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COURSE SYLLABUS

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| BUS 390 |
| Ethics in Business |
| Spring 2023 |

Course Prefix & Number

Course Name

Term

# Course Information

## Instructor Information

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| **Instructor:** | Angie Servi |
| **Office:** | 104C Wausau |
| **Physical Available Hours:** | By appointment |
| **Virtual Available Hours:** | At a time that’s convenient for you – schedule by email, Canvas, or text |
| **Office Telephone:** | (715) 680-1497 |
| **E-mail:** | aservi@uwsp.edu |
| **Expected Instructor Response Time:** | 2 Business Days |

## Course Information

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| **Course Description:** | Explore the grey area of ethical situations that business managers commonly face. Utilize the Badaracco framework to think through and analyze ethical situations to come up with the best solution to the situation. Reflect on dozens of scenarios encountered by business, governments, and other organizations around the globe. |
| **Credits:** | 3.0 |
| **Prerequisites:** | None |

## Textbook & Course Materials

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| **Required Text(s):** | *The Power of And: Responsible Business Without Trade-Offs;* 2020 – R. Edward Freeman, Kristen E. Martin & Bidhan L. Parmar; ISBN 9780231188500  NOTE: Because our required text is available at low, affordable rates on Amazon.com and other used book sites, it is unfortunately not included in the rental program. |
| **Recommended Text(s):** | None |
| **Other Readings:** | Assigned in Class |
| **Other Required Materials / Applications:** | Computer and reliable Internet access |

## Course Technology

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| **Course Website:** | UWSP Canvas |
| **Other Websites:** | As stated and linked in Canvas Course |
| **Course Delivery:** | Online (Canvas) |
| **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](https://community.canvaslms.com/docs/DOC-10701) connects you to documents that are searchable by issue. You may also opt for [Canvas video guides](https://community.canvaslms.com/docs/DOC-3891). * 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](mailto: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://www.uwsp.edu/tlc/Pages/techTutoring.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> |

# Learning Outcomes

## Course Goals

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| This class is intended to prepare you for greater responsibility in the business world, but the concepts can be applied to any setting (government, non-profit, military, education, etc.). The goal is to gain a deeper understanding of how to approach situations that appear to be unethical or offer an ethical dilemma. We will examine how organizations may be able to deliver value both to stakeholders and to society. We will work through the Badaracco framework, incorporating the concept “TIME to GROW”, as we examine different scenarios to identify the best way forward based on the situation. You will do this by reflecting on your personal experience, examining personal values, learning from your classmates, examining dozens of recent ethical situations, and understanding the theories and principles behind ethics. You will emerge from class with an understanding of how to ethically approach questionable situations in the future. |

## Course Learning Objectives

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| • Understand the theories and principles behind ethics   * Reflect on your personal thoughts on ethics as well as your values * Examine recent ethical and unethical behavior in the business world * Apply the Badaracco framework to situations * Examine how to build an effective culture that promotes ethical behavior * Communicate lessons learned and best practices related to ethical dilemmas and/or unethical situations * Collaborate with others in a productive and effective manner |

## Academic Unit

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| **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. |

# Course Policies

## Attendance

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| There is no attendance grade for this course since it is 100% online, but please make sure you are staying in touch with the class and completing all the assignments by the deadline. |

## Late Work

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| Late work will be assessed a deduction of 10% per day. Any work that is MORE THAN 5 days late will not be accepted. Example: Assignments are due on Sunday nights by midnight. If the assignment comes in on Monday, 10% will be deducted and the assignment will be worth 90% of its original value. If the assignment comes in after Friday at midnight, the assignment will be worth 0%. **If you have an extenuating circumstance that requires you to submit an assignment more than 5 days late, please contact me and we will determine a way forward.** |

## Etiquette/Netiquette

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| 3.3.1 General Policy Guidelines  Etiquette/Netiquette is a set of rules for behaving properly during on-campus/online components of a UWSP course. As the instructor, it is my goal to provide a safe and nurturing learning environment for all students. Therefore, breaches of Etiquette/Netiquette are defined as any behaviors that are disruptive to the learning environment. The following examples provide a foundational description of Etiquette/Netiquette and breaches thereof:  • Displaying respect for others is required at all times. It is not required that you share the perspectives of your classmates, but rather that you do not discredit their right to have their own opinion. Expressing alternate viewpoints is important, but this should be done in a collegial manner.  • Side discussions (on-campus or online) and abusive language is considered disruptive behavior.  • No shouting, no profane language, no verbal or physical threats, no intimidation of any kind.  • Not arriving to class under the influence of any alcohol or drugs.  3.3.2 Penalties for Misconduct  The instructor reserves the right to ask students to leave the class or to issue grade penalties for misconduct. Grade penalties are not given lightly and not without clear and justifiable cause. Grade penalties will only be applied in cases where the student has, without question, diminished the learning environment for others. Students will always be notified via email, without delay, if they incur a grade penalty of any kind. Any continued disruptive behavior may result in a referral to the Dean of Students office. |

# Grading

## Grading Scheme

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| **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% |

## Grading Notes

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| **On-line Discussion Participation – 40% - *Due Weekly on Sunday nights (EVERY week)***  Students will post a minimum of three (3) times per week in the Discussion Boards.  All of our Discussion Boards will run for two weeks – the first week will be your initial three (3) posts, responding to the discussion questions and will be due the **first Sunday by midnight**. The second week you will participate in others’ threads, a minimum of three (3) times, due the **second Sunday by midnight**. **CANVAS ONLY SHOWS THE SECOND SUNDAY DUE DATE, SO BE CAREFUL NOT TO MISS THE FIRST WEEK DEADLINE!**  The ideal post (whether an original post or response post) will contain the following:   * A minimum of eighty (80) words, with proper punctuation, spelling and grammar * Contains rich information that you have learned through readings and/or research * Contains your own original insights and analysis * Makes connections to previous or current course content and/or real-life scenarios   **Mandatory Zoom Pop-in – 2% - *Week of February 27-March 5***  I will offer various days and times for you to pop into Zoom for 10 minutes at a time that works for you. This will happen around Week 6 of the semester and will help us get to know one another as well as allow me to answer questions students may have about the course.  **Ethical Scenarios – 15% - *Due February 12, 26, and March 12***  Students will compose three papers (single-spaced, 1-2 pages each) in response to ethical scenarios. See Canvas for details on requirements.  **Ethics Video – 15% - *Due April 9***  Students will prepare and record a 5-10 minute training video that covers your top  takeaways from the course and how they can be applied in the workplace and in life. See Canvas for details on requirements.  **Opposing Viewpoints Paper – 15% - *Due May 7***  Students will compose a 2-3 page, single-spaced paper using a book from the Opposing Viewpoints book series (UWSP library) or based on reliable opposing resources concerning a controversial topic . See Canvas for details on requirements.  **Weekly Reflection Journal – 13% - *Due May 14***  Following each week’s class, students will compose a ½ (half) page, single-spaced journal entry reflecting on concepts learned through discussion, readings, videos, etc. The compilation of ALL journal entries will be submitted in Canvas at the end of the course. See Canvas for details on requirements. |

## Points Available (See Above)

# Coursework Descriptions & Commentary

## Exams

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| There are no exams for this course. |

## Quizzes

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| There are no quizzes for this course. |

## Assignments/Course Schedule

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| **Week 1 – January 23-29**  Review Course Schedule, Assignments, and Class Syllabus  Watch Instructor Introduction Video  Watch Intro to the Course  Review Guidelines for Assignments (in Canvas, pinned to top of page): Discussion Boards, Ethics Video, Ethics Scenarios, Weekly Reflection Journals, and Opposing Viewpoint Paper  Complete 1 Original Discussion Board Post and a minimum of 4 Responses  *Discussion Board:* Online Class Introduction (due 1/29 by 11:59 pm)  *Assignment:* Weekly Reflection Journal    **Week 2 – January 30-February 5**  Watch Badaracco Framework Video  Review Badaracco Framework handouts (Chapter and TIME to GROW Model)  Complete 3 Original Discussion Board Posts  Complete Assignments and Readings  *Discussion Boards:* Badaracco Framework Practice Scenarios (due 2/5 by 11:59 pm)  *Assignment(s):* Weekly Reflection Journal  *Read:* The Power of And – Chapter 1: The New Story of Business  **Week 3 – February 6-12**  Watch The New Story of Business Video Watch Alex Edmans’ Social Responsibility Video  Complete 3 Response Discussion Board Posts  Complete Assignments and Readings  *Discussion Boards:* Responses to Week 3 Posts (due 2/12 by 11:59 pm)  *Assignments:* Weekly Reflection Journal AND Ethical Scenario Paper #1 (due 2/12 by 11:59 pm)  *Read:* The Power of And – Chapter 2: The Traditional Story of Business  **Week 4 – February 13-19**  Watch The Traditional Story of Business Video  Review Enron Scandal Article  Complete 3 Original Discussion Board Posts  Complete Assignments  *Discussion Board:* New and Traditional Story of Business Posts (due February 19 by 11:59 pm)  *Assignments:* Weekly Reflection Journal  **Week 5 – February 20-26**  Complete 3 Response Discussion Board Posts  Complete Assignments and Readings  *Discussion Board:* Responses to Week 4 Posts (due 2/26 by 11:59 pm)  *Assignments:* Weekly Reflection Journal AND Ethical Scenario Paper #2 (due 2/26 by 11:59 pm)  *Read:* The Power of And: Chapter 3 - What’s Wrong with the Traditional Story of Business  **Week 6 – February 27-March 5**  Watch Purpose and Profits Lecture Video Read Amazon and Walmart Articles  Complete 3 Original Discussion Board Posts  Complete Assignments  *Discussion Boards:* Corporate Social Responsibility Posts (due 3/5 by 11:59 pm)  *Assignments:* Weekly Reflection Journal AND Mandatory Zoom Pop-in (dates and times are posted in Canvas)  **Week 7 – March 6-12**  Watch Stakeholders and Shareholders Video  Complete 3 Response Discussion Board Posts  Complete Assignments and Readings  *Discussion Board:* Responses to Week 6 Posts (due 3/12 by 11:59 pm)  *Assignments:* Weekly Reflection Journal  *Read:* The Power of And: Chapter 4 – Stakeholders and Shareholders AND Ethical Scenario Paper #3 (due 3/12 by 11:59 pm)  **Week 8 – March 13-19**  Watch Fair Wages to the Extreme video  Read Jimmy John’s Case  Complete 3 Original Discussion Board Posts  Complete Assignments  *Discussion Boards:* Ethics in Management, Hiring and Training Posts (due 3/19 by 11:59 pm)  *Assignments:* Weekly Reflection Journal  **SPRING BREAK – March 20-26**  No Assignments/Work  **Week 9 – March 27-April 2**  Complete 3 Response Discussion Posts  Complete Assignments and Readings  *Discussion Boards:* Responses to Week 8 Posts (due April 2 by 11:59 pm)  *Assignments:* Weekly Reflection Journal AND Video Test Run Assignment (due 3/5 11:59 pm)  *Read:* The Power of And: Chapter 5 – Society and Markets  **Week 10 – April 3-9**  Watch Society and Markets Video  Read Great Recession Case Study  Complete 3 Original Discussion Posts  Complete Assignments and Readings  *Discussion Boards:* Recession and Society/Markets Posts (due 4/9 by 11:59 pm)  *Assignments:* Weekly Reflection Journal  *Read:* The Power of And: Chapter 6 – Humanity and Economics  **Week 11 – April 10-16**  Watch Humanity and Economics Video Complete 3 Response Discussion Posts  Complete Assignments and Readings  *Discussion Boards:*  Responses to Week 10 Posts (due 4/16 by 11:59 pm)  *Assignments:* Weekly Reflection Journal AND Ethics Video (due 4/9 by 11:59 pm) – ALSO post your Ethics Video as a new Discussion Board post in the Week 12 Discussion Board!  **Week 12 – April 17-23**  View Classmates’ Ethics Videos  Give feedback/responses on 3 Ethics Videos  Complete Assignments  *Discussion Boards:* Ethics Videos Responses (due 4/23 by 11:59 pm)  *Assignments:* Weekly Reflection Journal  *Read:* The Power of And: Chapter 7 – Business and Ethics  **Week 13 – April 24-30**  Watch We’re Not as Ethical as We Think video  Read Wounded Warriors Scandal Articles  Complete 3 Original Discussion Posts  Complete Assignments  *Discussion Board:*  Business and Ethics Posts (due 4/30 by 11:59 pm)  *Assignments:* Weekly Reflection Journal    **Week 14 – May 1-7**  Watch Business Ethics lecture video  Complete 3 Response Discussion Posts  *Discussion Boards:*  Responses to Week 13 Posts (due 5/7 by 11:59 pm)  *Assignments:* Weekly Reflection Journal AND Opposing Viewpoints Paper (due 5/7 by 11:59 pm)  **Week 15 – May 8-14**  Watch Wrap Up Video  *Assignments:* SUBMIT your Weekly Reflection Journals (should contain 14 ½-page entries) no later than 5/14 at 11:59 pm |

## Smiley Professional Events (or Pro Events)

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| 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](https://www.facebook.com/uwspsbe?fref=ts)  Twitter: [@UWSPBusiness](https://twitter.com/uwspbusiness)  You are not required to attend Pro Events as a part of this course’s requirements. |

# Schedule

## Dates and Deadlines

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| On-line Discussion Boards – *Due* ***EVERY WEEK*** *on Sunday nights*  Ethical Scenario Papers – *Due on Sunday nights: February 12, February 26, March 12*  Ethics Video – *Due April 9*  Opposing Viewpoints Paper – *Due May 7*  Weekly Reflection Journal – *Completed Weekly; Cumulative Submission due May 14*  See the above schedule (Section 5.3) All provided course schedules are organized by week number in accordance with the official UWSP Academic calendar. A direct link to the UWSP Academic calendar can be found here: <https://www.uwsp.edu/acadaff/Pages/AcademicCalendar.aspx> |

# Other Administrative Details

## ADA / Equal Access for Students with Disabilities

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| 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 and Assistive Technology Center to complete an Accommodations Request form. The Disability and Assistive Technology Center is located on the 6th Floor of Albertson Hall. For more information, call 715-346-3365, email [datctr@uwsp.edu](mailto:datctr@uwsp.edu) or visit: <https://www.uwsp.edu/datc/Pages/default.aspx> |

## Nondiscrimination Statement

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| 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> |

## SBE Inclusivity Statement

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| 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](mailto:dos@uwsp.edu) |

## Help Resources

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| 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> |

## Emergency Response Guide

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| In the event of an emergency, follow UWSP’s emergency response procedures. For details on all emergency response procedures, please go to: <http://www.uwsp.edu/rmgt/Pages/em/procedures> |

## UWSP Community Bill of Rights and Responsibilities

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| 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> |

## University Attendance Policy

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| 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> |

## University Drop Policy

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| 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> |

## Academic Honesty

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| 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> |

## Grade Reviews/Appeals

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| 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> |

## Non-Academic Misconduct

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| 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>. |

## Confidentiality

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| 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>  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. |

## Intellectual Property - A Guide to Student Recording & Sharing Class Content

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| 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. |

## Sample Coursework Permission

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| 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. |

## Revision Clause

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| 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. |

## COVID-19

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| ***Face Coverings:***   * At all UW-Stevens Point campus locations, the wearing of face coverings is recommended in all buildings, including classrooms, laboratories, studios, and other instructional spaces. This is university policy and not up to the discretion of individual instructors.   ***Other Guidance:***   * Please monitor your own health each day using [this screening tool](https://www.uwsp.edu/C19DailyScreening). 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. |