COURSE SYLLABUS

BUS 790

Business To Business Marketing

# Course Information

## Instructor Information

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| **Instructor:** | Michael T. Mitchell, Ph.D. |
| **Office:** | **By appointment via email request.** |
| **Physical Office Hours:** | I will not have a physical office on campus or physical office hours. I can be very flexible and can be available via phone or Zoom with at least 24 hours notice. |
| **Virtual Office Hours:** | Open/Flexible |
| **Office Telephone:** | 937-602-4588 |
| **E-mail:** | mitchelm@uwsp.edu OR: mitchellinnovation@gmail.com |
| **Expected Instructor Response Time:** | You can expect a response within 48 hours. |

## Course Information

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| **Course Description:** | This course examines the key components of strategic marketing with a specific focus on business goods and services. Marketing fundamentals such as product development, promotion, pricing, distribution and sales force considerations in a business-to-business environment will be examined and applied. Case studies and team projects will provide opportunity for strategic decision-making and application of concepts. A major component of the course is the development of a business-to-business marketing plan. |
| **Credits:** | 3 cr. |
| **Prerequisites:** | None |

## Textbook & Course Materials

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| **Required Text:** | This course requires three items—   * Business Marketing Managment: B2B   Authors:  Michael D. Hutt, Thomas W. Speh  ISBN: 978-1-337-29654-0  Cengage, 2017  *Please Note: This is an electronic book, not a hardcopy*   * Other readings posted on Canvas * Coursepack. *BUS 730 Harvard Business Coursepack* link: <https://hbsp.harvard.edu/catalog/course/740671> * How to create an account and purchase a coursepack <https://hbpacademichelpcenter.zendesk.com/hc/en-us/articles/360001262588-Students-Accessing-Course-Material-a-Coursepack-Assigned-to-You> |
| **Suggestion for Reading:** | To be most efficient, be sure to read for personal and professional application and take notes while reading. For this class your reading notes should focus on both content and application—What concepts are you learning? What is meaningful to your management and leadership practice? How do you want to apply what you are reading?   * Optional resource--Reading for graduate school, 5-minute video: [4 Rules for Grad School Reading](https://www.youtube.com/watch?v=eWuxW2qAYSE) * Optional resource--10 tips: <https://myusf.usfca.edu/sites/default/files/Sink_or_Skim_-_Fall_2016.pdf> * Optional resource--Research roundup for note-taking: <https://www.cultofpedagogy.com/note-taking/> * Optional resource--Digital note-taking: <https://www.kqed.org/mindshift/48902/digital-note-taking-strategies-that-deepen-student-thinking> |
| **Other Readings:** | Any additional items will be posted to Canvas at least one week before due. |

## Course Technology

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| **Course Website:** | None besides our Canvas site. |
| **Other Websites:** | Announced via Canvas. |
| **Course Delivery:** | You must have high-speed internet, headphones/microphone, and a webcam for this course. It is also important that you are ready to use the simulations embedded in the coursepack, Canvas, Zoom, and are sure to check your uwsp.edu email account **every weekday**.  Canvas Training: <https://uws.instructure.com/courses/45767>  Zoom Training: <https://support.zoom.us/hc/en-us/categories/201146643> |
| **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](https://www3.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx) |

# Learning Outcomes

## Goals and Learning Objectives

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| This course focuses on business-to-business marketing as a strategic process, requiring vision, strategic thinking, planning, and collaboration on the part of the organization’s marketing leaders. Through this course you will learn:   1. Marketing is a strategic function which is vital to leading the organization. 2. Key elements of a marketing plan with focus on nuances of B2B marketing including:  * Leveraging the organizations strengths and opportunities in order to capture market opportunity. * Strategically defining customers. * Optimizing the organization’s offerings, including market positioning, pricing, distribution and promotion. * The critical role of the salesforce in B2B marketing, including salesforce motivation.   3. The critical role of leadership in creation and execution of a marketing plan. |
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## 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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| I expect attendance during scheduled class “live”times (via live sessions on Zoom) and on-time completion of assignments. This hybrid class requires 8 weeks of synchronous and asynchronous engagement. Course requirements are completed both in-person and online. Asynchronous work is completed online in Canvas. Synchronous sessions are required and will meet course schedule below. |

## Late Work

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| I am happy to accept assignments early, although you will not receive a grade until after the submission date. If you need to extend an assignment deadline, you must contact me by email before the deadline to ask for what you need. Unexcused late submissions are subject to -1 letter grade. |

## Etiquette/Netiquette

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| When communicating online, you should always:   * Treat your instructor and classmates with respect in email or any other communication. * Feel free to address me by my first name, Mike or Michael. * Use clear and concise language. * Remember that all college-level communication should have correct spelling and grammar. (Unless I write it.) * Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.” * Use standard fonts such as Ariel, Calibri, or Times new Roman and use a size 10 or 12 pt. font. * Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING. * Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and your message might be taken seriously or sound offensive. * Be careful with personal information (both yours and others). |

# Assignments & Grading

## This course is comprised of a combination of individual assignments and team assignments:

**Individual Assignments:**

**Synchronous Class Session (Live and Zoom) attendance and participation:**

Attendance during our live sessions, whether on-campus or via Zoom is critical to your understanding of the course material. Therefore, attendance is mandatory (2 of 5 points/session) and your active participation is important (3 of 5 points/session). Participation is defined as verbal comments, based in the course content or relating course content to the “real world” in some manner (i.e., how does what we are studying that week or recent weeks apply to where you work? How have you seen or how might you expect to see concepts applied in other companies?):

* Beginning a discussion through insightful question or comment, based in that week’s content (some reference to content in preceeding weeks is generally OK as well).
* Responding to a question from the instructor or building on another student’s comment or question.

NOTE: The instructor will make every effort possible to give each student an opportunity to participate and contribute to the discussion.

**Discussion Boards:**

We will have 4 Discussion Boards each focused on that week’s assigned readings and prerecorded lecture(s). You may focus on any or all of: the prerecorded lecture(s) or the assigned readings that week. Your initial substantive post should include at least 2 of the following: 1) your main take-away from a particular reading or video, (2) your individual thoughts or reactions to the reading/video, (3) how you might apply what you’ve read or watched, (4) your personal professional experience with any of the concepts presented in the readings/videos, etc. *Linking the readings to prerecorded lectures and experiences is highly encouraged.*

Discussion boards are an opportunity to discuss course topics, learn from each other, think more critically about innovation. Discussion boards are a great example of “getting out what you put in”. If you actively engage, stay curious, go beyond the minimum, write thoughtful posts, read most of your cohorts posts, draw in your own experience and additional understanding, you will find these boards are rich learning experiences by providing you an opportunity think more deeply and respond at a slower pace than a typical in-person “live” discussion.

Think of these discussion boards as an opportunity to have a lively discussion where people can really “hear” what you’re thinking by reading or rereading your posts for meaning and you have the opportunity to think through what you have to “say” by carefully crafting your posts. Discussion boards truly can be a higher level of intelligent discourse in a forum that can be more equitable than a live discussion.

Discussion boards in the course also provide a virtual means for regular interaction with your entire class, furthering your relationships and continuing to benefit from a connected learning community beyond your Marketing Plan team. You have so much to learn from each other so please draw in your own experiences and examples as your discuss the weekly topics at hand.

P*lease note*: Just as I would in class, I will be facilitating these discussions asking questions and bringing in additional information if necessary. *If I ask you a question directly, please answer and respond.* I’m asking a question to indicate that you’ve initiated a conversation that will benefit the class and expanding your thought by answering my question is important for you to do.

*Please also note “Ettiquette/Netiquette” in 3.3 above.*

***Discussion board grading:***

Grading FOR EACH WEEK’S DISCUSSION BOARD. Grading for our weekly discussion boards are determined by two criteria – your initial substantive post and 2 constructive responses to the posts of other students:

1. *at least 1 substantive initial post* (*Week 1 the initial post is due no later than Noon on Wednesday of the assigned week*). Your initial substantive post should include at least 2 of the following: 1) your main take-away from a particular reading or video, (2) your individual thoughts or reactions to the reading/video, (3) how you might apply what you’ve read or watched, (4) your personal professional experience with any of the concepts presented in the readings/videos, etc. *Linking the readings to prerecorded lectures and experiences is highly encouraged.*

You can also end your initial post with a provocative question to the class in order to invite response posts.

Please don’t make it a habit to wait until the last moment to make your post.

Additionally:

(*b) at least 2 constructive responses* to other classmates post(s) by midnight of the Sunday of each week. Please avoid waiting until late in Sunday evening to make your 2 constructive responses! The idea is to have a robust discussion throughout the week. *Making all of your posts on the very last day/time allowed will not demonstrate your full engagement and may impact your grade.*

*Please note the criteria above is the minimum expectation for number of posts - you can respond and post more than the minimum.  Again, this is your opportunity to learn and test your understanding.*

*Grading criteria:*

Initial post:

* Posts are thoughtful and well reasoned.
* Initial substantive post must include a minimum of 2 of the following : 1) your main take-away from a particular reading or video, (2) your individual thoughts or reactions to the reading/video, (3) how you might apply what you’ve read or watched, (4) your personal professional experience with any of the concepts presented in the readings/videos, etc
* Explicit link is made to course audio lectures, supplemental material or cited additional material related to the topic at hand.
* The post respectfully challenges and welcomes other students thoughts and extension through an explicit question or invitation.

Response posts:

* Post is a thoughtful and respectful response (well beyond “great post” or “I agree”).
* An effort is made to build/add to the thinking presented in the post. If you disagree with the main point of post, please respectfully state and support your counterpoint.
  + You may add additional take-aways, reactions, application suggestions or experience

**Case Analysis:**

We will be utilizing the case “Jakson-Evolution of a Brand” (see HBR Coursepack) over a 2-week period. You will be asked to thoughtfully answer several questions (posted on Canvas) for each week and submit your answers/analysis for each of 2 weeks. You submission will be graded based on answers to the questions that demonstrate:

* Thoughtful, thorough answers to each question
* Demonstration of knowledge of course material by appropriately applying and referencing relevant course concepts, including citing the readings (Textbook, other readings, page numbers).

**Marketing Plan Presentation (Individual portion):**

Excellent presentation of your Marketing Plan and your individual contribution to making the presentation is critical. Great marketing plans deserve professional, confident and well-communicated/supported thought. (Unfortunately, I’ve seen great plans and ideas not be accepted as a result of poor presentation skills!) Therfore, as strategic marketing leaders, you must learn and demonstrate how to present marketing concepts in a way that is convincing and clear. Your portion of the presentation (made during our last class) will be graded on:

* Overall clarity and communication of information: is what you are saying and showing easily understood?
* Influence: To you present a convincing rationale for what you are recommending or saying? (Not a “sales pitch”, but instead a confident, clear and rational explanation that includes facts as needed).
* Overall poise and confidence: Do I sense your assuredness of your thinking and would I be encouraged to follow you and your recommendations?

**Team Assigments:**

Teamwork and ability to lead a team is a critical skill for a strategic marketer. Therefore, team assignments will provide the opportunity how to approach and solve marketing issues, collaborate and lead your team. Additionally, the team assignments allow for the opportunity to synthesize and apply course concepts to a “real-world” situation.

**SWOT Analysis:**

This is an initial submission of a SWOT (Strengths, Weaknesses, Opportunities, & Threats) of your team’s selected product or service. Having an initial SWOT analysis will help to focus your team and gather a cursory assumption of the key elements that will impact your strategic thinking as you begin to develop your marketing plan. This initial SWOT analysis will need to be further refined significantly refined for inclusion in submission of your final Marketing Plan assignment.

**Team Marketing Plan:**

The marketing plan is the centerpiece of this course and therefore receives a significant portion of your total grade. The marketing plan is to be a comprehensive *outline* of a marketing plan for a real product or service. Your team will have an opportunity to quickly determine the product or opportunity at the start of the class. It is suggested that you choose a product or service for which you have access to information in order to create an intelligent plan. For example, the product or service could be for a company that one of your teammates works for. If this is not the case, please be sure that you choose a company/product or service that can be researched and understood to a level where you can make credible recommendations in your plan. Additionally, the product or service you choose can be a new product, an extension to a product line, or an existing product. However, if you choose an existing product, please be aware that the assignment requires your novel thinking and planning – not a summary of what the company has already done or is doing. *If you choose an existing product, your assignment must include a summary of what the company is already doing in their marketing effort of the product or service and why you recommendation is superior or a significant extension of the current plan.*

Requirements for the Marketing Plan are posted on Canvas and will include submitting/presenting a PowerPoint overview of your plan outline and recommendations. Your presentation deck for the in-class presentation may be a shorter/more summary presentation of your full deck submitted via Canvas.

It is important that you apply and cite content in the reading and course content in your submission.

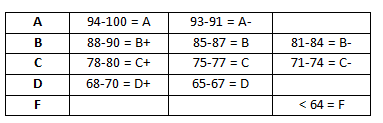
* **Marketing Plan Presentation:**

Your presentation of your final plan and PowerPoint will take place in our last class session. *Each of your team members must participate in the final presentation as evidence of individual contribution to the team effort.*  Please see above for individual presentation grading criteria.

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| Assignment: | Point Value (out of 100 total) |
| Individual Assignments: |  |
| Synchronous Lecture Sessions (attendance + participation | 20pts (5 sessions @5pts/session) |
| Discussion Boards | 20pts (4 discussion boards @5pts/discussion board) |
| Case Analysis | 15 pts total (2 submissions, @7.5pts/submission) |
| Presentation of Marketing Plan |  |
| Subtotal Individual Assignments: | 60 points |
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| Team Assignments: |  |
| Team SWOT analysis | 10 pts |
| Marketing Plan | 25 pts |
| Marketing Plan Presentation | 5pts |
| Subtotal Team Assignments: | 40 points |
| Grand Total All Assignments: | 100 points |

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## Grading Scheme:



: There are no exams in this course

# Schedule\*

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| **Week** | **Topics** | **Assignments (Readings are expected to be completed the week they are assigned.** | **Due** |
| Week 1 (week of 3/29)  4/1 Live class  All classes are 4PM-7PM CST | * Course Overview and Introduction * Overview of B2B Marketing * Organizational Buying Behavior | **READ:**   * **Chapters 1-2** (Hutt/Speh), * Leadership for the 21st Century (Roost) – on Canvas, * Direction, Alignment, Commitment (CCL: Direction, Alignment, Commitment: DAC<https://www.ccl.org/articles/leading-effectively-articles/make-leadership-happen-2/>   ASSIGN:   * Formation of Marketing Plan Teams |  |
| Week 2  (week of 4/5)  **Recorded Lecture/**Discussion Board | * Marketing Planning – Chapter 5 * SWOT analysis (Team Assignment) | **READ:**   * **Chpter 5** (Hutt/Speh) * Rethink the 4P’s (HBR) – see Coursepack * ASSIGN: * Pre-recorded lecture(s) * Discussion Board * Jakson Case Study Analysis #1 (HBR) – see Coursepack | * Marketing Teams * Discussion Board opens 4/4 closes 11:30PM on 4/11 – all posts due by that time. |
| Week 3  (week of 4/12)  **Recorded Lecture** | * Value Proposition * Segmentation * Demand estimation | **READ:**   * **Chapters 3 & 4** (Hutt/Speh). * Forrester Report – Winning the New B2B Buyer – on Canvas * ASSIGN: * Pre-recorded lecture(s) * Team SWOT Analysis for selected product or service. | * **Jakson Case Analysis #1 (individual) due 4/15** * Discussion Board opens 4/11 and closes 11:30PM on 4/18–all posts due by that time. |
| Week 4  (Week of 4/19)  **Live Lecture via Zoom (4:00pm-7:00pm, 4/22)** | * Products: branding & positioning (chpt 8) * Services (chpt 9): Special Challenges (p.187-194), Customer Touchpoints p.182), Solutions Perspective (p 183) and Hybrid Offerings(p. 194-98) * Possible guest speaker | READ:   * Chapters 7 & 9 (Hutt/Speh)   ASSIGN:   * Continuation of Jakson Case Study Analysis #2 (HBR) – see Coursepack * (Intentionally skipping Chpt 8, Innovation) | * SWOT Analysis (Team) –presented in class and submitted to Canvas |
| Week 5  (Week of 4/26 **Recorded Lecture** | * Global Markets * Marketing Channels | READ:   * Chpt 6 & Chpt. 10   Assign:   * Pre-recorded lecture(s) * Discussion Board | * Jakson Case Analysis #2 (Individual) due 4/29 * Discussion Board opens 4/25 and closes 11:30PM 5/2– all posts due by that time. |
| Week 6  (Week of 5/3) **Live Lecture via Zoom (4pm-7pm, 5/6)** | * Price & Promotion | READ:   * Chapters 12-13 (Hutt/Speh) * “Survey of 1700 Companies-B2B pricing mistakes (HBR) – See Coursepack |  |
| Week 7:\*  (Week of 5/10) **Recorded Lecture** | * The selling function. | READ:   * Chpt 14 (Hutt/Speh) * Maybe do Chpt 8 here? * Motivating the Sales People – What Really Works(HBR) – see Coursepack   Assign:   * Discussion Board | * Discussion Board opnes 5/9 closes 11:30PM on 5/16– all posts due by that time |
| Week 8  Week of 5/17) **Live Session via 4pm-7pm,5/20** | * Marketing plan presentations |  | Marketing Plans submitted prior to in-class presentation on 5/20 |

*\*Please note: The schedule below is subject to change. Students will be notified of any material change at least on week prior to any due dates for assignments.*

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# 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. For more information about UWSP’s policies, see: [https://www.uwsp.edu/datc/Pages/uw-legal-policy-info.aspx](https://www3.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 or visit: [https://www.uwsp.edu/datc/Pages/default.aspx](https://www3.uwsp.edu/datc/Pages/default.aspx) |

## Inclusivity/Nondiscrimination Statement

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| It is the responsibility of the instructor to present materials and activities that are respectful of diversity, such that students from all diverse backgrounds and perspectives be well-served by this course. 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> |

## Religious Beliefs Accommodation

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| 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> |

## Help Resources

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| 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](https://www3.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](https://www3.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](https://www3.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](https://catalog.uwsp.edu/content.php?catoid=11&navoid=431&hl=add%2Fdrop&returnto=search" \l "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](https://www3.uwsp.edu/dos/Pages/stu-conduct.aspx). |

## Confidentiality

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| 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.  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. |

## 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. |