

## USL 216 – Service-Learning for Educators

Schedule line #, Credit hours

### Instructor Information:

**Dates of classes:** Click here to enter a date. - Click here to enter a date.  
**Instructor Name:** Click here to enter text.  
**Email:** Click here to enter text.  
**Work Phone:** Click here to enter text.  
**Office Hours:** Click here to enter text.  
**Office Location:** Click here to enter text.

\*Instructors are available to provide assistance by phone, email, office hours or by appointment. Instructors are expected to return all inquiries from students **within 48 hours**. Please allow for this 48 hour response time to allow instructors to manage your inquiries with their additional responsibilities. If you have questions about an assignment, ensure you contact your instructors at least 2 days prior to a due date.

### Course Information:

#### Catalog Description

This course examines the effects of social justice issues on student achievement. It correlates academic coursework with required community service working with high needs children to analyze community needs, the importance of civic engagement, and community issues affecting ethnic minorities and marginalized populations in contemporary American society particularly how it applies to our education system. **Students dedicate a minimum of 70 hours** at a pre-approved site (including Title I K-12 schools, youth programs, health services, social services, etc.) directly serving high needs youth or adults. A weekly seminar, course readings, discussions, and reflection assignments facilitate critical thinking and a deeper understanding of cultural diversity, citizenship, how to contribute to positive social change in our community, and how to utilize this knowledge in the teaching profession to better serve all children. The course provides “real-world” experiences that exercise academic skills and knowledge applicable to each student’s program of study and career goals working with children, youth and families.

#### Course Format

Lecture/discussion & Service Internship

#### General Studies

Cultural Diversity in the United States (C) & Literacy (L)

### Required Course Texts, Materials and Resources

#### Required readings/materials provided in Blackboard

- Gould, J. (2003). *Guardian of Democracy: The Civic Mission of Schools*. The Carnegie Corporation of New York and the Center for Information and Research on Civic Learning and Engagement. The Leonore Annenberg Institute for Civics of the Annenberg Public Policy Center at the University of Pennsylvania and the Campaign for the Civic Mission of Schools.
- Knopf, J. et. al. (2015). School-Based Health Centers to Advance Health Equity. *American Journal of Preventative Medicine*, 51(1), 114-126.
- Kolbert, J., et. al. (2015). Teachers’ Perceptions of Bullying of Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Students in a Southwestern Pennsylvania Sample. *Behavioral Science*, 5, 247-263.
- Documentary: *Frontline, Poor Kids*. (2012) *Frontline* explores what poverty means to children and to the country’s future.

#### Supplemental Text

- Birkett, M., Espelage, D.L, & Koenig, B. (2009). LGB and questioning students in schools: The moderating effects of homophobic bullying and school climate on negative outcomes. *J Youth Adolescence*. 38, 989-1000.
- Feinberg, J. R., & Doppen, F. H. (2010). High school students’ knowledge and notions of citizenship. *The Social Studies*, 101, 111-116.
- Kozol, J. (1991). *Savage Inequalities: Children in America’s Schools*. 1992. New York, NY: HarperPerennial.

- Philipsen, M. I. (2003). Race, the college classroom, and service learning: A practitioner's tale. *Journal of Negro Education*, 72 (2), 230-240.
- Rothstein, R. (2004). The achievement gap: Closing the gaps requires more than just improving schools. *Educational Leadership*, 62(3), 40-43.
- Rogalsky, J. (2010). "Mythbusters":Dispelling the culture of poverty myth in the urban classroom. *Journal of Geography*.108:4,198-209
- Documentary: Waiting for Superman (2010) from Director Davis Guggenheim

### Required Materials

- My USL: University Service-Learning Online Web system at <http://servicelearning.asu.edu/my-usl>. My USL is the online system in which students completed all logistical tasks that pertain to the service internship including matching with a service organization, and submitting the following electronic assignments:
  - Internship Selection Form (ISF)
  - Daily Timecards
  - Service Goals
- Details on service hours policies are found on page 6

### Provided Materials

- ASU Blackboard (BB) Course Management Website at <http://myasucourses.asu.edu> (All ASU students have FREE access to this web resource.) BB should be checked regularly for announcements, class documents, and resources. Below is a list of the folders and the contents within that can be found on the BB for this class:
  - Course information: Syllabus, Student Handbook, Site Placement Documents, Forms, Instructions on how to submit BB assignments, Class presentations or materials (posted at the instructors discretion)
  - Assignments: All assignments are listed in chronological order by due date. Each assignments contains a prompt, supporting materials and the grading rubric.
  - My Grades: Monitor your progress in the class.
  - Staff Information: Contact information for your instructor, USL Director, USL Community Placement Coordinator, and the My USL Coordinator

### Listserv

All students enrolled in USL courses will be automatically added to the USL Student Listserv (referred to as SLED – Service-Learning E-Digests), in which students will receive periodic announcements about related items to the class such as reminders about service hours, community events, scholarships, jobs, and other service-based opportunities. Students may unsubscribe at any time by responding to the sender asking to be removed from the list.

### Student Learning Outcomes

Upon completion of this course the student should be able to:

Student Learning Outcomes	PSA*
Gain an understanding of the value of Social Embeddedness and the importance of incorporating civic engagement into their future careers.	ASU Design Aspiration for Social Embeddedness – Critical Reflection Series and Presentations
Understand how experiences may be interpreted by people from diverse cultural perspectives and frames of reference	NCSST – Critical Reflection Series and Service Hours
Help learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies and nations.	NCSST – Critical Reflection Series
Guide learners efforts to identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities	NCSST – Critical Reflection Series and Presentations
Understand cultural diversity and mutual respect among all participants.	National Service-Learning Standards – Service Hours, Class Activities and Reflection Series
Cultivate and maintain partnerships that are collaborative and mutually beneficial and address community needs.	National Service-Learning Standards – Service Hours and Class activities
Implement Service-Learning as a pedagogy that engages participants in meaningful and personally relevant service activities while meeting academic goals and content standards.	National Service-Learning Standards – Service-Learning Portfolio

## Tentative Course Calendar

Week	Topics	Assignment	Due Date Sunday @ 11:59 PM
1	Syllabus & Course Introduction	Find your service placement Syllabus Quiz	8/26
2	Critical Reflection & Safety while Serving	My USL: ISF Pre-Service Reflection	9/2
3	Civic Engagement, Citizenship & the Role of Teachers in Civics	Critical Reflection 1 - Civic Mission of schools	9/9
4	What is Social Justice? Community issues versus Social issues	My USL: Service Goals	9/16
5	Social Identity & the importance of understanding identity for teacher. Stereotyping		
6	Effects of Discrimination on Student Achievement	Critical Reflection 2 – Perception of Bullying	9/30
7	Inequalities in School, School funding, Solutions within school systems		
8	Effects of Poverty on Academic Achievement	Critical Reflection 3 - Poverty	10/14
9	Effects of inadequate health care on children in schools	Critical Reflection 4 - School Based Health Centers	10/21
10	Effects of Immigration Injustices on students & families		
11	Social Justice Topic Presentation		
12	Service-Learning: Intro, definition, lesson plans and service	Service-Learning Lesson (SLP) – Part 1: Lesson & Service	11/11
13	Service-Learning: Reflection & Facilitating the connections	Service-Learning Lesson (SLP) – Part 2: Reflection	11/18
14	Justice Solutions & Implementing Educational Solutions		
15	Solutions day 2 and final presentation preparation	Post-Service Reflection	12/2
Final	Final Group Presentation - Scheduled during ASU's assigned final time <a href="https://students.asu.edu/final-exam-schedule">https://students.asu.edu/final-exam-schedule</a>	Group Presentation Visual Aid (due night before the presentation at 11:59 PM)	

**\*All assignments are due on Sunday at 11:59 PM**

**\*Course calendar is subject to change**

**\*Service hours must be completed AND approved by your supervisor by Wednesday, December 5 at 11:59 PM or as specified by your instructor to count towards your grade.**

## Mary Lou Fulton Teachers College Grading Scale

A	93%-100%
B	83%-92%
C	73%-82%
D	63%-72%
E	62% and below

## Course Assignments, Responsibilities, and Grading Criteria

Assignment and Description	Graded Item	Points Possible	Approximate % of Final Grade
<b>Course Requirement</b>			
<b>Service Hours</b> Each student is required to complete 70 hours of service at an approved USL community placement serving high needs youth or adults. See the Service Hours section on Page 5 for more details.	Completion of 70 hours = 100 Points <ul style="list-style-type: none"> <li>• 65-69 hours = 90 points</li> <li>• 60-64 hours = 80 points</li> <li>• 55-59 hours = 70 points</li> <li>• 50-54 hours = 60 points</li> <li>• Less than 49 hours = 0 points</li> </ul> Completion of less than 60% (42 hours) will result in automatic failure from the course.	100	18.5%
<b>My USL Assignments</b> All students must register on My USL to complete all logistical tasks that pertain to community service hours	<ul style="list-style-type: none"> <li>• Internship Selection Form (ISF) = 6 points</li> <li>• Timecard Submission = 1 point per week for 14 weeks</li> <li>• Service Goals = 15 points</li> </ul>	35	6.5%
<b>Weekly Class Participation</b> All students are expected to attend class every week and participate actively. See class policies on Page 6	<ul style="list-style-type: none"> <li>• 5 points per week x 15 times per semester</li> <li>• Syllabus Quiz = 10 points</li> </ul>	85	15.7%
<b>Academic Reflection Assignments</b> Critical Reflection (CR) assignments require students to analyze and correlate an assigned reading or other material with class lessons and service experiences	<ul style="list-style-type: none"> <li>• Pre-Service Reflection = 25 points</li> <li>• Critical Reflection Series - 25 points each (4) = 100 points</li> <li>• Post-Service Reflection = 60 points</li> </ul>	185	34.3%
<b>Service-Learning Lesson Plan</b> The Service-Learning Lesson Plan (SLP) is designed to help students understand Service-Learning as an instructional methodology. This two part assignment requires students to select or design each component of service-learning and then request support for their plans	<ul style="list-style-type: none"> <li>• SLP – Part 1 = 35 points</li> <li>• SLP – Part 2 = 35 points</li> </ul>	70	13%
<b>Class Presentations</b> Students are required to complete two presentation that will focus on delivering clear and complete content and exercising presentation skills.	<ul style="list-style-type: none"> <li>• Social Justice Topic Presentation = 25 points</li> <li>• Final Presentation = 40 points</li> </ul>	65	12%
Total Points for the class		540	
<b>Note: ASU offers course credit for the weekly class participation and academic assignments, not for the community service.</b> To earn a passing grade in this class, it is crucial to complete all academic coursework to the best of your ability as well as complete your service hours. Because the service is a crucial basis for the class and coursework, the service is mandatory.			

## SERVICE HOURS

Each student must complete weekly community service hours with one of the USL approved organizations. Students will use their service experience to make connections to class discussions, reflection assignments, and the area of their major and career goals. Guidelines for service hours include:

- Service hours must be performed at a site that has been pre-approved by University Service-Learning. See the [USL Student Handbook](#) on Blackboard for detail on qualifications & requirements for Service Placement Organizations.
- Students may contact their choice of community partners based on their availability and interest.
- Students must contact organizations and be accepted into an internship prior to submitting an Internship Selection Form (ISF).
- ISF Forms are due by the end of the 2<sup>nd</sup> week of the semester.
  - Students who do not submit an ISF by the deadline, must submit an ISF Extension Form by the same deadline.
  - Students who submit an ISF Extension Form will have FIVE additional days to submit an ISF and start service hours or will NOT be permitted to continue in the course. NO EXCEPTIONS!
- Service hours must be completed during the semester. Hours completed prior to the 1<sup>st</sup> day of class or after the service hour deadline CANNOT count towards the class.
  - Once matched, students may begin completing service hours after the semester begins, but MUST begin service hours no later than week 3.
  - Students must continue serving with the organization through at least the 14<sup>th</sup> week of the semester even if the number of service hours required for the course have been exceeded.
  - Full details of additional guidelines and the selection process can be found in the Student Handbook in the Course Information folder on BB AND in the information session videos in the BB Welcome Announcement
- One timecard must be submitted for each service shift.
  - Timecards are due each week on Sunday by 11:59 PM on My USL.
  - Students are required to include on each timecards: accurate day & time of direct and indirect service hours AND a detailed description of the service activities completed during those hours.
  - For weeks that no service hours are completed, students must submit a Zero-hour timecards to notify their instructor of the reasons why service was not completed.
- Students must complete a minimum of 60% of their required service hours (42 hours) completing direct service (working directly with the service population). See Student Handbook for details of direct vs. indirect hours. Indirect hours exceeding 40% of the total service hours will not count towards the overall total required hours.
  - Example: If a student submits 35 direct service + 35 indirect service, this student will earn 35 direct hours + 28 indirect service hours = 63 total hours counted towards the final grade.

If you need help matching with a Community Service Placement or if at any time in the semester that you have concerns or need assistance in regards to your service hours, please contact your primary USL Coordinator, Caitlin Gaspar.

## ADDITIONAL CONTACT INFORMATION

USL Office is located on the Tempe Campus, Farmer Building, Room 106. Main number is 480-727-6382.

Caitlin Gaspar	Michelle Blagg-Catone	Adelina Zottola	Deborah Ruiz
USL Coordinator	USL Coordinator	My USL Coordinator	USL Director
<a href="mailto:Caitlin.Gaspar@asu.edu">Caitlin.Gaspar@asu.edu</a>	<a href="mailto:Michelle.Blagg-Catone@asu.edu">Michelle.Blagg-Catone@asu.edu</a>	<a href="mailto:Adelina@asu.edu">Adelina@asu.edu</a>	<a href="mailto:Deb.Ruiz@asu.edu">Deb.Ruiz@asu.edu</a>
480-965-8261	480-727-0852	480-965-8431	480-727-6382

## ADDITIONAL POLICIES & RESOURCES

Additional policies and support can be found in the USL Student Handbook found on Blackboard in the Course Information Folder and in the Informational Videos.

# UNIVERSITY/MARY LOU FULTON TEACHERS COLLEGE POLICIES

## ATTENDANCE AND PARTICIPATION

Attendance and active participation is vital to each student's success in every USL class. Regular weekly attendance is expected & required. As the class only meets once per week, a significant amount of information is covered during each class period. Missing class will cause students to fall behind. For this reason, the following attendance policies will be enforced with no exceptions:

- **For every 3<sup>rd</sup> absence from class, your FINAL grade will be dropped one letter grade.**
- To request an excused absence, complete and submit an EXTENUATING CIRCUMSTANCE FORM (found on BB in the Course Information/Forms folder) AND supporting documentation via email to your instructor **prior** to the absence or **within ONE week** for an emergency.
  - Requests that are not submitted in this manner WILL NOT be considered.
  - Extenuating Circumstance Forms will be approved at the discretion of the instructor.
- Tardiness to class or leaving class early will result in lost participation points for the equivalent to the amount of class time missed.
- Each student is expected to sign in prior to class beginning. Anyone who signs in after class begins will be marked late and deducted class points. Note: Students are not permitted to sign in for others or ask others to sign in for them. This violates the University's Academic Integrity Policy and will be treated as such.
- Everyone is expected to participate in class discussions.

## LATE AND MISSING ASSIGNMENTS

- **Late assignments will lose 10% per day and will not be accepted more than 5 days late.**
- Due to the General Studies Literacy requirements, for every 3<sup>rd</sup> academic assignment (Pre/Post Service Reflection, Critical Reflections, SL Lesson Plans and Class Presentation) that is not submitted, your final grade will be dropped one letter grade.
- To request an extension on an assignment, submit an extenuating circumstance form with documentation (as described in the attendance section above) **prior to the assignment due date.**
- All assignments must be submitted through BB in Microsoft Word. Assignments not submitted in this format will NOT be accepted and will be considered late assignments. (ISF, Service Goals & Timecards will be submitted on My USL)
- Assignments without a name listed in the top right or left corner of the first page will be deducted 10-20% of the assigned grade.
- All assignments must be original work completed by each student for this class for this semester. Students who submit the work of others, text copied from other sources or their own work that has been submitted for other classes or previous semesters are subject to the University's Academic Integrity Policy.

## EXPECTATIONS OF WRITING SKILLS ON ASSIGNMENTS

As this is a General Studies – Literacy (L) class, all students will have the opportunity to exercise and improve effective writing skills.

- **All writing assignments must be original work completed THIS semester for THIS class.**
- Practice collegiate level writing at all time including thoughtful structure, proper grammar/punctuation, and edit for content and errors.
- Directly answer each prompt question.
- Thoroughly support all statements with supporting evidence from text, class lectures, personal experiences and service experiences.
- On reflection assignments, responses that do not meet the word minimum requirements (as specified in the instructions for each assignment) will NOT earn credit.

## CELL PHONE & LAPTOP POLICY

**Cell phone usage is not permitted during class or service hours. Laptop usage is permitted during class for note-taking or research of class topics ONLY.** Violation of this policy will result in loss of participation points.

## **ACADEMIC INTEGRITY/PLAGIARISM**

The ASU Student Handbook contains the following information: “The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabricating, tampering, plagiarizing, or facilitating such activities. The university and unit academic integrity policies are available from the Office of the Executive Vice President and Provost of the University and from the Deans of the individual academic units.”

The rest of the code, which consists of several pages, is available at the following URL:

<http://students.asu.edu/srr/code>.

Dependent upon instructor’s discretion, penalties for plagiarism range from loss of points on plagiarized assignment to student receiving an ‘E’ for the course.

## **ACCOMMODATION FOR RELIGIOUS PRACTICES**

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time. <http://www.asu.edu/aad/manuals/acd/acd304-04.html>

## **ELECTRONIC COMMUNICATION**

Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (<http://www.asu.edu/aad/manuals/usi/usi104-01.html>) and in the University’s Computer, Internet, and Electronic Communications Policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>).

## **GRADE APPEALS**

The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth for the undergraduate and graduate programs are available at <https://education.asu.edu/student-forms-policies>

## **HANDLING DISRUPTIVE, THREATENING, OR VIOLENT INDIVIDUALS ON CAMPUS**

Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances. <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>.

## **HARASSMENT PROHIBITED**

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (Downtown campus- 522 N. Central Ave., Post Office Room 247, 480-496-4111; Polytechnic campus- Administration building suite 102, 480-727-1060; Tempe campus- Student Services Building room 263, 480-965-6547; or the West campus- UCB 301, 602-543-8152) if you feel another student is harassing you based on any of the factors above. Contact Equal Opportunity/Affirmative Action (EO/AA) at 480-965-5057 if you feel an ASU employee is harassing you based on any of the factors above.

<http://www.asu.edu/aad/manuals/acd/acd401.html>.

## **MILITARY PERSONNEL STATEMENT**

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request a complete or partial administrative unrestricted withdrawal or incomplete depending on the timing of the activation. For information, please see <http://www.asu.edu/aad/manuals/usi/usi201-18.html>.

## **MISSED CLASSES DUE TO UNIVERSITY-SANCTIONED ACTIVITIES**

Students who participate in university-sanctioned activities that require classes to be missed, should be given opportunities to make up examinations and other graded in-class work. 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. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

The specific activity program coordinator (e.g., assistant athletics director for academic services, director of forensics, director of bands) should, as early as possible, provide the college-designated individual with the class schedule of any student who may be required to miss class because of a university-sanctioned activity.

Students should inform their instructors early in the semester of required class absences. Instructors should attempt to provide opportunities for equivalent work, either before or after the class absence, in accordance with any academic unit or college requirements, which may apply.

<http://www.asu.edu/aad/manuals/acd/acd304-02.html>

## **PROFESSIONAL BEHAVIOR**

It is expected that students exhibit professional behavior inside the classroom, during intern placements, and working with other students outside of the class on assignments related to this class in addition to behavior in the classroom on ASU's campus. If at any time your behavior is 'unprofessional', the instructor may refer the student to the Director of the Office of Student Services (OSS) for the development of a Professional Improvement Plan (PIP). <https://education.asu.edu/student-forms-policies>.

## **TITLE IX**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>

## **COURSE/INSTRUCTOR EVALUATION**

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: <http://www.asu.edu/emailsignup>.

## UNIVERSITY SERVICES

### DISABILITY ACCOMMODATIONS FOR STUDENTS

Mary Lou Fulton Teachers College is committed to student success and ensures an inclusive learning environment for all students. Students with disabilities or disabling health conditions who need accommodations are required to document their condition with the Disability Resource Center <https://eoss.asu.edu/drc>. The Mary Lou Fulton Teachers College encourages admitted students with disabilities or disabling health conditions who believe that they may need an accommodation to register with the DRC prior to enrolling in the program. That way, all reasonable accommodations can be in place at the beginning of the program. Students who are registered with DRC will be key participants in establishing reasonable and appropriate accommodations with course instructors.

### SI (SUPPLEMENTAL INSTRUCTION)

SI seeks to help students process material presented in class through group facilitated discussion led by a trained peer (SI Leader) who has already successfully completed the course. More information will be available on Blackboard under the SI Study Group. Students can receive tutoring for various courses through University Academic Success Programs (UASP). Refer to our website: <https://tutoring.asu.edu>.

### TECHNOLOGICAL SERVICES AND SUPPORT

The Mary Lou Fulton Teachers College encourages students to make use of technological services available through ASU to make their learning experience more efficient. Students with personal laptop computers or netbooks can connect wirelessly to the Internet and to printing services on all four campuses and some school sites. The following support services are available to support student computing needs.

#### **Student Purchases:**

Discounted pricing for students purchasing laptop or desktop computers is available at through the ASU bookstore or online. (<http://www.bkstr.com/arizonastatestore/shop/technology>)

#### **ASU Campus Classroom Connectivity:**

In-class use of laptops is encouraged by the Mary Lou Fulton Teachers College. In cases where students need to make presentations during class, most classrooms have the capability of allowing laptops to connect to classroom projectors. Mac laptops may require an adaptor. For collaborative work, social networking tools are provided to ASU students through a Google partnership, including Google docs, spreadsheets, presentations, forms, and sites. (<https://docs.google.com/a/asu.edu/#all>)

#### **Hardware and Software Support:**

ASU 1:1 Technology Studios provide support to students on all four campuses for hardware, software, operating systems, security, networking, etc. (<https://ucc.asu.edu/techstudio/>)

MyApps provides free software tools including free virus scan software, online applications, and information about discounted software for purchase. (<https://webapp3.asu.edu/myapps/>)

### TUTORING

Tutoring is available on all ASU campuses and Online for a variety of courses in small groups on a walk-in/drop-in basis. Appointments are not taken. For a full list of sites and courses, visit <https://tutoring.asu.edu>.

### WRITING CENTERS

One Center, Many Places: The Writing Center, located on all four ASU campuses and online, offers free tutoring for all enrolled students. All writers—all ASU undergraduate or graduate students—can benefit from visiting the Writing Center to:

- explore, plan, and develop ideas;
- organize and structure a paper;
- integrate and cite sources; and
- write, revise, edit, and proofread.

For more information about ASU's Writing Centers, including how to make an appointment, please visit our website at <https://tutoring.asu.edu/writing-centers>.