get to do is do what you usually do two times for these projects.* You have to think and modify your musical sensibilities for this unit.

Each recorded genre studies song/song fragment is worth 80 points, while each corresponding process paper is worth 20 points. Therefore, each of the two projects is worth 100 points, bringing the total to 200 for the two projects.

**Participation (Discussion Board/Song Reviews):** Throughout the course on Fridays, I will be posting discussion questions related to songwriting. Your assignment will be to post a response by the following Friday at 2:00pm. When you do so, you can either respond to the question itself, or you can respond to another student. Full credit for this participation will be determined by whether your comments are substantive. Your answers don't need to be overly long. Aim for around 150 words or more. It's fine to disagree with another member of the class, just do it cordially and defend your point. There will be twelve questions over the course of the semester on the discussion board. These questions can be found under the Discussion Board forum called Discussion Questions.

You will also be asked to write song reviews. These are comments on other students' songs/song fragments from the genre studies projects. After you've uploaded your own songs/song fragments, you'll be assigned two others at random, and you'll be asked to make comments for your fellow students. Please make these comments constructive and substantive.

The twelve discussion questions responses and the two song reviews are all 10 points for a maximum total of 140 points.

Please note there is also a Discussion Board forum called Student Topics, where you can create either your own discussion threads and/or respond to other members of the class. There is no grade related to this portion of the course website, but it provides a forum for

class members to communicate with each other, where groupthink can occur for the benefit of everyone's songwriting development or related skills.

**Extra Credit Discussion Board Posts:** During the final unit of this class, Unit 4, students will have the opportunity to answer two (2) optional discussion questions. Posts for each question are worth a maximum of 10 points. This is the only extra credit in this class, so therefore, there are 20 extra credit points possible overall. Aside from being optional and for extra credit, all the other parameters of the regular discussion board posts apply (only your first post to each question is graded, aim for 150 words and be substantive, your instructor will review your posts, etc.).

**Final Songwriting Project:** Like the previous songwriting projects, the final project is comprised of an mp3 submission and a process paper. The original song for your final project may be of any style of your choosing. It does NOT have to be in any of the styles mentioned in class, but if you opt to go a different route, you should briefly discuss the characteristics of that style in your process paper. The song may be of any style, instrumentation, subject, tempo, mood (etc!) that you like. There is no time minimum or limit, but the song must be a complete song, with a beginning, middle, and end. Most submissions will be between two and six minutes long.

The song portion of the final project is worth 130 points, and the process paper is worth 20 points, for a total of 150 points.

**Make-Up Work:** Make-up exams, assignments, and assessments will only be allowed in documented cases of bereavement, hospitalization/illness, military service, religious holidays, or in the case of other extenuating circumstances deemed sufficient by the instructor. If one of these circumstances applies to you, please notify the instructor within one week (7 days) of the exam or assignment and be prepared to present documentation of your reason.

In case you cannot attend class or complete work as a result of illness or possible exposure to infectious disease, contact the instructor via email to discuss make-up work and/or extensions. Make-up work and extensions may be assigned by the instructor on a case-by-case basis.

The instructor is under no obligation to offer a make-up opportunity for students who "miss" or "forget to complete" an exam or assignment, encounter work or transportation conflicts, do not follow the technical support guidelines of this course listed in the syllabus and/or website, or do not notify the instructor of a known event within one week (7 days) of the due date or closing date.

Your instructor is under no obligation to allow extensions for any work not completed by the deadlines as indicated in this syllabus with the exception of the cases mentioned above.

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## Important Course Dates and Windows

### UNIT 1

Opens Thu, Aug 17 at 8:00am  
Exam 1 Thu, Aug 31 at 10:00am - Fri, Sep 1 at 11:59pm

### UNIT 2

Opens Saturday, Sep 2 at 12:00am (*immediately following Unit 1 exam*)  
Exam 2 Thu, Sep 14 at 10:00am - Fri, Sep 15 at 11:59pm  
Song Experiment  
Sat, Sep 16 at 12:00am - Sun, Oct 1 at 11:59pm

### UNIT 3

Opens Sat, Sep 30 at 12:00am (*opens early before Song Experiment is due to give students the opportunity for additional study time in advance of Quiz #1*)  
Quiz 1 Thu, Oct 5 at 10:00am - Fri, Oct 6 at 11:59pm  
Quiz 2 Thu, Oct 12 at 10:00am - Fri, Oct 13 at 11:59pm  
Quiz 3 Thu, Oct 19 at 10:00am - Fri, Oct 20 at 11:59pm  
Quiz 4 Thu, Oct 26 at 10:00am - Fri, Oct 27 at 11:59pm  
Quiz 5 Thu, Nov 2 at 10:00am - Fri, Nov 3 at 11:59pm

Genre Studies Project 1: Sat, Nov 4 at 10:00am - Tue, Nov 14 at 11:59 pm  
Genre Studies Project 2: Wed, Nov 15 at 10:00am - Tue, Nov 28 at 11:59 pm

Song Review 1: Wed, Nov 15 at 10:00am - Fri, Nov 17 at 11:59pm  
Song Review 2: Wed, Nov 29 at 10:00am - Fri, Dec 1 at 11:59pm

### UNIT 4

Opens Wed, Nov 29 at 12:00am (*immediately following Genre Studies Upload #2*)  
Final Project Nov 29 at 10:00am - Fri, Dec 8 at 11:59pm

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## Schedule of Discussion Board Questions:

Question 1: opens Thu, Aug 17 @ 10:00am, closes Fri, Aug 25 @ 11:59pm  
Question 2: opens Sat, Aug 26 @ 12:00am, closes Fri, Sep 1 @ 11:59pm  
Question 3: opens Sat, Sep 2 @ 12:00am, closes Fri, Sep 8 @ 11:59pm  
Question 4: opens Sat, Sep 9 @ 12:00am, closes Fri, Sep 15 @ 11:59pm  
Question 5: opens Sat, Sep 16 @ 12:00am, closes Fri, Sep 22 @ 11:59pm  
Question 6: opens Sat, Sep 23 @ 12:00am, closes Fri, Sep 29 @ 11:59pm  
Question 7: opens Sat Sep 30 @ 12:00am, closes Fri, Oct 6 @ 11:59pm  
Question 8: opens Sat, Oct 7 @ 12:00am, closes Fri, Oct 13 @ 11:59pm  
Question 9: opens Sat Oct 14 @ 12:00am, closes Fri, Oct 20 @ 11:59pm  
Question 10: opens Sat, Oct 21 @ 12:00am, closes Fri, Oct 27 @ 11:59pm  
Question 11: opens Sat, Oct 28 @ 12:00am, closes Fri, Nov 3 @ 11:59pm  
Question 12: opens Sat, Nov 4 @ 12:00am, closes Tue, Nov 14 @ 11:59pm (*extended for Veterans Day holiday*)

2 Extra Credit Discussion Board Questions: opens Wednesday, Nov 29 @ 12:00am,  
Closes Fri, Dec 8 @ 11:59pm

Answers to discussion board questions will be due Fridays at the end of the day (11:59pm) starting the first full week of the semester. There will be discussion questions for 12 consecutive weeks.

## Policies

**Technology Requirements:** Please visit this link to see if your computer meets the technical minimums necessary to take this course: <https://courses.hol.asu.edu/services/requirements.php> This Frequently Asked Questions (FAQ) for Herberger Online may also be helpful: <https://courses.hol.asu.edu/services/landing/pages/faq - JavaScript> Access to a high-speed Internet connection is required to take this course. Adequate bandwidth is essential. It is your responsibility as a student to take all exams and quizzes in a location in which you have a stable Internet connection. Herberger Online strongly suggests that you use the latest version of Firefox or Google Chrome and that you have both Quicktime, Flash Media, and Adobe Reader installed.

Because this course is entirely delivered via the Internet, you are responsible for making sure that the computer you use to access all course materials meets or exceeds the specified computer minimums. Also, due to the high media content of this course, you will be required to set up and configure a media player that will consistently play the .mp3 files and the .mp4 digital clips delivered via the course website.

You are highly encouraged not to enroll, or to drop immediately, if you do not have computer experience, if you are not willing or prepared to assume the added responsibility of a computer-based course, or if you plan to be away from a computer site for an extended period of time during the semester. Necessary required skills may include downloading .mp3 audio files as well as digital video clips, surfing the net, conferring via email, submitting assignments, posting on discussion boards, and other intermediate

computer knowledge.

If you are not able to personally finance the equipment you need to attend class, 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. 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 2023 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.

**Technical Support:** Please do not contact your instructor with technical questions. Herberger Online handles all technical questions and issues that may arise in this course. Please contact the support team immediately if you encounter technical issues while completing an assignment and you are unable to resolve the problem and reset your work. The Herberger Online support team is available to assist you 24 hours a day, 365 days a year. You may reach them anytime via:

- The Help button
- The Service Center on MyASU
- 1-855-278-5080

When contacting support, please be ready to provide:

- The full name of this course (MUS 294: Songwriting)
- The title(s) of any assignment(s) you're having trouble with
- A brief overall description of the problem
- Detailed, step-by-step instructions to reproduce the problem

**Student Conduct:** ASU adheres to a university-wide Student Code of Conduct. The philosophy behind this policy states: The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty,

openness to constructive change and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals. The Student Code of Conduct is designed to promote this environment at each of the state universities. You are expected to treat your instructor and your fellow classmates with respect and kindness. In all correspondence and in Discussion Board postings, you should show respect for the viewpoints of others who may disagree with you or see things from a different perspective. Criticizing, ridiculing, insulting, or belittling others will not be accepted. Keep in mind that electronic communications do not have the advantage of nonverbal cues that are so much a part of interpersonal communication. Humor or satire can sometimes be misinterpreted in strictly electronic communication forums. In addition, all students should be aware of their Rights and Responsibilities at Arizona State University.

**Academic Integrity and Student Honor Code:** The ASU student honor code affirms the commitment of ASU to uphold the values, principles, and ethics of academic integrity. All students are expected follow the code which states:

*“We, the students of Arizona State University, have adopted this code as an affirmation of our commitment to academic integrity and our participation in ethical education. We embrace the duty to uphold ASU’s Honor Code, and in light of that duty, We promise to refrain from academic dishonesty. We pledge to act with integrity and honesty to promote these values among our peers. We agree to always abide by the Sun Devil Way and uphold the values of the New American University.”*

Every student is expected to produce his/her original, independent work. Any student whose work indicates a violation of the ASU Academic Integrity Policy including cheating, plagiarism, and dishonesty will be subject to disciplinary action. Plagiarism is defined as deliberately passing off someone else’s words or ideas as your own. All necessary and appropriate sanctions will be issued to all parties involved with plagiarizing any and all course work. Plagiarism and any other form of academic dishonesty that is in violation with the Student Code of Conduct will not be tolerated. Arizona State University and the Herberger Institute for Design and the Arts expect the highest standards of academic integrity from all students. Failure to meet these standards may result in suspension or expulsion from the university or other sanctions as specified in the ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>), “[e]ach student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments.” This policy also defines academic dishonesty and sets a process for faculty members and colleges to sanction dishonesty. Violations of this policy fall into five broad areas that include but are not limited to:

- Cheating on an academic evaluation or assignments
- Plagiarizing
- Academic deceit, such as fabricating data or information
- Aiding Academic Integrity Policy violations and inappropriately collaborating
- Falsifying academic records

I sanction any incidents of academic dishonesty in my courses using University and HIDA guidelines. Should you have any question about whether or not something falls subject to this clause, feel free to contact me or review the university policy on academic integrity at the above link. Per ASU policy, a student may not avoid the consequences of academic dishonesty by withdrawing from a course, and may be placed back in the course in order to face sanctions resulting from academic integrity violations. You are responsible for abiding by this policy.

In this course, **the exams and quizzes are not open-book or open-note.** Accessing, or trying to access course lessons or any other course page while you are taking an exam or opening new browsers is in violation of academic honesty. No collaboration or use of outside sources of any kind is allowed on any exams, assignments, assessments, etc. This includes viewing the course website while taking the exam, listening to audio excerpts on another student's exam, discussing the exam with another student who has taken the exam before you take it, and other such behavior. Do NOT navigate away from an exam once you've opened it for any reason! No other Web pages or computers should be open while taking an exam. If you open a browser window from the course website immediately before the exam or open another browser window with the course website while taking the exam, you may be prevented from submitting the exam. The Herberger Online staff may be able to access records indicating that you opened up a browser window from the course website during your exam, which may result in you receiving no credit for your assignment and receiving additional disciplinary action.

Any violation of this policy will result in sanctions and may result in further disciplinary action. Sanctions may include failure of the course (E), failure by reason of academic dishonesty (XE), and others as outlined by the ASU policy. All violations of the Code detected during the term will be sanctioned, even if the assessment has already been graded and points assigned.

Do not share your course ID and password with anyone. Log out of the course website when you are finished with it. Do not allow another student to use the course website under your password, even if s/he is also in the course. Each student is fully responsible for all activity that takes place on the course website under his/her password.

**Online Activity Logs:** All course activity is logged by the Herberger Online servers, and those logs are regularly reviewed by Herberger Online during the course of normal business. These logs contain all requests you make while visiting the site: every image, video, web page, etc. Each request is logged with the time, down to the second, when it was made. If you contact your instructor, or Herberger Online, about a technical issue, these logs will be reviewed as part of that process.

**Copyright:** 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. The course content, including lectures and other handouts, is copyrighted material. Students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course (see ACD 304-06,

“Commercial Note Taking Services” for more information). THIS CONTENT IS PROTECTED AND MAY NOT BE SHARED, UPLOADED, SOLD, OR DISTRIBUTED.

**Religious Holidays:** A list of recognized religious holidays may be found at: <https://eoss.asu.edu/cora/holidays>. Students may be excused for the observance of religious holidays. Students should notify the instructor at the beginning of the semester about the need to be absent from class due to religious observances. Students will be responsible for materials covered during their absence and should consult with the instructor to arrange reasonable accommodation for missed exams or other required assignments.

**Missed Classes Due to University-Sanctioned Activities:** Students required to miss exam and quiz open/close periods due to university sanctioned activities will not be counted absent. However, absence from examinations/quizzes or course work 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. Students should inform the instructor early in the semester of upcoming scheduled absences and immediately upon learning of unscheduled required class absences. Reasonable accommodation to make up missed exams or other required assignments will be made. Consult the instructor BEFORE the absence to arrange for this accommodation.

**Offensive Content:** Some course content may be deemed offensive by some students. If you are uncomfortable with any of the content, it is your responsibility to bring this to the attention of the instructor to request an alternative assignment.

**Threatening or Disruptive Behavior:** Self-discipline and a respect for the rights of others in the classroom or studio and university community are necessary for a conducive learning and teaching environment. Threatening or violent behavior will result in the administrative withdrawal of the student from the class. Disruptive behavior may result in the removal of the student from the class. Threatening, violent, or disruptive behavior will not be tolerated in this class, and will be handled in accordance with ASU policy (SSM 104-02). For more information please visit:

<https://eoss.asu.edu/dos/srr/PoliciesAndProcedures> and  
<https://eoss.asu.edu/dos/safety/ThreateningBehavior>.

**Withdrawal:** If you are unable to complete the course, it is your responsibility to arrange for withdrawal from the class. You will not be automatically withdrawn and unless you are officially withdrawn from the course you will receive a final grade based upon the total points you have earned for the semester. Students are required to pay all tuition and fees for any registered course unless enrollment is officially cancelled during the 100% refund period. Please visit the Academic Calendar to review the withdrawal deadlines for this semester. For more information on Drop/Add and Withdrawal visit:  
<https://students.asu.edu/drop-add>

**Special Accommodations:** Your instructor will make any reasonable adaptations for limitations due to any disability documented with the DRC, including learning

disabilities. Please contact the instructor during office hours or by appointment to discuss any special needs you may have. You must contact the Disability Resource Center to process the paperwork for special course accommodations. To request academic accommodations due to a disability, please contact the ASU Disability Resource Center (<http://www.asu.edu/studentaffairs/ed/drc/#> ; Phone: (480) 965-1234; TDD: (480) 965-9000). Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Students should contact the Disability Resource Center on the campus that your class is being held. Campus-specific location and contact information can be found on the DRC website. DRC offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the DRC website for eligibility and documentation policies (<https://eoss.asu.edu/drc>). This is a very important step as accommodations may be difficult to make retroactively. If you have a letter from their office indicating that you have a disability which requires academic accommodations, in order to assure that you receive your accommodations in a timely manner, please present this documentation to me as soon as possible so that your needs can be addressed effectively.

**Title IX and Mandated Reporter Policy:** 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 to discuss any concerns confidentially and privately.

Policy on Sexual Discrimination: Policy on sexual discrimination as described in ACD 401, "Prohibition Against Discrimination, Harassment, and Retaliation", including the fact that the instructor is a mandated reporter and therefore obligated to report any information regarding alleged acts of sexual discrimination. Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

Student Services & Resources:

You will find a list of student resources at: <https://eoss.asu.edu/resources>  
Resources included are advisement, registration, financial aid, disability services, counseling, tutoring, library, and more.

**Anti-Discrimination Statement:** The Herberger Institute of Design and the Arts at Arizona State University upholds, values, and cherishes student and faculty diversity, no matter the circumstance. As members of the ASU community, we are charged with challenging injustices and social inequities of any kind through education. These values are an integral part of our standing as an institution and must be upheld by all members of the ASU community, including but not limited to all Herberger Institute of Design and the Arts staff, faculty and students. The call is clear and present at ASU for every member of our community to do their part in fostering a culture of Inclusive Excellence that contributes meaningfully to lasting equity for all. For students and faculty alike, this culture of Inclusive Excellence creates role models, broadens perspectives, combats negative stereotyping and enables artists, designers and makers of the 21st century to think creatively, critically and, above all, compassionately about our impact on the world at large.

This course and Arizona State University welcomes all students regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, Veteran status, citizenship status, nationality and other diverse identities that we each bring to class. Each of us bear intersectional perspectives that are born out of our backgrounds and identities, and each of us has a contribution to make towards our culture of Inclusive Excellence. As your instructor, I expect that all of my students abide by the following community agreements:

- to bring a willingness to deeply inspect your own assumptions about the world, identifying areas in which you may need to unlearn implicit biases and behaviors
- to help others learn by respectfully voicing your thoughts and reactions, acknowledging that they are partial to and shaped by the way you make sense of the world
- to demonstrate a curious and eager inquiry into how others make sense of the world

Diversity of experiences, backgrounds and opinions are essential to cultivating a rich academic environment which in turn strengthens our capacity to be ethical and empathetic creative-thinkers. I aim for students of all backgrounds to be well served by this course and that the diversity students bring to this class be viewed as a resource, strength and benefit. The materials of this course, including readings and assignments, will reflect this commitment to diverse and inclusive knowledge. If a student feels that there has been a discrepancy between my teaching practices and the university's commitment to Inclusive Excellence, you are encouraged to discuss your concerns directly with me. I value your learning experience and welcome all opportunities to enrich the efficacy of this course for all student groups. Here are resources available to all students to report incidents of bias, harassment, and other forms of discrimination inside and outside the classroom:

- Unsure of whether the concern you experience or witness falls under the criteria of bias, harassment, and other forms of discrimination? You can fill out the Herberger Institute Community of Care form at [herbergerinstitute.asu.edu/caring](http://herbergerinstitute.asu.edu/caring)

describing the situation. One of the members of the Herberger Institute Behavioral Response Team will connect with you.

- Anyone who believes that they have been subjected to discrimination, harassment, or retaliation in violation of this policy, or who believes that this policy has been violated, should report the matter immediately to the Office of University Rights and Responsibilities or the Dean of Students office or directly fill out an incident report.
- Unless a person is restricted by law from doing so, any employee who is informed of or has a reasonable basis to believe that sexual harassment has occurred, shall immediately report all information regarding the occurrence(s) to the Office of University Rights and Responsibilities or the Title IX Coordinator or the Dean of Students office.
- More reporting pathways are available to students on the University's Prohibition Against Discrimination, Harassment, and Retaliation policy page.

**Student Services & Resources:** You will find a list of student resources at: <https://eoss.asu.edu/resources>. Resources included are advisement, registration, financial aid, disability services, counseling, tutoring, library, and more.

**Novel Coronavirus Information and Updates:**

You will find information and Frequently Asked Questions here:

<https://eoss.asu.edu/communityofcare>

You will find Novel Coronavirus updates and announcements here:

<https://eoss.asu.edu/health/announcements/coronavirus>

**Statement on ASU's Community of Care Standards:** The Herberger Institute for Design and the Arts complies with the spirit and the letter of ASU's community of care standards with regard to social distancing, masking, and student, faculty, and staff safety and well being. <https://eoss.asu.edu/communityofcare>

**Non-emergency Student Care process:**

If you are concerned for a your own or a fellow student's well-being, please review the information and complete the form at:

<https://herbergerinstitute.asu.edu/resources/new-students/student-of-concern-process> and the HIDA Care Team will reach out. FOR EMERGENCIES CALL 911. (Be prepared with the physical address of the location.)

**Online Course Expectations:** IMPORTANT: This is an online course delivered entirely via the internet. You should proceed with this course only if you have previous computer and internet experience and you're willing and able to assume the added personal responsibility of completing an online course.

- It is your responsibility to ensure you have adequate computer resources and fast enough internet service to view course materials, use the required multimedia textbook and course pack, and complete all online activities, screenings, assignments, etc.

- If your computer or internet service malfunctions at any time during the semester, it is your responsibility to locate adequate resources elsewhere or to withdraw from the course.
- It is strongly recommended that you do not wait until the last minute to submit your assignments, just in case of internet service disruptions at your location or other technical problems. Requests for extensions due to computer or internet malfunctions may not be granted.
- If you have technical questions or difficulties with the course site, please do not contact the instructor; instead, contact the ASU Help Center.

**Time Management:** Online classes provide the flexibility of “attending” class at the time that is most convenient for you, but you should still plan a schedule for each class. Online courses are just as rigorous as in-person courses, so expect your coursework to be challenging but rewarding. For 15 week sessions, you should plan for 9 hours of coursework per week for every 3 credits.

**Netiquette (Online Etiquette):** Netiquette, a social code that defines “good” online behavior is something to keep in mind during your online course interactions. Writing may be the only means of communication you have with classmates and instructors, so it is especially important to do this effectively. Follow the guidelines below to leave your mark as a knowledgeable, respectful and polite student who is also positioned to succeed professionally. Tips for appropriate netiquette can be found here, <https://asuonline.asu.edu/newsroom/online-learning-tips/netiquette-online-students>.

**The Writing Center:** Students have access to Academic Support Programs including tutoring and the writing center. Information on these resources can be found here, <https://tutoring.asu.edu/>.

**Counseling & Consultation:** Students have access to Counseling & Consultation services. Information on this can be found here, <https://eoss.asu.edu/counseling>. *No exceptions will be made to any of the policies as outlined above, under any circumstances.*

**(turn the page)**

## Academic Calendar and Important Dates

The following dates have been established by Arizona State University and the Herberger Institute of Design and the Arts; your professor cannot make exceptions to them or change them.

August 17	1 <sup>st</sup> Day of classes
August 23	Last day to drop a course without college approval
August 30	Last day to drop a course/Tuition & Fees 100% Refund Deadline
<b>September 4</b>	<b>Labor Day Observed – no classes</b>
September 6	Herberger Institute Extended Registration Add/Withdraw Deadline
<b>October 7-10</b>	<b>Fall Break – no classes</b>
November 1	Course Withdrawal Deadline
<b>November 10</b>	<b>Veterans Day Observed – no classes</b>
<b>November 23-24</b>	<b>Thanksgiving Holiday Observed – no classes</b>
December 1	Complete Session Withdrawal Deadline
December 1	Last Day of Classes
December 4-9	Final Exams
December 11	Final Grades Due

Course registration changes are processed through MyASU: <http://my.asu.edu>

**Disclaimer: The instructor reserves the right to adjust this syllabus as necessary to meet the needs of the class. Any changes made by the instructor or staff will be posted on the course homepage.**