Jump Start
Summer2021 Syllabus

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

Course Information

Instructor Information

Instructor: Sarah Johannes (she, her, hers)
Office: Student Services Center (SSC) 220B
Student Hours: June 1st – 4th: Wednesday, 1-3pm /Thursday, 4-6pm via zoom. June 7th – 11th: Tuesday, 1-3/ Wednesday, 4-6pm/ Thursday, 2-4pm/ Friday 10am – 12pm in person or zoom. June 14th – 25th: By Appointment.
Office Telephone: 715-346-4164
E-mail: sjohanne@uwsp.edu

Course Information

Course Description: EDUC 108 Jump Start/Academic Recovery
Credits: 3
Format: Online/Canvas
Dates: June 1st – 25th, 2021

Course Learning Outcomes

Learning Outcomes: If students come to class prepared to learn and put in reasonable effort, upon completing this course, students will be able to:
- Describe why a college education is important to them.
- Identify barriers to college success, as well as ways to overcome those barriers.
- Identify and apply appropriate notetaking, test-taking, and time-management strategies to their academic studies.
- Describe the importance of co-curricular involvement and how it enhances their academic study at UWSP.
- Identify and utilize UWSP programs, resources, and services that will support their academic studies and co-curricular involvement.

Expected Instructor Response Times

- Email is my preferred form of contact; however, I will still reply to phone, messenger, canvas messages, etc.
  - I am doing a blend of working from home and on campus. Best way to reach me is email. I should get your call as a notification

in my email if I am not in my email and will call you back on my cell which has a 414 area code if I am not in my office.
- UWSP uses Zoom, where student hours and any meetings will occur.
  o I will respond to student emails within 24 hours. If you have not received a reply from me within 24 hours, please resend your email.
    - If you have a general course question (not confidential or personal in nature), please post it to the Course Q&A Discussion Forum found on the course homepage. I will post answers to all general questions there so that all students can view them. Students are encouraged to answer each other's questions too.
    - If it is after 4:30 on a Friday, I will reply Sunday night or Monday morning, unless urgent.
  o I will reply to and assess student discussion posts within 48 hours of discussions closing.
  o I will grade written work within 72 hours, however longer written assignments may take me longer to read and assess.

Textbook & Course Materials

Required Text: Gardner, J. N., & Barefoot, B. O. (2021). *Your college experience: strategies for success* (14th ed.). Boston: Bedford/St. Martins.
  o **This is available in Text Rental.**
Recommended Texts & Other Readings: There will be other readings, worksheets, and videos that you will be expected to complete. These will be listed in more detail in the module page of the day.

Topic Outline/Schedule

Important Note: Refer to the Canvas course home page for pertinent information. Activity and assignment details will be explained in detail within each week's corresponding Module. As tasks come due, they will appear in your "to do" list. If you have any questions, please contact me.

Assignments are due at 11:59pm unless otherwise specified.

- **Week 1 (June 1st – 4th): Getting Back to Basics**
  o Syllabus Day/Importance of College – Due June 2nd
    - Look over syllabus
    - Look over Chapter 1
    - Discussion Posts
    - Survey
  o Overcoming Failure and Goal Setting – Due June 4th
    - Read Chapter 1 and 2
    - Videos
    - Article
    - Discussion posts
  o Time Management/Motivation/Grit – Due June 6th
    - Chapter's 2 & 3

- ▪ Time management articles
- ▪ Watch videos
- ▪ Discussion posts

- **Week 2 (June 6ᵗʰ – 12ᵗʰ): Enhancing Your Skills**
  - o Learning Styles– Due June 8ᵗʰ
    - ▪ Chapters 4
    - ▪ Learning Styles Worksheet
    - ▪ Myers Briggs
    - ▪ Discussion Posts
  - Getting the most from Class (Reading and Note Taking) - June 10ᵗʰ
    - ▪ Chapters 6 & 7 Part of Ch. 12
    - ▪ Discussion Posts
    - ▪ TLC Videos
  - o Studying and Test Taking Skills – Due June 12ᵗʰ
    - ▪ Journal
    - ▪ Chapters 8 & 9
    - ▪ Articles
    - ▪ Discussion Post

Week 3 (June 13ᵗʰ - 19ᵗʰ): Holistic Learning
  - Critical Thinking/Research/Communication – Due June 14ᵗʰ
    - ▪ Chapters 5 & 10
    - ▪ Discussion Posts
  - Majors and Careers - Due June 16th
    - ▪ Chapter 11
    - ▪ Handshake
    - ▪ Creating a Resume/ Career Planning Guide
    - ▪ Video
    - ▪ Discussion Posts
  - Wellness and Getting Involved – Due June 18ᵗʰ
    - ▪ Journal
    - ▪ Chapters 12 & 14
    - ▪ Wellness Wheel
    - ▪ Discussion Posts

- **Week 4 (June 20ᵗʰ –25ᵗʰ): Beyond the Classroom**
  - o Diversity, and Inclusivity – Due June 20ᵗʰ
    - ▪ Chapters 13
    - ▪ Social Identity Wheel
    - ▪ Videos
    - ▪ Buzzfeed Quiz
    - ▪ Discussion Post
  - o Financial Aid and Budgeting – Due June 22ⁿᵈ
    - ▪ Chapter 15
    - ▪ Budget worksheets
    - ▪ Discussion Posts
  - o Final Projects Due

▪ Projects due by 11:59pm June 25th
▪ Evals both schools and mine.

Student Expectations

In this course you will be expected to complete the following types of tasks.
- communicate via email
- complete basic internet searches
- download and upload documents to the LMS
- read documents online
- view online videos
- participate in online discussions
- complete quizzes/tests online
- upload documents to Canvas to submit an assignment
- participate in synchronous online discussions
- Cite sources correctly using APA format

Course Structure

This course will be delivered entirely online through the course management system Canvas. You will use your UWSP account to login to the course from the Canvas Login Page. We will also be using Navigate for appointments and other content. Please set up your Navigate by clicking here by the end of the first day of class. If you have not activated your UWSP account, please visit the Manage Your Account page to do so.

Grading Policies

Graded Course Activities

Click the **Assignments** link in Canvas to access assignment listing, categories and weights as applicable. Click the **Syllabus** link to see a chronological listing of assignments. Click the **Grades** link to see current grades. Overall assignments and accompanying points are listed below:

Description	Points
Discussion Posts (5pts each)	60
Reply to discussion (2pts each)	24
Journal entries (5pts each)	40
1:1 Meeting	6
Final project	20
Total Points Possible	**150**

Major Assignments:

Please check Canvas for more detailed instructions on assignments.
- **Discussion Posts:**
  - For each Module there will be a discussion post associated with it. Answer the questions and reply to the number of peers

assigned. Some days have multiple discussions so the 5 points will be divided, but will total 5 for the day, same with responses. These are worth a total of 84 points (discussion is 60, replying is 24).

- **Journals:**
    - Throughout this course you will be asked to submit a total of 9 entries. **Due dates: June 4th, 6th 8th, 10th, 12th, 14th, 16th, 18th, and 20th.**
    - I will try and have a prompt. This has been a struggle in the past so I am trying to find new ways to do the journals so please bear with me. Prompts and freewriting for 15 mins seem to help the last class. I will have the prompt in the description of the drop box/assignments area.
    - They are for my eyes only, so feel free to write whatever you want to an appropriate extent and have some relation to what you are learning in the course.
    - Format: Can be a vlog if you wanted to, otherwise Word document, one inch margins, 12pt Times New Roman or Calibri font. Can be as long as you want, but a page or two should suffice.
- **Final Project (26pts total):**
    - **Three parts:**
        - These might show up as separate graded assignments, but they all count towards your final project. Please see the Canvas pages for more information.
    - **Part One: One-on-one meeting (6pts):**
        - Sometime during the course please set up a 1:1 meeting with me to get to know you and see how you are doing personally and in the course.
        - This can be set up around the time you are working on your final projects as I would like to go over your Part three option before the deadline. This can be via skype, zoom, phone call, or facetime.
    - **Part Two (10pts):**
        - Short paper, video, PowerPoint, any other media source on what you learned in the course.
        - Minimum of 3 pages double spaced, 12pt Times New Roman or Calibri font.
    - **Part Three (10pts):** Two different options depending on when you are graduating.
        - If you are graduating in December 2021 or May 2022 send me your resume and cover letter about a position you are interested in applying for.
        - If you are not graduating within the above time frame, please send me your grad plan for your remaining semesters at UWSP.

Participation

Students are expected to participate in all online activities as listed on the course calendar. Canvas is really the only way we will be discussing and sharing ideas. I expect you to choose different peers to reply to for each post. You are encouraged and should reply to more than one peer.

This course is fast pace and you are expected to have assignments due the day of. I will you will be using discussions, chat sessions, and group work, to monitor their participation in the course.

Complete Assignments

All assignments for this course will be submitted electronically through Canvas. Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student's grade.

Late Work Policy

Be sure to pay close attention to deadlines— I am pretty flexible, but you have to communicate to me before the deadline.

Late work will be accepted, however, for everyday an assignment is late it will be deducted half a point.

Viewing Grades in Canvas

Points you receive for graded activities will be posted to Grades. Click on the Grades link to view your points.

Your instructor will update the online grades each time a grading session has been complete—typically 2 days following the completion of an activity. You will see a visual indication of new grades posted on your Canvas home page under the link to this course.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage
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	0-59%

Technology

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.

Technology Issues

If you are having technology issues via computer or network issues, please reach out to me so we can figure out proper accommodations.

Course Policies

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 😊 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. (1994). Netiquette. Albion.com. Retrieved from: http://www.albion.com/netiquette/book/.

Build Rapport

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.

Understand When You May Drop This Course

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.

Important dates:

- Last day to add/drop: June 2nd
- Last day to drop with a W: June 16th

Incomplete Policy

Under emergency/special circumstances, students may petition for an

incomplete grade. An incomplete will only be assigned in extreme circumstances and with talking to me first. All incomplete course assignments must be completed within two weeks after the final day of class.

Inform Your Instructor of Any Accommodations Needed

If you have a documented disability and verification from the Disability and Assistive Technology Center and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Albertson Hall and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at datctr@uwsp.edu.

Statement of Policy
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 in 609 ALB, or (715) 346-3365.

Commitment to an Inclusive Classroom

"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 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, sexuality, disability, age, socioeconomic status, ethnicity, race, 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. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you." *Source: University of Iowa College of Education*

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.

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 integrity in your behavior in and out of the classroom.

UWSP 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.