

BIS 301: Foundations of Interdisciplinary Studies
******Becoming Interdisciplinary******

BIS 301 E	#67725	TTH	12:15-1:30 pm	LL 262
BIS 301 D	#57127	TTH	1:40-2:55 pm	LL 262
BIS 301 H	#32831	T	5:40-8:30 pm	LL 274

Instructor: **Tanya Augsburg, Ph.D.**
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Office Hours: TTH 11:15 am-12:00 pm; TH 4-5 pm

Required Prerequisites for Success

In interdisciplinary studies we rely on disciplinary foundations in order to construct linkages. Without that foundation you are inadequately prepared for this course. It is currently required that you have taken at least two courses in each of your emphasis areas prior to taking BIS 301. Without a basic understanding of the challenges and opportunities presented by each of your disciplines, you would not get as much out of this course.

Note also that while courses such as Public Speaking may be functional for you, they do not provide a sufficient foundation for you to know the communication worldview. So if communication is one of your areas, you will need some other communications course to give you sufficient grounding. Please let me know if you think that you have not fulfilled the prerequisites.

On Becoming Interdisciplinary

The Interdisciplinary Studies degree is a portfolio-based degree program. What that means is that interdisciplinary studies students are accountable for their education. By the end of this course you will have established an interdisciplinary studies portfolio that you will complete in BIS 402. The assignments in this class are designed to be included in your portfolio.

Learning about interdisciplinary studies is a multi-step process that involves self-reflection, self-assessment, goal setting, research, articulation of knowledge, trend forecasting. Moreover, learning how to do interdisciplinary studies includes learning more about personal management and personal marketing. BIS 301 may be very different from other classes you have had in the past. Not only is it writing and work intensive, but it may challenge you in other ways. You will have to reflect on your life and goals, identify your skills, assess your strengths and weaknesses, do research on interdisciplinary topics of potential interest, and fully understand your concentration areas. If you think this course has more writing than other courses, you are probably not mistaken. This course is a "L"-designated or Literacy course and fulfills one of your literacy general education requirements.

Purpose of Course

The purpose of this future-oriented course is multifold. First, students will be introduced to the specifics of the interdisciplinary studies program and degree requirements. Second, students will be introduced to interdisciplinary studies. Students will begin to learn how to answer the following questions:

- What are interdisciplinary studies?
- How does one do interdisciplinary studies?
- What can one do with a degree in interdisciplinary studies?
- How can interdisciplinary studies help me find a job?
- What are the advantages and disadvantages of having a degree in interdisciplinary studies?

During the course of the semester, students will learn about different approaches to interdisciplinary studies. Students will additionally learn the fundamentals of interdisciplinary research, as well as some of its more useful applications: personal assessment and career development. Accordingly, the third purpose of this

course is to help students design their academic plans of study and write their intellectual autobiographies. Along the same lines, the fourth purpose of this course will be to help students plan career goals in addition to help students establish their BIS portfolios.

While the intellectual and career interests of students will differ greatly, most if not all students are interested in their futures. Thus in addition to exercises designed to help students develop plans and goals, as the sixth purpose of this course students will also read interdisciplinary, theoretical texts addressing the future as a topic of inquiry, debate, and research.

The seventh purpose of this course is to help students improve their written and oral communication skills, which is essential for anyone wishing to do interdisciplinary work. The eighth purpose is to help students improve their critical thinking abilities. The ninth purpose is to create an environment where students can discuss intelligently challenging issues and topics with respect and tolerance for the opinions of others.

Required Reading

Augsburg, Tanya. *Becoming Interdisciplinary: An Introduction to Interdisciplinary Studies*. First Edition. Dubuque, IA: Kendall/Hunt, 2005.

Required Course Packet, which is available for purchase at the Alternative Copy Shop, 204 E. University, Tempe, (480) 829-7992.

It is **strongly** recommended that you register with Career Services if possible. Check out their website for more information and for available services. Registration enables you to utilize all their services and enter your resume into their database that is regularly searched by prospective employers.

Recommended Readings

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. Sixth Edition. New York: MLA, 2003.

***NOTE: THIS BOOK WAS NOT ORDERED FOR THIS CLASS BUT IS EASILY AVAILABLE AT THE ASU BOOKSTORE. IF YOU ARE UNFAMILIAR WITH CITATION STYLES YOU ARE REQUIRED TO FAMILIARIZE YOURSELF WITH THEM THIS SEMESTER. I RECOMMEND THIS BOOK TO THOSE STUDENTS WHO DO NOT KNOW HOW TO CITE CORRECTLY AND TO THOSE WHO COULD USE SOME BRUSHING UP IF IT HAS BEEN A WHILE SINCE YOU HAVE TAKEN ENGLISH 101 OR HAVE WRITTEN A RESEARCH PAPER.**

Additional Requirements

You will need to purchase additionally the following for your BIS 301 portfolio:

- A 3" or 5" Binder (1", 1 1/2," and 2" binders are not acceptable!)
- Plastic cover sheets
- Section Dividers

Every BIS student **MUST** have a working e-mail account that is checked regularly. **If you do not use your ASU ASURITE account, be sure to redirect your mail from your ASU ASURITE account to the account that you do use** (most likely from a different commercial provider such as AOL or a free email service such as Yahoo or Hotmail).

Course Organization

Although there is some overlap, the course is divided into four units: 1) Personal Assessment and Education Goals; 2) Personal Assessment and Career Development; 3) Interdisciplinary Problem Solving, and 4) Personal Marketing and Teamwork.

Assignments

Personal Assessment and Education Goals:

I. Intellectual Autobiography (200 points)

This personal narrative must include a statement about why you are an interdisciplinary studies major, as well as why you have selected the emphasis areas that you have chosen as part of your degree program. You should be able to write about what your (academic) interests are and how they can be integrated and related to your career goals. Your essay should also include the following:

Your thoughts on where you are coming from,
Where you would like to go, and
WHY you would like to go to where it is you think you would like to go.

It also must include **comprehensively** the following:

- How you developed your intellectual interests,
- (in other words) Why you chose your two concentration areas
- What interdisciplinary topics/problems you are interested in pursuing
- How you would like to integrate them (for what purpose/s).

NOTE: Comprehensive discussion means a thorough discussion—at least one paragraph for each above item, including your discussion of each concentration area. You should devote at least one paragraph discussion why you chose concentration #1, and at least one other paragraph to discuss why you chose concentration #2. If you have a double concentration, you need to devote at least two paragraphs explaining why you chose the double concentration.

In other words, discuss how you got to where you are today as an interdisciplinary studies major at Arizona State University. What makes you you? In other words, what forces and circumstances have shaped your personal identity as well as your identity as a student?

The essay should be 4 typed (word-processed) double-spaced pages minimum. Less than 4 pages (not 3 1/2 or even 3 and three quarter pages!) will not be accepted. You will NOT be graded on your life but on how skillful, thoughtful, insightful, and reflective your writing is. Your identity as an interdisciplinarian is formed by the narrative(s) you construct, so please take the time to do this assignment well. Your essay should be written in formal standard English.

More information regarding this assignment can be found in the handout, which is also available on the website in the “Guidelines for Intellectual Autobiography” under “Assignments.” You need to read the additional guidelines as well as Chapter 5 in Augsburg’s textbook in order to do this assignment adequately.

II. Academic Plan of Study (150 points)

NOTE: The Plan of Study IS NOT AN ESSAY!!! Students will fill out the BIS Plan of Study Worksheets and submit their completed worksheets. Please continue reading!

The Plan of Study assignment requires you to answer the following questions about your concentration areas and your thoughts on integration: How is each concentration area organized at ASU? What pieces are you taking from these areas? How do you see these areas coming together? You will be graded on the quality of your answers. Yes, it is a lot of work, but the end results justify the means. You are doing this part for your own good and for your portfolio—you might as well do it well the first time, so you don't have to do it ever again.

Students will complete their plan of studies by downloading the worksheet available on the website in the Plan of Study folder found under assignments. Students should type in their answers on the downloaded file and save the new file. Students will print out hardcopies and submit them in a two-pocket folder. Your Plan of Study should discuss your education plans thus far and your future plans for your

degree program. You should discuss the following:

- A thorough description/definition of each of your concentration areas.
- A thorough discussion/definition of the subdisciplines of each of your concentration areas (in other words, how is the discipline organized?)
- A thorough discussion of your main areas of interest. List **three** concepts, and a central, specific theory developed by a leading researcher in the discipline. You should list three concepts for each discipline. Subdisciplines do not count as concepts and/or as theories.
- A description of a research methodology used in each concentration area.
- A comprehensive elaboration of the courses you have taken in your concentration areas, including both skills and content learned
- A comprehensive elaboration of the courses in your concentration areas that you plan to take in order to graduate
- Plans for 401
- Your short-term, intermediate, and long-term goals

You should be as detailed and as precise as possible in your answers. Do research—do not try to wing any of the above. Cite correctly. Improper citation will not be accepted. **Failure to do academic research for this assignment will result in a failing grade.** Citing your class notes is not good enough. Claiming that you are knowledgeable enough to define or explain something because you took x amount of classes is simply not acceptable—part of this assignment grade is based on your ability to do academic research. You are to cite academic scholars, professional academic organizational websites, or departmental websites only. Academic research is required for this assignment.

Be sure to discuss EACH OF THE COURSES you have taken in your concentration areas and each of the courses you plan to take to finish your degree in your concentration areas. Discuss what you have learned from these courses in terms of knowledge and skills. Listing courses by number is NOT enough. If you are uncertain about which courses you will be taking to finish your degree you list the most likely of possibilities you are contemplating and consult the *ASU Course Catalog* for more information.

To complete this assignment you need to do some planning. Think about how you will fill your degree requirements in a meaningful manner. Think about some BIS 401 possibilities—BIS 401 is a course that involves an applied learning experience—with lots of options. Explore the options and find something that will contribute to your experience in the interdisciplinary studies degree program. Explore what classes you would like to take to complete your areas of emphasis. If you have completed all classes, please list them by course title (not course number). Also, keep in mind that I am asking you to think and plan for these things—you are not being locked into anything at this point. Some early planning now could help you get the most out of this program.

Be sure to write in complete sentences whenever it is appropriate.

The intent of this assignment is to get you to clarify *where you want to go as a student*. You will be graded on the quality of your writing, the specificity of your plan, and how much thoughtful effort you have put into your attempt to plan your future course of study.

More information about this assignment and the Plan of Study Worksheet are available in the class handout that is available on the website in the Plan of Study folder under Assignments. Additional information can be found in Chapter 7 in Augsburg.

III. BIS 301 Program Portfolio (200 points)

Throughout the interdisciplinary studies degree core sequence, every interdisciplinary studies student is expected to assemble a program portfolio of his/her work in the program. Your BIS 301 program portfolio will include designated assignments, self-assessment on the progression toward career goals, and an evaluation of key educational and personal activities that apply. The purpose of the program portfolio is to allow students to chart their own development, to think about what they have learned in-depth, and identify strengths of improvement as they proceed through the BIS program.

In BIS 301 you will create a program portfolio that emphasizes self-discovery. While I am going to evaluate your program portfolio primarily as a storehouse of information about your academic career as an interdisciplinary studies major, it is a good idea to think about creating another portfolio, a "showcase portfolio," which you could bring along to interviews. For more information about portfolios in general, and career planning/showcase portfolios in particular, the ASU Career Services/Career Development Center has available further information online.

The following pertains to the standard program portfolio assigned and evaluated in BIS 301:

Your portfolio should consist of a large, 3" or 5" plastic binder. You need ample room to include all your documents—do not purchase a binder that is too small. You need to purchase plastic cover sheets and dividers as well. You can get a head start to this assignment by doing the following:

- Writing a mission statement
- Gathering your work from BIS 301 and possible some samples of interdisciplinary work from your core classes
- Make a list of your strengths and weaknesses
- Go to Career Services and get their handouts on value explorations
- Create/update your resume
- Obtain copies of your DARS report (an Advisor will be visiting the class and handing out DARS reports)

To complete the portfolio assignment you will need to follow the list of artifacts detailed in the BIS 301 Portfolio Evaluation, which will be available on the website. Further information and instructions regarding this assignment is available in the handout available on the website and also in the reader.

IV. Interdisciplinary Problem Team Teaching Demonstration (Presentation) (200 points)

What interdisciplinary problems are you interested in solving or understanding more comprehensively? Students are to form teams (3-4 people in a team) and the team as a unit will research, analyze, present and write about an interdisciplinary problem utilizing the integrative process. Each person is responsible for 7-10 minutes of presented material.

More details about group presentations will be available.

V. Teaching Demonstration Problem Solving Report (100 points)

For your teaching demonstration you will be addressing an interdisciplinary problem. The report will include a written report of your integrative process, a team journal, a team bibliography, any handouts given during the presentation, and any downloaded internet research.

More instructions and details about this assignment will be available in the handout available online under "Assignments."

VI. Homework (10 @ 10 points each) (100 points)

Students will have a number of small homework assignments that will help you prepare for the larger assignments. **Unless specified differently, these homework assignments must be typewritten and handed in at the beginning of class. Handwritten homework will not be accepted unless specified differently. Homework assignments cannot be turned in late.** Any homework assignments that are to be posted to a discussion board on the BIS 301 website must be posted by the designated time indicated on the discussion board (usually by the start of your particular section's class time).

Grading System

Total accumulated points:

900-1000=	A
800-899=	B
700-799=	C
600-699 =	D
0 - 599 =	E

Intellectual Autobiography	200
Plan of Study	150
BIS 301 Portfolio	200
Team Teaching Demonstration	200
Teaching Demo Report	100
Participation	50
Homework	100
TOTAL	1000

Policy on Overdue Assignments

Since everyone in the class is operating under the same strictures, it would be unfair to excuse late written work. Acceptance of the late work at full credit would also punish the student who turned it in late because the understanding or forgiving of missed deadlines.

Part of your commitment to the class is to do the best job of which you are capable with the time allotted. Therefore, **major assignments that are handed in within seven days after the due date will be lowered by one complete letter grade. Major assignments except for the final written report that is handed in more than seven days after the due date will not be accepted for credit.** This rule applies even if the computer or printer fails to function or if you are eligible to miss class. Start written work far enough in advance to allow for possible glitches. Completing your written work early also allows you more time to prepare. Work is due at the beginning of class. Students who show up late with their work will have their work counted as late. All final work must be handed in by the last day of class. **Homework assignments will not be accepted late.**

NOTE: Late work will not be graded/handed back until the end of the semester.

Illness and/or catastrophes. **The policy on overdue assignments applies to students who are ill without official medical documentation.** Frequently, students will have a cold or a sore foot on the day they are to hand in work. These students are encouraged to face adverse conditions and survive.

Students facing catastrophic illness or events (e.g., death of immediate family) are advised to make an appointment with the instructor, and develop a special plan of action. Please be aware, though, that the instructor does not consider allergies, the flu, or death of pets catastrophic.

Attendance Policy

Attendance is expected and required. Students who are extremely late and miss most of the class will be counted as absent, not late. In accordance of university policy, absences due to major religious holidays will be excused with prior notification within the first two weeks of the semester to the instructor. Absences due to catastrophic illness or events (i.e., death in the family) will require official documentation to be excused.

For classes that meet twice a week, five or more unexcused absences will result in failure. For classes that meet once a week, three or more absences will result in failure. Absences due to illness or medical emergency will require official medical documentation.

You are expected to come to class prepared, i.e., having done the reading. The instructor reserves the right to ask those students who are unprepared to participate in the class discussion to leave and mark them absent.

Any disruptive student will be asked to leave the classroom and will be marked absent.

Habitual, chronic lateness will result in the lowering of a full letter grade in the determination of the final grade.

Participation

Students have to be in attendance to be able to participate. Students who are absent will have three points deducted (for classes that meet twice a week) or six points deducted (for classes that meet once a week) from their participation grade for each class that they are absent.

You are expected to come to class prepared in order to participate, i.e., having done the reading. The instructor reserves the right to ask those students who are unprepared to participate in the class discussion to leave and mark them absent.

Words to the Wise

This course is an “L” designated course. It is intended to be writing intensive. It is expected that you will be evaluated on the quality of your writing. The expectation is that your writing and research abilities will have improved since freshman composition classes. You will be thus graded not “like an English major” but according to the rules and stylistic practices of American English grammar that all college graduates and literate persons adhere to in the workplace as well as in academia. You will be judged on the quality of your writing for the rest of your life—this course is no exception. The instructor has no teaching assistant. The instructor has had extensive experience teaching writing, has had many writing success stories in the past, and is looking forward to many more. However, as this is an upper-level course, college level writing is expected. Instructor will not read work that is not at the college level. Any papers handed in that have more than ten (10) errors in grammar, formatting, spelling, or citation style will be given a failing grade—i.e., zero points with no chance of rewrite. Students therefore must not only spell-check all writing, but also revise repeatedly all work that is to be handed in. Ask others to read your work before you hand it in.

Make back up copies of all your files on more than one diskette. "The computer crashed!!" or "My diskette isn't working" will not be regarded as legitimate excuses for not handing in work on time.

Invest in a good dictionary, a good thesaurus, and either the MLA or APA style manual. You have been warned!

Do the course reading, and consult the reader if you have any questions regarding assignments. In the past students have not turned in work/ turned in incomplete assignments because they thought it was beneath them to crack open the reader, only to learn that they did not have a sufficient number of points to pass the class at the end of the semester.

If you have insecurities about your writing or the course, please feel free to tell the instructor as soon as possible early in the course. If you need extra help or attention, you must let me know early in the course. Late notification is, alas, too late.

Fraternity/Sorority activities are not legitimate excuses for any missed class or missed work.

Finally, the grade you will receive in this class is your responsibility. Improvement during the course of the semester will be viewed upon favorably; slacking off at the end of the semester will be viewed upon unfavorably by the instructor.

In compliance to the Buckley Amendment, the instructor will not post final grades, nor will she email grades or inform students of their grades over the telephone. Moreover, the instructor will not give out general information about grades, i.e., grade distribution for the class.

The instructor will try her best to adhere to the contents of this syllabus. However, she does reserve the right to amend it if absolutely necessary, and if that should be the case, further supplement addenda (written or oral) will be given to the students. You should consider such addenda as sufficient warning of such changes.

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Summary of Assignments for TTH BIS 301 D Classes (1:40 class)
Fall 2005

Due Date	Type	Description	Points
T 9/6	HW #1	Discussion Board on Identity Theories	10
T 9/13	Assignment #1	Intellectual Autobiography	200
T 9/20	HW #2	Metaphor for Interdisciplinary Thinking	10
Th 9/29	HW #3	Integration Process Example	10
T 10/11	HW #4&5	Definition of a Discipline + Citation Blackboard Test	20
T 10/18	HW #6	Definition/Discussion of a Concept and Citation	10
T 10/18	HW #7	Summary/Description of a Theory and Citation	10
T 10/27	Assignment #2	BIS Plan of Study	150
T 11/1	HW # 8	Portfolio Mission Statement	10
T 11/1	HW #9	Group Project and Subtopic Discussion	10
Th 11/15	Assignment #3	BIS 301 Portfolio	200
T 11/8- T 11/22	Assignment #4	Interdisciplinary Problem Team Teaching Demonstration	200
T 11/22	Assignment #5	Teaching Demonstration Problem Solving Report	100
T 11/22	HW #10	Course Reflection	10

Updated Course Schedule (Subject to Change)

NOTE: R = READER; T = TEXTBOOK; DQ = Discussion Questions in Textbook

Date	Topic	Have read for class	What is due
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Week One

T 8/23	Introductions: Syllabus, Assignments, course expectations, BIS Program Information		
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T 8/25	Writing Workshop I: Guest Speaker Sandra Nagy	R 11-24, Citation Style Information	
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Week Two

T 8/30	Introductions cont': Who are You? Becoming Interdisciplinary: Information on Intellectual Autobiography Assignment	Identity Theories (class handout)	Be prepared to tell us the following: -Your Name -Where you are from -Your two concentration areas -Why you are a BIS Major -What you hope to get out of BIS 301 -One ASU-Related fact (ex. You have a 4.0 GPA) -One Non-Related ASU fact (You play the violin. Note: No X-Rated or Illegal Information Please)
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Week Three

T 9/6	Characteristics of interdisciplinarians Writing Workshop II	T Augsburg, Chapter 4; R 11, "How to Write Papers for Dr. Augsburg"	HW #1 (Discussion Board on Identity Theories)
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Th 9/8	Reading Your DARS Report Peer Review		
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Week Four

T 9/13	What are inter-disciplinary studies? What is metaphor?		Intellectual Autobiography Due
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Th 9/15	What are inter-disciplinary studies con't? What is metaphor?	Augsburg, Chapters One, Two, & Three	
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Week Five

T 9/20	Interdisciplinary Studies Terms Interdisciplinary/ Integration Process	Augsburg, Chapter Two; Chapter Six	HW # 2 Due Metaphor for Interdisciplinary Thinking (Hand In Typewritten)
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Th 9/22	Interdisciplinary Process Con't; The Great Interdisciplinary Studies Debate	T Reading 6: Benson, "Five Arguments against Interdisciplinary Studies, T 59-64; T Reading 7: Newell, "The Case for Interdisciplinary Studies," T 65-74	Decide on which side you are going to be on for the debate before class—take notes on the reading and prepare your arguments before class
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Week Six

T 9/27	Career Services: Decision making workshop		
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Th 9/29	Information about BIS Plan of Study; What is a Discipline?	R 25-46, Guidelines for BIS Plan of Study and Student Sample BIS Plan of Study; T Augsburg, Chapter Seven	HW #3 Interdisciplinary process exercise
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Week Seven

T 10/4	Doing research on Disciplines	T Augsburg, Chapter Seven	
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T 10/6	NO CLASS		
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Week Eight

T 10/11	Information on BIS Portfolio Assignment	R 75-85; 105-114 (Augsburg's Material on Portfolios)	HW #4 and #5 Definition of A Discipline Correct Citation Blackboard Test
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Th 10/13	Information on team teaching demonstration on solving an interdisciplinary problem Team Formation		
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Week Nine

T 10/18	Trends for the Interdisciplinary Workplace I Intelligences for the Interdisciplinary Workplace: A: Creative Intelligence and who wants to be a millionaire? B. EQ C. Multiple Intelligences	R 117-148: Various Jokes and Short Articles; R Thomas Stanley, "An Introduction to <i>The Millionaire Mind</i> ," 125-146; Arnedariz, "Who Wants to See a Millionaire?," R 147; T Reading 11: Kimbrell, "Breaking the Job Lock," T 123-126; T Reading 15: Fisher, "Success Secret: A High Emotion IQ, T 157-160;" T Reading 16: James, "Mastering New Forms of Intelligence, T 160-163	HW#6 Definition of a Concept and Correct Citation; HW #7 Definition of a Theory and Correct Citation
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		Recommended Reading: T Reading 12: Barket et all, "The Interdisciplinary Needs of Organizations," T 127- 135	
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Th 10/20	On Informational Interviews Group Work	R 86-101:Augsburg's and Career Services Material on Informational Interviews	
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Week Ten

T 10/25	Creative Class On Mission Statements	T Readings 12 & 13: Florida T 135-156	
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Th 10/27	Resume Workshop		BIS Plan of Study Due
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Week Eleven

T 11/1	BIS 401 Information Judicial Affairs Information?		HW #8 Portfolio Mission Statement Due HW #9 Group Project and Subtopic Discussion
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Th 11/3	Progress Reports on Group Presentations:		
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Week Twelve

T 11/8	Team Presentations		
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T 11/10	Team Presentations		
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Week Thirteen

T 11/15	Team Presentations		BIS Portfolio Due
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Th 11/17	Team Presentation		
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Week Fourteen

T 11/22	Team Presentations		Teaching Demo Problem Solving Report
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			Due HW # 10 Course Reflection Due
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Th 11/24	NO CLASS	HAPPY	THANKSGIVING
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Week Fifteen

T 11/29	Course wrap up		
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Th 12/1	Course wrap up		
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**NO FINAL LATE WORK (LATE FINAL LOGS) WILL BE ACCEPTED!
FINAL GRADES ARE NOT NEGOTIABLE!
FINAL GRADES WILL NOT BE POSTED NOR BE GIVEN OUT
VIA TELEPHONE OR EMAIL.**

**IT IS THE STUDENT'S RESPONSIBILITY TO PICK UP FINAL WORK.
WORK MUST BE PICKED UP IN ORDER FOR GRADE TO BE RECORDED IN THE
ELECTRONIC GRADE BOOK AND BE CALCULATED FOR FINAL GRADE.**

**STUDENTS WHO WISH TO HAVE THEIR FINAL WORK MAILED TO THEM
MUST SUPPLY A STAMPED SELF-ADDRESSED ENVELOPE ALONG WITH
THEIR FINAL WORK.**

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