Course Syllabus

✎ **Edit**

BUS 201: Writing and Presenting for Business

Section 1: Course Information

This section expands on the following topics:

- 1.1: Instructor Information
- 1.2: Course Information
- 1.3: Textbook & Course Materials
- 1.4: Course Technology

1.1: Instructor Information

- Name: Mary Jae Kleckner, Ph. D.
- **Virtual Office Hours (https://wisconsin-edu.zoom.us/j/96140718336?pwd=aVZTT3hDRDZ3RmFrcJh5K0NPRFBPdz09&from=addon)** : Wednesdays & Thursdays, 12:00–2:00 pm
  Click link above to enter waiting room... *No appointment necessary!*
  Alternate meeting times available on request.
- E-mail: **mary.kleckner@uwsp.edu (mailto:mary.kleckner@uwsp.edu)** *

* If you require a response within 24 hours, make sure your email's subject line 1) includes "BUS 201" and 2) succinctly identifies your specific area of concern (assignment, event, etc.)

1.2: Course Information

BUS 201: Writing and Presenting for Business is a 100% online course.

Although it does not have synchronous class sessions that require you to join the class at a set time and day each week, BUS 201 *does* have weekly discussions and peer review assignments broken into a series of participation deadlines that require students to enter the course and engage with their

classmates *at least* three times each week. Deadlines are often (not always) on Tuesdays, Thursdays, and Sundays at 11:59 pm.

A NOTE ABOUT ASSIGNMENT STRUCTURE AND DEADLINES: Multi-stage assignments are specifically designed to support student engagement and interaction. They require active participation throughout the week to have value. Because those assignments quickly lose value once the submission deadline passes, *discussion posts, first drafts, and peer reviews submitted more than 24 hours after the deadline will not receive credit.*

If you realize you have missed one of those deadlines, do not contact me - just submit the assignment as quickly as you can. If you do so within 24 hours, you will receive 75%. If yu submit after 24 hours, you will not receive any points.

In sum, if you prefer to complete online courses by getting as many assignments as possible "out of the way" in a single sitting, and then waiting a couple of weeks or a month before checking in with the course again, **this is not the right online class for you.**

1.3: Textbook & Course Materials
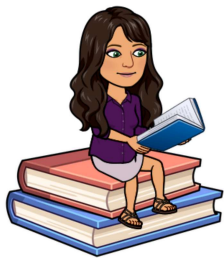
Business Communication: A Problem-Solving Approach (2nd Ed.), Kathryn Rentz and Paula Lentz. McGraw Hill, 2021. This text is available through the University Bookstore Text Rental program.

NOTE: If you are living outside the continental U.S. this semester, you might want to consider renting through **Amazon.com (https://www.amazon.com/New-Used-Textbooks-Books/b/? node=465600)** to avoid shipping costs and delays.

1.4: Course Technology

We will use Canvas and Microsoft Word extensively throughout the course. We may incorporate other technology platforms into the BUS 201 coursework as well. Please take the following steps as early as possible, preferably before the semester begins:

1. Confirm your devices meet the **system requirements for Canvas (https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66)** .
2. Confirm your devices meet the **system requirements for Zoom (https://support.zoom.us/hc/en-us/articles/201362023-System-requirements-for-Windows-macOS-and-Linux)** .
3. Follow my course guidelines to **install a free student edition of Office 365**.

Whenever you experience technical problems, feel free to let me know; however, try to resolve those issues through the resources below:

	UWSP IT Service Desk	**Canvas**
Phone:	• 346.4357 (on campus) • 877.832.8977 (off campus)	• 833.828.9804
Email/chat:	• techhelp@uwsp.edu (mailto:techhelp@uwsp.edu) • 601 Division St, Room 101	• Click the "Help" icon page
Web resources:	• **IT Service Desk** **(https://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx)** • **IT Tutorials & FAQs** **(https://www3.uwsp.edu/infotech/Pages/Tutorials/default.aspx)**	• **Canvas Student Gr** **(https://community.c** **10701)** • **Canvas Video Guic** **(https://community.c** **3891)**

Monitor your Canvas courses and UWSP email regularly. Don't rely solely on class reminders – check your email messages and log into your Canvas account at least 2-3 times a week.

If you struggle to use Canvas efficiently... please register for this self-paced **Student Training / Canvas Orientation course** to avoid unnecessary frustration and confusion. Also refer to my **Canvas Resources page** for tips on navigating Canvas.

If you need additional tools for online or hybrid courses, visit:
https://www.uwsp.edu/online/Pages/Online%20Student%20Orientation.aspx (https://www.uwsp.edu/online/Pages/Online%20Student%20Orientation.aspx)

Section 2: Learning Outcomes

This section expands on the following topics:

- 2.1: Course Goals
- 2.2: Course Learning Objectives
- 2.3: Academic Unit

2.1: Course Goals

One goal of this course is to expand your understanding of what "good" writing is -- *beyond* the absence of spelling, grammar, structural, and factual errors. Another is to polish your public speaking skills and improve your ability to develop, design, and deliver business presentations.

In pursuit of those goals, we will focus on communication clarity, coherence, efficiency, and effectiveness. We will also emphasize communication strategies that drive message composition and delivery decisions.

The **three-step writing process (https://marketingbinder.com/three-step-writing-process-for-business-communications/)** is integrated directly into the design of this course to help you develop the habit of investing more effort into planning and revising messages and less into writing them. We will apply a similar process to developing business presentations.

2.2: Course Learning Objectives

Students who successfully complete this course will progress in the following areas:

1. **Develop strategies for overcoming communication obstacles and anxiety.**
2. **Plan business messages conscientiously and strategically**.
3. **Select content and apply communication techniques that serve the interests and needs of target audience**.
4. **Create credible, engaging messages that optimize impact.**
5. **Adopt a process approach to communication.**
6. **Format professional-looking documents and slides using word processing and presentation software.**
7. **Process/provide feedback clearly and comfortably.**

2.3: Academic Unit

SBE Mission

The UW-Stevens Point Sentry School of Business and Economics creates career ready graduates and leaders through applied learning. We serve the businesses, economy, and people of the greater Central Wisconsin region. We specialize in preparing students for success by providing professional development experiences, access to employers, and in-demand skills.

The SSBE achieves its mission by valuing:

- Talent development
- Lifelong learning
- Career preparation
- On the job experiences
- Community outreach
- Regional partnerships
- Continuous improvement

Accreditation Commitment

SSBE is accredited by the Association to Advance Collegiate Schools of Business (AACSB), a designation earned by only 5 percent of world business schools. Accreditation instills a culture of continuously improving our programs through connections with local business leaders, alumni and the community.

Section 3: Course Expectations and Policies

This section expands on the following topics:

- 3.1: Attendance
- 3.2: Late Work
- 3.3: Etiquette/Netiquette

3.1: Attendance

Engaging in class material is critical to learning. Certain behaviors tell me whether students are just clicking around or actively engaging in the course. Many of those behaviors coincide with habits central Wisconsin employers say are critical to career success:

- Listen (and read) actively and attentively.
- Consistently and comfortably ask for clarification or feedback.
- Employ effective questioning techniques.
- Accept constructive criticism without deflection or defensive behavior.

Your willingness to consistently and attentively engage with course materials and other students is critical to the value of this course. To maximize your *learning*, enter the COURSE (do not just access assignments though the "To Do" list) at least 3-4 times a week. In addition:

- If you do not log into the course during the first eight days of the regular 16-week term, you may be dropped from the class.
- If you expect to be unable to access the internet/course for more than a few days, notify me in advance via email so we can make sure you will be able to keep pace with the course.
- If you cannot reach me or your other instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or **DOS@uwsp.edu (mailto:DOS@uwsp.edu)** .
- If you must miss school for religious reasons or military service, please refer to the "Absences due to Military Service" and "Religious Beliefs Accommodation" as outlined by the **UWSP registrar. (https://www.uwsp.edu/regrec/Pages/Attendance-Policy.aspx)**

Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit. If you decide to drop this class, please do so using **accesSPoint**

3.2: Late Work

The points you earn on course assessments have no value once you graduate -- only the knowledge, skills, and personal growth you gain by completing those assessments has value.

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IMPORTANT:

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BUS 201 is an online course, not an independent study course. Deadlines are coordinated with the content and the sequence of steps for each assignment. **Completing assignments *conscientiously* and *on time* is critical to their relevance and learning value, so opportunities to "catch up" on multiple missed assignments will be limited.**

Specific policies and procedures for missed assignment deadlines are as follows:

1. Because they rely on student interactions, **deadlines for *Discussion Posts, First Drafts* and *Peer Reviews* are not flexible.**
   - Those submitted within 24 hours of the deadline can earn up to 74%.
   - Those submitted more than 24 hours late get a zero.
   - Those completed incorrectly get only partial credit and no revision opportunity.
2. *For most other assignments,* if you email me a deadline extension request at least 24 hours in advance, I will extend the deadline without penalty. **List "deadline extension request" and the assignment name in the subject line** to ensure I approve your request in a timely manner.
3. *If a deadline is less than 24 hours away,* do not email a request, just submit the assignment as soon as possible.
   - If you submit it before I finish grading that assignment for your section, you will still get credit.
   - Expect a 25% reduction in your grade per 24-hour period.
   - Late submissions will not get instructor feedback or revision opportunities.
4. Assignments submitted more than three days (72 hours) past the deadline without prior approval will not receive any credit, feedback, or revision opportunity.
5. Multiple missed deadlines *will* have an impact on your final grade. That impact *is not negotiable*, even if it costs you a passing grade in the course.

If at any point your course grade falls below 50% because of consistently missed deadline assignments, you should drop the course and try taking it again another semester.

These policies are meant to help keep students on track and engaged in the course... **If you need an extension, just submit your request** via email (mailto:mary.kleckner@uwsp.edu) **at least 24 hours in advance.** The above policies will apply to your extended deadline.

3.3: Etiquette/Netiquette

I want to foster a productive and energizing learning environment. Your reaction to others' opinions and experiences, no matter how different or controversial they seem, must be respectful and reflect the spirit of civil discourse. You are encouraged to comment, question, or critique an idea -- but you may not attack the individual expressing it (that would be **ad hominem logical fallacy (https://www.txstate.edu/philosophy/resources/fallacy-definitions/Ad-Hominem.html)**).

Working together, we can build a polite and respectful course community. The following classroom and online etiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion -- Give other students the chance to contribute.
- Using humor is acceptable but avoid offensive language. Present ideas appropriately.
- Avoid using slang -- it increases the risk of misinterpretation.
- Never make fun of someone's ability to speak, read, or write.
- Keep an "open-mind" and be willing to express/accept minority opinions.
- Share tips with other students.
- Ask for feedback.

Netiquette refers rules for behaving properly online:

- Be mindful of how your writing will be interpreted. For example, using all capital letters suggests shouting.
- Capitalize and punctuate sentences properly. Otherwise, it is difficult to tell where one thought ends and another begins.
- Emojis are sometimes helpful to convey your tone, but be aware that inappropriate or overuse can create confusion and erode professionalism.
- Wait, think, and edit before you click any "Send" or "Post" button.

Email Etiquette

Faculty can receive as many as 100 emails per day. To ensure your messages receive a response, make sure they are clear, concise, and professional. Include the thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other emails. Sign off with your first and last name.

To better manage my time, I do not divide my attention between email and other tasks. Instead, I set aside specific blocks of time each week to respond to less urgent emails. *If you want me to respond to your message within 24 hours*, make sure your email's subject line 1) includes "BUS 201" and your specific section number/meeting time, and 2) succinctly indicates your specific area of concern (assignment, event, etc.). It might take 2-3 days to receive a response to messages that do not follow these guidelines.

IMPORTANT: For obvious reasons, I will not respond to emails that ignore the conventions of grammar, spelling, punctuation, and capitalization. In other words, do not send me a text via email.

A note about email attachments: I will not open attachments that are sent without an accompanying message. In addition, always submit assignments through Canvas. Never send them to me via email unless I specifically ask you to do so.

Inclusivity

This course is intended to serve students from diverse backgrounds and perspectives. In addition, it aims to encourage them to view diversity as a resource that strengthens and benefits both teams and individuals. We must all work to present our ideas, information, and materials in a way that respects a variety of preferences and perspectives, including but not limited to gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture.

Thank you for following these guidelines, as they help create a positive learning community.

Section 4: Grading

This section expands on the following topics:

- 4.1: Grading Scheme
- 4.2: Grading Notes
- 4.3: Points Available

4.1: Grading Scheme

Your final grade in this course is based on the percentage of possible points you earn by the end of the semester:

Grade	Range	Grade	Range
A	100 % to 94.0%	C+	< 80.0 %to 77.0%
A-	< 94.0 %to 90.0%	C	< 77.0 %to 74.0%
B+	< 90.0 %to 87.0%	C-	< 74.0 %to 70.0%
B	< 87.0 %to 84.0%	D+	< 70.0 %to 67.0%
B-	< 84.0 %to 80.0%	D	< 67.0 %to 61.0%
		F	< 61.0 % to 0.0%

NOTE: If your course grade falls below 50% because of consistently missed deadline assignments, you will not be able to make up most of that work. At that point, your best option is to drop the course and try

taking it again another semester.

4.2: Grading Notes

I provide specific instructions for each assignment. Read them carefully, as you will be accountable for the criteria described in each assignment's instructions (and this syllabus). I am happy to answer questions about grading criteria, so be sure to ask me if you need clarification on the instructions.

Also keep the following in mind, as they will influence your grade in this course:

1. Do your own work.

The *minimum* penalty for academic misconduct in this class is a zero on the assignment. You are responsible for knowing what constitutes academic misconduct -- so please review my guidelines for **Avoiding Plagiarism** and Chapter 14 of the Wisconsin Administrative Code, ***Student Academic Disciplinary Procedures (https://www.uwsp.edu/dos/Documents/UWS%2014-1.pdf)*** . "I didn't know" will ***not*** be a valid excuse

For more information about university policies, review UW-Stevens Point's **Rights and Responsibilities (https://www.uwsp.edu/perkins/Pages/Rights-and-Responsibilities.aspx)** .

2. Meet deadlines.

To stay on track, promote interactions, and maximize student engagement, you should plan to complete all assignments as instructed and submit them by the deadline in the Canvas calendar. If you need an exception or extension, you must make alternative arrangements with me at least 24 hours in advance to avoid a grade penalty. Review "Late Work" policies above for more specific information.

3. Document your sources properly.

All written assignments should follow the Publication manual of The American Psychological Association (6th ed.) guidelines for documentation. Expect to lose points for citations and references that do not meet APA formatting standards. See **Course Guidelines on Source Documentation** for more information and resources and download my **APA Guidelines handout** ↓ **(https://uwstp.instructure.com/courses/612289/files/63962099/download?download_frd=1)** for specific formatting instructions and examples.

4. Proofread Carefully.

In addition to the specific content and formatting requirements provided for each assignment, all written work (including presentation slides) must observe basic grammar, spelling, and punctuation rules. Review these **Proofreading Guidelines** to see which errors will cost you points. Any written assignment, including first drafts, that contains a distracting amount of spelling and grammatical errors must be revised and resubmitted before it can receive a grade. Revisions can earn no higher than 74%.

5. Talk to me.

My contact information and office hours are posted at the top of this syllabus for a reason -- if you have questions or concerns, you are welcome to call or stop by during those times and talk them over with me. If they pertain to a specific assignment, please talk to me *before* the assignment is due. You are always welcome to email me if you prefer, but you may wait longer to receive a response.

If you are concerned about your overall performance in the course, please speak with me about your concerns in person – *especially* if you feel confused or overwhelmed. Effective communication works two ways, and I can't help if you don't ask. Don't let a small problem become a major crisis because we didn't talk.

6. Ask for help.

Please take the initiative to seek out Academic Support and Accommodations.

I am always happy to help if you feel confused or have questions about course materials and assignments; however, sometimes you may need additional help. If that applies to you, below are some places to find it.

If you require *Academic Assistance:*

The **Mary K. Croft Tutoring-Learning Center (https://www.uwsp.edu/tlc/Pages/default.aspx)** located in room 018 of the Learning Resources Center offers a variety of academic support services, including:

- Writing and Reading Consultations if you are struggling with a tough writing or reading assignment
- Technology Tutoring Services if your computer skills aren't up to speed
- Academic Skills Specialists if you are struggling with study skills, time management, or other general academic challenges.

The Writing Center (https://www.uwsp.edu/tlc/Pages/writing-center.aspx) provides consultants who are successful UWSP students and can discuss any type of writing at any stage of the drafting process,

including brainstorming, outlining, and research or citations. They work with experienced writers as well as struggling writers; we believe that everyone benefits from discussions about their writing.

- Writing Center services are available virtually via Zoom
- Consultation sessions are by appointment. Some short notice times may be available
- All Writing Center services are FREE

If you have questions or would like to make an appointment, please contact the TLC via email (**tlctutor@uwsp.edu (mailto:tlctutor@uwsp.edu)**) or phone (715-346-3568).

If you require *Academic Accommodations*:

Please speak with me the first day of class if you know or suspect that you have a recognized disability. Although course standards cannot be lowered, appropriate accommodations may be available to you under certain circumstances. If modifications are required due to a disability, you must **contact the Disability Resource Center (DRC) to complete an Accommodations Request form.** The DRC is located in room 108 in the Collins Classroom Center (CCC). For more information, call 715-346-3365 email **drc@uwsp.edu (mailto:drc@uwsp.edu)** , or visit: **www.uwsp.edu/drc (http://www.uwsp.edu/drc)**

The American Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. Links to UWSP's policies regarding ADA, nondiscrimination, and Online Accessibility (IT & Communication Accessibility) can be found at: **https://www.uwsp.edu/datc/Pages/uw-legal-policy-info.aspx (https://www.uwsp.edu/datc/Pages/uw-legal-policy-info.aspx)**

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

4.3: Points Available

Your course grade is based on the following distribution of points:

- Quizzes: 155 points (19%)
- Discussion Posts   85 points (10%)
- Participation Assignments: 75 points (9%) (includes Pro Events, 20 points)
- First Drafts: 20 points (2%)
- Peer Reviews: 80 points (10%)
- Graded Assignments: 410 points -- 380 individual (46%), 30 team (4%)

Total: 825 points

Each course Unit contains the following proportion of points:

- Unit 1: Planning Business Messages   145 points (18%)
- Unit 2: Writing Business Messages   130 points (16%)
- Unit 3: Conducting Research   175 points (21%)
- Unit 4: Presenting Business Messages   100 points (12%)
- Unit 5: Developing Employment Documents   155 points (19%)
- Final: Course Progress Portfolio   100 points (12%)

Total: 805 points + 20 Pro Events (2%)

Section 5: Coursework Descriptions and Commentary

This section expands on the following topics:

- 5.1: Quizzes
- 5.2: Discussion Posts & Participation Exercises
- 5.3: First Drafts
- 5.4: Peer Reviews
- 5.5: Final Drafts
- 5.6: Presentations
- 5.7: Smiley/Pro Pointer Events
- 5.8: Extra Credit

5.1: Quizzes

Quizzes are intended to assess your comprehension of material covered by the textbook and in class.

Note about deadline extensions on quizzes: Because all students must complete each quiz before I can post correct responses, I prefer to avoid deadline extensions on quizzes. If your internet connection, work schedule, or other personal circumstances make your availability somewhat unpredictable, please do not wait until the last day to take your quizzes. If you have a documented medical emergency or a military deployment that requires you to miss the quiz window, however, contact me as soon as you can to discuss an appropriate alternative deadline.

5.2: Discussion Posts

Student engagement and participation are critical to the value of discussion assignments. The goal of this course's discussion assignments is not to "force" you to regurgitate the assigned chapter;

rather, it is to provide you with some real-world context and enough practice for you to understand and complete your upcoming graded assignments successfully.

To earn full credit for these assignments, all you have to do is submit them *completely, correctly*, and ***on time***... **so please read the instructions carefully!**

Participation exercises in this online course typically require a sequence of written interactions (discussion posts) or responses (peer reviews). Because those assignments are intended to be interactive, late submissions have little value. Therefore, in most circumstances, **late discussion posts and peer review submissions cannot receive credit.** On the other hand, completing these exercises too early can also diminish their value, so I typically keep them locked until we begin to cover the related material in class.

One final note: Although discussion posts are graded as Pass/Fail, quality still matters. The quality of your contributions to the first discussion assignment will determine the group you are assigned for the next discussion assignment. In other words, **the best way to ensure you are assigned to a discussion group of engaged, responsive classmates is to complete all of your discussion posts in a timely, thoughtful manner.** Similarly, if you put little thought or effort into the first discussion assignment, or miss the deadlines altogether, your group for the next discussion assignment will likely contain other students who did the same.

5.3: First Drafts

The goal of these formative assessments is to help you prepare for peer reviews and final revisions. They are not graded, so to earn full credit all you must do is submit them *completely, correctly*, and ***on time***... **so please read the instructions carefully!**

5.4: Peer Reviews

Local employers have expressed concerns about our graduates' ability to solicit, provide, and receive constructive feedback. Peer Reviews are specific assessments designed to help the SBE address this need in our regional employment market. Similar to participation assignments, all you must do to earn full credit is complete your assigned reviews thoroughly, thoughtfully, and *on time.* **Reviews that provide only sweeping generalizations and/or use vague phrasing/sentence fragments will NOT receive credit.** In addition, reviews that leave one or more comment fields blank in the Canvas rubric will receive only partial credit... **so please review the guidelines for each peer review assignment carefully to ensure you provide thorough, thoughtful feedback!**

Note about deadline extensions on peer reviews: Review feedback is time sensitive. It loses value once a writer has already revised and resubmitted their work. For that reason, I prefer to avoid giving deadline extensions on peer reviews. Therefore, if your internet connection, work schedule, or other

personal circumstances make your availability somewhat unpredictable, do not wait until the last minute to complete them.

If you have a documented medical emergency or a military deployment that may interfere with you completing reviews during the 48-hour review window, contact me as soon as you can to discuss our alternatives.

5.5: Final Drafts

After you review and receive peer feedback on the First Draft of an assignment, you have the opportunity to revise and resubmit it as a *Final* Draft. I grade Final Drafts to assess your writing proficiency in the specific areas explained in the assignment instructions and rubric.

Remember this class aims to provide you with opportunities to develop your writing proficiency by editing and revising your work. If I see no evidence of revision between your First and Final Draft, I will return it *ungraded* (unless the writing on the First Draft was already highly proficient). Returned drafts must be revised and resubmitted before they can receive a grade. Revisions can earn no higher than 74%.

5.6: Presentations

You will deliver two recorded presentations this semester using Zoom.

5.7: Smiley/Pro Pointer Events

Smiley Professional Events (or Pro Events) and the Anderson Classroom to Career Center (C2C) are flagship programs of the Sentry School.

Pro Events connect you to:

- *Campus* (e.g., academic coaching, student clubs);
- *Community* (e.g., Rotary, Business Council): and
- *Careers* (e.g., internships, networking).

As a Sentry School student, you will be able to choose from a wide variety of speakers, workshops and special events. With over 300 events per year on the Pro Events calendar, you will have significant flexibility in selecting your events. Whatever you choose, Pro Events will help you to make the most out of your time as a student and to prepare for transitioning into a successful career.

Find the Pro Events calendar in the new virtual C2C! Get started by either downloading the Suitable app in your preferred app store or by visiting app.suitable.co. Then log in with your UWSP email; be sure to give access to your camera and turn on notifications. Later in the semester, you will receive instructions

on how to request that your Pro Events attendance credits be applied to your Sentry School classes with Pro Events requirements.

Visit the Pro Events web site (proevents.uwsp.edu) for announcements of upcoming events. You can also follow us on social media.

- Facebook: **UWSP School of Business & Economics** **(https://www.facebook.com/uwspbusiness)**
- Twitter: **@UWSPBusiness** **(https://twitter.com/uwspbusiness)**

For this course, you must attend **two** official Pro Events. One event must be before the mid-semester cut-off of **Oct. 27**; a second event must be before the end-of-semester cut-off (**Dec. 15**). If you go to extra events before the mid-semester cut-off, those credits will carry over into the second half of the semester. Attendance at each event will count for 10 points towards your final grade.

You may earn Pro Events credits by attending both live Zoom events and in-person events. For maximum schedule flexibility, check out the Anderson Center Canvas page for details on "Create Your Own" events and the "Lunch with a Leader" program. "Create Your Own" events include meetings with Career Advising, Financial Coaching or Academic Coaching staff. The "Lunch with a Leader" program allows you to set up a lunch (virtual or in-person) with a business expert to learn more about their industry, company, and profession.

Because BUS 201 is a 100% online class, you also have access to Pro Events recordings. The number of videos available will be pro-rated based on the number of such courses in which you are enrolled. Video events must be completed one week before the general Pro Events cut-offs. **For Fall 2023, the video deadlines are Oct. 20 for the first half-semester and Dec. 8 for the second half-semester.**

Attendance at Pro Events will be confirmed with automatic emails to you and updated on the Pro Events web site. Please allow a week for confirmation of attendance at events held outside the SBE, such as Career Services events. If you have a question about Pro Events attendance, please email **proevents@uwsp.edu** **(mailto:proevents@uwsp.edu)** .

> IMPORTANT: If you have multiple courses or affiliations with Pro Events requirements, it is your responsibility to make sure you have attended enough events for each course/affiliation. If you have not attended enough events to cover all of your requirements, your attendance will be allocated to your courses in alpha-numeric order followed by any other affiliations.

After the mid-semester cut-off and the end of this semester's events, I will receive reports confirming your attendance. You do not need to do anything else.

5.8: Extra Credit

I usually offer a couple of Extra Credit opportunities each semester -- They have an "EC" in the exercise title and are listed under the module and Workplan to which the exercise most directly applies.

In addition, "Easter Eggs" are sometimes hidden in the course written materials. If you are the first student to notify me **via email** **(mailto:mary.kleckner@uwsp.edu)** that you have located a typo in one of my course materials, you can receive extra credit. Write "BUS 300 Easter Egg" in the subject line and provide the location and a brief description of the typo in the body of your email. Once I verify the error, you will receive 1 extra credit point.

Section 6: Other Administrative Details

This section expands on the following topics:

- 6.1: ADA / Equal Access for Students with Disabilities
- 6.2: Nondiscrimination Statement
- 6.3: SSBE Inclusivity Statement
- 6.4: Religious Beliefs Accommodation
- 6.5: Help Resources
- 6.6: Emergency Response Guide
- 6.7: UWSP Community Bill of Rights and Responsibilities
- 6.8: University Attendance Policy
- 6.9: University Drop Policy
- 6.10: Academic Honesty
- 6.11: Grade Reviews/Appeals
- 6.12: Non-Academic Misconduct
- 6.13: Confidentiality
- 6.14: Intellectual Property - Recording & Sharing Class Content
- 6.15: Permission to Use Your Work
- 6.16: Changes to Course Policies/Calendar

6.1: ADA/Equal Access for Students with Disabilities

The American Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. Links to UWSP's policies regarding ADA, nondiscrimination, and Online Accessibility (IT & Communication Accessibility) can be found at: **https://www.uwsp.edu/datc/Pages/uw-legal-policy-info.aspx** **(https://www.uwsp.edu/datc/Pages/uw-legal-policy-info.aspx)**

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude

upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability Resource Center (DRC) to complete an Accommodations Request form. The DRC is located in room 108 in the Collins Classroom Center (CCC). For more information, call 715-346-3365 email **drc@uwsp.edu (mailto:drc@uwsp.edu)** or visit **www.uwsp.edu/drc (http://www.uwsp.edu/drc)**

6.2:   Nondiscrimination Statement

No person shall be discriminated against because of race, ethnicity, color, age, religion, creed, gender, gender identity, sexuality, disability, nationality, culture, genetic information, socioeconomic status, marital status, veteran's status, or political belief or affiliation and equal opportunity and access to facilities shall be available to all. To address concerns regarding any of these issues please call 715 346 2606 or visit: **Affirmative Action Program - Human Resources | UWSP (https://www3.uwsp.edu/hr/Pages/Affirmative%20Action/affirmative-action-program.aspx)**

6.3:   SSBE Inclusivity Statement

It is my intent that students from diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring in and out of class be viewed as a resource, strength, and benefit. Every person has a unique perspective and we learn from hearing many of them, but not all perspectives are represented in course readings. So, learning depends upon all of you contributing to the class with your own opinions and perspectives. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it. To do so, first go to the **Hate Bias Response Team website (https://www3.uwsp.edu/hbrt/Pages/default.aspx)**, then click the button that corresponds to the appropriate campus, and finally complete and submit the report. You may also contact the Dean of Students office directly at **dos@uwsp.edu (mailto:dos@uwsp.edu)**.

Further information on UWSP's commitment to an inclusive campus can be found here: **https://www.uwsp.edu/equity-diversity-inclusion/ (https://www.uwsp.edu/equity-diversity-inclusion/)**.

6.4:   Religious Beliefs Accommodation

It is UW System policy (UWS 22) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. A direct link to this policy can be found at **https://docs.legis.wisconsin.gov/code/admin_code/uws/22 (https://docs.legis.wisconsin.gov/code/admin_code/uws/22)**

6.5:   Help Resources

This section offers help resources relating to academic tutoring, healthcare, counseling, and other matter of student wellbeing. For help resources related to technology use, please see section 1.4 above.

Academic. The Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. The Tutoring and Learning Center is located at 234 Collins Classroom Center (CCC). For more information, call 715 346 3568 or visit: **https://www.uwsp.edu/tlc/Pages/default.aspx (https://www.uwsp.edu/tlc/Pages/default.aspx)** .

Health. If you need healthcare, UWSP Student Health Service provides student-centered healthcare that empowers and promotes wellness for all UWSP students. Student Health Service is located on the 1st floor of Delzell Hall. For more information, call 715 346 4646 or visit: **http://www.uwsp.edu/stuhealth/Pages/default.aspx (http://www.uwsp.edu/stuhealth/Pages/default.aspx)**

The UWSP Counseling Center is staffed with licensed mental health professionals dedicated to assisting students as they navigate difficult circumstances or resolve personal concerns. Therapy and consultation services are free of charge for registered students. The UWSP Counseling Center is located on the 3rd Floor of Delzell Hall. For more information, call 715-346-3553 or visit: **http://www.uwsp.edu/counseling/Pages/default.aspx (http://www.uwsp.edu/counseling/Pages/default.aspx)**

Additional Resources. In addition to the support services provided by Student Health Service and the UWSP Counseling, there are also professional support services available to students through the Dean of Students.

In addition to the support services provided by Student Health Service and the UWSP Counseling, there are also professional support services available to students through the Dean of Students. Responding to students with care, concern, and resources is critical in supporting the success of our students and campus community, and therefore the Dean of Students maintains a list of resources that can provide support for a wide variety of situations. That list can be found here: **http://www.uwsp.edu/dos/Pages/default.aspx (http://www.uwsp.edu/dos/Pages/default.aspx)**

Moreover, the Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their

success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As such, an instructor may contact the Office of the Dean of Students if he or she senses that a student is in need of additional support beyond what the instructor is able to provide. Simply put, the Dean of Students is here to help. If you are ever unsure of what to do or who to contact, contact the Dean of Students Office at 715-346-2611 or visit them online at **http://www.uwsp.edu/dos/Pages/default.aspx (http://www.uwsp.edu/dos/Pages/default.aspx)** .

UWSP students may also share a concern directly if they or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success and/or the safety of others. Please report any concerns of this nature at: **https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx (https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx)**

6.6:   Emergency Response Guide

In the event of an emergency, follow UWSP's emergency response procedures. For details on all emergency response procedures, please go to: **https://www3.uwsp.edu/emergency/Documents/UWSP%20Emergency%20Guidebook.pdf (https://www3.uwsp.edu/emergency/Documents/UWSP%20Emergency%20Guidebook.pdf)**

6.7:   UWSP Community Bill of Rights and Responsibilities

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations has been developed for all students, staff, and faculty. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information, go to: **https://catalog.uwsp.edu/content.php?catoid=10&navoid=422#section-1-communal-bill-of-rights-and-responsibilities (https://catalog.uwsp.edu/content.php?catoid=10&navoid=422#section-1-communal-bill-of-rights-and-responsibilities)**

6.8:   University Attendance Policy

In addition to the course attendance policies determined by the instructor (noted above if applicable), the university provide standard guidelines by which students are to abide. All exceptions to the course attendance policy or the university guidelines should be documented in writing. A link to the university's attendance guidelines can be found at: **https://www.uwsp.edu/regrec/Pages/Attendance-Policy.aspx (https://www.uwsp.edu/regrec/Pages/Attendance-Policy.aspx)**

6.9:   University Drop Policy

You are expected to complete the courses for which you register. If you decide you do not want to take a course, you must follow the procedures established by the university to officially drop the course. If you never attend or stop attending a course and fail to officially drop, you will receive an F in the course at end of the semester. A link to the university's drop policy can be found at:

https://catalog.uwsp.edu/content.php?catoid=11&navoid=431&hl=add%2Fdrop&returnto=search#Drop/Add/Withdrawal_Procedures (https://catalog.uwsp.edu/content.php?catoid=11&navoid=431&hl=add%2Fdrop&returnto=search#Drop/Add/Withdrawal_Procedures)

6.10:   Academic Honesty

UW System policy (UWS 14) states that students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in UWS 14. A direct link to this policy can be found here:

https://docs.legis.wisconsin.gov/code/admin_code/uws/14 (https://docs.legis.wisconsin.gov/code/admin_code/uws/14)

6.11:   Grade Reviews/Appeals

A formal grade appeal, also known as a Grade Review, can be requested in instances when the student feels that he or she was not provided a syllabus with a grading scale in a timely manner (i.e., the end of the second week of classes) and/or the instructor did not stick with the grading scale published in the syllabus. Questions of whether or not the instructor appropriately graded one or more of the course assignments, quizzes, exams, etc. are not matters to be decided by a formal grade appeal, but rather should be taken up with the instructor directly. Information on grade reviews can be found in the University Handbook, Chapter 7, Section 5. A link to the university's policies on non-academic misconduct can be found at: https://www.uwsp.edu/acadaff/Pages/gradeReview.aspx (https://www.uwsp.edu/acadaff/Pages/gradeReview.aspx)

6.12:   Non-Academic Misconduct

Information on non-academic misconduct can be found in Chapters 17 and 18 of the Student Rights and Responsibilities Document. A link to the university's policies on non-academic misconduct can be found

at: **https://www.uwsp.edu/dos/Pages/stu-conduct.aspx (https://www.uwsp.edu/dos/Pages/stu-conduct.aspx)** .

6.13:　Confidentiality

Under FERPA, students cannot remain anonymous in a class. Students are permitted to know who else is in their class.

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

This course may require students to post their work online using applications or services that have not been approved by UW-system. In this situation, the students work will only be viewable only by his or her classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. The instructor of this course will not share your academic records (grades, student IDs). Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. Examples of additional risks include data mining by the company providing the service, selling of your email to third parties, and release of ownership of data shared through the tool. Please contact your instructor prior to the due date if you wish not to participate in these online assignments due to confidentiality concerns.

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, go to: https://www.wisconsin.edu/dle/external-application-integration-requests/. Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357. Links to the Terms of Use and Privacy Polices for tool used at UWSP be found at: **https://www.uwsp.edu/online/Pages/Privacy-and-Accessibility-Links.aspx (https://www.uwsp.edu/online/Pages/Privacy-and-Accessibility-Links.aspx)**

Here are steps you can take to protect your data and privacy:

- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices

Additional resources regarding information security at UWSP can be found at: **https://www.uwsp.edu/infosecurity/Pages/default.aspx (https://www.uwsp.edu/infosecurity/Pages/default.aspx)** .

It is important for students to understand that faculty are required to report any incidents of maltreatment, discrimination, self-harm, or sexual violence they become aware of, even if those incidents occurred in the past, off campus, or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow the university to provide resources to help the student continue to be successful.

6.14:   Intellectual Property - Recording & Sharing Class Content

Lecture materials and recordings for this class are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

6.15:   Permission to Use Your Work

I may wish to use a sample of your work in future teaching or research activities. No examples will reveal your identity. If you prefer not to have samples of your work shared, send me an e-mail opting out of this request. Otherwise, your participation in the class will be taken as consent to have portions of your work used anonymously for teaching or research purposes.

6.16:   Changes to Course Policies/Calendar

This syllabus, the provided schedule, and all aforementioned coursework, are subject to change. It is the student's responsibility to check the course website for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.