

**San José State University**  
**MUSE**  
**SW96FY01, Citizenship in the Global Community, Fall 2009**

**Instructor:** Gil Villagrán, MSW  
**Office Location:** Washington Square Hall 215 Office G  
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**Office Hours:** Mon. 11-12, tbd, or by appointment  
**Class Days/Time:** Mon., Weds. 9-10:15  
**Classroom:** Clark Bldg. xxx  
**Prerequisites:** Freshmen only  
**GE/SJSU Studies Category:** GE area E  
**Course Fees:** No special fees

**Peer Mentor:** Hanna Morris

**Faculty Web Page and MYSJSU Messaging (*under construction*)**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

**Course Description**

These are exciting times to enter adulthood in a changing world with new discoveries and technologies, instant communication, worldwide trade, and opportunities yet to be fully recognized. At the same time, there are complex issues which must be addressed by our nation in the community of nations.

Living in the U.S., we are in the front seat of these discoveries and changes. As a young adult, what is your role as a responsible citizen of the U.S., and what role do you want to play in our global community?

This class will explore questions critical to our nation and world, and your future as students, citizens of the U.S., other nations, as well as **Earth citizens**. The course is an opportunity to initiate your lifelong education for responsible global citizenship. We will seek facts, read, and critically analyze opinions in print, broadcast, and on the street. We will seek to understand all sides of the issues the class selects for focused study.

## Course Goals and Student Learning Objectives

**COURSE MISSION: To introduce young adults to the importance of a lifelong education with a global perspective so that they can understand the increasing complexity of our “global village.”**

### GE/SJSU Studies Learning Outcomes

#### Learning Objectives and Activities for this Course

This course qualifies as an Area E (Human Understanding & Development) course in your General Education requirements. It is designed to enable you to achieve the following learning outcomes:

- To recognize the physiological, social/cultural, and psychological influences on personal well-being. [GE]
- To recognize the interrelation of the physiological, social/cultural, and psychological factors on your development across the lifespan. [GE]
- To use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals. [GE]
- To recognize yourself as an individual undergoing a particular stage of human development and, how your well-being is affected by the university’s academic and social systems, and how you can facilitate your development within the university environment. [GE]
- To understand the learning process and your responsibility and role in it. [MUSE]
- To know what it means to be a member of a metropolitan university community and the global community in the 21<sup>st</sup> century. [MUSE]

#### Upon successful completion of this course, students will be able to:

1. Demonstrate an introductory knowledge of the state of the world.
2. Identify, reflect upon, and critically analyze a range of major social problems confronting humanity. Identify selected programs to improve conditions, solve problems individually and/or in group-community, national and regional settings.
3. Define and articulate a personal philosophy for lifelong education, your place/role in your community, region, nation and the global community. The goal of self self-actualization will be researched and each student will develop their individual path toward an authentic life in community with others.
4. Analyze the impact of high tech industrialization, instant communication, the global village, and the human search for meaning in an exponentially changing world.
5. Demonstrate and communicate an understanding of your place in the global community.

## Required Texts/Readings

- a. **Required:** Lester R. Brown. Plan B 3.0: Mobilizing to Save Civilization, W. W. Norton & Company, 2008, ISBN: 978-0-393-06589-3
2. **Required:** Jeffrey Sachs. The End of Poverty: Economic Possibilities for Our Time, Penguin Books, 2005, ISBN: 978-0-143-036586
3. **Required:** Mike Davis, Planet of Slums, Verso, 2006, ISBN: 13-978-1-84467-2-160
4. **Required:** Rinku Sen, Accidental American, Immigration and Citizenship in the Age of Globalization, Barrett-Koehler Publishers, 2009, ISBN: 9781-5767-54382
5. **Recommended:** Scott Myers-Lipton. Social Solutions to Poverty: American's Struggle to Build a Just Society, Paradigm Publishers, 2006, ISBN: 978-1-594451-211-7
6. **Recommended:** Surjit S. Bhalla, Imagine There's No Country: Poverty, Inequality and Growth in the Era of Globalization, Institute for International Economics, 2002, ISBN: 0-88132-348-9
7. **Required: Course Reader:** purchase at Maple Press, 841 E. San Carlos St. San Jose, 408-297-1000
8. **Required:** Daily reading of San Jose Mercury-News and/or S. F. Chronicle and/or New York Times
9. **Required:** Daily news watching on PBS News Hour (Chan. 9, at 3, 6, & 11 pm) and/or listening to KQED 88.5 FM and/or KPFA 94.1 FM
10. **Recommended option:** Daily listening to MSNBC-webcast; ISAO AM CNN Radio News

**Library Liaison:** Susana Liu, CL 131

### Possible issues to be studied include:

Political Conflict or Cooperation  
 Ethnic, Religious, National and/or Global Identity  
 Natural Resources—distribution and limitations  
 The Nation State, Ethnic majorities and minorities, Empires, and International Governance  
 NAFTA, GTO, GATT, NATO, UN and YOU: What's it all about?  
 Migration, Immigration, Refugees, National and Global Citizenship

Labor, Trade, Banking, Real Estate and Intellectual Property  
National, International and Global Justice

Are we U.S. citizens only or Earth citizens also? Let's discuss this.

**Professor's short biographical statement:**

I have been a lecturer in the School of Social Work since 1995, primarily teaching social policy, community organization, social work practice, and senior seminars. My social work experience includes work on poverty; migration; domestic and other violence; child abuse; crime and youth gangs; political refugees; victims of torture; denial of human rights; ethnic and gender oppression; and community development.

I am active in various community advocacy organizations in San Jose and Santa Clara County, as well as virtual communities being developed by email communication. I have traveled in five continents, seeing the world as it is lived by people divided by class, religion, ethnicity, tribe, gender, livelihood, and war; as well as people dedicated to work for better local and global communities.

I am an editorial writer and reporter for **El Observador**, a San Jose bilingual newsweekly, writing a weekly editorial opinion column on local, national and global issues.

I was born in Mexico City, grew up in the Valley of Heart's Delight before it became Silicon Valley, and although I am thankful to be an American citizen, I identify as a citizen of Earth—that is, I seek to practice Global Consciousness: whatever affects anyone in our planet is my concern as a responsible citizen of Earth.

**How to Contact Your Professor**

The ways to contact me are: If you have a quick question, send me an email (short and specific so I can respond likewise and quickly). If you would like an office appointment (which I encourage at least once per course with each student), let's set one up after class or by email.

**Introduction to MUSE**

University-level study is different from what you experienced in high school. The Metropolitan University Scholar's Experience (MUSE) is designed to help make your transition into college a success by helping you develop the skills and attitude needed for the intellectual engagement and challenge of in-depth university-level study. Discovery, research, critical thinking, written work, individual and group class presentations, attention to the rich cultural diversity of the campus, and active discussion will be key parts of this MUSE course. Enrollment in MUSE courses is limited to a small number of students because these courses are intended to be highly interactive and allow you to easily interact with your professor and fellow students. MUSE courses explore topics and issues from an interdisciplinary focus to show how interesting and important ideas can be viewed from different perspectives.

## Learning Objectives and Activities for this Course

This course qualifies as an Area E (Human Understanding & Development) course in your General Education requirements. It is designed to enable you to achieve the following learning outcomes:

- 1.To recognize the physiological, social/cultural, and psychological influences on personal well-being. [GE]
- 2.To recognize the interrelation of the physiological, social/cultural, and psychological factors on your development across the lifespan. [GE]
- 3.To use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals. [GE]
- 4.To recognize yourself as an individual undergoing a particular stage of human development and, how your well-being is affected by the university's academic and social systems, and how you can facilitate your development within the university environment. [GE]
- 5.To understand the learning process and your responsibility and role in it. [MUSE]
- 6.To know what it means to be a member of a metropolitan university community and the global community in the 21<sup>st</sup> century. [MUSE]

**The following content and activities will be incorporated into the course as you engage in the subject matter of the course:**

- **Diversity:** Course shall incorporate issues of diversity in our emerging global society. [GE and MUSE]
- **Writing:** The writing requirement is 1500 words, well proofread.
- **Activities** to achieve the GE outcomes described above by including:
  1. A focus on the interdependence of the physiological, social/cultural, and psychological factors that contribute to the process of human development and determine the limitations, potential, and options of the individual across the lifespan;
  2. An understanding of the university as a learning center for the integrated person, an introduction to its resources, and an appreciation for the intellectual and social vitality of the campus community, and
  3. An inventory and evaluation of university-level learning skills (e.g. methods of inquiry, critical thinking, study skills, research skills, and information literacy) and an exploration of the application of these skills to the student's academic and personal development, and relationship to the global community, and
  4. An understanding of ethics and integrity in academic and non-academic settings. [GE]
- **University scholar:** Course activities are designed to enable students to improve critical thinking skills, information competencies, critical reading and writing skills, presentations skills, and group interactions. [MUSE]

- **University life:** Students should attend workshops and participate in group activities to help you learn about university and community resources and activities, and to increase your understanding of issues in the areas that will be identified in class.  
[MUSE]

### **Professor's Teaching Philosophy**

As young adults, you have completed at least twelve years of formal education and are admitted to a university. You have arrived at the beginning of your undergraduate education. To become true “women and men of knowledge” who are educated and prepared for the 21<sup>st</sup> century, a new millennium, you have great challenges ahead.

**My philosophy is that education is a wondrous path without limits, without end.** The goal of education, for me, is to seek to understand the world with as much objectivity, perspective, and appreciation and wonder as we can. This course is designed to open your mind to what you do not yet know, that you need to know, in order to identify what you are curious about, as well as to guide you in directions toward possibilities you may not quite be aware of yet, which will be the challenges for all of us in this new century and millennium.

In this course we will embark upon a journey of individual and group discovery of the conditions of the world as it is, the issues which challenge ourselves individually, and collectively as Earth citizens. We will “learn how to learn” about some of these issues selected consensually by the class, and teach each other in a Socratic manner. Grades are necessary by university policy, as well as to encourage you and ensure your individual progress along our educational journey.

A university education is much more than four years of courses and a BA in your selected major. These four years are your best opportunity to open yourself to learn everything you can about everything available on this campus and beyond: courses, forums, films, events, marches, demonstrations, speak-outs, readings, plays, street theater, whatever that addresses the issues for the day in the marketplace of ideas. **Don't miss out on the history taking place before your life! Be a witness, a scholar, a participant, a response-able, alive Global Citizen.**

### **Classroom Protocol**

This MUSE course is a seminar which requires full participation from all students. Each student is expected to attend all classes, making comments which show that assigned readings were read and understood. The student should be able to support opinions with data and/or logical arguments, share ideas and listen to the ideas of others, maintain focused discussion and integrate class content with other courses. Please note that you cannot participate in class if you are not in attendance. **Students are expected to participate in all classes and assigned class activities.**

Students are reminded of appropriate student behavior, e.g., punctuality in attendance and timeliness in completing assignments is expected. Timely communication with the instructor is also expected. All class time is valuable, and if a student needs to leave due to illness or emergency, I expect to be informed.

**Classroom etiquette:** Arrive before class begins, bring your name tent to all classes, sign attendance roster, turn off and do not use any personal communication devices during the class period (including breaks). Laptop computers are not to be used in class unless for class presentations, as approved by the instructor.

## **COURSE LEARNING OBJECTIVES**

At the conclusion of this course, students will be expected to:

1. Demonstrate an introductory knowledge of the state of the world.
2. Identify, reflect upon, and critically analyze major social problems confronting humanity. Identify selected programs to improve conditions, solve problems individually and/or in group-community, national and regional settings.
3. Define and articulate a personal philosophy for lifelong education, your place/role in your community, region, nation and the global community. The goal of self-actualization will be researched and each student will develop their individual path toward an authentic life in community with others.
4. Analyze the impact of high tech industrialization, instant communication, the global village, and the human search for meaning in an exponentially changing world.
5. Demonstrate and communicate an understanding of your place in the global community.

## **COURSE REQUIREMENTS**

### **Learning Experiences:**

Learning opportunities will include lectures, seminar discussions, journals, writing assignments, field interviews, videos, public lectures on and off campus, and student individual and group presentations.

### **Class Attendance and Participation:**

This MUSE course is a seminar which requires full participation from all students. Each student is expected to attend all classes, making comments which show that assigned readings were read and understood. The student should be able to support opinions with data and/or logical arguments, share ideas and listen to the ideas of others, maintain focused discussion and integrate class content with other courses. Please note that you cannot participate in class if you are not in attendance. **Students are expected to participate in all classes and assigned class activities.**

Students are reminded of appropriate student behavior, e.g., punctuality in attendance and timeliness in completing assignments is expected. Timely communication with the instructor

is also expected. All class time is valuable, and if a student needs to leave due to illness or emergency, I expect to be informed.

**Grades: Grading information:** Grading Percentage Breakdown by University Policy

|          |    |         |    |
|----------|----|---------|----|
| 98 - 100 | A+ | 73 - 76 | C  |
| 93 - 97  | A  | 70 - 72 | C- |
| 90 - 92  | A- | 67 - 69 | D+ |
| 87 - 89  | B+ | 63 - 66 | D  |
| 83 - 86  | B  | 60 - 62 | D- |
| 80 - 82  | B- | 0 - 59  | F  |
| 77 - 79  | C  |         |    |

**Assignments:**

**All Assignments are expected to be turned in on time, in class, to the instructor.**

Do NOT email assignments or leave them in my faculty box mailbox.

Being absent from class is not an excuse for not turning in an assignment on the date required.

The following assignments are required and are graded as follows:

| Assignment                                   | Points     | Percent of grade |
|--|------------|------------------|
| <b>1. Bi-weekly Entry Journal</b>            | 200        | 10 %             |
| <b>2. Biographical and Goal Statement</b>    | 300        | 10 %             |
| <b>3. Critical Issue Statement</b>           | 300        | 20 %             |
| <b>4. Issue Presentation</b>                 | 300        | 20 %             |
| <b>5. Letter to the Editor</b>               | 100        | 10               |
| <b>6. Reflection papers (two x 100 each)</b> | 200        | 20               |
| <b>5. Class participation</b>                | 100        | 10 %             |
| <b>Total points for course</b>               | <b>100</b> | <b>100%</b>      |

**Assignment 1:** Write a bi-weekly entry journal for each class discussion and the assigned readings for the day. The entries (approximately 2-3 typed pages each) should cover the topic for the class period as listed in the class schedule, the discussion points by the professor and your fellow students, and a summation of your rational perspective of the issue. Journal entries will be read in class by random selection by the professor. Come prepared to read your entry on during class.

**Assignment 2:** Write a **brief biographical statement and goal statement** about who you are as a person, a member of your gender, ethnic, culture, economic class, religious, and/or national or regional representative. Use as many of these identifiers as you consider important to share who you are today.

The **goal statement** describing the educational goals you have at this time, possible professional work you see yourself doing after your BA, further education, and ultimate life vocation(s). (Approx. 700 words)

**Assignment 3:** Write a **critical issue statement** where you identify one critical issue or condition that you are passionate enough to learn everything you can about it, and want to devote part of your life to address. Include in this statement the issue, who is impacted by the issue, the process of its impact, how the issue or condition came about, how it is enabled to continue, who benefits, and who suffers its consequence. Conclude with your preliminary idea of how to address the issue or condition. (1,000 words)

**Assignment 4:** Prepare an **Issue Workshop Presentation** for the class where you describe the issue or condition that you have been researching, reading about and writing about in your assignments, and present it using prepared notes, overhead slides or PowerPoint (limited to 8 slides), and prepare your answers for anticipated questions. (Presentation: 10-15 minutes, Q & A: 5 minutes)

**Assignment 5:** Letter to the editor, a polished 100 word letter, to be submitted to a local newspaper and/or the Spartan Daily on a critical issue to be assigned.

**Assignment 6: Two reflection papers** will be assigned on two special presentations (a video and/or guest speaker) approx. 100 words each, for class discussion.

**All written assignments must be proofread for spelling, grammar, and word usage.** They should be well organized and concise (see page limitations), with appropriate sourcing of data and quotes. All papers must be word processed with a #12 font, 1 inch margins, and double-spaced.

## SW96FY01 / Citizenship in the Global Community

### Fall 2008, Course Schedule

*List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.*

| Class | Date      | Topics, Readings, Assignments, Deadlines  |
|-------|-----------|---|
| 1     | August 24 | Introduction activities, brainstorming: What is Socratic Dialogue?<br>What is citizenship? <u>What is the role of a citizen in society?</u><br>Are we U.S. citizens only or Earth citizens also?<br>Do we belong to our nation or does our nation belong to us?<br>Review of world maps: perspectives, changes, arbitrariness |
| 2     | August 26 | Course review, brainstorming: ranking of issues, themes for semester<br>What is important to you? What do you worry about? What do you hope to celebrate this year, in five years, ten, twenty, fifty?<br>Brown: chapt. 1-2   |
| 3     | Aug. 31   | Research on history of Labor Day<br>Brown: chap. 3-4  |
| 4     | Sept. 2   | Self-identity: familial, cultural, religious, tribal, clan, community, village, nation, team, subculture, generational, hobby, individual, profession, employer, club membership, (Mac or pc?), etc.<br>Philosophies of life: What is the (your) purpose of (your) life?<br>Reader: philosophies of life.                     |
| 5     | Sept. 7   | David's PowerPoint on APA, plagiarism video<br><b>Discussion of biographical and goal statement assignment</b><br>Brown: chapt. 5-6 Sobering realities of our planet and global society   |
| 6     | Sept. 9   | What is the purpose of government?<br><u>What is the responsibility of a citizen in society?</u><br>The idea of global citizenship, responsibility to our planet and to our collective future generations.<br>Reader: pages xxxxx<br>Sen: chap. 1-5   |
| 7     | Sept. 14  | Values: social, cultural, familial, personal<br>Values in U.S society, other societies, in other times, in future<br><b>Brief biographical/ goal statements due for peer editing</b>  |
| 8     | Sept. 16  | Reader: pages xxxx<br>Sen: chap. 6-10<br><b>Edited brief biographical statements due</b>  |
| 9     | Sept. 21  | Sachs: Forward through chapt. 4<br>Film: "Darwin's Nightmare" or "Maquilapolis"   |
| 10    | Sept. 23  |   |

| <b>Class</b> | <b>Date</b> | <b>Topics, Readings, Assignments, Deadlines</b>  |
|--------------|-------------|--|
|              |             | <b>Sharing of biographical/goal statements</b>   |
| 11           | Sept. 28    | The demographic trap—and solutions<br>by governments, by social institutions , by local and global NGO<br>institutions<br>Sachs: chapt. 11-14                                      |
| 12           | Sept. 30    | Civil Society: We are all passengers on the Titanic named: Earth<br><b>Discussion of Goal Statement assignment</b>   |
| 13           | Oct. 5      | Governments, NGO organizations/institutions, corporations, citizens<br>(the undocumented, stateless, refugees, others without “standing”)<br>Reader: pages xxx<br>Davis: chap. 1-2 |
| 14           | Oct. 7      | Davis: chapt. 3-4<br><b>Goal Statement due for peer editing</b>  |
| 15           | Oct. 12     | Davis: chapt. 5-6<br><b>Edited Goal Statements due</b>   |

| <b>Class</b> | <b>Date</b> | <b>Topics, Readings, Assignments, Deadlines</b>  |
|--------------|-------------|--|
| 16           | Oct. 14     | Davis: chapt. 7—8 & Epilogue<br><b>Sharing of Goal Statements</b>  |
| 17           | Oct. 19     | <b>Discussion of Critical Issue Statement Assignment</b><br>Brown: chapt. 8-9  |
| 18           | Oct. 21     | Selection of <b>Critical Issue to be researched for presentation</b><br>making cities and economies for all the people<br>Brown: chapt. 10 |
| 19           | Oct. 26     | Brown: chapt. 11-12  |
| 20           | Oct. 28     | Brown: chapt. 13   |
| 21           | Nov. 2      | Sachs: chapt. 15-18  |
| 22           | Nov.4       |  |
| 23           | Nov. 9      | “todo para todos” “leave no child behind” “it is all one river”<br>“we are all downwind” “all men (and women) are created equal”           |

| <b>Class</b> | <b>Date</b> | <b>Topics, Readings, Assignments, Deadlines</b>   |
|--------------|-------------|---|
|              |             | “let us see that world we can make for our children”  |
| 25           | Nov. 11     | <b>Critical Issue Statement due for peer editing</b>  |
| 25           | Nov. 16     | Reading from reader to be assigned  |
| 26           | Nov. 18     | <i>Edited</i> <b>Critical Issue Statement due</b>   |
| 27           | Nov. 23     | <b>Presentation skills workshop, and presentation order selection</b><br>Reading from reader to be assigned |
| 29           | Nov. 25     | Reading from reader to be assigned  |
| 30           | Nov. 30     | <b>Critical Issue Presentations --Session One:</b><br><br>(order by random selection)                       |
| 31           | Dec. 2      | <b>Critical Issue Presentations --Session Two:</b>  |
| 32           | Dec. 7      | <b>Critical Issue Presentations --Session Three:</b>  |

|                 |            |   |
|-----------------|------------|---|
|                 |            |   |
| 33              | Dec. 9     | <b>Course Review: What have we learned?</b><br><br><b>Where do we go from here?</b> |
| Final Exam Week | Dec. 15-18 |   |

## San José State University Critical Thinking and Writing Criteria

One method to evaluate students' critical thinking and communication skills is via written assignments. The Publication Manual of the American Psychological Association (APA; 5<sup>th</sup> ed.) is a format guide widely used in assignments. If you need writing or editing assistance, please consult with your instructor.

Plagiarism<sup>3</sup> is unacceptable. It may be monitored by your instructor with commercial plagiarism detection services.<sup>4</sup> Cheating is also unacceptable.<sup>5</sup> Any student who plagiarizes or cheats will be dealt with according to San José State University policies and procedures, which may include expulsion from the university.

<sup>1</sup> Critical thinking is the use of intellectual skills that address relevance, accuracy, clarity, depth, and breadth of ideas, situations, and theories. It enables one to self-assess mindfully her or his understanding and thought processes; it includes analyzing an issue or situation, its context, and its elements from multiple perspectives; and, it generates self-improvement as one becomes sophisticated in theorizing, conceptualizing, and communicating.

<sup>2</sup> Communication is fundamental and occurs in written, oral, and nonverbal forms. All communications, including case notes, reports, and proposals, should be clear and cohesive. Effective communication is essential.

### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html) . [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/) . Students should be aware of the current deadlines and penalties for adding and dropping classes.

### Assignments and Grading Policy

- Grades will be determined using a point system, with each assignment scored by noted points based upon work involved in producing the written assignments, and the quality of the written or oral presentation.
- Extra credit options include attending selected and announced community cultural or other events with short written (and possibly brief oral in class) reports.
- The percentage weight assigned to class assignments is noted in assignments section.
- Late assignments are very discouraged, but may be accepted on an individual basis, with reduced credit points of 10% per class meeting.

### University Policies

#### Academic integrity

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and

the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

### **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

### **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

## Peer Mentor Center

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor/>

## **SJSU Campus Emergency Procedures FIRES EARTHQUAKES AND OTHER DISASTERS**

- Call 911 or use a blue light telephone to summon University Police assistance for all campus police, fire or medical emergencies. Give your name, the nature of the emergency and your specific location. Stay on the line until the University Police Dispatcher tells you to hang up.
- Use extinguishers for minor fires. If a fire appears uncontrollable, close all room doors to confine the fire and evacuate the area or building.
- Remain calm during an earthquake. “Duck and cover” under a desk or table or stand in a doorway or against an interior wall. Move away from exterior wall windows, overhead lights, etc. Wait at least two minutes after shaking stops before leaving a building. Move to a clear area well away from structures or overhead hazards such as trees or power lines.
- Help disabled persons evacuate the building. Follow instructions of Building Emergency Team members and University Police.
  - Tune to radio station KSJS 90.7 FM for campus information.

### **MEDICAL EMERGENCIES**

- Call 911. Give your name, the nature of the emergency and your specific location. Tell the University Police Dispatcher what assistance you need (ambulance, paramedics, etc.)
- Assist the victim until help arrives. If you or someone in the area is trained in CPR perform CPR or Rescue Breathing if necessary. Stop the bleeding with direct pressure to the wound. Do not move a victim unless his or her life is in immediate danger. Do not leave victims unattended.
- For first aid, report in person to the Student Health Center weekdays from 8:00 am - 5:00 pm or call University Police at 924-2222.

### **EVACUATION PROCEDURES**

- Leave by the nearest safe exit when you hear the building emergency alarm (fire alarm) or if you are told to do so by University Police or a Building Emergency Team member.
- Take keys, books, wallets or billfolds, prescription medicines and important personal belongings with you in case this building cannot be reentered immediately. Move at least 150 feet away from all structures.
- Use the stairs. Do not use elevators — in case of fire or earthquake many elevators stop in place and you may be trapped.
- Reenter a building only when University Police or Building Emergency Team members tell you that it is safe to do so.

**POLICE - FIRE - MEDICAL EMERGENCY  
DIAL 9 – 1 – 1**

For further information visit the University Police Web site at: <http://www.sjsu.edu/police/>