

# FN 206 Introductory Foods – Summer 2022

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

## Instructor Information

**Instructor:** Deborah Tang

**Office:** CPS 240B

**Meeting Requests:** If you wish to meet virtually, please email me to set up a time to meet via Zoom (I will send you a meeting link).

**E-mail:** [dtang@uwsp.edu](mailto:dtang@uwsp.edu)

## Expected Instructor Response Times:

- I will attempt to respond to student emails within 24 hours between Monday to Friday. 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 Q&A Forum found on the course homepage. I will post answers to all general questions there so everyone can view them. Students are encouraged to answer each other's questions too. I will check the forum daily for questions.
- I will attempt to reply to and assess student discussion posts within 48 hours of discussions closing.
- I will attempt to grade written work within 72 hours of assignment due date.

## Course Information

**Course Description:** Introduction to basic physical and chemical properties of foods; interaction and reaction of food in food preparation procedures; evaluation of prepared products.

**Credits:** 3

**Prerequisite:** By instructor consent.

**Schedule:** 100% Online in Canvas from May 31 – July 22, 2022

## Textbook & Course Materials

**Required Text:** Brown, Amy. *Understanding Food – Principles & Preparation*. 6<sup>th</sup> Edition. Thomson Wadsworth, 2019.

ISBN: 978-1-337-55756-6

Textbook is available for rent from UW-Stevens Point Text Rental or for purchase from [www.amazon.com](http://www.amazon.com). Refer to the link "Text Rental Information" posted under the Begin Here section.

**Additional Readings and Resources:** Posted in Canvas

**Build Rapport:** If you find that you have 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 you are proactive in informing your instructor when difficulties arise during the course so that I can help you find a solution.

**Course Learning Objectives:**

Students will be able

1. To integrate basic information needed for food selection and preparation.
2. To apply and demonstrate basic principles of food preparation for both quality and nutrient retention.
3. To evaluate food products based on established standards.
4. To apply acceptable food safety and sanitation procedures for handling food products.
5. To apply basic principles for modification of recipes for health, economic or cultural factors.
6. To identify culinary terms and techniques.

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

- Complete assigned readings from the textbook and other sources shared within Canvas.
- Take practice quizzes to test your understanding.
- Follow instructions to complete the lab assignments in your own kitchen.
- Participate in online discussions by sharing your own experiences as well as responding and providing feedback to others.

**2017 ACEND Accreditation Standards for Nutrition and Dietetics Didactic Programs (DPD)**

**KRDN 1.3** Apply critical thinking skills.

**KRDN 2.1** Demonstrate effective and professional oral and written communication and documentation.

**KRDN 3.4** Explain the processes involved in delivering quality food and nutrition services.

**KRDN 4.5** Describe safety principles related to food, personnel, and consumers.

**Competencies for Sustainable Food and Nutrition (SFN)**

• **Agricultural Production and Food Systems**

Explain the effects of various food processing, packaging, distribution, and marketing practices on food availability, food choices, and nutritional value as well as the amount and types of additives, contaminants, and pathogens in foods.

• **Food Science**

Describe the functions of food ingredients and food processing techniques and their effects on the nutrient content of foods.

Describe the basic types of culinary practices, including the scientific basis for how flavor, texture, and appearance of foods are created or maintained during food preparation.

Describe the potential sources of food contamination and the best practices associated with the safe handling of food.

Explain how to plan, select, prepare, and manage foods to enhance the well-being of individuals, families, communities, and the food system.

- **Written, Oral and Social Media Communication**

Communicate effectively in written, visual, and oral form, with individuals, the media, and other groups, in ways that are appropriate for diverse audiences.

**Completing Assignments:** All assignments for this course will be submitted electronically through Canvas unless otherwise instructed. You may work ahead but you should not fall behind. 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 assignment due date except under extreme circumstances.

All discussion posts must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student’s grade. After one original late post, ½ point will be deducted thereafter for each day it is late.

Stay connected with the course by turning on email/text notifications. Go to the Canvas Account tab at the far left, hit settings to enter your email and cell phone in “ways to contact” (top right corner) and then hit notifications to tell Canvas to alert you of due dates, announcements, grades posted, etc. Then, click Notifications on the far left, choose which course details you want to get reminders about and when you get the alerts.

**Course Activities**

Description	Points
8 Practice Quizzes – multiple attempts until Saturday	40
2 Graded Activities (1 – 5 points, 1- 10 points) due on Saturday	15
12 Lab Assignments (10 points each, option to drop the lowest score) due on Saturday	110-120
15 Discussion Posts (5 points each, option to drop the lowest score) original post by Saturday, reply by Sunday	70-75
15 Module Quizzes (15 points each, option to drop the lowest score) available until Sunday of that week	210-225
Cultural Food Exploration Assignment – due Sunday, July 10	50
Total Points Possible	495-525

**Course Structure:** This course uses Canvas. Canvas can be accessed via a launch portal at [www.uwsp.edu/canvas](http://www.uwsp.edu/canvas) using your campus login and password. Help in Canvas is available at the bottom of the launch portal, and through the “Help” menu within Canvas. A student orientation / training course is available for self-registration at <https://uws.instructure.com/enroll/FNRAL8>.

**Student Support:**

- Support services for online students can be accessed [here](#).
- You will also need access to the following tools to participate in this course.
  - webcam
  - microphone
  - printer
  - a stable internet connection (do not rely on cellular)

**Academic Coaching:** Students can schedule an appointment with an Academic Coach over the summer by using Navigate Student app or Navigate desktop: <https://uwsp.navigate.eab.com/> At the appointments, students can learn more about getting organized for an online class, study skills, note-taking, and motivation. Coaches may also be available as a “study buddy” to quiz students with their materials for test preparation. Note: this is not tutoring for course content. Appointments are typically 30 minutes in length and are available Monday – Thursday throughout the summer.

**Late Work Policy:** 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 written instructor approval prior to the due date.

**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-	90-92.99%
B+	87-89.99%
B	83-86.99%
B-	80-82.99%
C+	77-79.99%
C	73-76.99%
C-	70-72.99%
D+	67-69.99%
D	60-66.99%
F	0-59.99%

**Netiquette Guidelines:** Please refer to the Online Discussion Guidelines posted in the Begin Here section of the course.

**Participation:** Students are expected to participate in all online activities as listed on the course calendar.

**Practice Quizzes:** There is a practice quiz added to most units to help you learn the material. Each quiz contains 5 multiple choice or fill in the blank questions. The deadline for taking a quiz is **Saturday by 11:59 p.m.** for that week’s content. You have unlimited attempts to take each quiz before the deadline and the highest score will be kept for your final grade.

**Student Expectations:** In this course you will be expected to complete the following types of tasks.

- communicate via email
- download and upload documents to the learning management system (LMS)
- read the textbook
- read documents online

- view online videos
- complete lab experiments in your kitchen
- take photos of your ingredients (add electronic labels) and finished products using your cell phone
- upload short videos in MP4 or MOV format (MP4 will be a smaller file and easier to upload) taken from your cell phone to the LMS (you can also upload to YouTube and submit the link)
- participate in online discussions
- complete quizzes online
- submit assignments online
- participate in synchronous meetings with the instructor using Zoom, as needed
- feel free to post questions that are not of a personal nature, or reply to a peer's question(s) in our Q&A Forum (under the Begin Here Module)

### Technical Assistance:

If you need technical assistance at any time during the course or to report a problem with Canvas, you can:

- Schedule an individual meeting via Tech Essentials for Student Success ([TESS](#))
- Seek assistance from the [IT Service Desk](#)
  - o IT Service Desk Phone: 715-346-4357 (HELP)
  - o IT Service Desk Email: [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu)  
<https://www.uwsp.edu/infotech/Pages/HelpDesk/default.aspx>

### Visit the TLC Study Hub in DUC 205 (Stevens Point Campus)

This is a dedicated study space for students who may want a “classroom” experience to make them feel more accountable while taking an online class. It can be helpful for students who find their own space (dorm or apartment) distracting. This space will be managed by a professional Academic Coach, who can provide study techniques, organization, and organization tips for an online class. Coaches may also be available as a “study buddy” to quiz students with their materials for test preparation. Students should bring their laptops. Study materials (flashcards, post-its, etc.) are available to students at no charge. Note: this is not tutoring for course content.

### Topic Outline/Schedule

**Important Note:** Refer to the Canvas course calendar for specific due dates. Activity and assignment requirements will be explained in detail within each week's corresponding learning module. If you have any questions, please contact the instructor.

Module	Topic	Readings and Activities	Due Date	Points for Graded Activities
Begin Here		Discussion Post Introduction: All About You	June 4	

1	Introduction	<p>Chapter 5 Appendix A and D BH&amp;G Cookbook, pp. 7-14 (Scanned document) Wisconsin Food Code Fact Sheets (4) Basic Technique: Mise en Place - link Video: More Essential Tools</p> <p>Quizlet – Matching Game for Equipment Quizlet – Dry &amp; Moist Heat Cooking Methods</p> <p>Discussion Post 1 – Tools of the Trade Discussion Reply Module 1 Weekly Quiz <b>Read over Cultural Food Exploration Assignment</b></p>	<p>June 4 June 5 June 5</p>	<p>5 (3 - post) (2 - reply) 15</p>
2	Sensory Evaluation, Measuring, Food Safety, and Recipe Conversions	<p>Chapters 1, 2, 4, 5, and 29 (pages specified within module) Terms Used in Judging Food Products FAT TOM Videos on Food Safety (2) Video on Kitchen Math – Measuring Recipe Conversions Self-Guided PowerPoint</p> <p>Activity 1 – A Food Tasting Activity 2 – Culinary Terms (review on your own)</p> <p>Activity 3 – Recipe Conversions Assignment</p> <p>Discussion Post 2 – My Five Senses Discussion Reply</p> <p>Module 2 Weekly Quiz</p>	<p>June 4  June 4  June 4  June 5  June 5</p>	<p>5  10  5 (3 – post) (2 – reply)  15</p>
3	Fruit	<p>Chapter 14 Video – Pear flower to young fruit Phytochemicals link Fruit Self-Guided PowerPoint Video – Homemade Strawberry Jam Video – How to shop for fruit Video – 7 Tips for Cleaning Fruits, Vegetables</p> <p>Lab Assignment 1 – Apples</p> <p>Discussion Post 3 – My Apple Selections Discussion Reply</p> <p>Module 3 Weekly Quiz <b>Plan Cultural Food Exploration Assignment</b></p>	<p>June 11  June 11 June 12  June 12</p>	<p>10  5 (3 – post) (2 – reply)  15</p>

4	Vegetables and Knife Skills	<p>Chapters 5 and 13 (pages specified within module)          Knife Skills document          Choose MyPlate link          2015 Dietary Guidelines link          Video – Vegetables in Glorious Variety          Video – Grains and Beans</p> <p>Vegetables Practice Quiz          Lab Assignment 2 – Vegetables Cookery</p> <p>Discussion Post 4 – Veggie Tales          Discussion Reply</p> <p>Module 4 Weekly Quiz</p>	<p>June 11          June 11          June 11          June 12          June 12</p>	<p>5          10          5 (3 – post)          (2 – reply)          15</p>
5	Starch and Pasta	<p>Chapters 3, 16, and 18 (pages specified within module)          Starch, Pasta, and Cereal Grains Self-Guided PowerPoint          Video – A Tasting of Culinary Science - Starch          Video – Grains and Legumes</p> <p>Starch Practice Quiz          Lab Assignment 3 – Pasta</p> <p>Discussion Post 5 – All about Mac N Cheese          Discussion Reply</p> <p>Module 5 Weekly Quiz          Prepare Cultural Food Exploration recipe (due July 10)</p>	<p>June 18          June 18          June 18          June 19          June 19</p>	<p>5          10          5 (3 – post)          (2 – reply)          15</p>
6	Salads and Dressings	<p>Chapters 15 and 22 (pages specified within module)          MyPlate website          Video – Nature and use of emulsifiers in food          Video – Jamie Oliver’s Principles for Superb Salads          Video – How to make homemade mayonnaise</p> <p>Discussion Post 6 – Eating Greens          Discussion Reply</p> <p>Module 6 Weekly Quiz</p>	<p>June 18          June 19          June 19</p>	<p>5 (3 – post)          (2 – reply)          15</p>

7	Eggs and Egg Substitutes	<p>Chapter 12 Egg Structure Diagram Eggs &amp; Egg Cookery Self-Guided PowerPoint Video – Eggs from the Classic to the Contemporary Video – Whipping egg whites to perfect peaks Video – How to whip and fold egg whites</p> <p>Eggs Practice Quiz</p> <p>Lab Assignment 4 – Omelet Made to Order</p> <p>Discussion Post 7 – Eggcellent Cookery Discussion Reply</p> <p>Module 7 Weekly Quiz</p>	<p>June 25</p> <p>June 25</p> <p>June 25 June 26</p> <p>June 26</p>	<p>5</p> <p>10</p> <p>5 (3 – post) (2 – reply)</p> <p>15</p>
8	Poultry and Seafood	<p>Chapters 8 and 9 Video – How to Bake Chicken Breast Fish &amp; Shellfish Self-Guided PowerPoint Wisconsin Food Code Fact Sheets (2)</p> <p>Poultry and Seafood Practice Quiz Lab Assignment 5 – Chicken Cutlet</p> <p>Discussion Post 8 – Winner, Winner Chicken Dinner Discussion Reply</p> <p>Module 8 Weekly Quiz</p>	<p>June 25</p> <p>June 25</p> <p>June 25</p> <p>June 26</p> <p>June 26</p>	<p>5</p> <p>10</p> <p>5 (3 – post) (2 – reply)</p> <p>15</p>
9	Stocks, Soups, and Sauces	<p>Chapters 15 and 18 (pages specified within module) Video – Sauces, From Beurre Blanc to Bechamel Video – Stocks and Broths, The Foundation</p> <p>Lab Assignment 6 – Cheese Sauce</p> <p>Discussion Post 9 – It's So Cheesy Discussion Reply</p> <p>Module 9 Weekly Quiz</p>	<p>July 2</p> <p>July 2 July 3</p> <p>July 3</p>	<p>10</p> <p>5 (3 – post) (2 – reply)</p> <p>15</p>



10	Meat	<p>Chapter 7  Meat Self-Guided PowerPoint  Wisconsin Food Code Fact Sheets (2)  Video – Pat LaFrieda Demonstrates How Meat is Graded and What to Look for When Choosing USDA Meat  Video – Steak Tenderizing Experiment</p> <p>Meat Practice Quiz  Lab Assignment 7 – Beef Stir-Fry</p> <p>Discussion Post 10 – Wokie Talkie  Discussion Reply</p> <p>Module 10 Weekly Quiz</p>	<p>July 2  July 2  July 2  July 3  July 3</p>	<p>5  10  5 (3 – post)  (2 – reply)  15</p>
11	Milk and Cheese	<p>Chapters 10 and 11 (pages specified within module)  Video – The Cheese Queen</p> <p>Milk Practice Quiz  Lab Assignment 8 – Cheese Sampling and Evaluation</p> <p>Discussion Post 11 – Just Say Cheese  Discussion Reply</p> <p>Module 11 Weekly Quiz</p>	<p>July 9  July 9  July 9  July 10  July 10</p>	<p>5  10  5 (3 – post)  (2 – reply)  15</p>
12	Yeast Breads	<p>Chapters 17 and 20 (pages specified within module)  Video - Sponge Yeast Pre-ferment  Video – Yeast Breads, Just the Facts.  Breadworld reference</p> <p>Yeast Breads Practice Quiz  Lab Assignment 9 – Classic Dinner Rolls</p> <p>Discussion Post 12 – Keeping the Yeast Alive  Discussion Reply</p> <p>Module 12 Weekly Quiz</p>	<p>July 9  July 9  July 9  July 10  July 10</p>	<p>5  10  5 (3 – post)  (2 – reply)  15</p>
13	Cakes	<p>Chapter 23  Video – Mixing it Up – Methods for Cakes</p>		

		Video – How to Make Angel Food Cake Lab Assignment 10 – Angel Food Cake Discussion Post 13 – Have Your Cake and Eat it Too Discussion Reply Module 13 Weekly Quiz	July 16 July 16 July 17 July 17	10 5 (3 – post) (2 – reply) 15
14	Quick Breads	Chapters 17 and 19 Tips for Making Muffins and Quick Breads – link How to Make Muffins – link Quick Breads Practice Quiz Lab Assignment 11 – Make-it-Mine Muffins Discussion Post 14 – So Many Muffins, So Little Time Discussion Reply Module 14 Weekly Quiz	July 16 July 16 July 16 July 17 July 17	5 10 5 (3 – post) (2 – reply) 15
15	Pastry and Beverages	Chapters 24 and 27 Video – Blue Ribbon Winners – Pies and Biscuits Lab Assignment 12 – Fruit Pie Discussion Post 15 – Mile High Fruit Pie Discussion Reply Module 15 Weekly Quiz	July 23 July 23 July 24 July 24	10 5 (3 – post) (2 – reply) 15
<b>There is no final exam for this course</b>				

**Viewing Grades in Canvas:** Points you receive for graded activities will be posted to the Canvas Grade Book. Click on the Grades link to view your points. I will update the online grades each time a grading session has been completed—typically within 72 hours following the due date of an activity. You will see a visual indication of new grades posted on your Canvas home page under the link to this course.

**Weekly Quizzes:** Each module has a weekly quiz to assess your learning and comprehension. The format of these quizzes are multiple choice or true/false questions. You can take the module quiz at any time during that week by **11:59 p.m. on Sunday**. Each quiz is timed once you begin the quiz, you have 15 minutes to complete it. If you would like to use your mobile phone, you can download the free Canvas Student app for iPhone or Android from the App Store. This would allow you to take the quiz even if you are not by a computer. **Please note that Canvas tracks visits to other pages while you are taking the quiz so be sure to remain on that page until you are done. If you are timed out or encounter technical difficulties because of viewing other pages (this is recorded and visible to the instructor), you will not be given another chance to take the quiz.**

Correct answers for the previous week's quiz will be available on the following Tuesday from 4:00 – 11:59 p.m.

## Campus Policies

**Accommodations Needed:** If you have a documented disability and verification from the [Disability Resource Center \(DRC\)](#) and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation to the Disability Resource Center and meet with a counselor to request special accommodation **before** the course starts.

The Disability Resource Center (DRC) will be relocating to room 108 in the Collins Classroom Center (CCC) in June. Information for scheduling an appointment can be found [here](#). If you prefer to speak with someone regarding the appointment, you can call (715) 346-3365 during regular business hours.

**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 Resource Center (DRC).*

**Care Team:** The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually, I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

**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 integrity in your behavior in and out of the classroom.

**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 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.

**Incomplete Policy:** Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if the student has maintained regular contact with the course instructor about his/her situation. All incomplete course assignments must be completed by the last day of classes of the following semester.

**Important Dates:** 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 complete assigned tasks, or (2) documented and severe physical/mental illness/injury to the student or student's family.

**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.

**Reporting Incidents of Bias/Hate:** It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>.

You may also contact the Office of the Dean of Students directly at [dos@uwsp.edu](mailto:dos@uwsp.edu). Diversity and College Access is available for resources and support of all students: <https://www.uwsp.edu/dca/Pages/default.aspx>.

**Resources on Campus:** Please know that there are resources available to you on campus. The UWSP Counseling Center is located on the 3rd Floor of Delzell Hall. Office Hours: Monday-Friday: 8:00am to 4:30pm. Telephone: (715) 346-3553. Email: [counsel@uwsp.edu](mailto:counsel@uwsp.edu).

**Students Recording and Sharing Class Lecture:** Lecture materials and recordings for FN 206 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. [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.

## **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.