 

COURSE SYLLABUS

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| BUS 390 |
| Ethics in Business |
| Fall 2023 |

Course Prefix & Number

Course Name

Term

# Course Information

## Instructor Information

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| **Instructor:** | Angie Servi |
| **Office:** | 104C Wausau |
| **Physical Available Hours:** | By appointment |
| **Virtual Available Hours:** | At a time that’s convenient for you – schedule by email, Canvas, or text |
| **Office Telephone:** | (715) 680-1497 |
| **E-mail:** | aservi@uwsp.edu |
| **Expected Instructor Response Time:** | 2 Business Days |

## Course Information

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| **Course Description:** | Explore the grey area of ethical situations that business managers commonly face. Utilize the Badaracco framework to think through and analyze ethical situations to come up with the best solution to the situation. Reflect on dozens of scenarios encountered by business, governments, and other organizations around the globe. |
| **Credits:** | 3.0 |
| **Prerequisites:** | None |

## Textbook & Course Materials

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| **Required Text(s):** | *The Power of And: Responsible Business Without Trade-Offs;* 2020 – R. Edward Freeman, Kristen E. Martin & Bidhan L. Parmar; ISBN 9780231188500  You can access the eBook at the UWSP library:  <https://wisconsin-uwsp.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=5148894940002130&institutionId=2130&customerId=2120&VE=true>  You will need to log in using your UWSP username and password, then the links to the chapters become clickable. See the video in Canvas on how to access the book!  NOTE: Because our required text is available at low, affordable rates on Amazon.com and other used book sites, it is unfortunately not included in the rental program. |
| **Recommended Text(s):** | None |
| **Other Readings:** | Assigned and provided in Canvas |
| **Other Required Materials / Applications:** | Computer and reliable Internet access |

## Course Technology

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| **Course Website:** | UWSP Canvas |
| **Other Websites:** | As stated and linked in Canvas Course |
| **Course Delivery:** | Online (Canvas) |
| **Canvas Support:** | Click on the HELP button (  ) in the global (left) navigation menu and note the options that appear:   * Ask Your Instructor a Question *Submit a question to your instructor*   + Use Ask Your Instructor a Question sparingly; technical questions are best reserved for Canvas personnel and help as detailed below. * Chat with Canvas Support (Student) *Live Chat with Canvas Support 24x7!*   + Chatting with Canvas Support (Student) will initiate a *text chat* with Canvas support. Response can be qualified with severity level. * Contact Canvas Support via email *Canvas support will email a response*   + Contacting Canvas Support via email will allow you to explain in detail or even upload a screenshot to show your difficulty. * Contact Canvas Support via phone *Find the phone number for your institution*   + Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7. * Search the Canvas Guides *Find answers to common questions*   + Searching the [Canvas guides](https://community.canvaslms.com/docs/DOC-10701) connects you to documents that are searchable by issue. You may also opt for [Canvas video guides](https://community.canvaslms.com/docs/DOC-3891). * Submit a Feature Idea *Have an idea to improve Canvas?*   + 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.   Self-train on Canvas through the Self-enrolling/paced Canvas training course: <https://uws.instructure.com/courses/45767> |
| **UWSP Technology Support:** | The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu) or at (715) 346-4357 (HELP) or visit: <https://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx>  For technology instruction sheets, online support videos, and other related resources, go to: <https://www.uwsp.edu/online/Pages/Student-Support.aspx>  The university also provides a Technology Tutoring service in which tutors meet with students one-on-one to provide technology assistance. To receive help of this nature visit**:** <https://www.uwsp.edu/tlc/Pages/techTutoring.aspx>  Additional tools designed to help students taking online or hybrid courses can be found at: <https://www.uwsp.edu/online/Pages/Online%20Student%20Orientation.aspx> |
| **Artificial Intelligence (AI) Policy:** | One goal of this course is for you to work on developing the discipline-specific writing skills that you will need to be successful as a professional in this field. I want to acknowledge that recent buzz about ChatGPT and other generative AI tools poses some interesting questions about the need for developing these skills, and how such tools can be used in higher education. Given that this technology is still in its infancy and that my goal is for you to develop your skills as writers, the unauthorized use of ChatGPT or other AI writing tools is not permitted in this course. Students found to be using such tools will be considered as engaging in conduct aimed at making false representations of a student’s academic performance, and will be subject to disciplinary action as defined in the [UWSP Academic Misconduct Policies](https://www3.uwsp.edu/dos/Documents/UWSP14-Final2019.pdf). |

# Learning Outcomes

## Course Goals

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| Through a number of activities and assessments, you will prepare yourself to make effective ethical decisions in business. By the end of the course, you will have a deeper understanding of how to approach situations that appear to be unethical or offer an ethical dilemma. During the course of the semester, you’ll practice thinking outside the box when it comes to how organizations deliver value both to stakeholders and to society. You will learn about and become proficient in applying the Badaracco framework, incorporating the concept “TIME to GROW” to real life situations. You will utilize both critical and creative thinking skills throughout the course in order to achieve the Course Learning Objectives. |

## Course Learning Objectives

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| Students will be able to…   * Reflect on personal values and how they relate to business * Describe the impact of businesses and their decisions on society, communities, government, shareholders, employees, and other stakeholders. * Apply critical and creative thinking skills to real life business situations. * Apply the Badaracco framework (TIME to GROW) to real life business situations. * Evaluate business decisions on their effectiveness and ethicalness. * Develop ethical, effective, logical, and creative solutions to business situations/problems. * Collaborate with others in a productive and effective manner. |

## Academic Unit

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| **SBE Mission:** | The UW-Stevens Point Sentry School of Business and Economics creates career ready graduates and leaders through applied learning. We serve the businesses, economy, and people of the greater Central Wisconsin region. We specialize in preparing students for success by providing professional development experiences, access to employers, and in-demand skills.  The SSBE achieves its mission by valuing:   * Talent development * Lifelong learning * Career preparation * On the job experiences * Community outreach * Regional partnerships * Continuous improvement |
| **Accreditation Commitment:** | SSBE is accredited by the Association to Advance Collegiate Schools of Business (AACSB), a designation earned by only 5 percent of world business schools. Accreditation instills a culture of continuously improving our programs through connections with local business leaders, alumni and the community. |

# Course Policies

## Attendance

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| Asynchronous (the course is 100% online) – attendance is based on participation through weekly modules.  **Students must complete an assignment within the first 2 weeks of class to prevent being dropped due to lack of attendance.**  There is a mandatory Zoom meeting during the course (week of October 9) and various days of the week and times of day will be provided to meet student needs. If you are unable to attend the Zoom session, please contact me via email prior to October 9. |

## Late Work

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| Note the due dates for assignments that are listed below. You can work ahead if you’d like!  All assignments are due on Sundays by midnight (CST). If there is any situation that is affecting your ability to turn in work on time, please let me know.  Any work that is more than 5 days late will be assessed a 30% deduction. In other words, the most you can earn on an assignment submitted 5 or more days late is 70%.  **If you have an extenuating circumstance that requires you to submit an assignment more than 5 days late, please contact me and we will determine a way forward. Your academic success is my top priority.** |

## Netiquette

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| 3.3.1 General Policy Guidelines  Netiquette is a set of rules for behaving properly during online components of a UWSP course. As the instructor, it is my goal to provide a safe and nurturing learning environment for all students. Therefore, breaches of Netiquette are defined as any behaviors that are disruptive to the learning environment. The following examples provide a foundational description of Netiquette and breaches thereof:  • Displaying respect for others is required at all times. It is not required that you share the perspectives of your classmates, but rather that you do not discredit their right to have their own opinion. Expressing alternate viewpoints is important, but this should be done in a collegial manner.  • Side discussions (on-campus or online) and abusive language is considered disruptive behavior.  • No profane language, no verbal or physical threats, no intimidation of any kind.  3.3.2 Penalties for Misconduct  The instructor reserves the right to ask students to leave the class or to issue grade penalties for misconduct. Grade penalties are not given lightly and not without clear and justifiable cause. Grade penalties will only be applied in cases where the student has, without question, diminished the learning environment for others. Students will always be notified via email, without delay, if they incur a grade penalty of any kind. Any continued disruptive behavior may result in a referral to the Dean of Students office. |

# Grading

## Grading Scheme

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| **Letter  Grade** | **Percentage Range  ( x = your score )** | | | | |
| A | 93.0% | ≤ | x | ≤ | 100.0% (or other max) |
| A- | 90.0% | ≤ | x | ≤ | 92.9% |
| B+ | 87.0% | ≤ | x | ≤ | 89.9% |
| B | 83.0% | ≤ | x | ≤ | 86.9% |
| B- | 80.0% | ≤ | x | ≤ | 82.9% |
| C+ | 77.0% | ≤ | x | ≤ | 79.9% |
| C | 73.0% | ≤ | x | ≤ | 76.9% |
| C- | 70.0% | ≤ | x | ≤ | 72.9% |
| D+ | 67.0% | ≤ | x | ≤ | 69.9% |
| D | 60.0% | ≤ | x | ≤ | 66.9% |
| F | 0.0% | ≤ | x | ≤ | 59.9% |

## Grading Notes – Assignments and Percentages

All assignments are due on Sunday nights by midnight.

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| **Assignment Group** | **Description** | **Due Dates** | **Total Percentage of Final Grade** |
| Discussion Boards | * Students will post a minimum of three (3) times per week in the Discussion Boards. * All Discussion Boards will run for two weeks – the first week will be your initial three (3) posts, responding to the discussion questions and will be due the **first Sunday by midnight**. The second week you will participate in others’ threads, a minimum of three (3) times, due the **second Sunday by midnight**. **CANVAS ONLY SHOWS THE SECOND SUNDAY DUE DATE, SO BE CAREFUL NOT TO MISS THE FIRST WEEK DEADLINE!**   The ideal post (whether an original post or response post) will contain the following:   * A minimum of eighty (80) words, with proper punctuation, spelling and grammar * Contains rich information that you have learned through readings and/or research * Contains your own original insights and analysis * Makes connections to previous or current course content and/or real-life scenarios | **EVERY** Sunday by midnight (starting September 10) | 40% |
| Ethical Scenario Papers (3) | Students will compose three papers (single-spaced, 1-2 pages each) in response to ethical scenarios. See Canvas for details on requirements. | September 24  October 8  October 22 | 15% |
| Ethics Orientation/ Training Video | Students will prepare and record a 5-10 minute training video that covers your top takeaways from the course and how they can be applied in the workplace and in life. See Canvas for details on requirements. | November 19 | 15% |
| Opposing Viewpoints (Final) Paper | Students will compose a 2-3 page, single-spaced paper based on reliable opposing resources concerning a controversial topic . See Canvas for details on requirements. | December 10 | 15% |
| Weekly Reflection Journal | Each week, students will compose a ½ (half) page, single-spaced journal entry reflecting on concepts learned through discussion, readings, videos, etc. and how they apply to situations you encounter in your daily life. The compilation of ALL journal entries will be submitted in Canvas at the end of the course. See Canvas for details on requirements. | December 15 | 13% |
| Mandatory Zoom Pop-in | I will offer various days and times for you to pop into Zoom for 10 minutes at a time that works for you. This will happen around Week 6 of the semester and will help us get to know one another as well as allow me to answer questions students may have about the course. | Week of October 9 – Times TBA | 2% |

# Coursework Descriptions & Commentary

## Exams

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| There are no exams for this course. |

## Quizzes

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| There are no quizzes for this course. |

## Assignments/Course Schedule

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| **Week 1 – September 5-10**  Review Course Schedule, Assignments, and Class Syllabus  Watch Instructor Introduction Video  Watch Intro to the Course  Review Guidelines for Assignments (in Canvas, pinned to top of page): Discussion Boards, Ethics Video, Ethics Scenarios, Weekly Reflection Journals, and Opposing Viewpoint Paper  Complete 1 Original Discussion Board Post and a minimum of 4 Responses  *Discussion Board:* Online Class Introduction (due 9/10 by 11:59 pm)  *Assignment:* Weekly Reflection Journal    **Week 2 – September 11-17**  Watch Badaracco Framework Video  Review Badaracco Framework handouts (Chapter and TIME to GROW Model)  Complete 3 Original Discussion Board Posts  Complete Assignments and Readings  *Discussion Boards:* Badaracco Framework Practice Scenarios (due 9/17 by 11:59 pm)  *Assignment(s):* Weekly Reflection Journal  *Read:* The Power of And – Chapter 1: The New Story of Business  **Week 3 – September 18-24**  Watch The New Story of Business Video Watch Alex Edmans’ Social Responsibility Video  Complete 3 Response Discussion Board Posts  Complete Assignments and Readings  *Discussion Boards:* Responses to Week 3 Posts (due 9/24 by 11:59 pm)  *Assignments:* Weekly Reflection Journal AND Ethical Scenario Paper #1 (due 9/24 by 11:59 pm)  *Read:* The Power of And – Chapter 2: The Traditional Story of Business  **Week 4 – September 25-October 1**  Watch The Traditional Story of Business Video  Review Enron Scandal Article  Complete 3 Original Discussion Board Posts  Complete Assignments  *Discussion Board:* New and Traditional Story of Business Posts (due 10/1 by 11:59 pm)  *Assignments:* Weekly Reflection Journal  **Week 5 – October 2-8**  Complete 3 Response Discussion Board Posts  Complete Assignments and Readings  *Discussion Board:* Responses to Week 4 Posts (due 10/8 by 11:59 pm)  *Assignments:* Weekly Reflection Journal AND Ethical Scenario Paper #2 (due 10/8 by 11:59 pm)  *Read:* The Power of And: Chapter 3 - What’s Wrong with the Traditional Story of Business  **Week 6 – October 9-15**  Watch Purpose and Profits Lecture Video Read Amazon and Walmart Articles  Complete 3 Original Discussion Board Posts  Complete Assignments  *Discussion Boards:* Corporate Social Responsibility Posts (due 10/15 by 11:59 pm)  *Assignments:* Weekly Reflection Journal AND Mandatory Zoom Pop-in (dates and times are posted in Canvas)  **Week 7 – October 16-22**  Watch Stakeholders and Shareholders Video  Complete 3 Response Discussion Board Posts  Complete Assignments and Readings  *Discussion Board:* Responses to Week 6 Posts (due 10/22 by 11:59 pm)  *Assignments:* Weekly Reflection Journal  *Read:* The Power of And: Chapter 4 – Stakeholders and Shareholders AND Ethical Scenario Paper #3 (due 10/22 by 11:59 pm)  **Week 8 – October 23-29**  Watch Fair Wages to the Extreme video  Read Jimmy John’s Case  Complete 3 Original Discussion Board Posts  Complete Assignments  *Discussion Boards:* Ethics in Management, Hiring and Training Posts (due 10/29 by 11:59 pm)  *Assignments:* Weekly Reflection Journal  **Week 9 – October 30-November 5**  Complete 3 Response Discussion Posts  Complete Assignments and Readings  *Discussion Boards:* Responses to Week 8 Posts (due 11/5 by 11:59 pm)  *Assignments:* Weekly Reflection Journal AND Video Test Run Assignment (due 11/5 11:59 pm)  *Read:* The Power of And: Chapter 5 – Society and Markets  **Week 10 – November 6-12**  Watch Society and Markets Video  Read Great Recession Case Study  Complete 3 Original Discussion Posts  Complete Assignments and Readings  *Discussion Boards:* Recession and Society/Markets Posts (due 11/12 by 11:59 pm)  *Assignments:* Weekly Reflection Journal  *Read:* The Power of And: Chapter 6 – Humanity and Economics  **Week 11 – November 13-19**  Watch Humanity and Economics Video Complete 3 Response Discussion Posts  Complete Assignments and Readings  *Discussion Boards:*  Responses to Week 10 Posts (due 11/19 by 11:59 pm)  *Assignments:* Weekly Reflection Journal AND Ethics Video (due 11/19 by 11:59 pm) – ALSO post your Ethics Video as a new Discussion Board post in the Week 12 Discussion Board!  **Week 12 – November 20-26**  View Classmates’ Ethics Videos  Give feedback/responses via Discussion Board on 3 Ethics Videos  Complete Assignments  *Discussion Boards:* Ethics Videos Responses (due 11/26 by 11:59 pm)  *Assignments:* Weekly Reflection Journal  *Read:* The Power of And: Chapter 7 – Business and Ethics  **Week 13 – November 27-December 3**  Watch We’re Not as Ethical as We Think video  Read Wounded Warriors Scandal Articles  Complete 3 Original Discussion Posts  Complete Assignments  *Discussion Board:*  Business and Ethics Posts (due 12/3 by 11:59 pm)  *Assignments:* Weekly Reflection Journal    **Week 14 – December 4-10**  Watch Business Ethics lecture video  Complete 3 Response Discussion Posts  *Discussion Boards:*  Responses to Week 13 Posts (due 12/10 by 11:59 pm)  *Assignments:* Weekly Reflection Journal AND Opposing Viewpoints Paper (due 12/10 by 11:59 pm)  **Week 15 – December 11-17**  Watch Wrap Up Video  *Assignments:* SUBMIT your Weekly Reflection Journals (should contain 14 ½-page entries) no later than 12/17 at 11:59 pm |

## Smiley Professional Events (or Pro Events)

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| You are not required to attend Pro Events as a part of this course’s requirements. |

# Schedule

## Dates and Deadlines – see above

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| See the above schedule (Section 5.3). All provided course schedules are organized by week number in accordance with the official UWSP Academic calendar. A direct link to the UWSP Academic calendar can be found here: <https://www.uwsp.edu/acadaff/Pages/AcademicCalendar.aspx> |

# Other Administrative Details

## ADA / Equal Access for Students with Disabilities

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| The American Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. Links to UWSP’s policies regarding ADA, nondiscrimination, and Online Accessibility (IT & Communication Accessibility) can be found at: <https://www.uwsp.edu/datc/Pages/uw-legal-policy-info.aspx>  UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities.  The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.  If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. The Disability and Assistive Technology Center is located on the 6th Floor of Albertson Hall. For more information, call 715-346-3365, email [datctr@uwsp.edu](mailto:datctr@uwsp.edu) or visit: <https://www.uwsp.edu/datc/Pages/default.aspx> |

## Nondiscrimination Statement

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| No person shall be discriminated against because of race, ethnicity, color, age, religion, creed, gender, gender identity, sexuality, disability, nationality, culture, genetic information, socioeconomic status, marital status, veteran’s status, or political belief or affiliation and equal opportunity and access to facilities shall be available to all. To address concerns regarding any of these issues please call 715‑346‑2606 or visit: <https://www3.uwsp.edu/hr/Pages/Affirmative%20Action/affirmative-action-program.aspx> |

## SSBE Inclusivity Statement

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| It is my intent that students from 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 in and out of class be viewed as a resource, strength, and benefit. Every person has a unique perspective and we learn from hearing many of them, but not all perspectives are represented in course readings. So, learning depends upon all of you contributing to the class with your own opinions and perspectives. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.  If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu) |

## Religious Beliefs Accommodation

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| It is UW System policy (UWS 22) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. A direct link to this policy can be found here: [Chapter UWS 22 Accommodation of Religious Beliefs](https://docs.legis.wisconsin.gov/code/admin_code/uws/22). |

## Help Resources

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| This section offers help resources relating to academic tutoring, healthcare, counseling, and other matter of student wellbeing. For help recourse related to technology use, please see section 1.4 above.  The Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. The Tutoring and Learning Center is located at 018 Albertson Hall. For more information, call 715‑346‑3568 or visit: <https://www.uwsp.edu/tlc/Pages/default.aspx>  If you need healthcare, UWSP Student Health Service provides student-centered healthcare that empowers and promotes wellness for all UWSP students. Student Health Service is located on the 1st floor of Delzell Hall. For more information, call 715‑346‑4646 or visit: <http://www.uwsp.edu/stuhealth/Pages/default.aspx>  The UWSP Counseling Center is staffed with licensed mental health professionals dedicated to assisting students as they navigate difficult circumstances or resolve personal concerns. Therapy and consultation services are free of charge for registered students. The UWSP Counseling Center is located on the 3rd Floor of Delzell Hall. For more information, call 715-346-3553 or visit: <http://www.uwsp.edu/counseling/Pages/default.aspx>  In addition to the support services provided by Student Health Service and the UWSP Counseling, there are also professional support services available to students through the Dean of 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 such, an instructor may contact the Office of the Dean of Students if he or she senses that a student is in need of additional support beyond what the instructor is able to provide. For more additional information, please go to <http://www.uwsp.edu/dos/Pages/default.aspx>  UWSP students may also share a concern directly if they or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success and/or the safety of others. Please report any concerns of this nature at: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx> |

## Emergency Response Guide

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| In the event of an emergency, follow UWSP’s emergency response procedures. For details on all emergency response procedures, please go to: [UWSP Emergency Guidebook pdf.](https://www3.uwsp.edu/emergency/Documents/UWSP%20Emergency%20Guidebook.pdf) |

## UWSP Community Bill of Rights and Responsibilities

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| UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations has been developed for all students, staff, and faculty. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information, go to: <https://catalog.uwsp.edu/content.php?catoid=10&navoid=422#section-1-communal-bill-of-rights-and-responsibilities> |

## University Attendance Policy

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| In addition to the course attendance policies determined by the instructor (noted above if applicable), the university provide standard guidelines by which students are to abide. All exceptions to the course attendance policy or the university guidelines should be documented in writing. A link to the university’s attendance guidelines can be found at: <https://www.uwsp.edu/regrec/Pages/Attendance-Policy.aspx> |

## University Drop Policy

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| You are expected to complete the courses for which you register. If you decide you do not want to take a course, you must follow the procedures established by the university to officially drop the course. If you never attend or stop attending a course and fail to officially drop, you will receive an F in the course at end of the semester. A link to the university’s drop policy can be found at: <https://catalog.uwsp.edu/content.php?catoid=11&navoid=431&hl=add%2Fdrop&returnto=search#Drop/Add/Withdrawal_Procedures> |

## Academic Honesty

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| UW System policy (UWS 14) states that 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 suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in UWS 14. A direct link to this policy can be found here: <https://docs.legis.wisconsin.gov/code/admin_code/uws/14> |

## Grade Reviews/Appeals

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| A formal grade appeal, also known as a Grade Review, can be requested in instances when the student feels that he or she was not provided a syllabus with a grading scale in a timely manner (i.e., the end of the second week of classes) and/or the instructor did not stick with the grading scale published in the syllabus. Questions of whether or not the instructor appropriately graded one or more of the course assignments, quizzes, exams, etc. are not matters to be decided by a formal grade appeal, but rather should be taken up with the instructor directly. Information on grade reviews can be found in the University Handbook, Chapter 7, Section 5. A link to the university’s policies on non-academic misconduct can be found at: <https://www.uwsp.edu/acadaff/Pages/gradeReview.aspx> |

## Non-Academic Misconduct

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| Information on non-academic misconduct can be found in Chapters 17 and 18 of the Student Rights and Responsibilities Document. A link to the university’s policies on non-academic misconduct can be found at: <https://www.uwsp.edu/dos/Pages/stu-conduct.aspx>. |

## Confidentiality

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| Under FERPA, students cannot remain anonymous in a class. Students are permitted to know who else is in their class.  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.  This course may require students to post their work online using applications or services that have not been approved by UW-system. In this situation, the students work will only be viewable only by his or her 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. Please contact your instructor prior to the due date if you wish not to participate in these online assignments due to confidentiality concerns.  UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, go to: <https://www.wisconsin.edu/dle/external-application-integration-requests/>. Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357. Links to the Terms of Use and Privacy Polices for tool used at UWSP be found at: <https://www.uwsp.edu/online/Pages/Privacy-and-Accessibility-Links.aspx>  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   Additional resources regarding information security at UWSP can be found at: <https://www.uwsp.edu/infosecurity/Pages/default.aspx>.  It is important for students to understand that faculty are required to report any incidents of maltreatment, discrimination, self-harm, or sexual violence they become aware of, even if those incidents occurred in the past, off campus, or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow the university to provide resources to help the student continue to be successful. |

## Intellectual Property - A Guide to Student Recording & Sharing Class Content

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## Sample Coursework Permission

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| The instructor may wish to use a sample of your work or some of the feedback you provide on the course in future teaching or research activities. Examples: showing students an example of a well-done assignment; analyzing student responses on a particular question; discussing teaching techniques at a conference. If your coursework or feedback is used, your identity will be concealed. If you prefer not to have your work included in any future projects, please send the instructor an e-mail indicating that you are opting out of this course feature. Otherwise, your participation in the class will be taken as consent to have portions of your coursework or feedback used for teaching or research purposes. |

## Revision Clause

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| This syllabus, the provided schedule, and all aforementioned coursework, are subject to change. It is the student’s responsibility to check the course website for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email. |