

INTRODUCTION TO ANIMAL BIOLOGY SYLLABUS

Bio 160 Hubbard

Instructor:

Dr. Jamee Hubbard

Office: CBB 216

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Office Hours & Class

Schedule: See Canvas for most up-to-date times

Required Supplies:

- **Textbook:**, Urry, Cain, Wasserman, Minorsky, Reece. 2017. *Campbell Biology, 11th Ed.* **Bookstore Rental.**
- **Lab supplies:** chemistry goggles and dissecting kit
- **Note:** lab manual components will be provided via Canvas

Required Technology:

- **Google Chrome:** Chrome is **HIGHLY RECOMMENDED**, as it is the best browser to use for Canvas. **My expectation is that YOU WILL USE CHROME on your desktops, laptops, and mobile devices to access Canvas assignments, videos, and quizzes, even if you have Apple products.** Please download it ASAP. Images and video playback may not be optimal (e.g., images may not show up in quizzes, video quizzes may not show the quiz questions) in other browsers.
- **Microsoft Office:** This course focuses on creating content using Microsoft Office and online platforms. All faculty and staff at the colleges should have access to Microsoft Office - either as software they can load onto their home and office computers, or as software they can access from a campus computer. We strongly recommend that you use the most recent versions of Office. Older versions do not support accessibility as well as the new versions do. **If you're using a version older than Office 2013 please consider contacting your IT office for an update.** We will not provide instruction or support for outdated software. And keep in mind, outdated software means it's unsupported and may create security risks -- another reason to upgrade.
- **Printer:** You will occasionally have assignments you will need to print, and you may have to print lab handouts since you will not be purchasing a lab manual for this class. If you don't have a printer, you can print at one of the many computer labs we have on campus. You can find a map information about campus computer labs at this site: <https://www.uwsp.edu/infotech/Pages/ComputerLabs/Labs.aspx>
- **Scanner or Scanner App:** There may be instances where you will be required to upload an assignment. In this case, merely taking a photograph is not the best option. The better option is to use a desktop scanner, photo copier that has a scan and email option, or a scanning app for a mobile device. Examples of free scanning apps for Android are: Adobe Scan, Microsoft Office Lens and many others with high ratings. Examples of free iOS scanning apps are: Adobe Scan, Apple Notes, Microsoft Office Lens.

Course Information:

- **Course Description:** Anatomy, physiology, adaptation, and classification of animals; morphology and anatomy of various types of animals.
- **Credits:** 5
- **Prerequisite:** One of the following: BIOL 101, BIOL 111, or BIOL 160.
- **Grades**
A=93-100%, A-=90- 92%,
B+=87-89%, B=83-86%, B-=80-82%,
C+=77-79%, C=73-76%,
C-=70-72%, D+=67-69%, D=60-66%,
F=< 60%

Tentative Points (may change at discretion of instructor)

Exams, include lab material	400 (+/-)	4 @ ~100 points
Formative quizzes (usually by chapter or lecture topic)	150 (+/-)	~15 @ 10 points (highly variable points)
Lab assignments (pre-labs, in-labs, post-labs)	75 (+/-)	~15 @ 5 points (+/-)
Lab Quizzes	120 (+/-)	~12 @ 10 points (+/-)
Lab Animal Presentations	40	
Attendance (lecture)	75	

Course Learning Outcomes (CLOs)*:

*A learning outcome is a statement that describes what a student will know (knowledge), be able to do (skill), and/or value/appreciate (disposition) as a result of a learning experience.

Students will be able to:

- Integrate various levels of biological organization and their emergent properties. (CLO 1)
- Differentiate and classify animal body plans and organ systems. (CLO 2)
- Recognize cell theory, inheritance, evolution, and developmental biology as the foundations of zoological science. (CLO 3)
- Explain how scientific inquiry is different than other intellectual endeavors. (CLO 4)
- Apply principles of zoological science to broader personal and societal issues. (CLO 5)

You will meet the outcomes listed above through a combination of the following activities in this course:

- Attending all face-to-face and or virtual lectures
- Watching required lecture videos
- Reading all assigned chapters of the textbook
- Reading all other assigned readings
- Attending the entire duration of the face-to-face labs
- Participating in discussions and activities
- Completing online formative quizzes
- Completing unit summative exams
- Completing a well-developed animal presentation

Alignment of CLOs with the Natural Sciences GEP Learning Outcomes (GEP LOs) and the Biology Program Learning Outcomes (PLOs)

Natural Resources GEP Learning Outcomes (GEP LOs)	Program (Biology Department) Learning Outcomes (PLOs)	Bio 160 Course Learning Outcomes (CLOs):
<p>GEP LO 1: Explain major concepts, methods, or theories in the natural sciences to investigate the physical world.</p>	<p>PLO 1: Recognize the multiple levels of complexity at which biological systems operate, from molecules to ecosystems and the biosphere, and explain the emergent properties and processes characteristic of each level.</p> <p>PLO 2: Describe mechanisms for the continuity of life, including the processes of inheritance, development, and evolution.</p>	<p>CLO 1: Integrate various levels of biological organization and their emergent properties.</p> <p>CLO 2: Differentiate and classify animal body plans and organ systems.</p> <p>CLO 3: Recognize cell theory, inheritance, evolution, and developmental biology as the foundations of zoological science.</p>
<p>GEP LO 2: Interpret information, solve problems, and make decisions by applying natural science concepts, methods, and quantitative techniques.</p>	<p>PLO3: Demonstrate proficiency in the methods and philosophy of science, including articulation and application of the Scientific Method, collection and analysis of biological data, and application of professional ethics.</p> <p>PLO 4: Critically evaluate and synthesize biological information from multiple sources, including the primary scientific literature, and communicate biological knowledge to both professional and non-professional audiences.</p>	<p>CLO 4: Explain how scientific inquiry is different than other intellectual endeavors.</p>
<p>GP LO 3: Describe the relevance of aspects of the natural sciences to their lives and society</p>	<p>PLO 5: Articulate the application of biological science to meeting the needs of society, including basic research, stewardship of biodiversity, human health, and entrepreneurial innovation.</p>	<p>CLO 5: Apply principles of zoological science to broader personal and societal issues.</p>

Class Conduct

I expect good conduct and a high level of respect in the classroom, between you and your peers and between you and me.

Please turn off your cell phones, refrain from texting and casual talking during lectures, lab introductions and discussion, and exams and quizzes.

These distractions take away from the positive learning experience I would like to have in class. Furthermore, having this respectful experience and attitude in class prepares you for the expectations of your future employers. Lastly, *good conduct does make a difference in determining your final grade.* This goes for lab, too. There are plenty of times where you can take a break and go outside the lab to check your texts or social media, but please do it outside the classroom once class has started. **You may, however, use your phone to take pictures in lab or to use for timing experiments.**

Attendance:

- Attendance for lecture and lab is mandatory and about 1% of your grade is determined by your attendance alone.
- The amount of time a student spends in class is strongly correlated with their final grade.
- If a quiz, exam, or other assignment is missed and you are not involved in a university-sponsored event, *I will evaluate on a case-by-case basis whether to excuse the absence and how to administer the assignment.* Daily quizzes, pop quizzes, and any extra credit assignments cannot be made up unless you have an official university excuse and/or I am notified ahead of time of your absence and we work out a plan, based on your reason for absence from the work. If you are truly sick and need to stay home, that is fine, but please let me know as soon as possible about your absence.
- If you are late to class, daily lecture and lab quizzes and exams must be turned

Help & Resources

If you are feeling lost or overwhelmed...

1. **Make an appointment with me**
Come see me during my office hours or make an appointment. **I'm always happy to see my students and always willing to help in any way that I can!**
2. **Attend STEM drop-in tutoring, located at CBB 190** (next to Starbucks in the CBB building). The STEM tutoring schedule can be found at: <https://www.uwsp.edu/tlc/Pages/dropInTutoring.aspx>
3. **Get a one-on-one tutor at the Tutoring and Learning Center (TLC) in room 018 Albertson.** You can find the link to the STEM tutor request form here: <https://www.uwsp.edu/tlc/Pages/CA-tutoring.aspx>
4. **See a counselor**
The counseling center is located on the 3rd floor of Delzell hall, and they can assist you will test anxiety, time management, and struggles with social issues.
5. **Talk to the Disability and Assistive Technology Center** If you have, or think you may have, a disability that is preventing you from making it to class, studying, or being successful on exams, contact the Disability and Assistive Technology Center in 609 ALB.

in at the same time as all other students. No extra time will be given to complete the quiz or exam.

- See UWSP 22.03 in the university handbook regarding absences due to religious beliefs (and no, hunting is not considered a religious belief.)

Extra Credit

I do not give extra credit assignments on an individual basis, so please do not ask. I would rather you use any extra time you have toward your best effort on the regularly assigned material. I will work with you in any way I can to help you get a better grade *on future course work assigned to the entire class.*

Students with Disabilities

Students with disabilities are welcome and encouraged in this class. You should contact the Office of Disability Services during the first two weeks of the semester if you wish to request specific accommodations. Also, if you have a medical problem (for example, serious migraine headaches that require medical attention, or depression) that may cause you to miss class or exams often, please contact the Disability and Assistive Technology Center, (609 ALB) so your professors can be notified appropriately of accommodations that should be made for you.

Student Academic Standards and Disciplinary Procedures You can find out about the academic standards and your responsibilities as a UWSP community member at <https://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>. Any form of cheating, plagiarism, or any misrepresentation of your work, or if you are knowingly assisting someone in cheating, this will result in a grade of zero (0) points for that test, quiz, or other assignment.

Examples of activities in this course that reinforce learning:

- The scientific inquiry lab looks at the experimental design and asks you to design your own experiment and understand the components of the experiment
- The osmosis & diffusion lab investigates which types of molecules move across membranes by osmosis and diffusion
- Cell drawing activities in lab reinforce knowledge of structure and function of the animal cell
- Modeling of mitosis and meiosis processes in lab will provide a visual, hands-on self-demonstration of how the chromosomes rearrange themselves during cell division.
- In lecture you will learn the general animal body plans and organization, but In lab you will learn about which animals have these different body plans and organization.

How to have success in this course

<p>How can I succeed and excel in this course?</p> <p>If you are a full-time student, your commitment to your classes is one of the most important things in your life right now.</p> <p>Even if you have a full-time job outside of school, college is your career!</p> <p>To get the most out of your academic experience, you must be committed to coming to class, you must put in the time to learn the material.</p> <p>As an academic, you should want to go beyond the course and ask yourself and others questions about biology (and other topics you are learning in college).</p>	<p>How Much Do I Need to Study?</p> <p>Plan to study 2-3 HOURS FOR EVERY HOUR OF CLASS YOU ATTEND. That's a given for any college course.</p> <p>Review your lecture or lab notes after class, in the afternoon or evening of that day's class. This allows you to review your notes while they are fresh in your head and make sure you didn't forget to write something down.</p> <p>Review before class; this will help you better prepare for class that day and reinforce the material from previous lectures. Do not wait until the weekend to study. The weekend is for review and catching up with your friends.</p>	<p>How Can I Do Well on the Exams?</p> <p>I provide information for the course, but you are the only one that can get it into your head.</p> <p>Effective study methods include: rewrite your notes, drawing and labeling diagrams, taking notes on your notes, and take notes on your book readings.</p> <p>But, the most important key to success on exams is to <u>challenge yourself by quizzing yourself</u>...until you're sure you know it. Research suggests that <i>just</i> rereading gives you a false sense of knowledge. How will you actually know you know it unless you test your knowledge? So, spend some time making yourself some tests from your notes.</p>	<p>How Can I Excel?</p> <p>You get out of your classes what you put into them. You can wade through and get some basic know-ledge, and that is fine. Y</p> <p>ou can really put in some serious time studying the given material and do well in the class.</p> <p>But, what you really <i>should</i> want is to maximize that precious money you are spending on school. Ask questions, of yourself or me, beyond what is given to you. I may not always know the answer, but it is a start to greater knowledge for you and, perhaps, for me.</p> <p>You may also want to subscribe to a science magazine or science news websites.</p>
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Communication:

- If you find that you have any trouble keeping up with assignments or other aspects of the course, **make sure you let your instructor know as early as possible**. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.
- expected instructor response time:
 - I will attempt to respond to student emails within **24 business hours**. Please **resend your email** if you have not received a reply from me within **24 business hours**.
 - I will attempt to reply to and assess student discussion posts within 48 hours of discussions closing.
 - I will attempt to grade written work within 72 hours, however longer written assignments may take me longer to read and assess.

Other Policies

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two \(2\) weeks](#) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. 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 who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- 1) Academic misconduct is an act in which a student:
 - a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - b) Uses unauthorized materials or fabricated data in any academic exercise;
 - c) Forges or falsifies academic documents or records;
 - d) Intentionally impedes or damages the academic work of others;
 - e) Engages in conduct aimed at making false representation of a student's academic performance; or

- f) Assists other students in any of these acts.
- 2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Confidentiality

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.

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

Dropping UWSP Courses

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Emergency Procedures

In the event of a **medical emergency call 09-1-1** or use campus phone [list location in room or nearest your classroom]. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

In the event of a **tornado warning, proceed to the lowest level interior room** without window exposure at [list primary location for shelter closest to classroom,]. See uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms).

In the event of a **fire alarm, evacuate the building** in a calm manner. Meet at [state logical location to meet 200 yards away from building]. Notify instructor or emergency response personnel of any missing individuals.

Active Shooter – RUN. HIDE. FIGHT. If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Call 09-1-1 when it is safe to do so. Follow instructions of emergency responders.

See UW-Stevens Point Emergency Procedures at uwsp.edu/rmgt/Pages/em/procedures for details on all emergency response at UW-Stevens Point.”

Equal Access for Students with Disabilities

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. Phone: 346-3365 or Room 6009 Albertson Hall.

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Protected Content

Lecture materials and recordings for Jamee L. Hubbard 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.

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

Inclusivity Statement

It is my intent that students from all 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 to this class be viewed as a resource, strength and benefit. 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.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if you were unable to complete one exam or one assignment (e.g., presentation). All incomplete course assignments must be completed within one semester.

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable
- Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (109094). Netiquette. Albion.com. Retrieved from: <http://www.albion.com/netiquette/book/>.

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. You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website. <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.

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

THIS COURSE USES APPLICATIONS OR SERVICES THAT HAVE NOT BEEN APPROVED BY UW-SYSTEM

This course requires posting of work online that is viewable only by your 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. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you. [**UWSP Handbook Chapter 09 Section 5**]

Technology Support

Visit with a [Student Technology Tutor](#)

Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)

IT Service Desk Phone: 715-346-4357 (HELP)

IT Service Desk Email: techhelp@uwsp.edu