



Arizona State University acknowledges, with respect, that its physical locations are within the ancestral homelands of those Native American tribes that have sustained connections to its lands and waters since time immemorial, including the Akimel O'odham (Pima), Pee Posh (Maricopa), Quechan (Yuma), and Tohono O'odham peoples.

This syllabus is subject to change.

Students should check the Canvas page and announcements regularly to get the updates.

Course Number and Title

PAF 400 90097 - Senior Capstone Project

Faculty Information

Instructor: Ivan P. Lee

Office: Virtual (Zoom)

Email: ivan.lee@asu.edu (Please use Canvas message first; Allow 24 hours for me to respond to emails)

Phone: +1 862-321-8986

Office hours: By appointment

Course Information

Course Catalog Description

This is a **synchronous** online course which requires students to participate real-time class sessions through internet.

Credits

Three credit hours

Medium of instruction

100% English: All assignments must be submitted in English. Students are required to use English to communicate with the instructor.

Lecture Time & Access Method

Every Monday from 8:35am to 11:25am (3 periods); Zoom Link available on Canvas

Course Description

The Capstone course provides students in the Public Service and Public Policy (PSPP) program with an opportunity to apply learned theories to practice. As it is required in the fall semester in the fourth year of the Bachelor of Science (BS) in the PSPP program, this course is designed as a culminating experience in which students draw upon the knowledge and skills they have gained throughout the degree program.

In the conception and completion of an original and independent research project, students will:

1. Identify an organizational or policy problem, and present relevant contextual and background material.
2. Articulate a research question regarding this problem.
3. Review relevant public administration literature, theoretical frameworks, and best practices.
4. Select appropriate data sources, collection methods, and assessment methodologies.
5. Complete a final written proposal and oral presentation which effectively communicates the research idea. Thus, by the conclusion of this course, students will have developed and demonstrated research, analytical, critical thinking, problem-solving, and communication skills; all of these capacities are crucial for successful public or nonprofit professionals.

Course Prerequisites

Prerequisite(s): PAF 200 with C or better; PAF 201 with C or better; PAF 302 with C or better; PAF 311 with C or better; PAF 340 with C or better

Learning Objectives/Outcomes

The objectives for this course are to offer the opportunity to demonstrate cumulative knowledge, research skills, critical thinking skills, and communication skills gained throughout the PSPP program by applying the knowledge and skills to an individual research project. More specifically, this Capstone Project course provides students opportunities to:

- Apply concepts and theory learned through core courses in Public Service and Public Policy (PSPP) program.
- Demonstrate research practices learned through research methods.
- Evaluate social issues and problems through public sector perspectives.
- Assess solutions for social issues and problems.
- Develop skills for working in an online environment.
- Justify research ideas to an audience.

Course Materials

Required textbook

No required textbook

Optional textbook

O’Leary, Zina. (2017). *The essential guide to doing your research project* (3rd edition). SAGE Publications.

Remler, D., & Van Ryzin, G. (2015). *Research methods in practice: Strategies for description and causation* (2nd edition.). SAGE Publications.

** Some of the optional readings will be posted on Canvas.

Computer Requirements

- **Computer System:** Windows or Macintosh desktop or laptop computer purchased within the last 5 years. Chromebooks and mobile devices will not provide full access to ASU’s online courses.
- **Operating System:** Windows-based computers must be running Windows 10 or newer. Macintosh computers must be running OS 10.13 (High Sierra) or higher
- **Required Software:** [Microsoft Office 365](#) (available for all students at ASU); [Adobe Acrobat Reader DC](#) (free)
- **Web Browser:** Use only a recent version of Firefox or Chrome. Students are also advised to have both browsers installed on their computer. Safari and Edge have known compatibility issues with Canvas.
- **Internet Connection:** Courses are best viewed with high-speed internet and a reliable internet connection.
- **Speakers and a microphone:** Built-in, USB plug-in, or wireless Bluetooth
- **Webcam:** Built-in or USB plug-in

Detailed Requirements by Application:

- [Canvas LMS computer requirements](#)
- [Zoom computer requirements](#)

Need Help? Students needing help with technical issues can contact a 24/7 live chat service at contact.asu.edu or [My ASU Service Center](#) for help.

Workload Expectations

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.” 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 15-week session.

This translates to 3 hours in class meetings and 6 hours completing reading assignments and doing homework/assignments per week over a 17-week semester. As you register for courses, keep this 3-6-hour standard in mind because during some semesters your work and/or family commitments may prevent you from taking a full load of classes.

Attendance & Participation

Students are expected to attend all class sessions and actively participate in class activities. This implies that all assigned readings should be completed in advance. Attendance and participation collectively constitute **15%** of your course grade.

Attendance (10%)

Starting in Week 2, students will be asked to spend around 5 minutes to take a simple quiz on Canvas at a random time during each class. The quiz includes a few T/F questions, covering the topics discussed in the last class. The students' answers will not be graded. However, their submission will be counted as *attendance*.

Besides, students will be considered absent from the class if they leave the zoom classroom without noticing the instructor. If students need to be absent from classes for unavoidable reasons, they should get the instructor's approval at least one day before the class

By default, students will have **10 percent points** of attendance. If students miss a class, **1 percent point** will be deducted from their final grade (a maximum of 10 points can be deducted).

Participation (5%)

Starting in Week 3, students will be asked to participate in some in-class activities. These activities may include discussion questions, reading comprehension, short writing tasks, and commenting on other works. Students need to write their responses in a discussion board called "Week X in-class activity". Their responses will be counted as *participation*.

In maximum students can get 5 percent points for participation. The students' performance of participation will be evaluated based on 1) How many times students participate in class; 2) Whether the participation is "reasonable" (e.g., leave a blank comment will not be counted).

Assignments and Evaluation Procedures

Reading Assignments:

Unless otherwise explicitly assigned, reading assignments are taken from the required materials specified above. The reading assignments listed for each class are those readings that a student must complete **before** the class in order to be prepared for a class that week. Not all the assigned readings will be discussed in class; however, all assigned readings may be covered on quizzes, exams, or other assessments.

Summary of Assignments

Assignment	Percentage
Short memo (*2)	15%
CITI training	10%
Attendance & Participation	15%
Peer review & Critique	10%
Introduction and Literature Review	10%

Research Design	10%
Final Capstone Proposal	20%
Final Capstone Presentation	10%
Total	100%

Descriptions of Assignments:

This course is designed around the successful completion of a Capstone Project Proposal. Each student’s Capstone Project Proposal will clearly identify, analyze, and address a specific problem, issue, or question confronted in the public or nonprofit sector.

Weekly class discussions will focus on the knowledge necessary for the conception, development, and completion of an original and independent Capstone Project. This section outlines those assignments used to keep students on track during this research process.

1. Short memo (*2)

1-1. Statement of Research Question (7.5%)

- As a starting point of their research, students will write a short memo of 2-3 pages (double-spaced, Times New Roman 12 font, 1-inch margins, except for the reference list) to describe the problem/research question they are interested in. In particular:
- Students may look through printed or online newspapers to identify a social issue (pollution, education, homeless, underemployment, crime, etc.) facing the Chinese or American society (or both).
- Then, students need to formulate their research question. It can be a “why” (e.g., why do people refuse vaccination?), a “what” question (e.g., what are the ideological factors that cause vaccine hesitancy?) or a “how” question (e.g., how does misinformation increase vaccine hesitancy?). Avoid asking descriptive and binary (e.g., Yes/NO) questions.
- After that, students need to explain the theoretical and practical importance of their research question. For example, they may explain how the question they identified is related to a theoretical discussion or a debate. They may also explain why the research question problem is important to the real world, and what the benefits are when the question is solved.

1-2. Logic Model (7.5%)

- In this memo, students need to create a logic model (path diagram) representing the key variables and relationships (arrows) implied by a theory or a hypothesis they suggest. The model should include at least three variables. Students also need to indicate the direction of each of the relationships in their model (+ or -).
- Then, students need to write a short memo of 1 to 2 pages (double-spaced, Times New Roman 12 font, 1-inch margins, except for the reference list) to explain their logic model

in words. Be sure to identify the main independent and dependent variables in the model, and—importantly—explain the key causal mechanism(s).

- Finally, students need to briefly suggest some sources of data they could use, or observations they might gather, to measure each of the variables in their model.

2. CITI training (10%)

- ASU provides IRB training through a third-party called CITI Program. Students need to complete the program titled: “IRB - Social & Behavioral Research (Group 2)”. This program is for research involving social and behavior techniques such as interviews or surveys.
- Each student is required to complete the CITI training modules and upload the CITI Certificate to Canvas.
 - If you have completed this training in the past three years, that training is still valid, and you can simply submit the certificate in order to get credit.
- Students can visit the training website at:

<https://researchintegrity.asu.edu/human-subjects/training>

3. Capstone Progress Reports

- Before completing the Final Capstone Report, students will submit two capstone progress reports (see 5-1 and 5-2 below) to ensure that they are making adequate progress and going to the right direction towards their final reports.
- After students submit these individual assignments, I will return your assignments with feedback, suggestions, and comments for improvement.
 - It is strongly recommended that students take into account these suggestions and feedback when revising their work throughout the semester, especially in the final Capstone Report.

3-1. Capstone Progress Report #1: *Introduction and Literature Review* (10%)

- Introduction
 - Discussion of the issue, organization, and/or policy’s background and context
 - Identification of research question(s), objective(s) of your research, brief overview of the research type, and rationale for the research type (i.e., how and why the research type is suitable to address your research question(s))
- Literature Review
 - Review and synthesis of previous studies, relevant frameworks and theories, and analysis reports that you need to address your research question(s).
 - Identification and explanation of commonalities and distinctions between various pieces of prior research and your final capstone project research
 - Indication of limitations of previous research in the context of your research subject, and how your research can address the limitations

- Stating specific research hypothesis (hypotheses)

3-2. Capstone Progress Report #2: *Research Design and Methods* (10%)

- Descriptions of how specific framework, theory, or model will be applied to your research to answer your research question(s)
- Data & data collection plan: You need to explain how you will collect qualitative or quantitative data using at least one of the following data collection techniques: surveys, content analysis, interviewing, focus groups, observation, etc. If you plan to conduct quantitative research using the secondary data, you need to obtain the data from reliable sources such as the Chinese Family Panel Study, the Political Survey conducted by the Pew Research Center, or some other surveys.
- Information about the data, data sources, data collection, and analysis procedures
- Operationalization: Identification of variables, the variables' definitions, and indicators. You may also draft the survey questionnaire.
- Data analysis plan: Describe the kind of data analysis that you will conduct, and explain the logic and purpose of your analysis. The kind(s) of analysis you do will, of course, be contingent on the subjects, the measures, and the data collection as well as on your research question. (You don't need to actually collect the data)
- Research ethics: strategies to conduct for ethically and obtain valid and reliable results

4. Peer Review and Critique Essay (10%)

- It is a 2-4-page written essay assignment (double-spaced, Times New Roman 12 font, 1-inch margins, except for the reference list). Students will review, summarize, and constructively critique the Capstone Progress Report #1 & 2 of a classmate.
- This Peer Review and Critique assignment will focus specifically on the correct application of public administration literature, theoretical knowledge, best practices, and methods and methodologies of analysis in the classmate's project.
- Students will offer constructive criticism designed to improve the work of their classmate.

5. Final Capstone Proposal (20%)

- Students will prepare a 10-15 page (double-spaced, Times New Roman 12 font, 1-inch margins, except for the reference list) of Final Capstone Reports. In your final report, you will address and analyze a specific problem, issue, or question confronted in the public or nonprofit sector.
- The Capstone Report must demonstrate the application of frameworks, theories, and concepts acquired throughout the BS in PSPP curriculum, as well as the skills and capacities developed during the program.
- This final Capstone Report should include the following sections.
 - Introduction

- Literature review
- Research design & methods
- The plan of data collection and analysis
- References

6. Final Capstone Presentation (10%)

- Students will prepare and deliver a 12- to 15-minute presentation of your final capstone report.
 - Students should try to present within this time limit. Their presentation will be stopped after 15 minutes.
- It is recommended that students use PowerPoint or Prezi to help their presentation.
- After presenting their presentation, students will receive questions from audiences about their research. Students will vouch for the soundness of their research methodologically, theoretically, and substantively.

Submitting Assignments:

All assignments, unless otherwise announced by the instructor, **MUST** be submitted via Canvas. Each assignment will have a designated place to submit the assignment. **Do not submit an assignment via email or Wechat.**

When submitting your assignments, please name the file using the format below. Fail to do so may result in a mark deduction.

YYYYY_#####_XXXXX

YYYYY = Type of the assignment
 ##### = your student ID
 XXXXX = your full name.

Example:
Shortmemo1_1234567890_Ivanplee.docx

Due Dates, Late, or Missed Assignments

Written assignments are to be submitted on the due date by the times specified (China Standard Time). Late assignments will **NOT** be accepted unless: (1) an extension was granted by the professor in advance of the due date; or (2) documentation of an unforeseeable excused absence (as assessed in the professor's sole discretion) is provided. Alternatively, the instructor reserves the right to accept a late assignment for good cause (even if that cause does not rise to the level of warranting an unforeseeable excused absence) and reduce the grade on the assignment by a full letter grade for every 24 hours past the due date.

Grading

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Review individual assignments for grading criteria. Graded assignments will be available within 7 days of the due date via the Gradebook.

Grade Scale

This course uses a +/- grading system as defined below.

Grade	Percentage
A+	97.00 % – 100 %
A	94.00 % – 96.99 %
A-	90.00 % – 93.99 %
B+	87.00 % – 89.99 %
B	84.00 % – 86.99 %
B-	80.00 % – 83.99 %
C+	76.00 % – 79.99 %
C	70.00 % – 75.99 %
D	60.00 % – 69.99 %
E	Below 60.00%

(The Canvas Grading Scheme is not adopted in this course)

Community of Care During COVID-19

ASU's [Community of Care plan](#) provides guidance regarding the many preventative measures that the university has implemented to help slow the spread of COVID-19 and create a safe and welcoming environment in which all students can live and learn. Prevention is key to protecting yourself, your peers and those who are most vulnerable in our community. It is important to remember that we need everyone to take personal responsibility for their actions and behavior. We remind all members of the ASU community to continue to adhere to public health protocols to mitigate the spread of COVID-19.

Respect the decision of others who are continuing to wear face coverings and/or physically distance, when possible. You may have friends, family members, and peers who have varying levels of comfort about how they wish to connect. During this time and always, it is important to not pressure people to connect socially in ways that may make them feel uncomfortable.

Vaccinations

Arizona State University strongly encourages all students to be vaccinated. Appointments for COVID-19 vaccines are available at all [Health Services locations](#). Please make your appointment at myhealth.asu.edu. These vaccines are provided at no cost to you. You may also use vaccines.gov to find a location near you.

Face Coverings and Other On-Campus Protocols

All students and instructors are expected to follow [ASU's Community of Care Policy](#) that requires wearing face coverings while in certain indoor settings. Those settings include all classrooms and teaching or research labs. In addition, face coverings will be required in close-quarter environments where physical distancing may not be possible. These include the following:

- All ASU clinical programs and centers that serve the general public, such as the ASU Health Centers, Child Development Laboratory, and Counselor Training Center (the "Programs"), whether on- or off-campus.
- Meeting rooms, workshop, design or production studios, and other indoor settings where social distancing is not possible.
- All other indoor areas designated by posted signage

Additionally, consistent with CDC guidance, face covers may be required in some crowded outdoor settings or activities that involve sustained close contact with other people. Arizona State University also strongly recommends that everyone on campus wear a face cover when inside a University building, even where they are not required. Consistent with the governor's executive order and the CDC guidelines, we are not making distinctions between the vaccinated and unvaccinated. This applies to all individuals regardless of their vaccination status.

Arizona State University also urgently recommends the following on-campus protocols for all students:

- [Submit a daily health check](#) (a moment to evaluate how you feel); and
- If you are [experiencing COVID-19 symptoms](#), please stay home and get tested.

COVID-19 Testing

To assist individuals in monitoring their own health, we have testing available for anyone who wishes to know their health status related to COVID-19. You can [participate in COVID-19 testing](#), free of charge, simply by spitting in a tube; no appointments are necessary.

Positive COVID-19 Test Results

If you test positive for COVID-19 and let me know, I am mandated to report your name and ASU ID number to the Dean of Students as soon as possible so we may provide support and care to you and your fellow students. We will share the information with ASU Health Services to assist in determining next steps and to assess your contact with others. Determinations about what should occur—including quarantine and follow-up testing—will begin immediately upon awareness of a positive case. Close contacts or high-risk exposures (e.g., less than 6-foot distance for a cumulative total of 15 minutes or more over a 24-hour period; physical contact with a person with COVID-19) may be asked to quarantine as a result of their possible exposure. The analysis of close contacts is done by ASU medical professionals based on information informed by the CDC and Maricopa County Public Health guidance, emerging science associated with transmission risk, and interviews with the positive/exposed student/staff/faculty.

Vulnerability to COVID-19 Infection

Students who are vulnerable to COVID-19 should contact [Student Accessibility and Inclusive Learning Services](#) (SAILS) to discuss possible accommodations.

Course Policies

**** For Synchronous Zoom Sessions ****

It is best to treat synchronous Zoom classes in-person classes. Please do how you would for in-person classes.

(1) Check your appearance

Dress how you would for an in-person meeting.

(2) Keep your video on

You are required to keep your video on while you are in class. Please mute your audio when you're not speaking. If you have virtual backgrounds, choose something simple and professional. If your video is turn off during the class, it would be considered absent from the class.

(3) Cellphone policy

Please put your cellphone on silent / mute / vibrate. Make sure your cell phone does not ring during class.

**** Recording of class sessions by students is prohibited ****

The contents of this course, including lectures and other instructional materials, are copyrighted materials. Students may not share outside the class, including uploading, selling, or distributing course content or notes taken during the conduct of the course. Any recording of class sessions by students is prohibited, except as part of an accommodation approved by the Disability Resource Center.

Communication

Look for the answer first. When questions arise during this class, please remember to check these sources for an answer **before** contacting me:

- Course Syllabus
- Announcements on Canvas

Message/Email

Please use the Canvas message when you send me a message. Canvas message is one of the most reliable ways to contact me because your Canvas message will be delivered to my Canvas message inbox and my ASU mail inbox as well. Students are expected to read and act upon emails and Canvas messages in a timely manner. Students bear the responsibility of missed messages and should check their ASU-assigned emails and Canvas messages regularly.

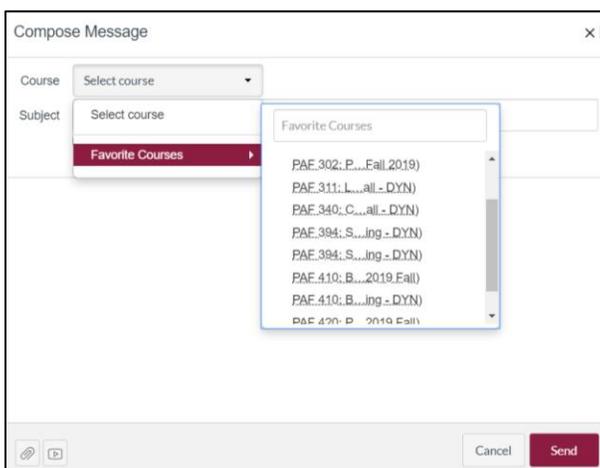
When you send me a message via Canvas,

- i. Go to Canvas and Open Inbox. In Global Navigation, click the Inbox link.

- ii. Select Course. In the Courses drop-down menu, select the course where you want to send your message.
- iii. Add User.
- iv. Send Message.

Please specify the course number and title from the dropdown menu (see the screenshot below). **Please mention the reason you send me the message at the beginning of your message in an explicit manner.** You can address me either Dr. Lee or Professor Lee in your message.

DO NOT use WeChat, qq mail, or 163 mail account. *Your qq or 163 email may not be delivered to me because Gmail automatically delivers qq or 163 emails to my spam mailbox.*



Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions, and records. All submissions by a student are expected to be the student's original work. Material that violates this requirement in any way, or that constitutes any form of dishonesty, cheating, fabrication, the facilitation of academic dishonesty, and/or plagiarism, may result in the student receiving sanctions that 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, suspension, and dismissal from the university. Please see the official ASU Policy on Cheating and Plagiarism (Policy Statement 08-02) for more details about the consequences of academic dishonesty. It is accessible online at:

<http://provost.asu.edu/academicintegrity>

If students have questions about appropriate submissions or methods of citation or have extenuating circumstances, they should contact their instructor prior to submitting materials and prior to the assignment deadline.

Review this [tutorial on Academic Integrity](#). Anyone in violation of these policies is subject to sanctions.

Electronic Review of Written Submissions

To ensure compliance with academic integrity policies, written submissions will be submitted to TurnItIn, or a similar plagiarism detection program. Submission of any writing assignment in the course to the professor constitutes consent by the student for the instructor to upload the paper to check against any anti-plagiarism database.

Avoiding Plagiarism

Some students truly do not understand what plagiarism is, and therefore plagiarize unwittingly or unintentionally. But ignorance is not an excuse for unethical academic conduct. To avoid plagiarism, review this [tutorial on Plagiarism Awareness](#) and this [reference on Avoiding Plagiarism](#). Moreover, read the following rules that apply regardless of the citation form or style you may be using:

1. Direct Quotations – Whenever you directly quote someone else, you must provide a citation to the source of the material from which you are quoting. Moreover, you must put the material in quotation marks or otherwise set it off in an indented quote so the reader knows what words are yours and what words are quoted. It is unacceptable to use the words of others and only partially quote the original source. This is true even if you provide citations to the source both in text and in your references section!
2. Paraphrasing/Indirect Quotations – Whenever you indirectly quote someone else (i.e., you paraphrase the work of another), you must provide a citation to the source of the material from which you are paraphrasing. Simply changing the structure of a sentence, or a few words in a sentence so that the sentence you write is not an exact quote from the original source does not mean a citation is not needed. This is because the idea you are expressing is not your own, but rather someone else's.
3. Using Other's Ideas – Even if you compose an entire paragraph of writing in your own words (i.e., neither quoted, nor paraphrased), if the idea you are expressing in that paragraph is not your own, original idea, you must provide a citation to the source from which you obtained this idea.
4. Collaborative Work – If you collaborate on any work with someone else and fail to acknowledge that collaboration, you are guilty of plagiarism. If you have received permission from your professor to collaborate on some assignment, be sure that all of the contributor's names appear on the submission.
5. Altering or Revising Another's Work – If you alter or revise the work done by someone and submit that work as your own, you have plagiarized. Similarly, if you allow someone else to alter or revise work that you have done and then allow that person to submit it as his or her own work, you are both guilty of plagiarism. Work that is not entirely your own must be credited by citation, both in text and in your references page.
6. Altering or Revising Your Own Prior Work – You should also be aware that reusing or revising your own work that was prepared for another class or another professor, and not

bringing it to the attention of the professor to whom you are submitting the revised work is also academic dishonesty. If, for example, you have two classes that require a term paper, and you can write one paper that meets the requirements of both classes, you may not submit that paper to both professors unless you get permission to do so in advance from both professors. Similarly, if you wrote a paper several semesters ago that can be revised and submitted in satisfaction of a paper requirement for a course in which you are currently enrolled, doing so is academic dishonesty unless you get the advanced permission of your professor to do so. The reason this is dishonest is that it is not an original work prepared in satisfaction for the requirements of the course you are currently taking. Contact your instructor for written approval if you are seeking an exception for unique cases.

Citation Style

Students are required to use the citation style and format of the American Psychological Association (APA). Review the [APA Referencing and Citation Guide](#) or the [APA Citation Style tutorial](#). It is acceptable to cite legal materials (cases, statutes, regulations, etc.) in accordance with the style specified in *The [Bluebook: A Uniform System of Citation](#)* in all papers.

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 [Student Accessibility and Inclusive Learning Services \(SAILS\)](#) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. SAILS staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all ASU campuses regarding disability policies, procedures, and accommodations.

Establishing Eligibility for Disability Accommodations

[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 Student Accessibility and Inclusive Learning Services (SAILS).

Every effort is made to provide reasonable accommodations for qualified students with disabilities. Prior to receiving any disability accommodations, verification of eligibility from the SAILS is required. Once registered with the SAILS, students with disabilities must meet with the instructor to discuss what reasonable accommodations they will need to be successful in this course. Students with disabilities that are known at the time this course begins are encouraged to make your request for accommodations at the beginning of the semester, either during office hours or by appointment. For disabilities that arise after the course has begun, students should meet with the instructor at the earliest possible time to arrange accommodations for their learning needs. Disability information is confidential.

Qualified students who wish to request an accommodation for a disability should contact SAILS by going to <https://eoss.asu.edu/accessibility>, calling (480) 965-1234 or emailing student.accessibility@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>

Attendance and Accommodation of Excused Absences

Attendance and participation in class activities is an essential part of the learning process; thus, students are expected to attend class regularly. Some absences are, however, unavoidable.

Excused absences for classes will be given without penalty to the grade in the case of any of the following five reasons: (1) University-sanctioned and/or university-approved activities (e.g., artistic performances, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.); (2) religious holidays; (3) military work performed in the line-of-duty; (4) jury duty or similar governmental obligation (a copy of the summons or other official paperwork must be provided); and (5) illness, quarantine or self-isolation related to illness as documented by a health professional. When any of the first four reasons conflict with class meeting times, students are responsible for informing the professor of the reason for the absence *at least* one week in advance of the absence.

Accommodations for those assisting in government declared disaster incidents will also be considered. The student should provide the course instructor with an accommodation request accompanied by an explanation of the disaster-related deployment and anticipated timeline for any such deployment.

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

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

Missed Classes Due to University-Sanctioned Activities

In accordance with ACD 304–02, students who participate in university-sanctioned activities that require classes to be missed will be given opportunities to make up examinations and other graded in-class work without penalty, if possible. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. Thus, if making-up with work is

not possible, then the student may receive an incomplete contingent upon making arrangements with the professor to complete the final coursework and earning a final grade.

Accommodation for Religious Practices

In accordance with ACD 304–04, students should notify faculty in advance of the need to be absent from class due to religious observances. The instruction will provide reasonable accommodation of individual religious practices by adjusting the academic environment, without penalty, to provide flexibility. Absence from class or examinations due to religious observance, however, does not relieve students from responsibility for any part of the course work required during the period of the absence. A list can be found here <https://eoss.asu.edu/cora/holidays>].

Accommodation for Illness

Absences for illness, quarantine, or self-isolation related to illness should be documented by a health professional and communicated to the instructor as soon as possible by Canvas message. Students who are vulnerable to COVID-19 should contact [Student Accessibility and Inclusive Learning Services](#) (SAILS) to discuss possible accommodations.

In case you cannot attend class in person as a result of illness or possible exposure to infectious disease, you may request make-up work from the instructor by Canvas message immediately.

Other Absences

If you cannot attend the class due to other reasons, contact the instructor at least a day in advance. The instructor will grant approval in a case-by-case basis.

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.

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

Per the [University Policy for Student Appeal Procedures on Grades](#), 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 School Director's official designee, which may include the School's Academic Grievance Officer or the Associate Director of the School. If the dispute is not resolved at the School level, the student may appeal to the Dean's official designee. The appeal process is final at the College level.

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.

Prohibition of Sharing Copyrighted Materials

Students must refrain from uploading to any course shell, discussion board, or website used by the 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 grounds of suspected copyright infringement. Sharing of assignment submissions and results to websites advertising themselves as "study sites" (e.g. Course Hero) or other similar course information sharing sites are expressly prohibited.

Prohibition of Sharing Course Content

All course content, including lectures, are copyrighted materials. Students may not share outside the class, upload, sell, or distribute course content. Uploading material to websites advertising themselves as "study sites" (e.g. Course Hero) or other similar course information sharing sites are expressly prohibited. Any recording or transcript of live class sessions is authorized only for the use of students enrolled in this course during their enrollment in this course. Recordings and excerpts of recordings may not be distributed to others.

Student Conduct

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](#). In addition,

- [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](#).
- Although you are welcome to disagree with the professor or your classmates, everyone is expected to participate respectfully. Students who engage in personal attacks; who use rude, insulting, or disrespectful language; or who engage in other disruptive or threatening behavior may face disciplinary action. Indeed, an instructor may withdraw a student from a course with a mark of 'W' or 'E' when the student's behavior disrupts the educational process. In addition, students may face formal disciplinary action in the Office of Student Judicial Affairs. For more details about the University's Student Code of Conduct, please visit the following link and read the Arizona Board of Regents Policy Manual Sections 5-301 to 5-404, the terms of which are hereby incorporated by reference into this syllabus: <https://www.azregents.edu/board-committees/policy-manual>
- 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.

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.

Title IX: Sex Discrimination, Sexual Harassment, and Sexual Abuse

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. ASU online students may access [360 Life Services](#).

ASU provides a dedicated [Sexual Violence Awareness and Response](#) website with a variety of [resources](#) and [educational](#) programs designed to prevent sexual violence and other acts of sexual misconduct, provide information about what to do when an incident has occurred, and increase awareness of campus and community resources for support and response. Victims of sexual violence, sexual harassment, stalking and relationship violence are encouraged to [seek support](#) and [report](#) the incident. Identify the most appropriate path for your needs using the [Sexual Assault Reporting Options and Resources](#) document.

For an online tool that is designed to help students who may be experiencing dating violence evaluate their safety, make decisions, and connect to campus and community services, visit: www.myplanapp.org. myPlan is available for students of all gender identities and sexual orientations. This tool is also for friends who want to support someone they are concerned may be in an abusive relationship.

Technical Support

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

Warning of Course Content

At times, we may discuss material that may be disturbing—even traumatizing—to some students. This may include strong language (including swear words); graphic descriptions of or extensive discussions of crimes, victimization (including suicide, homicide, rape and sexual abuse, kidnapping, violent assaults, and drug abuse), or disaster scenarios; and depiction or discussion of discriminatory attitudes or actions. If you have experienced criminal victimization or some other type of trauma in your past, you should feel free to excuse yourself from the classroom during a discussion that causes you to experience distress. You will, however, be responsible for any material you miss or, alternatively, for an alternate assignment if you are unable to engage with the material. If you suffer from some form of post-traumatic stress that may be triggered by discussion of material, you are encouraged to formulate a plan for treatment with the relevant health advisers to work on preventing unexpected reactions to potentially triggering material. ASU student counseling services can be reached Monday through Friday from 8am to 5pm at 602-496-1155 or in the Historic Post Office Building, Suite 208. There is also a 24-hour ASU-dedicated crisis hotline at 480-921-1006.

Keep in mind that some discomfort is inevitable in classes because the goals of higher education include exposing students to new ideas; having students question beliefs they have taken for granted and grapple with ethical problems they have never considered; and, more generally, expanding their horizons so as to become informed and responsible democratic citizens. You may become frustrated from time to time as you struggle with viewpoints that differ from your own. Even if you have previously experienced some form of trauma or victimization, this course may offer you the benefit of helping to understand behaviors in a manner that allows you to process what may have occurred in your past and move forward in your recovery.

Student Success

1. Tip for Success

- Check the course **daily**, to stay in touch with the material and activities
- **Read announcements and check email!** This is the only way your instructor can update you on course information.
- Create a **personal organization system** to keep track of due dates specified.
- **Communicate regularly** with your instructor and peers.
- **Create a study and/or assignment schedule** to stay on track.
- Set aside **regular times** in which you can do your classwork with minimal interruptions or distractions. Avoid multitasking while studying.
- Learn about and use the student resources available to you! You can get free assistance from the [ASU Library](#), [IT Support](#), the [Writing Center](#), and more.

2. University Academic Success Programs

ASU offers a number of resources to create the best opportunities for success. You are encouraged to take advantage of the resources offered by the [University Academic Success Programs](#). Programs offered including tutoring, writing support, supplemental instruction, academic skills, graduate academic support, and more. Visit the academic success programs website at <https://tutoring.asu.edu/>.

3. Writing Center and Support

Students are encouraged to access the writing center for free assistance with their papers. ASU Writing Centers offer a dynamic, supportive learning environment for undergraduate and graduate students at any stage of the writing process. Free online writing tutoring is available at <https://tutoring.asu.edu/online-tutoring>. In addition, a number of writing tutorials on anything from [APA citations](#), to [investigating your topic](#), [rhetorical analysis](#), the [Purdue Online Writing Lab](#), and much more can be found at <https://tutoring.asu.edu/student-resources/academic-resources>.

Pacing, and Content Availability

This course is designed to encourage the absorption of content and interaction throughout the session. Though you can review some of the contents and read ahead, assignments will not be released until the week they are to be reviewed and discussed. To allow individuals to work ahead goes against the purpose of some course activities like discussions.

Resources

Free tutoring support is available in person and online. Services are offered through ASU's University Academic Success Programs for currently enrolled students.

- Tutoring is available in math, business, science, and statistics courses.
- Writing tutoring is available for any writing project at any stage of the writing process.
- Supplemental Instruction (SI) facilitates collaborative study groups for selected courses.
- Graduate academic tutoring is available for writing and statistics.
- Academic skills tutoring can help with critical reading, study skills, note taking, and more.
- Resources are available through our YouTube channel, Zoom recordings, and handouts.

Visit <https://tutoring.asu.edu> or call (480) 965-9072 for more information about these services, to view schedules, or to book an appointment.

Course Schedule

Unless otherwise noted, due dates are final. No exceptions will be provided unless written approval by the instructor is provided or as allowed by the university policy.

	ACTIVITIES/ASSIGNMENTS	%	DUE
CLASS 1	Introduction and Capstone Overview		
Aug 30	Readings: Syllabus		Before class starts
CLASS 2	Problem Statements and Research Questions		
Sept 6	Short Memo 1	7.5	By 11:59pm on Sept 13
CLASS 3	Theory and Hypotheses		
Sept 13	Short Memo 2	7.5	By 11:59pm on Sept 20
CLASS 4	CITI Training		
Sept 18	Complete CITI training	10	Before the next class
CLASS 5	Conducting a Literature Review		
Sept 27			
CLASS 6	Class Cancelled		
Oct 4			
CLASS 7	Writing an Introduction		
Oct 11			
CLASS 8	Literature Review, Theory and Methods		
Oct 18			
CLASS 9	Theory and Methods		
Oct 25	Capstone Progress Report#1: Intro and Literature Review	10	By 11:59pm on Oct 25
CLASS 10	Progress Presentation		
Nov 1	In-class Individual Presentations		
CLASS 11	Peer Review and Constructive Criticism		
Nov 8			
CLASS 12	Research design and Operationalization		
Nov 15	Capstone Progress Report#2: Theory and Method	10	By 11:59pm on Nov 15
CLASS 13	Writing up and Presenting the Research		
Nov 22		10	
CLASS 14	Capstone Presentation		
Nov 29	In-class Individual Presentation	10	
CLASS 15	Capstone Presentation		
Dec 6	In-class Individual Presentation	(10)	
CLASS 16	Capstone Presentation		
Dec 13	In-class Individual Presentation Peer Review and Critique	(10)	By 11:59pm on Dec 13
CLASS 17	Capstone Presentation Feedback		
Dec 20	Final Capstone Report	20	By 11:59pm on Jan 7

China Standard Time (CST/ GMT+8)

* The instructor reserves the right to alter the course schedule as needed.