University of Wisconsin-Stevens Point

College of Professional Studies
School of Education

EDU 331: Educational Technology

SUMMER 2024

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Dates: June 24-July 19, 2024: T/Th from 10:00am-12:00pm

Modality: Online Synchronous

COURSE DESCRIPTION

The Educational Technology (EDUC 331) course is designed to give us, as learners and future teachers, fundamental hands-on experience on integrating technologies proven to have desirable pedagogical outcomes into a PK-12 curriculum.

Throughout the semester, students in this course will be encouraged to look at educational technology from two perspectives; firstly, as tools to enhance learning in the classroom with desirable outcomes on the part of students and secondly, as administrative tools to help teachers become more productive and efficient in the classroom.

PREREQUISITES

As this is an intermediate level educational technology course, there is an implied assumption that students enrolled in this course are proficient with the Windows operating system, have basic knowledge of Microsoft Office Suite applications and can perform basic file operations (i.e. copying, deleting, saving, etc.). *Where this is not the case, students should contact the instructor to receive support enabling them to derive maximum benefit from the course.* Additionally, students are expected to have Internet skills, including emailing, and web browsing/searching.

REQUIRED TEXTBOOK

- Required Text: Lucido, A. (2019). *Emmy in the key of code*. HarperCollins. ISBN-13: 978-0358040828
  - This book can be rented from the UWSP University Store and Text Rental.
- Other Texts: Additional readings will be provided digitally on Canvas.

COURSE LEARNING OUTCOMES

Given successful completion of this course, students will be able to:

1. Develop and demonstrate competence and confidence using contemporary technology tools from a Common Core standards-based perspective.
2. Identify and evaluate developmentally, standards appropriate technology resources that includes Interactive computing technologies, Mobile computing platforms, e-Publishing, Cloud computing and associated technologies.
3. Analyze and reflect on contemporary issues involving the relationship between PK-12 leaners and technology; thereby linking new information with existing understanding in creative, collaborative, and critical thinking and meaningful ways.
4. Articulate how pupils differ in their approaches to learning; the reality of digital divide and barriers that impede technology mediated learning. As a result, students and can infuse educational technology into instruction to meet the diverse needs of pupils, including those with disabilities, exceptionalities, and socio-economic impediments.

This course, like all courses in the School of Education, prepares pre-service teachers for challenges in the diverse settings they will face in the classrooms when they go into the field.

- At the end of the course, each student will demonstrate understanding that technology can be effectively integrated into PK-12 learning environments to provide meaningful learning and achievement with desirable outcomes on the part of the student.
  - Each student will demonstrate that effectively using technology to promote meaningful learning in PK-12 learning environment requires a commitment to lifelong learning.
  - In addition, each student will plan, lead, and participate in activities that encourage and promote equitable, ethical, and legal use of computer and web-based technology.
  - The learning outcomes of this course align with the following professional standards:
    - Wisconsin Educator Preparation Standards
      - Standard #5: 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.

- Standard #8: 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.
  - ISTE Standards for Educators
  - Wisconsin Educator Standards
    - Standard 4: Teachers know how to teach - The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.
    - Standard 10: Teachers are connected with other teachers and the community - The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.
  - CAEP Standards
    - Standard 2- Understanding and Applying Content and Curricular Knowledge for Teaching
      - 2.a – Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.
        - Notes in Appendix B: Preservice teachers use and apply media and technology to foster active inquiry, collaboration, and supportive interaction. Additionally, preservice teachers develop knowledge, skills, and dispositions in effective instruction and other communication.
- DPI Signature Assessment: As a capstone project, per-service teachers create an e-portfolio using Microsoft OneDrive and other secure file repositories. Students work in cloud collaborative platform and practice extensive reflective writing that demonstrates clear communication, creativity and critical thinking skills.

GRADES & ASSIGNMENTS

- The grading scale below will be used to calculate your final course grade at the end of the semester based on the percentage of points you earn of the total possible points in the course:
  - A: 95-100%
  - A-: 91-94%
  - B+: 87-90%
  - B: 83-86%
  - B-: 82-85%

- o C+: 78-81%
- o C: 74-77%
- o C-: 70-73%
- o D+: 66-69%
- o D: 62-65%
- o D-: 60-63%
- o F: 59% and below
- All assignments and learning tasks for this course will be submitted electronically through Canvas unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from the instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.
- Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and advance instructor approval.
- Points you receive for graded activities will be posted to Grades on Canvas. Click on the Grades link to view your points.
  - o Students can expect grades to be posted approximately two days after submitting an assignment; the instructor will make every effort to post grades and feedback as quickly as possible.
- The major assignments and learning tasks you will complete in this course, as well as how they are weighted to calculate your final course grade, are included below:

Action Plan Assignment (25% of final course grade):

- Throughout the course, you will align Wisconsin Academic Standards for your grade level(s)/content area(s) to lesson plan ideas in which you would integrate digital technologies in ways that enhance or transform teaching and learning.
- You will design at least five lesson plan ideas, citing the aligned Wisconsin Academic Standards, UDL Guidelines, and SAMR Framework level for each. A template is provided for this assignment.

AI Assignment (15% of final course grade):

- You will choose and explore the functionality, affordances, and ethical considerations of an open access AI tool that is relevant to the grade level(s) and/or content area(s) you will teach.
- By the end of the course, you will submit evidence of your engagement with this tool and record an audio podcast with a small group to discuss AI functionality, affordances, and ethical considerations as they relate to your current and future teaching.

Class Participation (15% of final course grade):

- Each week, you will be expected to participate with full integrity in our online synchronous course meetings that will be held over Zoom.

Content Responses (10% of final course grade):

- We will begin each class by individually submitting a response to the content from the assigned course readings. Sometimes, this will be in the form of a quiz. Other times, we will complete an open response. The purpose of this

Literature Circle Assignment (10% of final course grade):

- We will read aloud *Emmy in the Key of Code* by Aimee Lucido and discuss themes related to equitable participation in digitally-mediated learning and connected learning.

Technology Exploration Log (TEL) Assignment (25% of final course grade):

- Each week, you will explore digitally-mediated learning approaches and save or submit evidence of your engagement with digital technologies. You will explore technologies from a student-centered perspective and align the use of technologies for teaching and learning purposes to the state learning standards for your grade level(s) and/or content area(s).

TENTATIVE COURSE 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.

Date	Topic(s)	'Readings'	Action Items
Course Meeting 1: Tuesday, June 25	- Introduction 21st Century Citizens *TEL: Organizing and Sharing Files Securely; Annotating*	Review the course syllabus and come to class prepared with questions	- Submit Syllabus Acknowledgement Statement on Canvas Course Meeting 1 module page by the end of class - Complete: TEL "Organizing and Sharing Files Securely; Annotation" Assignment in your UWSP OneDrive by the end of class
Course Meeting 2: Thursday, June 27	- Evaluating Technologies *TEL: Web searching*	- Puentedura (2016): How to apply the SAMR Model with Ruben Puentedura - Gierhart (2023): Straddling different worlds	Submit: TEL "Organizing and Sharing Files Securely; Annotation" Assignment in your UWSP OneDrive by the start of Course Meeting 2
Course Meeting 3: Tuesday, July 2	- Artificial Intelligence - Lit Circle #1 *TEL: Curating*	- Poth (2023): 7 AI tools that help teachers work more efficiently *Emmy in the key of code*: pp. 1-131	- Submit: TEL "Web searching" Assignment by the start of Course Meeting 3 - Submit: Draft of first lesson plan idea for Action Plan Assignment (using provided template) by the beginning of class - Submit: Moderator questions and recorder notes for Lit Circle #1 by the end of class
Thursday, July 4	**NO SYNCHRONOUS COURSE MEETING: INDEPENDENCE DAY OBSERVED**		
Course Meeting 4: Tuesday, July 9	- Connected Learning - Lit Circle #2 *TEL: Designing digital media*	- Ito et al. (2020): The Connected Learning Research Network: Reflecting on a decade of engaged scholarship - Summary (pp. 4-7) - Education: Growing Inequities in Learning (pp. 16-17, 20-21)	- Submit: TEL "Curating" Assignment by the beginning of Course Meeting 4 - Submit: Proposal for AI Assignment by the beginning of class

		- Design Principles for Fostering Connected Learning (pp. 52-55 only) ==Gierhart (2024): Gastro Horror and Networked Learning== - Keenan (2023): The Black GPT: Introducing the AI model trained with diversity and inclusivity in mind *Emmy in the key of code*: pp. 132-263	- Submit: Draft of second lesson plan idea for Action Plan Assignment (using provided template) by the beginning of class - Submit: Moderator questions and recorder notes for Lit Circle #2 by the end of class
Course Meeting 5: Thursday, July 11	- Differentiation - Digital Citizenship *TEL: Safety & Ethics*	- CAST (2018): UDL and the learning brain - Singh (2023): Transforming learning through Universal Design for Learning and generative AI: A new era of inclusion and accessibility - Gierhart et al. (2024): Cybersecurity education across middle and high school curricula: Perceived impacts of the GenCyber camp	- Submit proposal for your Lit Circle group's final project (which will be graded using the TEL "Designing Digital Media" rubric on Canvas) by the beginning of class - Only one member of your Lit Circle group needs to submit the proposal on Canvas - Submit: Draft of third lesson plan idea for Action Plan Assignment (using provided template) by the beginning of class - Consider using or adapting your connected learning idea from Course Meeting 4.
Course Meeting 6: Tuesday, July 16	- Instructional Design - Lit Circle #3 - Lit Circle Project Work Time *TEL: Connecting*	- Gierhart et al. (2020): Fostering cosmopolitan dispositions through collaborative classroom activities: Ethical digital engagement of K-12 learners *Emmy in the key of code*: pp. 264-386	- Submit: TEL "Safety & Ethics" Assignment by the beginning of class - Submit: Draft of fourth and fifth lesson plan ideas for Action Plan Assignment (using provided template) by the beginning of class - Consider using/adapting UDL accessibility and digital citizenship ideas from Course Meeting 5 - Submit: Moderator questions and recorder notes for Lit Circle #3 by the end of class

Course Meeting 7: Thursday, July 18	• AI Assignment Group Podcasting
	• Debriefing
		• N/A	• Submit: TEL "Connecting" Assignment by the beginning of class
			• Submit: Literature Circle Project by 11:55 pm CST
			• Submit: Any remaining revisions to Action Plan Assignment by 11:59 pm
			• Submit: AI Assignment by 11:59 pm:
			   ○ Start by accessing the main class Zoom room; a unique link to a separate Zoom call (which will allow you to record to the cloud); record your group podcast for the AI Assignment
			   ○ Return to the main class Zoom room to debrief with Dr. Gierhart
			   ○ Submit the template for the AI Assignment that includes your evidence and written notes

POLICIES & STATEMENTS:

Academic Integrity:

- Chapter 14 of the University of Wisconsin System Code defines academic misconduct as an act in which a student:
  - seeks to claim credit for the work or efforts of another without authorization or citation;
  - uses unauthorized materials or fabricated data in any academic exercise;
  - forges or falsifies academic documents or records;
  - intentionally impedes or damages the academic work of others;
  - engages in conduct aimed at making false representation of a student's academic performance;
  - assists other students in any of these acts.

- At UWSP and in all courses, we place great emphasis on academic integrity and honesty. Plagiarism, fabrication, cheating, helping others commit these acts, and any form of dishonesty compromise the educational process and devalue the achievements of all students. All work you submit must be original and completed individually unless collaboration is explicitly allowed.
  - Always acknowledge your sources, cite appropriately, and give credit where it's due.
  - If instances of alleged academic dishonesty are identified, appropriate actions will be taken in accordance with the institution's policies (UWSP Chapter 14).
    - These actions could include revising the assignment, receiving a lower grade or no credit for the assignment, receiving a lower grade for the entire course, or facing greater academic consequences.
  - If you are unsure if something might be considered academic misconduct, you are struggling to understand the content or an assignment, or you have fallen behind for whatever reason, please contact your instructor as soon as possible.
  - By nurturing a community of support, honesty, and respect, we ensure that academic pursuits and your experiences at UWSP are both meaningful and genuine.
- Students are encouraged to familiarize themselves with the following resources:
  - The Tutoring-Learning Center
  - LibGuide: How to Avoid Plagiarism
  - LibGuide: How to Cite Sources
  - Ask a Librarian (Weekdays, Hours Vary)

Artificial Intelligence (AI):

- AI is a focal point of this course and is something you will be required to use for the AI Assignment to explore how you might integrate AI in your current and future teaching and consider the implications on educational ethics and accessibility.
- You may use generative AI tools (GAI) on the Action Plan Assignment as a starting point for brainstorming, ideation, etc. but are expected to critically evaluate, revise, and modify the AI output to support your development of pedagogy and instructional design experience as well as meeting the criteria on the assignment rubrics provided on Canvas. **No more than 50% of the total content of each submission for the Action Plan Assignment should be generated by AI, and you are required to note which parts of the assignment submission originated from AI and which parts you wrote without AI.** The following GAI tools, among others, are permitted for use on the Action Plan Assignment:
  - Microsoft Copilot
  - ChatGPT (OpenAI)
  - Google Gemini

- Outside of the AI Assignment and Action Plan Assignment, you are prohibited from using AI tools to generate content (e.g.,, text, video, audio, images) that will end up in any work that you submit (e.g., assignments, activities, responses, etc) that is part of your evaluation in this course.
    - This policy is subject to revisions, pending changes in state or institutional mandates, class discussions, etc.
    - *Statement adapted from Lance Eaton*

Attendance:

- Seven synchronous course meetings are scheduled and will be facilitated by the instructor using Zoom. Students are expected to attend all synchronous course meetings and complete other assignments, learning tasks, etc. asynchronously by the specified due dates and times. Points are assigned for participation during synchronous course meetings and other synchronous learning tasks and activities and cannot be made up outside of class except for emergency circumstances.
- Students are responsible for ensuring they have access to a reliable device and Internet connection for all scheduled synchronous course meetings.

Canvas Support:

- UWSP contracts with Canvas for 24/7/365 support. Several support options are available to users.
- Click on the help button (question mark) in the global navigation menu on the left side of the screen and select the support option that best meets your needs.
- All options are available 24/7; however, if you opt to email your instructor, he may not be available immediately.
- Self-train on Canvas through the Self-enrolling/paced Canvas training course.

Communication Expectations:

- 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.

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 Page and access the provided Zoom link for the scheduled synchronous course meetings.
- If you have not activated your UWSP account, please visit the Manage Your Account page to do so.

Data Security & Privacy

- UW-System approved tools meet security, privacy, and data protection standards. [IT provides a list of UWSP-approved tools](#).
- 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 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 9 Section 5]

Equal Access & Disability Accommodations:

- If you have a condition that may impact your learning and/or participation in course activities, please contact the [Disability Resource Center (DRC)](#). The DRC will engage in an interactive process with students and identify appropriate academic accommodations and auxiliary services in accordance with the University's legal obligations. Instructors, students, and DRC staff work collaboratively to establish any necessary adjustments or supports. Accommodations are rarely applied retroactively so it is vital that students make timely requests.
- Please let the instructor know if you have questions. The DRC is located in 108 Collins Classroom Center and can be reached at 715/346-3365 and drc@uwsp.edu.

Library Resources:

- Research Assistance:

- Get help with research for this class from the library. Email questions to librefd@uwsp.edu, call (715) 346-2836, chat online, schedule an individual or group research consultation, or stop by the Library's Reference Desk located on the first floor or the Collins Classroom Center (CCC 104). For more information, visit the library's web site at www.uwsp.edu/library.
- Library Resources and Services:
  - The Library offers resources and services to support your success in this and every course. Find thousands of books, articles, videos, and other resources through Search@UW and library databases. Ask a Librarian to get help with your research, from developing search strategies to citing your sources. For more information, visit the library's web site at www.uwsp.edu/library.

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 files to the LMS
  - read documents online
  - view online videos, listen to online audio podcasts, and consume other forms of digital media
  - participate in online discussions
  - submit URLS, files, and text to Canvas to complete assignments
  - participate in synchronous online discussions on Zoom
  - Explore and design products of learning using contemporary digital technologies, including artificial intelligence

Student Support Services:

- [Academic and Career Advising Center (ACAC)](#)
  - 209 Collins Classroom Center (CCC), 1801 4th Ave., Stevens Point, WI 54481
  - 715-346-3226, acac@uwsp.edu
- [Counseling Center](#)
  - Delzell Hall, 910 Fremont Street, Stevens Point, WI 54481
  - 715-346-3553, counsel@uwsp.edu
- Mental Health Resources for Students
  - [Mantra Health](#)
    - Teletherapy & Telepsychiatry
    - Diverse therapists

- - After-hours availability
  - Medication evaluations & prescriptions
- You@UWSP
  - Self-help & Well-being Platform
- Didi Hirsch Mental Health Services
  - 24/7 Mental Health Support:
    - Call or text: 888-531-2142
    - Start a chat session
    - Crisis care available
- Student Health Service
  - Delzell Hall, 910 Fremont St, Stevens Point, WI 54481
  - 715-346-4646
- Dean of Students Office
  - 2100 Main Street
  - Old Main, Room 212, Stevens Point, WI 54481-3897
  - 715-346-2611, DOS@uwsp.edu

Technology Requirements:

- View the guidance on the Instructure website to learn about the minimum recommended computer and Internet configurations for Canvas.
- You will also need access to the following tools to participate in this course.
  - Webcam
  - Microphone
  - Stable internet connection; do not rely on cellular data

Technology Support:

- Participate in the Tech Essentials for Student Success (TESS) program.
- Seek assistance from the IT Service Desk
  - IT Service Desk Phone: 715-346-4357 (HELP)
  - IT Service Desk Email: techhelp@uwsp.edu

Tutoring-Learning Center (TLC):

- The Tutoring-Learning Center (TLC) helps students in all disciplines become more effective, confident learners. We believe all learners benefit from sharing work with knowledgeable, attentive tutors. The TLC offers four tutoring services:
  - Academic Coaching: Build skills in studying, time management, test-taking, online learning, and more.
  - Course Content: Practice problems, deepen understanding, and prepare for exams in natural resources, STEM, World Languages, and more.
  - Reading/Writing: Brainstorm and refine papers, essays, lab reports, citations, résumés, scholarship applications, personal writing, and more.
  - Tech Essentials: Develop computer literacy and learn to use UWSP-related applications such as Canvas, Microsoft 365, and Zoom.
- To make an appointment, students can self-schedule using Navigate, contact us at tlctutor@uwsp.edu or 715-346-3568, or stop into CCC 234
- Locations:
  - [Stevens Point Campus Tutoring-Learning Center](#)
    - 234 Collins Classroom Center (CCC), 1801 4th Ave., Stevens Point, WI 54481
    - 715-346-3568 tlctutor@uwsp.edu
  - [Marshfield Campus Tutoring-Learning Center](#)
    - Library, 2000 W. 5th Street, Marshfield, WI 54449
    - 715-898-6036 roleary@uwsp.edu
  - Wausau [Campus](#) Tutoring-Learning Center
    - Library, 518 S. 7th Ave., Wausau, WI 54401
    - 715-261-6148 lorandal@uwsp.edu

ADDITIONAL UWSP 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.

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.

Emergency Procedures:

- See UW-Stevens Point Emergency Procedures for details on all emergency response at UW-Stevens Point.

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.

- Lecture materials and recordings 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

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 (e.g., gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture). Your suggestions are encouraged and appreciated. Please let me know if you have suggestions to improve the effectiveness of the course for you or other students or student groups.
  - I completed the UWSP Safe Zone training on June 11, 2024.
- 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, please visit the Dean of Students – Bias/Hate Incident Reporting website. You may also contact the Dean of Students office directly at dos@uwsp.edu.
  - *Statement adapted from Lynn Hernandez, Brown University*

Incomplete Policy:

- Under emergency/special circumstances, students may petition for an incomplete grade. Students who wish to petition for an incomplete should work directly with the faculty or instructor. Please see the UWSP Dean of Students – Incomplete webpage for more information.

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).
      - Shea, V. (1994). Netiquette. Albion.com.

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. If 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.
- Title IX also protects st udents who are pregnant and/or have parenting responsibilities. "To ensure a pregnant student's access to its educational program, when necessary, a school must make adjustments to the regular program that are reasonable and responsive to the student's temporary pregnancy status."
  - *Supporting the Academic Success of Pregnant and Parenting Students*, U.S. Department of Education, OCR
- Please see the Title IX website for information about reporting options for alleged sexual harassment/misconduct or interpersonal violence, a section for pregnant and parenting individuals, and resources available to students and employees. For more information reach out to the Title IX Coordinator list on the front page of the Title IX website.

SYLLABUS ACKNOWLEDGEMENT STATEMENT:

- On the first day of class, you will be asked to submit the following statement on Canvas:
  - I acknowledge that I have a) received a copy of the syllabus for EDUC 331, b) read the syllabus and have been offered an opportunity to ask questions and seek clarification, c) understand the requirements set forth in the syllabus, and d) understand and acknowledge my responsibility to fulfill those requirements in a professional manner.