



COURSE SYLLABUS

Course Prefix & Number	BUS320
Course Name	Principles of Management
Term	Spring 2023

1. COURSE INFORMATION

1.1. Instructor Information

Instructor:	Josh Misner, Ph.D.
Office:	N/A (located on the west coast)
Physical Office Hours:	N/A (see above)
Virtual Office Hours:	Contact me (flexible availability during the week)
Office Telephone:	N/A
E-mail:	jmisner@uwsp.edu
Expected Instructor Response Time:	Emails receive responses same day Mon-Fri. Saturday is a screen-free day, and Sunday may be limited.

1.2. Course Information

Meeting Time & Location	100% Online / Asynchronous
Course Description:	Theory of management. Explore different ways managers function in profit as well as not-for-profit business and industry organizations. Examine management behaviors from functional and organizational perspectives. Use current and library resources. Study language, philosophy, historical development, and psychology of management. Does not count toward Business Major.
Credits:	3.0
Prerequisites:	N/A

1.3. Textbook & Course Materials


Required Text(s):	<p>Carnegie, D. (1998). <i>How to win friends and influence people</i>. Pocket Books.</p> <p>Covey, S. R. (1989/2004). <i>The seven habits of highly effective people: Powerful lessons in personal change</i>. Simon & Schuster.</p> <p><i>**Any edition of these books is perfectly fine. These titles are often found in used bookstores and public libraries, and a highly skilled purveyor of the fabled Google machine can find them in free digital format, given how they are two of the most revered and oft-read works on leadership and human interaction ever. If anyone does find them, feel free to share with others as needed.</i></p>
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Recommended Text(s):	
Other Readings:	
Other Required Materials / Applications:	

1.4. Course Technology

Course Website:	https://uwstp.instructure.com/courses/524053
Other Websites:	
Course Delivery:	Asynchronous online

Delivery Mode Changes: Changes to course delivery may occur at any time during the term to address public health and safety concerns.

Canvas Support: Click on the HELP button () in the global (left) navigation menu and note the options that appear:

- Ask Your Instructor a Question
Submit a question to your instructor
 - Use Ask Your Instructor a Question sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
- Chat with Canvas Support (Student)
Live Chat with Canvas Support 24x7!
 - Chatting with Canvas Support (Student) will initiate a *text chat* with Canvas support. Response can be qualified with severity level.
- Contact Canvas Support via email
Canvas support will email a response
 - Contacting Canvas Support via email will allow you to explain in detail or even upload a screenshot to show your difficulty.
- Contact Canvas Support via phone
Find the phone number for your institution
 - Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.
- Search the Canvas Guides
Find answers to common questions
 - Searching the [Canvas guides](#) connects you to documents that are searchable by issue. You may also opt for [Canvas video guides](#).
- Submit a Feature Idea
Have an idea to improve Canvas?
 - If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this Submit a Feature Idea avenue.

Self-train on Canvas through the Self-enrolling/paced Canvas training course: <https://uws.instructure.com/courses/45767>

UWSP Technology Support:

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit: <https://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx>

For technology instruction sheets, online support videos, and other related resources, go to: <https://www.uwsp.edu/online/Pages/Student-Support.aspx>

The university also provides a Technology Tutoring service in which tutors meet with students one-on-one to provide technology assistance. To receive help of this nature visit: <https://www3.uwsp.edu/tlc/Pages/TechEssentials.aspx>

Additional tools designed to help students taking online or hybrid courses can be found at: <https://www.uwsp.edu/online/Pages/Online%20Student%20Orientation.aspx>

2. LEARNING OUTCOMES

2.1. Course Goals

- Students will explore organizational and leadership theories to develop an understanding of how such theories are evident in a professional environment.
- Students will analyze organizational case studies as a means of identifying problems related to professional communication.
- Students will examine the effects of organizational culture on professional communication and develop an understanding of how to navigate culture.
- Students will identify leadership strategies and best practices for maintaining professional communication.

SBE Mission: The UW-Stevens Point 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 SBE achieves its mission by valuing:

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

Accreditation Commitment: SBE 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.

3. COURSE POLICIES

3.1. Attendance

Your conscious choice to register for this course, as well as mine to facilitate it implies that we all want the experience to be positive, memorable, engaging, and applicable to our professional lives. There are enough college classes capable of generating misery and/or becoming easily forgettable, and nobody wants that to happen. To make this course an ideal experience for all will require **meaningful** student participation in class discussions with both frequency and quality (see discussion grading below for more).

Since this is a 100% online, asynchronous course, doing so is not only a necessity, but it comprises the bulk of our mutual experience, so the stereotypical online discussion tactics or behaviors will both impact final grades negatively, but it also damages the potential for a positive experience for others as well. By committing to behaviors and routines that generate meaningful dialogue, you're not only ensuring the best possible grade, but you're increasing the value of your tuition and building professional skills that pay off incredibly well over your professional careers.

3.2. Late Work

The syllabus calendar and Canvas display in advance all assignment and discussion due dates. Late assignments without prior arrangements may not be awarded any credit, but if you know in advance (even by minutes) that something will prevent you from meeting a deadline, email me in advance to receive an extension.

4. GRADING

4.1. Grading Scheme

Letter Grade	Percentage Range (x = your score)				
A	93.0%	≤	x	≤	100.0% (or other max)
A-	90.0%	≤	x	≤	92.9%
B+	87.0%	≤	x	≤	89.9%
B	83.0%	≤	x	≤	86.9%
B-	80.0%	≤	x	≤	82.9%
C+	77.0%	≤	x	≤	79.9%
C	73.0%	≤	x	≤	76.9%
C-	70.0%	≤	x	≤	72.9%
D+	67.0%	≤	x	≤	69.9%
D	60.0%	≤	x	≤	66.9%
F	0.0%	≤	x	≤	59.9%

4.2. Grading Notes (if provided)

Grading for this course is based on the following qualitative criteria:

A = Superior, exceptional, nearly flawless work. You'll be teaching this class by the time we're done, and frankly, I'm threatened by your level of excellence.

B = Generally, a solid attempt and nicely done overall. You missed some aspects of the work, or it had a fair share of flaws, but I like where you're heading. Keep expanding and applying material if you would like to level up.

C = Okay, something is better than nothing, no doubt, and let's face it – Cs get degrees, and I understand that are times when we need to focus on more important things than this class. This work either has a lot missing or it simply missed the mark and needs some adjustment, but if you reach out, there's a great chance you can redo it for a better grade if you wish.

D = You know, I'm a bit confused by what you submitted, and I have a feeling you might be as well. Let's set up a time to talk because I don't think either of us wants to see this become your final grade. Everyone deserves a second chance.

F = Look, you're not a failure, but something went wrong, and it's usually one of three things:

- You didn't understand the material, and I firmly believe this is the least likely cause because you're obviously brilliant if you're attending UWSP.
- You didn't try, whether intentional or by accident.
- There's something sketchy going on, which could be my mistake (I am human, after all) or perhaps we may have found some plagiarism, which is a big red flag.

If you've received this grade, then we **really** need to talk, especially if there's still time before the withdrawal deadline. Together, we can totally negotiate a plan to straighten out, catch up, or connect you with whatever resources you need to help you succeed, given there's still time, but we need to talk to make it happen.

4.3. Points Available

Points	Percent	Item Description
20	20	Case Study Responses (2 @ 10 points each)
20	20	Pro Events (2 @ 10 points each)
10	10	Leadership Journal (2 @ 5 points each)
20	20	Historical Leader Presentation (Final)
30	30	Discussion responses (2 points per week @ 15 weeks)
100	100%	

5. COURSEWORK DESCRIPTIONS & COMMENTARY

5.1. Exams

I have far too strong a dislike for exams to include any in my course.

5.2. Quizzes

Quizzes are a lot like exams — I have no use for them, and my opinion is that they only teach students to memorize and regurgitate, which is essentially a useless skill unless you're a contestant on Jeopardy.

5.3. Assignments

Case Studies – Instead of quizzes/exams, you have two 3- to 5-page papers, where you'll apply course concepts to a real-world situation. After reading each case study, step into the role of the main character and respond by identifying the problem(s) and designing a strategy for what you would do next as that character. Use (and cite) course material, along with any applicable outside resources to develop your plan. Please don't spend the first page or two summarizing the cases. I've read them. It's not necessary to tell me what happened. Instead, simply begin by identifying the problem(s) and follow up with your clear and carefully crafted strategy.

Leadership Journal – A leadership journal is a priceless tool for any professional in terms of development, as its use over time helps with identifying patterns of behavior, documenting valuable lessons, and assisting one with sorting ideas or hunches. The journal for this course will be used to capture and record your reflections on material each week as you apply material to your own experiences. For example, when something clicks as you suddenly recognize how discussions or readings connect to a prior or current work experience or something you've seen in the news, then you can use the journal to further articulate how they apply to those scenarios. Compile your weekly entries into a single document, separating writing sessions by date, and aim for at least 2-3 substantial paragraphs per week that reflect on that week's material. As with case studies, do not simply summarize material, but instead, focus on applying what you've learned to life situations, explore new thoughts arising from wrestling with the material, or reactions you may have to reviewing material, whether you agree or disagree with it. You will submit a compilation of these entries at midterm and again around finals. Also, make backup copies!

Historical Leader Presentation – For your final, in place of an exam, you will choose a historical leader in Week 1 from a list of leaders posted on Canvas (see announcements for more details). After confirming your selection (please follow the selection instructions closely), begin researching your chosen leader independently, and what you discover about their story will become the foundation of our discussions after midterm by comparing them to the material we explore. At the end of the course, you'll create a presentation on that historical leader, where you will gather your insights to create your final presentation, which needs to address the following guidelines:

1. *Background/Context*: Who was/is this person? What was their life like, and how did their conditions or experiences guide them into a position of leadership?
2. *Adversities*: Describe in detail what setbacks and barriers this leader faced as they took on whatever cause they decided to fight for. Where those challenges personal, organizational, environmental, or related to the social norms of the time? Be sure to explore all possible difficulties, but most importantly, how your chosen leader overcame them and what it took for them to do so.
3. *Summary of lessons*: Using your discussion posts from Weeks 9-15, weave in the most important lessons one should know about this leader's story. Then, wrap up with explaining what we can take away from their story in terms of leadership and professional communication.
4. *Format possibilities*: This presentation can take any creative format you wish, but here are some possibilities:
 - a. Create a PowerPoint presentation with a minimum of 15 slides. You may narrate the presentation or leave it to stand on its own.
 - b. Use Prezi or other alternate slide software, applying the same standards as PowerPoint above.
 - c. Put together a video spanning about 3-5 minutes. Note: Sometimes, it's easiest to upload a video to YouTube and simply share the link. If privacy is a concern, set the video to "Unlisted" to leave it out of search results.
 - d. Other creative formats, such as a physical piece of art with accompanying artist statement, interpretive dance, miming, music, poetry, etc.? Contact me to pitch your ideas...

For this project, you'll need to reference a minimum of three credible references. Decide on these sources and obtain them early enough to give you time to review carefully.

Discussions – Okay, it's an online course. We're all familiar with online class discussion boards, particularly the classic "Great post" or "I agree" responses. This will not be that course. Faculty dread those discussions as much as students, so for this course, we're doing discussions a bit differently. Review these guidelines carefully:

- **Initial response**: By end-of-day on Wednesday each week, post a detailed and well-supported response to the questions of the week and incorporate references where applicable. As you address the questions, there are no requirements for word count or format, as our goal is to hold class discussions that have a more conversational, natural feel. That stated, initial posts need to have substance, and points are awarded based on how genuine they seem, along with the level of new or unique insights provided, all of which demonstrates a mindful effort to consider responses to each question.
- **Synthesis response**: First, before end-of-day Friday, review your peers' initial posts and take note of which ones caught your eye and made you want to read further. Perhaps you agreed as they supplemented your own thoughts OR maybe they challenged you to think differently.

After identifying one or more peer posts, create a response in the “Synthesis Response” discussion thread for that week where you weave together how peer discussion post(s) intersected with your own thoughts and the reading for that week (i.e., synthesize that week’s material in one post). **Important:** Name the peer(s) post(s) that influenced you, and although I don’t require additional replies, you’re encouraged to engage in further dialogue, so be sure to return and check synthesis threads to see if your post earned a shout-out. If so, it’s a great opportunity to continue discussions without having to force those “great post” or “I agree” replies.

Discussion punctuality:

I’m flexible with anyone who reaches out to communicate their needs to me, but when initial posts are more than a few days late, nobody but myself is going to read them, which means no dialogue with peers. Regardless of how well you composed your thoughts, late posts earn nothing but points, leaving them sad, lonely, and wanting. Don’t get me wrong - points are great, but other than a grade you’ll forget about in a year, points don’t do anything. The best lessons come from review and dialogue.

Similarly, synthesis responses not posted by Friday don’t give others the opportunity to see how their work influenced others, so punctuality in discussions will lead to significantly more rewarding experiences than the bare minimum. Remember this: A surgeon who graduates at the bottom of their class with a C-average can still perform surgery, so even though GPA may seem important now, it’s what you recall and use 10-20 years down the road that has real value.

• **Discussion Scoring (1 point per forum):**

- 1 = Meaningful, timely response, includes clear connections and support such as course reading, outside resources, and/or references to peers’ posts.
- 0.75 = Post was late OR lacked connections/original ideas, didn’t add value to our dialogue, or regurgitated the text without application to experience.
- 0.5 = Flagrantly meaningless or shallow post (regardless of intent), needs more elaboration, connections to experience, or support.
- 0 = No post OR what was posted made little to no sense, was derogatory toward others, plagiarized, or was excessively late without any communication to arrange alternate timeline.

5.4. Smiley Professional Events (or Pro Events)

Several UWSP departments and programs, including the School of Business & Economics, sponsor **Smiley Professional Events (or Pro Events)**.

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 an SBE 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.

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](#)
Twitter: [@UWSPBusiness](#)

For this course, you must attend **two** official Pro Events. One event must be before the mid-semester cut-off of **3/17**; a second event must be before the end-of-semester cut-off of **5/12**. 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.

There will be a variety of ways to earn your credits:

- Attend virtual (Zoom) events; receive attendance credit directly by signing in with your Point card.
- Watch recordings of past events; receive attendance credit after you submit report via Anderson Center Canvas page.
- Attend occasional live events on campus; receive attendance credit directly.
- Attend off-campus live events; take Events Attendance form and obtain signature.
- Contact me via email if none of these arrangements work.

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 Event attendance, please email proevents@uwsp.edu.

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.

Hint: If you are having trouble finding events that fit your schedule, check out the "Create Your Own Event" option (<https://www.uwsp.edu/busecon/Pages/Events/create.aspx>). You can meet with an expert from Career Advising, Financial Coaching or Academic Coaching. During "Kickstart Your Career," there's the special "Lunch with a Leader" program that allows you to set up a lunch with a local business expert to learn more about their industry, company and profession. Normally, the Anderson Center pays the cost of lunch for SBE students and their guests; during this COVID era, the lunches will be "virtual" (Zoom).

6. SCHEDULE

6.1. Dates and Deadlines

The following course schedule is tentative and subject to change based on the rate this class progresses and/or factors beyond our control. After all, remember spring of 2020?

*** Note: All assignments are to be submitted before 11:59PM of the day specified.**

Week	What to Read	What to expect & What's due
1	Carnegie: Preface	Course overview, Introductions
2	Carnegie: Part 1	Organizational theory
3	Carnegie: Part 2	Management vs. Leadership Watch film: Office Space
4	Carnegie: Part 3 / 1-6	Listening, nonverbal communication, and authenticity
5	Carnegie: Part 3 / 7-12	Communication breakdowns and the debilitating effects of the ego
6	Carnegie: Part 4 / 1-5	Small group communication
7	Carnegie: Part 4 / 6-9	Diversity and intercultural communication
8	Covey: Part One	Leadership theory, Motivational Leader Check-In Case Study 1 & Journal 1 Due Sunday
9	Covey: Habit 1	Personal vision
10	Covey: Habit 2	Personal leadership
11	Covey: Habit 3	Personal management
12	Covey: Habit 4	Interpersonal leadership
13	Covey: Habit 5	Empathic communication
14	Covey: Habit 6	Creative cooperation
15	Covey: Habit 7	Balanced self-renewal Case Study 2 & Journal 2 Due Sunday
	Finals Week	Motivational Presentations Due Monday Review and discuss presentations by Thursday , before the end of day, using discussion guidelines.

7. OTHER ADMINISTRATIVE DETAILS

7.1. 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>

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, or visit: www.uwsp.edu/drc

7.2. 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:

<http://www.uwsp.edu/hr/Pages/Affirmative%20Action/About-EAA.aspx>

7.3. SBE 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 using this link. You may also contact the Dean of Students office directly at dos@uwsp.edu

7.4. 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 here: https://docs.legis.wisconsin.gov/code/admin_code/uws/22

7.5. Help Resources

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

The Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. The Tutoring and Learning Center is located at 018 Albertson Hall. For more information, call 715-346-3568 or visit: <https://www.uwsp.edu/tlc/Pages/default.aspx>

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>

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>

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. 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. For more additional information, please go to <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>

7.6. 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>

7.7. 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>

7.8. 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>

7.9. 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

7.10. 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

7.11. 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>

7.12. 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>.

7.13. 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 Policies for tool used at UWSP be found at: <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>.

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.

7.14. Intellectual Property - A Guide to Student 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.

7.15. Sample Coursework Permission

The instructor may wish to use a sample of your work or some of the feedback you provide on the course in future teaching or research activities. Examples: showing students an example of a well-done assignment; analyzing student responses on a particular question; discussing teaching techniques at a conference. If your coursework or feedback is used, your identity will be concealed. If you prefer not to have your work included in any future projects, please send the instructor an e-mail indicating that you are opting out of this course feature. Otherwise, your participation in the class will be taken as consent to have portions of your coursework or feedback used for teaching or research purposes.

7.16. Revision Clause

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.

7.17. COVID-19

Face Coverings:

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability Resource Center](#) to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

Other Guidance:

- Please monitor your own health each day using [this screening tool](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
 - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.