

**EDUCATION 766**  
**Elementary and Middle Level Mathematics (4 credits)**  
**Fall 2023**

**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.

**Instructor Information:**

**Instructor:** Abe Wallin, PhD

email: [awallin@uwsp.edu](mailto:awallin@uwsp.edu)

Office: 454 CPS

Office Hours: Tues./Thurs: 12:00-1:30, Wed: 11:30 – 1:30, or by appointment after 4:00 pm

**Class Meetings:** Two meetings – Flexible days (T,W,TH), Time: 4:00pm – 5:30 pm Central Time

**Room:** Virtual

**Course Description:** This course provides an opportunity to study the fundamental mathematical theory underlying the content contained in the Wisconsin Standards for Mathematics (preK-9) utilizing a framework, based on the [Wisconsin Math Instructional Practice](#), that promotes creating a student-centered, problem-based classroom. Students will demonstrate their learning of mathematical content, structure, application, and modeling through various contexts and assignments (CAEP 2b). Topics addressed in this course include lesson and assessment design, structural analysis of mathematical models and algorithms, attending to student thinking and reason using discourse and questioning, professional noticing, inclusion strategies for students with exceptionalities, technology integration in elementary mathematics, and the effective use of manipulatives and other mathematical tools.

**Instructor Note to Students:** The purpose of this course is to provide you, as a student, an opportunity to solidify your understanding of mathematical concepts involving the development of number, whole number operation, rational number operation, and proportional reasoning while supporting your transition to teaching these same topics at the elementary and middle school level. This course will use various forms of discussion to surface questions and misconceptions regarding elementary mathematics. You are highly encouraged to take ownership of your education and ask questions about all aspects of the mathematics being discussed, and the instructional implications. The instructor will do his best to create an environment where no one is embarrassed to share their thinking, much like you will do when you begin your teaching career. Your mathematics content and pedagogy questions will be valued.

**Learning Outcomes:**

- Become knowledgeable about instructional practices emphasizing mathematical reasoning, communication, connections, and problem-solving
- Learn the content, methods, and materials necessary to teach grades PreK-9 mathematics as recommended by the Wisconsin Standards for Mathematics
- Develop knowledge of the goals of mathematics *curriculum and instruction* for grades PreK-9 as reflected in the NCTM Standards and the Wisconsin Standards for Mathematics
- Utilize understanding of standards and learning targets to develop and/or analyze curricular resources; become a critical consumer of curriculum

- Become familiar with assessing and using children’s thinking as a guide to planning instruction
- Examine personal assumptions, beliefs and values about elementary mathematics instruction
- Become more confident in one’s ability to *do* mathematics and *teach* the Wisconsin Standards for Mathematics

**Available Text:**

Materials will be provided by the instructor.

**Recommended Resources:**

Van De Walle, J., Karp, K., and Williams, M. (Any Year/Edition). *Elementary and middle school mathematics*. Pearson.

Gojak, L. & Miles, R. (2016). *The common core mathematics companion: The standards decoded, grades 3-5*. Corwin.

Gojak, L. & Miles, R. (2016). *The common core mathematics companion: The standards decoded, grades K-2*. Corwin.

Miles, R. & Williams, L. (2016). *The common core mathematics companion: The standards decoded, grades 6-8*. Corwin.

**Wisconsin Educator Preparation Standards**

Category	Standard	Description
<b>The Learner and Learning</b>	Pupil Development	The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
	Learning Differences	The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
	Learning Environments	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
<b>Content</b>	Content Knowledge	The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
	Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
<b>Instructional Practice</b>	Assessment	The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher’s and pupil’s decision making.
	Planning for Instruction	The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils’ communities.
	Instructional Strategies	The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.
<b>Professional Responsibility</b>	Professional Learning and Ethical Practice	The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher’s practice, including the effects of the teacher’s choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher’s practice to meet the needs of each pupil.
	Leadership and Collaboration	The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

\* This information can be accessed at <https://dpi.wi.gov/education-workforce/prepare/educator-preparation-programs/wi-educator-preparation-standards>

## CAEP Standards Addressed in EDUC 766

#	Description
1.a	Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.
1.b	Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs.
2.b	Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains.
4.a	Candidates use a variety of instructional practices that support the learning of every child.
4.c	Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content.
4.d	Candidates provide constructive feedback to guide children's learning, increase motivation, and improve student engagement.
4.e	Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.
4.g	Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child's learning.

These descriptions come from the 2018 CAEP Standards.

### Course Structure

This course will be delivered entirely online through the course management system Canvas. You will use your UWSP account to log in to the course from the [Canvas Login PageLinks to an external site.](#). If you have not activated your UWSP account, please visit the [Manage Your AccountLinks to an external site.](#) page to do so.

### Attendance

You will have on-line assignments every week that must be completed. These will include posting in discussions, completing reflections, working on projects, and collaborating with your peers. TYou will still have the opportunity to collaborate with peers in the class and receive feedback on your projects. It is suggested that you schedule your time so that you will meet these expectations. Although there is no attendance required per se, your instructor will note your attendance through the records of your activity on a weekly basis.

### 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 your instructor. The weekly topics are subject to change based on the needs of students.

## EDUC 766 - Proposed Schedule of Topics

Week	Focus
1	Introduction to Mathematics Education and Self-Reflection
2	Wisconsin Standards for Math, Standards for Mathematical Practice
3	Student focused mathematics – Understanding the role of the teacher under the current standards.
4	Whole Number Operations – Early number, place value, Cognitively Guided Instruction
5	Whole Number Operations – Investigations of Addition and Subtraction
6	Whole Number Operations – Investigations of Multiplication [VIRTUAL MEETING]
7	Whole Number Operations – Investigations of Division
8	Fraction Sense: Understanding fractions as numbers
9	Fraction Operations: Addition/Subtraction
10	Fraction Operations: Multiplication/Division [VIRTUAL MEETING]
11	Proportional Reasoning: Investigations with Ratio
12	Proportional Reasoning: Unit rates, Constant of Proportionality
13	Algebraic Reasoning: An Introduction to thinking algebraically
14	Draft of Modified Lesson Plan Due
15	Corrections for Modified Lesson Plan
16	All work is due

\* This schedule represents a proposed list of topics, which is subject to change based on student need and interest.

### Assignments and Grading

#### Assignments

**a) Improved Lesson Plan (25%):** As an elementary math teacher, you will likely have a textbook or other curricular resource provided for you. No lesson plan is perfectly developed, so for this assignment you will be given a choice of several specific math lessons from popular, open-source texts that you will be asked to modify. You will first need to put the lesson into our course lesson plan format and then you will need to detail all the modifications that you have made to the lesson based on what you have learned during the course. You will be provided detailed instructions for this assignment at the beginning of the semester **[Signature Assignment – Must receive no less than 80% on this assignment in order to demonstrate proficiency for the class].**

**b) Mathematical Models and Algorithms Assignment (15%):** We will be exploring numerous mathematical models and algorithms during this course. You will need to understand how to best utilize these tools in the classroom. This assignment will require you to demonstrate your understanding of the interconnections between different representations. More information will be provided within the course module containing the assignment.

**c) Noticing Portfolio (10%):** *Teacher Noticing of Student Thinking* is an area within the current mathematics education research. This body of research focuses on how teachers respond to student thinking in classroom situations. Studies have found that this is a skill that can be developed over time with specific experiences. For this class you will create a portfolio of your noticing over the course of the semester. This process will be facilitated through watching several short videos (less than ten minutes each) and responding to what you noticed. You will be provided detailed instructions about these assignments within the module.

**d) Topic Reflections (20%):** You will be provided individual writing prompts for many of the units. Topic reflections will provide thorough expectations. Many of these assignments will require up to one page of writing and are designed to help you demonstrate your knowledge of the given topic.

**e) Desmos Activities (10%):** You will be asked to complete several Desmos Activities during this class. Some of these activities will be explorations and others will be assessments of your mathematics knowledge. You will be provided with clarification by your instructor and within the activity about the point structure for each of these tasks.

**f) Topic Research Project (10%):** You will select a research topic within the field of mathematics education and develop research questions at the beginning of the course. You will be provided a structure to examine and answer your questions. You will provide an answer to your questions for the class through a discussion post. Detailed instructions for this assignment will be provided.

**g) Discussions (5%):** You will be asked to share your thinking through regular discussion posts. The purpose of these posts is to provide an opportunity for collaboration and collective brainstorming. The discussion board provides a way for the instructor to offer insights about the field of mathematics education. Most discussion prompts will be open questions; grading will focus on participation.

**h) Classroom Mathematics practicum and reflection (5%):** As part of your elementary program, you are required to complete five hours of practicum experience in mathematics. Ideally you would engage in either leading a mathematics lesson or co-teaching with a classroom teacher. It is suggested that you consider using this experience to help fulfill your required for the Cooperating Teacher Summary Evaluation Report.

### **Grading Policy**

An adequate performance on any task will earn approximately 75 percent of the points possible. Higher scores, less commonly awarded, reflect above average (B) and excellent (A) work. In other words, final grades of A, D, and F are uncommon; Bs and Cs are the common grades awarded. However, because the scoring is performance-based (i.e., the scores are not placed on a curve), it is possible for all students to earn an A.

This course uses a weighted average to calculate the final grade. It is difficult to know how many points will be offered during this course, so using a weighted average provides flexibility for the instructor while conveying expectations for the students. This means that a letter grade will be calculated for each of the six areas (combining Ethos and Name Tags) using a simple average in each area (adding up points and dividing by the number of assignments). The following equation will be used to calculate the final grades for the course:  $0.25(a) + 0.15(b) + 0.1(c) + 0.4(d + e + f + g) + 0.05(h) = \text{final grade}$ , where each letter corresponds to the grade point (4.0, 3.67, 3.33, 3.0...) for each associated component.

You can track your own grade by calculating averages and using this equation. The scores you see in canvas may not represent your actual grade.

### **Grade Cut-Offs for converting points to letter grades**

A ( $93\frac{1}{3}\%$  - 4.0); A- (90% - 3.67); B+ ( $86\frac{2}{3}\%$  - 3.33); B ( $83\frac{1}{3}\%$  - 3.0); B- (80% - 2.67); C+ ( $76\frac{2}{3}\%$  - 2.33); C ( $73\frac{1}{3}\%$  - 2.0); C- (70% - 1.67); D+ ( $66\frac{2}{3}\%$  - 1.33 ); D (60% - 1.0); F (<60% - 0.0)

\*\*Please note: Unexcused late work will not be accepted. For late work to be excused, students must immediately discuss reasons with the instructor, who will then make the determination. Excused late work should be submitted as soon as possible. Please do not wait and bring it to the next class meeting.

### **Participation**

Students are expected to participate in all online activities as listed on the course calendar. Participation includes posting in discussions, collaborating with peers, completing assignments, responding to inquiries from your professor, and generally taking an active role in our online community.

### **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

### **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 within five 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.

### **Writing Style**

All written materials are expected to be of professional quality. As a professional, it is important to present all work in a proficient manner. Therefore, please be sure to check all mechanics of your writing prior to turning in the assignment. It is recommended that you ask a peer to proofread

assignments prior to submission. Do not rely on Spell Check alone. It cannot identify all spelling errors. Unprofessional work will receive a lower grade.

### **Microsoft Office**

As a UWSP student, you have access to Microsoft Windows products including Word, Excel, and PowerPoint. All assignments must be completed in MS-based programs. More explicit instructions will be included on each assignment. The reason that we will be using programs like word rather than Google-based products is because it makes it easier for your instructor to provide you with feedback on your work. The instructor reserves the right not to grade any assignment that is submitted in a non-Microsoft format.

### **Technology**

#### **Canvas Support**

##### Support Options

##### Explanations

Use Ask Your Instructor a Question sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.

Chatting with Canvas Support (Student) will initiate a text chat with Canvas support. Response can be qualified with severity level.

Contacting Canvas Support via email will allow you to explain in detail or even upload a screenshot to show your particular difficulty.

Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.

Searching the [Canvas guides](#) [Links to an external site.](#) connects you to documents that are searchable by issue. You may also opt for [Canvas video guides](#) [Links to an external site.](#)

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.

All options are available 24/7; however, if you opt to email your instructor, s/he may not be available immediately.

Self-train on Canvas through the [Self-enrolling/paced Canvas training course](#)

#### **Course Technology Requirements**

View this website to see [minimum recommended computer and internet configurations for Canvas](#) [Links to an external site.](#)

You will also need access to the following tools to participate in this course.

- webcam

- microphone
- printer
- a stable internet connection (don't rely on cellular)
- 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/Links to an external site.](https://www.wisconsin.edu/dle/external-application-integration-requests/Links%20to%20an%20external%20site)

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

## **Technology Support**

Visit with a [Student Technology TutorLinks to an external site.](#)

Seek assistance from the [IT Service DeskLinks to an external site.](#) (Formerly HELP Desk)

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

IT Service Desk Email: [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu)

## **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) [weeksLinks to an external site.](#) 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 StudentsLinks to an external site.](#)

### **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 [Links to an external site.Annual Security ReportLinks to an external site.](#). 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 [Links to an external site.Jeanne Clery ActLinks to an external site.](#) 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](#)[Links to an external site.](#).

## **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](#)[Links to an external site.](#) 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. [Links to an external site.Center for Prevention – DFSCA](#)[Links to an external site.](#)

## **\*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](#)[Links to an external site.](#)

## **FERPA**

The [Links to an external site.Family Educational Rights and Privacy Act](#)[Links to an external site.](#) (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.

Lecture materials and recordings for Dr. Abe Wallin 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**

<b>Tutoring</b>	<b>Advising</b>	<b>Safety and General Support</b>	<b>Health</b>
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**

All students deserve an opportunity to learn without the distraction of arbitrary exclusion based on gender identity, sexuality, disability, age, socioeconomics, ethnicity, race, nationality, religion, or cultural beliefs. It is the instructor’s intent to provide an environment where all feel welcome to share and be heard by their peers and their professor. Please let me know ways that I might improve the classroom experience for you, other individuals, or other 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 [linkLinks to an external site.](#). You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

## **Incomplete Policy**

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if it is deemed a reasonable request based on situations beyond the control of the student. Students must contact their instructor to discuss this option; do not assume an incomplete will be granted without meeting with your instructor. All incomplete course assignments must be completed within one semester following the completion of the course (e.g. a course ending in May will require all work done by the end of the summer semester if not earlier). Please see the [UWSP Guidelines for Incomplete WorkLinks to an external site.](#) for more details.

## **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](http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm)[Links to an external site.](#)

Shea, V. (1994). Netiquette. Albion.com. Retrieved from: [http://www.albion.com/netiquette/book/Links to an external site..](http://www.albion.com/netiquette/book/Links%20to%20an%20external%20site..)

### **Religious Beliefs Accommodation**

It is UW System policy ([UWS 22Links to an external site.](#)) 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 webpageLinks to an external site.](#) 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 pageLinks to an external site..Links to an external site. Links to an external site.](#)

### **Disability and Assistive Technology Center [DATC]**

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability and Assistive Technology Center located on the 6th floor of the Learning Resource Center (Library). You can also find more information here: <https://www.uwsp.edu/datc/Pages/default.aspxLinks to an external site..> Again, any

special circumstances that are unique to you as a student learner can be discussed at any time. Please make special arrangements to meet privately during my office hours.

**The Bottom Line: Finally, if you have a question or concern regarding the class, projects, readings, assignments, or absences, it is up to you to ask. You are ultimately responsible for your own learning. I will make myself available for you if you need assistance, but I will not know unless you seek me out; when in doubt ask!**