



ED 104 – Academic Recovery, Fall 2020

Course Number: ED 104
Course Credit: 1
Class Dates: 9/2/20 – 12/11/20
Class Time: W 11-11:50am
Class Meeting Link: <https://uwsp.zoom.us/j/6795878814?pwd=bWRJWWZESnM3cFB6ZmthNjE0eGVtQT09>

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Course Goals and Description:

This course is designed for UWSP students who are aiming to hone their learning techniques and student success skills. In this course, we will take an individual approach to student success but will share our techniques with our peers. Each student will be introduced to campus resources, various study skills, time-management techniques, and learning strategies. The goal of this course is to promote student success in the areas of academic performance, persistence, personal growth, and the development of a sense of self-efficacy.

Textbook:

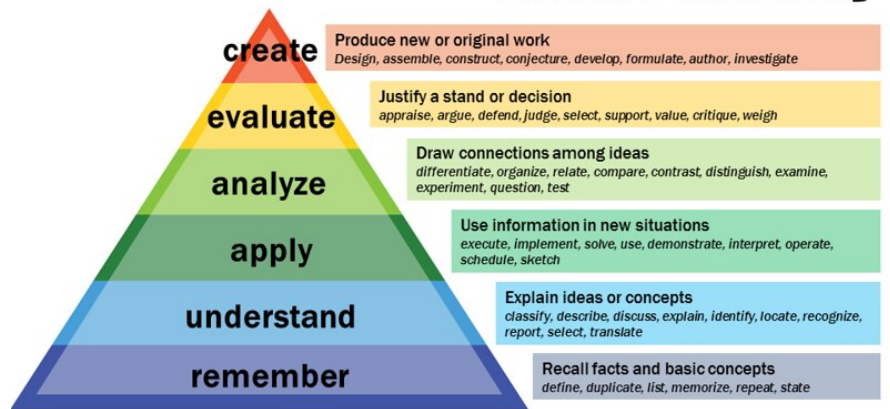
NA

Supplies:

Access to a computer and internet

Course Learning Outcomes:

Bloom's Taxonomy



Vanderbilt University Center for Teaching

Course Learning Outcome	Aligned Assessment Activity
Be able to articulate what success means to the individual. (UNDERSTAND)	Students will be asked to develop a written personal definition of success. Where are they trying to go? How will they know they have achieved it?
Be able to articulate some academic and/or life goals. (UNDERSTAND)	Students will be asked to list goals and to identify how these goals get them closer to their definition of success.
Be able to defend why these goals and their definition of success are valid/ important. (EVALUATE)	Students will be asked to defend decisions and life choices, explaining how they are getting them closer to their definition of success.
Create a sustainable plan for attaining goals and achieving “success.” (CREATE)	Students will create a plan, including a time-management assessment, that will act as their roadmap to achieving “success.”



Identification, Development, and Utilization of Resources (Social Capital, Services, Skills, Etc.) (UNDERSTAND, APPLY and ANALYZE)	Students will look at/analyze the tools that they are using and to try out new or existing tools in new situations. Students will present these skills in a “graduation speech.”
Be able to identify obstacles to success. (UNDERSTAND)	Students will do a self-analysis of obstacles to their success.
Be able to create a plan to remove or manage obstacles to success. (CREATE)	Students will create a written plan to remove or manage existing obstacles (and to avoid potential obstacles). This write-up will be discussed with the instructor in an individual meeting.
Implement their goal plan. (APPLY)	Instructor Discussion
Implement their obstacle plan. (APPLY)	Instructor Discussion

Modules:

Module	Weeks	Content
Defining	1-4	<ul style="list-style-type: none"> • Defining Success • Defining Goals • Defending and Supporting Personal Definitions – The “Why” • Identifying Obstacles
Planning	5-6	<ul style="list-style-type: none"> • Creating Goal Plans (Objectives) with “Key Results” (OKRs) • Creating Obstacles Removal/Management Plans
Implementing and Revising	7-13	<ul style="list-style-type: none"> • Implementing Plans • Revisiting and Revising as Necessary – <ul style="list-style-type: none"> - Has the definition of success changed? - Are objectives still aligned with our definition of success? - Are objectives linked to where we want to go? - Are those objectives getting us closer to our definition of success? - Do our key results align with our objectives?
Assessing and Reevaluating	14-16	<ul style="list-style-type: none"> • “Key Results” Assessment • Reevaluation of Where You are At <ul style="list-style-type: none"> - Are you where you hoped to be? - Do you need to adjust your plans? - How will you move forward from here? - What have you learned? - How has your “success village” grown? - How has your “success toolbox” grown?



Assessment/Grading System:

Choose Your Grade:

1. Pre-Course Survey..... 3 points
2. Discussion - Welcome 2 points
3. Life 101 Assessment..... 5 points
4. Individual Mtg. w/ Instructor 5 points each x 6 = 30points
 - o Mtg. 1 (week 1) – discussion and honing of plans
 - o Mtg. 2 (week 4) – discussion and honing of plans
 - o Mtg. 3 (week 7) – plan implementation check-in
 - o Mtg. 4 (week 10) – plan implementation check-in
 - o Mtg. 5 (week 13) – plan implementation check-in
 - o Mtg. 6 (week 16 – finals week; plan progress discussion)
5. Definition of Success..... 5 points
6. Academic/Life Goal Setting 5 points
7. Goal Justification/Defense 5 points
8. Sustainable Plan Development..... 5 points
9. Mid-Course Survey 5 points
10. Obstacle Identification..... 5 points
11. Obstacle Removal/Management Plan 5 points
12. Tool/Resource Identification/Usage.. 5 points x 3 = 15 points (ideas include tutoring, office hours, counseling, Cornell notes, planner, etc...)
 - o Tool 1
 - o Tool 2
 - o Tool 3
13. Graduation Speech 5 points
14. Life 101 Assessment..... 5 points

Grade	High	Low
A	100	94
A-	93	90
B+	89	87
B	86	84
B-	83	80
C+	79	77
C	76	74
C-	73	70
D+	69	67
D	66	64
D-	63	60
F	59	0

Note: Please note that this course is designed to promote student success. It is our goal to help promote and develop your natural talents and abilities. In order to do this, we need the following from you:

- An open mind
- A positive attitude
- GOOD COMMUNICATION



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.

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.

Emergency Procedures

- * In the event of a medical emergency call 9-1-1. 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. Avoid wide-span structures (gyms, pools or large classrooms).
- * In the event of a fire alarm, evacuate the building in a calm manner. 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 9-1-1 when it is safe to do so. Follow instructions of emergency responders. See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency response at UW-Stevens Point.”

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.

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.

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: 715-346-3365 or Room 609 Albertson Hall.

Help Resources

- [The Tutoring-Learning Center \(TLC\)](#) – The TLC provides student academic success services, including credited classes, Academic Coaching, Math Tutoring, Science Tutoring, Writing Lab, World Languages Tutoring, and Technology Tutoring.
- [Advising and Career Advising Center \(ACAC\)](#)
- [Counseling Center](#)

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or [visit this link](#) for more information.

Dean of Students

The University of Wisconsin-Stevens Point is committed to the safety and success of all 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 your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may



also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting here.

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

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.

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 the University System Administrative Code, Chapter 14.



Other Campus Policies

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.

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.

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.

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

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.