

Syllabus

PSY 546 Advanced Forensic Psychology

Course Number

PSY 546

Course Title

Advanced Forensic Psychology

Credits

3

Prerequisites

N/A. Must be a degree- or nondegree-seeking graduate student to enroll.

Faculty

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Office hours: I offer in-person and virtual office hours on Wednesdays from 1:00 – 2:00 PM (note: please email that you'll be attending 24 hours in advance so I can be best prepared to meet with you).

Required Texts

Melton, G. B., Pettila, J., Poythress, N. G., Slobogin, C., Otto, R. K., Mossman, D., & Condie, L. O. (2017). *Psychological evaluations for the courts: A handbook for mental health professionals and lawyers (4th Edition)*. NY: Guilford Publications.

Catalog Description

Advanced overview of the clinical practice of forensic psychology: the assessment and treatment of people who interact with the legal system. Focuses on the ways in which psychologists do clinical work (assessment and treatment) to help courts make informed decisions about cases.

Course Overview

This course will provide you with an advanced introduction to forensic psychology – a subfield of psychology in which basic and applied psychological science or scientifically-oriented professional practice is applied to the law to help resolve legal, contractual, or administrative matters (Neal, in press). “Forensic” comes from the Latin word for “court,” and “forensic psychologists” are psychologists who help courts make decisions about people when some question related to psychology is involved. Thus, forensic psychologists typically are involved in cases “pre-adjudication,” which means before the legal decision is made, and they help courts make informed decisions about cases.

Forensic psychologists provide services (e.g., assessment, treatment, presentation of research) explicitly for the purposes of informing a legal decision (e.g., performing a child custody evaluation to inform the court's upcoming decisions about parenting time and rights in a divorce decree, conducting competency restoration treatment services in an attempt to restore trial competency so that the defendant can be adjudicated “competent” and move forward with their ongoing legal case, providing a summary of the research data about factors that contribute to a false confessions or mistaken eyewitness identifications while the case is ongoing).

In this course, we will learn in-depth about some of the major ways in which psychologists are involved in the criminal court system (e.g., when legal questions arise about a defendant's competency to stand trial, his/her mental state at the time of offense). We will teach each other about some of the other criminal and civil competencies that psychologists help the courts assess (e.g., when questions arise about a defendant's competency to confess, to plead guilty, to be sentenced and executed, to make a will, to consent to research). And we will cover in less detail some of the other common questions forensic psychologists help answer (e.g., risk of future violence, risk of future sex offenses, ability to safely live in the community, juvenile delinquency). Finally, we will learn about the paths toward careers in forensic psychology.

Learning Outcomes

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

- Demonstrate independent, articulate, creative thinking about the legal system's use of psychology to help resolve legal, contractual, and administrative matters.
- Teach classmates about a civil or criminal competency by designing and delivering an organized, clear, fluid, and engaging presentation.
- Identify and discuss landmark cases in forensic psychology (such as the mental capacities defendants must have to stand trial in *Dusky v. U.S.* and the capacities they must have to represent themselves at trial in *Godinez v. Moran* and *Indiana v. Edwards*).
- Describe and analyze the ethical challenges forensic psychologists face, such as the "double agent" issue.

Notes About this Course

Research indicates that people learn material better and retain it longer when they actively participate in the learning process, so I encourage you to do just that. You will not learn as much in your classes passively listening and mindlessly reading the text or memorizing definitions. I strongly encourage you to talk about what you are learning with others, write about it, relate it to past experiences, and apply it to your daily life. To encourage this kind of learning, we will be asking questions, engaging in written conversations, watching videos clips of showing the things we learn about, discussing the legal and ethical issues involved in these cases, and reading voraciously. Please note that classes will not always closely follow the readings. Although I will discuss some of the concepts covered in the readings, much of the materials each week is intended to get you more involved with the material and to give you additional information. Thus, we'll do a variety of things: lectures, discussions and activities, case studies, exercises and demonstrations, brief writing assignments, videos, and taking turns teaching, among other things.

Any of the material covered in class lectures, thinking exercises, applied assignments, and assigned readings will be fair game for the exam. There will one exam – a final cumulative open book/open note exam that is worth 25% of your final grade

None of the materials from this course (the lectures, the slides, the videos, etc.) are to be used outside of this course. They are all copyrighted material. I hold the copyright to all the material I created, and others hold the copyright for the other material we're using in the course. This means you may not edit any of the materials in this course or use them for any purposes outside of this course.

Course Topics, Schedule & Grading

<u>Unit or Week</u>	<u>Topic</u>	<u>Weekly Objectives</u>	<u>Readings</u>	<u>Learning Materials</u>
<p>“Start Here” Section</p>			<p>Optional (but helpful) reading: Putnum, A.L., Sungkhasettee, V.W., & Roediger, H.L. (2016). Optimizing learning in college: Tips from cognitive psychology. <i>Perspectives in Psychological Science</i>, 11, 652-660.</p> <p>Optional (but awesome and free online) supplemental book by Ewing & McCann “Minds on Trial,” with short chapters about real cases in forensic psychology, like the Andrea Yates, Jeffrey Dahmer, Mike Tyson, and John Hinkley cases. I assign it in my undergrad class, but optional for you. Available free online through the ASU library - here’s the link: https://search.lib.asu.edu/primo-explore/fulldisplay?docid=01ASU_ALMA21830690560003841&context=L&vid=01ASU&search_scope=Everything&tab=default_tab&lang=en_US</p>	<p>Course Tour Video</p> <p>Watch the “Welcome to Class” video (slides available too).</p> <p>Watch funny office hours clip https://vimeo.com/145546541</p> <p>Tips for ASU Online Student Success Video</p> <p>Post in Voicethread</p>
<p>1</p>	<p>Forensic Psychology: Definition and Introduction</p>	<p>1.1: Define “forensic psychology”</p> <p>1.2: Describe what forensic psychologists do</p> <p>1.3: Explain the “double agent” ethical challenges forensic psychologists face</p>	<p>Novotney, A. (2017, Sept). “Helping Courts and Juries Make Educated Decisions.” <i>APA Monitor</i> pp 70-72.</p> <p>Melton book:</p> <ul style="list-style-type: none"> Ch 1 “Law and the Mental Health Professions: An Uneasy Alliance.” pp 3-15 Ch 3 “The Nature and Method of Forensic Assessment.” pp 42-53 <p>Neal, T.M.S. (2017). Identifying the forensic psychologist role. In G. Pirelli, R. Beattey, & P. Zapf (Eds.), <i>The ethical practice of forensic psychology: A casebook</i> (pp. 1-17). Hoboken, NJ: Wiley.</p> <p>Neal, T.M.S. (in press). Forensic psychology and correctional psychology: Distinct but related subdisciplines of psychological science and practice. <i>American Psychologist</i>.</p> <p>All of the following are <u>optional</u> readings - we don’t have time to cover many areas of the field, but I wanted to give you a sampling of some of the other areas of forensic psychology if you are interested.</p>	<p>Question Pool for Final Exam. The final exam will be a cumulative open book/open note essay exam. I am providing you with this list of possible final exam questions to help guide your reading and thinking during the course. I will select questions from this pool of potential questions for the final exam.</p> <p>“What is Forensic Psychology?” lecture (and slides)</p> <p>“Forensic Psychology as a Unique Subfield” lecture (and slides)</p> <p>“Introduction to the Field of Psychology and Law” produced by the American Psychology-Law Society (4 min video) https://www.youtube.com/user/LawandPsychology</p> <p>“Working as a Forensic Clinician” produced by the American Psychology-Law Society (3 min video) https://www.youtube.com/watch?v=E-cV0gch-AA</p> <p>Discussion questions</p> <p>All of the following are <u>optional</u> - we don’t have time to cover many areas of the field, but I wanted to give you a sampling of some of the other areas of forensic psychology if you are interested.</p>

			<p><u>Juvenile Justice:</u> Grisso, T., & Kavanaugh, A. (2016). Prospects for developmental evidence in juvenile sentencing based on Miller v. Alabama. <i>Psychology, Public Policy, and Law</i>, 22(3), 235.</p> <p><u>Civil Commitment:</u> Birnbaum, M. (1960) The Right to Treatment. <i>American Bar Association Journal</i>, 46, 499-505.</p> <p><u>Sentencing Assessments:</u> Cunningham, M.D. (2006). Dangerousness and Death: A Nexus in Search of Science and Reason. <i>American Psychologist</i>.</p> <p><u>Sex Offender Risk Assessments</u> Grudzinskas, A.J. & Henry, M.G. (1997). Analysis and Commentary: Kansas v. Hendricks. <i>Journal of the American Academy of Psychiatry and the Law</i>, 25, 607-612.</p> <p><u>Fascinating History</u> Lepore, J. (2014, Sept). The Last Amazon: Wonder Woman Returns. <i>The New Yorker</i>. [An engrossing read about Wonder Woman’s Secret Past – she was invented by a forensic psychologist (the same psychologist who invented the lie detector test).]</p>	<p><u>Sex Offender Risk Assessments</u> “In the Dark,” a podcast about a 27-year old child abduction investigation (Jacob Wetterling case) that changed the nation with regard to sex offenders. http://www.apmreports.org/in-the-dark</p> <p><u>Juvenile Justice:</u> NPR Morning Edition (2010, March 1). “The Teen Brain: It’s Just Not Grown Up Yet.” 5-minute audio story. https://www.npr.org/templates/story/story.php?storyId=124119468</p> <p>NPR Morning Edition (2012, March 20). “Do Juvenile Killers Deserve Life Behind Bars?” 7.5 minute audio story. https://www.npr.org/2012/03/20/148538071/do-juvenile-killers-deserve-life-behind-bars</p> <p>“Time: The Kalief Browder Story.” A 6-part docuseries available on Netflix about the injustices a Bronx teen faced in the legal and criminal justice systems.</p>
<p>2</p>	<p>Competence to Stand Trial</p>	<p>2.1 Explain the legal rationale for competence to stand trial and its relationship to mental illness.</p> <p>2.2 Determine whether criminal competencies (e.g., competence to stand trial, competence to plead guilty, competence to represent oneself at trial) are uniform or whether they</p>	<p>Melton Ch 6 “Competence to Proceed”</p> <p>1: Sack, K. (2017, Feb. 2). Trial Documents Show Dylann Roof Had Mental Disorders. <i>New York Times</i>.</p> <p>2: Letter from Dylann Roof to prosecution, November 2016</p> <p>3: Judge R.M. Gergel (2017, Jan 18). Judicial opinion finding Dylann Roof competent to stand trial and represent himself again after a second competency hearing.</p> <p>4: Sack, K. (2017, May 31). Court Files Raise Question: Was Dylann Roof Competent to Defend Himself? <i>New York Times</i>.</p>	<p>“Competence to Stand Trial: Part 1” lecture (and slides)</p> <p>“Competence to Stand Trial: Part 2” lecture (and slides)</p> <p>Watch 5 minute video of Colin Ferguson (the Long Island Railroad Massacre shooter) represent himself <i>pro se</i> in court, when he was arguably not competent to do so. https://www.youtube.com/watch?v=GBvO59SCQoK</p> <p>Discussion questions</p> <p>Optional: Check out Karen Franklin’s Competency Case Resources webpage. This page compiles publicly accessible resources on legal competencies (e.g., real-life reports, audio files,</p>

		<p>reflect contextual abilities.</p> <p>2.3 Describe the methods forensic psychologists commonly use for evaluating a defendant's competence to stand trial.</p>	<p>5: Pages 1-3 and 51-56 of Dr. Loftin's Dec. 2016 psychological evaluation of Dylann Roof (skim the rest)</p> <p>Optional:</p> <p>6: Skim Dylann Roof first competency hearing transcript (November 2016)</p> <p>7: Skim Dr. Maddox's Dec. 2016 competency report for Dylann Roof</p>	<p>and videos) from high-profile cases like Ted Kaczynski (the Unabomber), Mike Tyson (the boxer), and Lynette "Squeaky" Fromme (Charles Manson "family" member). http://www.karenfranklin.com/resource/comp/</p>
<p>3</p>	<p>Create a Presentation About a Criminal or Civil Competency</p>	<p>3.1 Create an educational presentation that teaches your classmates about a criminal or civil competency.</p> <p>3.2 Discover a media source that illustrates your topic to share as part of your presentation.</p> <p>3.3 Evaluate the quality of your peers' presentations.</p>	<p>You will be assigned to one of the following to read and teach your peers about:</p> <p>Topic 1: Competence to consent to a search and seizure (Melton pp. 161-164)</p> <p>Topic 2: Competence to exercise the right to remain silent (Melton pp. 161-162 + 164-171)</p> <p>Topic 3: Competence to plead guilty (Melton pp. 161-162 + 171-174)</p> <p>Topic 4: Competence to waive the right to counsel and to represent oneself (Melton pp. 161-162 + 174-176)</p> <p>Topic 5: Competence to refuse an insanity defense and other mental state defenses (Melton pp. 161-162 + 176-177)</p> <p>Topic 6: Competence to testify (Melton pp. 161-162 + 177-189)</p> <p>Topic 7: Competence to be executed and to participate in and waive appeals (Melton pp. 161-162 + 189-196)</p> <p>Topic 8: Guardianship (Melton pp. 355-364)</p>	<p>"Voicethread Teaching Assignment": lecture (and slides)</p> <p>Identify a media source (e.g., video, news article, podcast) that illustrates or discusses your topic.</p> <p>Generate the best discussion question (a short-answer essay type question) that you can based on your section.</p> <p>Peerceptive grading of peer's presentations in your group (the Voicethread presentation, the discussion question, and the media source).</p>

			<p>Topic 9: Competence to make treatment decisions (Melton pp. 355-356 + 364-379)</p> <p>Topic 10: Competence to consent to research (Melton pp. 355-356 + 379-382)</p> <p>Topic 11: Testamentary capacity (Melton pp. 355-356 + 382-386)</p>	
4	Learn About the Other Criminal and Civil Competencies	<p>4.1 Differentiate and describe other criminal and civil competencies.</p> <p>4.2 Demonstrate critical thinking skills by responding to and discussing thought-provoking questions about criminal and civil competencies with peers.</p>		<p>Learn about other criminal and civil competencies covered in this class by <u>watching all 11 of the highest rated presentations</u>, consuming the <u>highest-rated media sources identified</u>, and discussing <u>the 2 of the most thought-provoking question created</u> by your peers. You need respond to the discussion prompt for at minimum 1 criminal and 1 civil competency, but you are welcome (and encouraged!) to discuss more. You will be graded on 1 criminal and 1 civil discussion board participation. The 11 topics include:</p> <p>Criminal Competencies:</p> <ul style="list-style-type: none"> • Competence to consent to a search and seizure • Competence to exercise the right to remain silent • Competence to plead guilty • Competence to waive the right to counsel and to represent oneself • Competence to refuse an insanity defense and other mental state defenses • Competence to testify • Competence to be executed and to participate in and waive appeals <p>Civil Competencies:</p> <ul style="list-style-type: none"> • Guardianship • Competence to make treatment decisions • Competence to consent to research <p>Testamentary capacity</p>
5	Mental State at the Time of Offense	<p>5.1 Compare and contrast the different insanity standards used.</p> <p>5.2 Describe the methods forensic psychologists most commonly use for evaluating a defendant's</p>	<p>Melton Ch 8 "Mental State at the Time of Offense"</p> <p>Melton Ch 19 "Sample Reports" - read the two short sample MSO reports and the discussion sections for each of them - pp 626-634</p> <p>Neal, T. M., & Grisso, T. (2014). Assessment practices and expert judgment methods in forensic psychology and psychiatry: An</p>	<p>"Mental State at Time of Offense" lecture (and slides)</p> <p>ABC News 20/20 video, "Lorena Bobbitt '93 Exclusive" (9/24/1993). Lorena Bobbitt talks about what drove her to cut off her husband's penis. She was found NGRI due to an irresistible impulse to sexually wound her husband. Part 1: http://abcnews.go.com/2020/video/lorena-bobbitt-93-exclusive-scared-11747248 Part 2: http://abcnews.go.com/2020/video/lorena-bobbitt-93-exclusive-part-11747291 Part 3: (3/4/1994) Lorena Bobbitt Exclusive: Starting Over. After release from psychiatric hospital, she spoke again with ABC News.</p>

		<p>mental state at the time of offense.</p> <p>5.3 Explain the relationship of mental diagnoses to mental state defenses.</p>	<p>international snapshot. <i>Criminal Justice and Behavior</i>, 41, 1406-1421.</p> <p><i>Clark v. Arizona</i> (2006) Supreme Court case one-page brief</p>	<p>http://abcnews.go.com/2020/video/lorena-bobbitt-exclusive-starting-11747369</p> <p>Jeffrey Dahmer documentary. Dahmer was a serial killer and sex offender who raped, murdered, and dismembered 17 men and boys between 1978 and 1991. Some of the murders involved necrophilia, cannibalism, and preservation of body parts. Dahmer plead insanity, but was found guilty. He was killed in prison a couple years after his conviction. https://www.youtube.com/watch?v=Xe5OixqeLVw</p> <p>Watch 6-min video clip of Dr. Judith Becker's testimony in the Jeffrey Dahmer case (a defense expert witness). She is a faculty member at the University of Arizona. https://www.youtube.com/watch?v=xi7LMtc1TuU</p> <p>Watch a 5-minute clip of Dr. Park Dietz's testimony in the Jeffrey Dahmer case (a prosecution expert witness - note this is the same expert who messed up the Andrea Yates case) https://www.youtube.com/watch?v=98bRbgQpcGE</p> <p>Discussion questions</p> <p>Optional: Andrea Yates documentary. She drowned her 5 young children in their bathtub in 2001 while experiencing severe postpartum depression and postpartum psychosis. She plead insanity and was originally convicted, but later the conviction was overturned due to false testimony by one of the forensic psychiatrist expert witnesses. In her second trial she was found NGRI. https://www.youtube.com/watch?v=vANWPV-PttI</p> <p>Optional: Check out the online repository of information / documents / photos from the John Hinckley case, including his letter to Jodie Foster depicting his mental state before he attempted to assassinate President Reagan http://law2.umkc.edu/faculty/projects/ftrials/hinckley/hinckleytrial.html</p> <p>Optional:</p> <ul style="list-style-type: none"> • "The Insanity Trial of Hamlet." A mock trial of the title character of Shakespeare's Hamlet to determine Hamlet's mental state at the time he committed murder. US Supreme Court Justice Anthony Kennedy presided over the mock trial, with two of the most famous forensic psychiatrists in the country serving as the expert witnesses. https://www.c-span.org/video/?70842-1/insanity-trial-hamlet
<p>6</p>	<p>Final Exam</p>	<p>6.1 Synthesize the information learned in this course by</p>		<p>The final exam is a cumulative, open book/open note essay exam. You will have 4 days to complete the exam: it will become available on</p>

		<p>responding to written essay questions.</p> <p>6.2 Conduct a summative assessment of the content covered in this course by completing a final cumulative exam.</p>		<p>Monday at 12:01 am and is due by Thursday at 11:59 pm.</p> <p>There will be 10 essay questions on the exam, drawn from the larger pool of questions you were provided with at the beginning of this course. You must answer all 10 questions.</p> <p>I will randomly select 2 of these essay questions to grade, which will comprise your grade on the exam. The remaining questions will not be graded. Recall that the final exam is worth 25% of your grade in this course.</p>
7	Careers in Forensic Psychology	<p>7.1 Explain how a person could become a practicing forensic psychologist</p> <p>7.2 Determine how you would go on to graduate study to further your education in psychology-law, if you chose to do so.</p>	<p>Forensic Psychology Career (2-page PDF from Karen Franklin's blog)</p> <p>Forensic Psychology: Is it the Career for Me? (4-page PDF from Karen Franklin's blog)</p> <p>AP-LS Guide to Graduate Programs in Forensic and Legal Psychology (Pages 1-9 and any program pages you find interesting)</p> <p>Sample Job Ads - includes sample ads for jobs with the CIA, state and federal prisons, and national and international forensic hospitals for people interested in psych-law.</p> <p>Optional reading: "Psych Grad Debt: The Hard Truth" (recommended if you're considering further graduate study in psychology)</p> <p>Optional reading: Psychology Degree Career Exploration Guide (info about hundreds of possible things you can do with a psych degree)</p>	<p>Watch "Psych Degree Career Info" lecture (and slides)</p> <p>Watch "Careers in Psychology-Law" lecture (post slides too)</p> <p>Watch "Psych-Law Programs at ASU" lecture (post slides too)</p> <p>Respond to discussion questions</p>
FINAL WEEK	Final Week	8.1 Complete the course		<p>Complete the course evaluation? (TBC)</p> <p>Final discussion questions</p>

Activities used for instruction and assessment of learning include:

- assigned readings, lectures, and videos
- discussion board participation
 - 10 of them x 4 points each = 40% of your final grade
- Student-led Voicethread teaching assignment
 - 35 points = 35% of final grade
 - The presentation itself is worth 15 points

- The discussion question you generate is worth 5 points
- The media source you identify is worth 5 points
- The quality of your participation in grading of peers' assignments is 10 points
- Final exam
 - 25% of final grade
 - It will be a cumulative open book/open note final essay exam. There will be 10 essay questions that you will have 4 days to complete. I will randomly select 2 of those questions to grade, which will comprise your score on the exam.

For more information about how Voicethread works, please read the information in the "Voicethread" menu option in the black menu bar on the left side of your screen.

Graded Assignments Discussions, quizzes, tests, written assignments	Points	Due Date (by 11:59 pm Arizona time)
Unit/Week 1		
Discussion Board Post 1	3	01/13
Discussion Board Post 2	3	01/13
Respond to a peer on post 1	1	01/14
Respond to a peer on post 2	1	01/14
Unit/Week 2		
Discussion Board Post 3	3	01/20
Discussion Board Post 4	3	01/20
Respond to a peer on post 3	1	01/21
Respond to a peer on post 4	1	01/21
Unit/Week 3		
Voicethread Presentation	15	01/26
Discussion question	5	01/26
Media source	5	01/26
Grading of peers' assignments	10	01/29
Unit/Week 4		
Discussion Board Post 5	3	02/03
Discussion Board Post 6	3	02/03
Respond to a peer on post 5	1	02/04

Respond to a peer on post 6	1	02/04
Unit/Week 5		
Discussion Board Post 7	3	02/10
Discussion Board Post 8	3	02/10
Respond to a peer on post 7	1	02/11
Respond to a peer on post 8	1	02/11
Unit/Week 6		
Final Exam	25	02/15
Unit/Week 7		
Discussion Board Post 9	4	02/25
Final Unit/Week		
Discussion Board Post 10	4	02/26
POINT TOTAL: 100 (your raw grade in the course)		

Grading

Grade	Percentage	Points Range
A	94-100%	94-100
A-	90-93%	90-93
B+	87-89%	87-89
B	83-86%	83-86
B-	80-82%	80-82
C+	77-79%	77-79
C	73-76%	73-76
C-	70-72%	70-72
D+	67-69%	67-69
D	63-66%	63-66
D-	60-62%	60-62
F	Below 59%	Less than 59

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. We aim to have graded assignments available within 48 hours of the due date via the Gradebook.

Communicating With the Instructor

This course uses a discussion board called "Hallway Conversations" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor or assigned TA. You can expect a response within 48 hours.

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.

Course Time Commitment

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.

Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

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](#).

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#).

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.

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:

<p>ASU Online and Downtown Phoenix Campus University Center Building, Suite 160 602-496-4321 (Voice)</p>	<p>Polytechnic Campus 480-727-1165 (Voice)</p>
<p>West Campus University Center Building (UCB), Room 130 602-543-8145 (Voice)</p>	<p>Tempe Campus 480-965-1234 (Voice)</p>

Computer Requirements

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

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Microphone 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.

Survival Guide for this Class

This is an online course. To be successful:

- take the class seriously
- expect to work hard throughout the entire course
- be organized and manage your time (do not procrastinate)
- 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
- draw examples from your personal experience to illustrate the topics and enrich your learning
- have fun learning!!!