

**University of Wisconsin-Stevens Point
English 202 – Fall 2023**

Sec. 13
Tuesday/Thursday 2-3:15 p.m.
CCC Room 322

Lynn M. Kordus
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CCC 410
Office Hours: 12:15-2 p.m. T/Th
By appointment via Zoom
Email is best way to contact me

COVID-19

Many COVID-19 restrictions have been lifted, both across the state and on UW-Stevens Point campuses. Yet COVID cases continue, so it's important to continue taking precautions. Here are the procedures UW-Stevens Point has in place for fall.

<https://www3.uwsp.edu/ucm/Pages/PointofU-CovidUpdate.aspx>

Face coverings are not required but are encouraged.

- Consider wearing a mask in crowded indoor spaces and when in close proximity outdoors.
- Please be respectful of individual choices to wear or not wear a face covering, and to those who have a higher risk of complications.
- Masks are required in Student Health Service, UWSP Counseling Center and the Speech, Language and Hearing Clinic.
- Here's more on well-fitted [face coverings](#).
- Here is more information on Covid 19:

<https://www3.uwsp.edu/coronavirus/Pages/default.aspx>

OBJECTIVE/AIM AND SCOPE

The work of English 202 will be primarily writing that presents information and ideas effectively, with attention to the essay and techniques of research and documentation. Some goals we will work toward this semester include the following:

- To analyze, synthesize, evaluate, and interpret information and ideas.
- To develop the ability to write effective expository and argumentative prose.
- To construct hypotheses and arguments.
- To integrate knowledge, research, and experience to support hypotheses and arguments.
- To continue to develop critical thinking and reading skills.
- To write and construct essays clearly, coherently, and in a well-organized manner.
- To gather and use information from printed sources, electronic sources, observation, and interaction.

Written Composition Learning Outcomes (GEP):

1. Compose an articulate, thoughtful, grammatically correct, and logically organized piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, genre, and audience.

2. Apply your understanding of elements that shape successful writing (learning the difference between higher-order and lower-order problems) and using that knowledge to critique and improve your own and others' writing through effective and useful feedback.

To meet these requirements the courses below have the following specific learning outcomes:

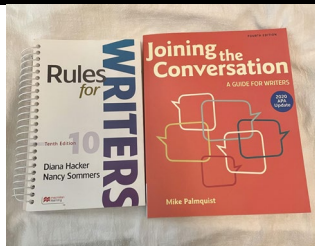
	<u>Eng 101: Academic Reading and Writing</u> By the end of the course, students will be able to:	<u>English 150: Accelerated Reading, Writing, and Research</u> and <u>English 202: Academic Writing and Research</u> By the end of the course, students will be able to:
Reading	<ul style="list-style-type: none"> • Critically read, analyze, and discuss a variety of texts for meanings stated and implied, purpose, patterns of organization, and effectiveness of supporting evidence • Describe the rhetorical situation/context of a piece of writing, and evaluate author's choices within that situation and genre 	<ul style="list-style-type: none"> • Apply critical thinking to analyzing arguments in both scholarly and popular sources with emphasis on persuasive strategies • Describe the audience, purpose, and genre of a piece of writing, and evaluate author's choices within that situation and genre
Writing	<ul style="list-style-type: none"> • Apply critical reading skills in order to compose coherent, thesis-based texts • Adapt content, form, and style to various audiences, purposes, and situations • Use techniques to edit writing and make conscious choices about mechanics, grammar, and usage to meet the needs of audience, purpose, and genre 	<ul style="list-style-type: none"> • Use persuasive strategies and evidence to write effective arguments, adapting content, form, and style to various audiences, purposes, genres, and situations • Use techniques to effectively edit writing and make conscious choices about mechanics, grammar, and usage to meet the needs of audience, purpose, and genre
Process	<ul style="list-style-type: none"> • Use recursive composing processes as tools to discover, rethink, and reflect on ideas and develop personal writing 	<ul style="list-style-type: none"> • Independently select and use effective and appropriate research, writing, and note-taking strategies • Self-assess individual writing and research

	<p>strategies.</p> <ul style="list-style-type: none"> • Self-assess individual writing strengths and weaknesses to develop effective strategies that can be transferred • Learn the difference between higher-order and lower-order problems and use that knowledge both to offer constructive feedback and to guide their own revisions 	<p>strengths and weaknesses to develop effective strategies that can be transferred</p> <ul style="list-style-type: none"> • Conduct research as a process of inquiry by posing a question, reviewing sources, and synthesizing information to arrive at a claim • Learn the difference between higher-order and lower-order problems and use that knowledge both to offer constructive feedback and to guide their own revisions
Information Literacy/Research	<ul style="list-style-type: none"> • Understand that sources have different levels of credibility that should inform how students use those sources in their writing • Select and use information from sources using paraphrase, quotation, and/or summary in a manner that avoids plagiarism 	<ul style="list-style-type: none"> • Use library resources and internet searches effectively to locate potential sources, including scholarly ones • Assess the relevance, reliability, authority, and bias of potential sources • Use sources purposefully and ethically in their writing • Recognize and use discipline-specific guidelines to document sources

Some points to remember about writing courses: developing skill in writing is an ongoing project, one developed through practice, patience, and time. Through discussions, readings, and lots and lots of writing, we will work hard to attain greater proficiency and fluency in writing.

All UWSP students **MUST** check/use their campus e-mail daily as I will use this means to communicate with you. You are free to make an appointment to meet with me any time during my office hours during the semester to discuss any particular assignment or your progress in the class.

REQUIRED TEXTS & MATERIALS



Rental: *Joining the Conversation*, 4th ed., Mike Palmquist (JC)

Purchase: *Rules for Writers*, 10th ed. Diana Hacker, Nancy Sommers (RW)

Flash drive

Flash drive for your work

Recommended: Unabridged dictionary, thesaurus

All assignments and other information for the course will be posted on the Canvas website

Joining the Conversation is our reader. You will read the assigned chapters, then create one sentence summaries of each assigned chapter, indicating the most important thing you learned in each respective chapter. This is to be ONE document, submitted the last week of class.

Rules for Writers is our grammar text. Our reading quizzes are based on this text. It is a reference tool, not a book to be memorized. By reviewing the assigned chapters, you should know where to look when you have any questions relating to grammar, punctuation, mechanics, and MLA documentation (in-text and works cited page).

Online writing resources:

Purdue University Online Writing Lab: <https://owl.english.purdue.edu/>

Recommended: Unabridged dictionary, thesaurus

REQUIREMENTS

Four Formal Individual Essays – Total points: 700 (100 for I-Search; 200 each for the Defending a Belief, Devil’s Advocate, and Problem/Solution Essays)

Requirements:

You may earn a total of 1,000 points for the semester:

700 – Four essays (Essay #1 @ 100 points; Essays #2, #3, #4 @ 200 points each)

100 – Important things summary from *Joining the Conversation*

100 – Documentation quiz

100 – Reading Quizzes (10 @ 10 points each)

Four Formal Essays – Total points: 700 (See above)

No late submissions! No do-overs! All work MUST be double-spaced! I will not accept handwritten or single-spaced work!

Essays will include I-Search, Defending a Belief, Devil’s Advocate, Problem/Solution. No essays on the topics of drinking age, video games, marijuana legalization, gun

control, athletes being paid to participate in sports, or abortion. Brainstorm with your small groups and others to come up with fresh topics and ideas!

When you turn in your final essays FOR ESSAY 1, 2, AND 3, you should print out and bring to class as ONE stapled document the following:

- 1. Final essay (labeled as FINAL with word count) with Works Cited (no Works Cited required for the Personal Narrative; otherwise, no Works Cited means a loss of 15 points; no word count means a loss of 5 points)**
- 2. Reflective Statement with word count listed (-25 points if not included) (No word count means loss of 5 points)**
- 3. In lieu of a formal outline, a list of the following: (1) your thesis, (2) your main points, (3) your conclusion**
These should all be complete sentences taken directly from your essay. No outline means a loss of 10 points. All of these are to be ONE complete sentence each; so if you have 3 main points, you should have 5 complete sentences for the informal outline.

Then, copy and paste your ESSAY ONLY in to the correct assignment (Essay 1, 2, or 3) listed in Canvas.

SUBMISSION OF YOUR ESSAY 4 WILL BE VIA CANVAS (ESSAY/WORKS CITED/REFLECTION/INFORMAL OUTLINE) DURING THE FINAL EXAM SESSION TIME FRAME. DO NOT SUMIT ITEMS AS SEPARATE FILES, JUST ONE FILE!

Each individual essay should be **1,250** words of writing (use Microsoft Word's Word Count to determine). Essays are to be typed and double-spaced. The word count number does not include any cover page, which is not necessary, nor any Works Cited page).

All papers should be typed in 11-point Calibri, Times New Roman, or Arial, **double-spaced** with standard one-inch margins. Put your name, my name, English 101, assignment, and date at the top left of the paper. Center and capitalize your title if you create a title. Keep your last name and page number in the upper left of each page. **Become familiar with the Word Count feature in Microsoft Word so you know how many words you have at any given point in your writing AND put the total number of words written at the TOP of your page.**

SAVE YOUR WORK ON A FLASH DRIVE!!! Too many times, documents are lost when a computer crashes, but the day is not lost if you have saved your work on a jump drive.

I do **not** accept work that is not double-spaced, if more than one file was submitted, if you only submitted a link, or if you did not use one-inch margins. All work needs to also be submitted using the text entry option in Canvas when you submit your work. That makes it viewable in the large area to the left of my comments that I showed in class.

We use MLA style in our writing. Your text *Rules for Writers 10th edition* thoroughly discusses the various aspects of preparing work according to MLA style. Do NOT use citation software. You should know how to cite at least the following: book, journal article, website, database, newspaper, magazine article!

Grammar, Punctuation, and Usage: You are expected to follow the dictates of correct

grammar, punctuation, and usage for all your work. You are expected to demonstrate your ability to follow standard punctuation, spelling, word choice, usage, grammar, and mechanics. I will help you pinpoint areas for improvement individually through my comments on your papers. Use these suggestions to improve your writing. Use your *Rules for Writers* as a reference resource and to review. We will incorporate sections of the reference texts in our study as needed.

Final essays are to be submitted to the appropriate Assignment area on Canvas. Your submission must include ALL of the following:

Critiquing workshops require bringing (1) a draft of at least two pages for the first small group peer review for each essay, and (2) the full draft essay for the second small group peer review for each essay to receive substantive feedback.

(See guidelines for proper Peer Review work under Start Here in Canvas.)

We operate this class in a workshop format. Because of the importance of peer review work, the penalty for not posting the drafts and/or not posting feedback to small group members will be a half-grade reduction from that essay grade for lack of posting the 2-page draft and/or feedback for the 2-page drafts, and a full grade reduction from the essay grade for not posting the full draft and/or feedback for the full draft.

Submitting work (drafts or feedback) after class ended does NOT meet the above requirement! Doing that does not give your small group members the opportunity to give you feedback on your work. If you posted your work on time, but your small group members did not, you will not be penalized!

The feedback you provide to your classmates must be substantive, meaningful comments, not just “I like it,” “good job,” or similarly superficial comments. Insufficient feedback includes only listing such things as “good job” or “interesting topic.” You must provide substantive feedback to help the writer.

The most important thing in peer review work is to critique the CONTENT first, mechanics second.

Classmates will post critiques on your essay before essays are due so you are able to use the comments in your revision process.

Online writing resources: Purdue University Online Writing Lab:
<https://owl.english.purdue.edu/>

I understand that this first go can be confusing, so if there are things that are not clear, you must contact me before any work is due.

Remember, critique the CONTENT FIRST, then if you have time give feedback on the mechanics (grammar, spelling, punctuation, etc.)!!! I hope this helps clear up any questions you may have, but let me know if you have other questions.

Reflective Statements (500 words): Each of your four formal writing assignments must include a reflective statement, which is a means of exploring how you went about writing your papers. Its focus is your writing itself, both your draft and the processes that produced it, and its aim is critical understanding, usually for the purpose of revision. It gives you the opportunity to think about what's working or not working in the draft, what thinking and writing processes went into producing it, and what possibilities you saw for revising it. However, it isn't the place to be too general. **You do not receive additional credit for submitting Reflective Statements, but if you fail to submit one for EACH of the three essays, you will automatically lose 25 points for each one not submitted.** (See guidelines for writing a Reflective Statement under Start Here on Canvas.)

Final Essays, EXCEPT ESSAY #4, are always due in Canvas on Saturdays at 11:59 p.m.

Submitted Work Format: All papers should be typed in 11point Times New Roman or Arial, double-spaced with standard one-inch margins. Put your name, my name, English 202, assignment, and date at the top left of the paper. If you create a title for your essay, center and capitalize it. Keep your last name and page number in the upper left of each page.

SAVE YOUR WORK ON A FLASH/THUMB DRIVE/OR OTHER MEDIA!!!

Grammar, Punctuation, and Usage: You are expected to follow the dictates of correct grammar, punctuation, and usage for all your work. You are expected to demonstrate your ability to follow standard punctuation, spelling, word choice, usage, grammar, and mechanics. I will help you pinpoint areas for improvement individually through my comments on your papers. Use these suggestions to improve your writing. Use *Rules for Writers* to review. You should use the Hacker text as a reference tool; it will serve as the basis for the quizzes and the documentation exam we will have.

Canvas: This Syllabus, information on all major assignments, as well as other materials relating to aspects of our class, are posted on Canvas. All grades are posted in the Canvas Gradebook.

Documentation Closed-book Exam: Toward the end of the semester, there will be a closed-book exam on documentation of sources (in-text and works cited), worth 100 points.

OPEN-BOOK QUIZZES: 10 quizzes @ 10 points each = 100 points. These are open-book, in-class reading quizzes based on your readings in *Rules for Writers*. You must bring your *Rules for Writers* on quiz days.

FINAL EXAM Our last formal essay (Essay #4) will be submitted online in Canvas at the time of the final exam session. We will NOT have a separate final exam, and we do NOT meet in person as a group for the final exam session. Rather, you must submit your final Essay #4 at any time during the two-hour time period assigned for our final exam.

Final Exam Period: Per the UWSP Catalog, if you have more than three exams scheduled on our exam date or if you have other problems with the scheduled time and date, see me to work out an alternative solution.

JOINING THE CONVERSATION SUMMARIES 100 points – One sentence summaries of each assigned chapter in *Joining the Conversation*, indicating the most important thing you learned in each respective chapter. This assignment is to be submitted in one document at the end of the semester.

Grades You may earn a total of 1,000 points for the semester:

- 700 – Four essays (100 point for I-Search; 200 points each for Defending a Belief, Devil's Advocate, Problem/Solution)
- 100 – Open-book Reading Quizzes (10 @ 10 points each)
- 100 – Exam on documenting sources in MLA format
- 100 – One sentence summaries of each assigned chapter in *Joining the Conversation*, indicating the most important thing you learned in each respective chapter.

Each writing assignment will be graded on **both** content and mechanics, so how you say something is just as important as what you say. Each essay grade will be comprised of the average of a content and a mechanics grade, i.e., if the content merited an A and the mechanics merited a C, the essay grade would be a B.

Citizenship Citizenship is something like participation but entails a bit more; it means being a good student: checking email and signing in to our Canvas class regularly and prepared, participating in group discussions actively and effectively, and consistently engaging and investing in the work of the course and in your own development as a writer, reader, and thinker. (See additional information at the end of this syllabus.)

While no specific grade is assessed for Citizenship, Citizenship will be taken into account when determining final grades. (As a guide, A-level Citizenship will indicate almost constant involvement, B level will indicate solid, frequent involvement, and C level will indicate minimal involvement.) I expect an active commitment toward learning from each and every student in the course; we will be working hard this semester, but it will be worth it!

I will not tolerate rude or offensive comments, or any other behavior that affects the learning of another student. I reserve the right to remove any student who disrupts the class, and will take the proper measures to enforce academic discipline.

POLICIES & PROCEDURES

ALL work is to be submitted online in the appropriate place on our Canvas website. All materials (handouts, guidelines, etc.) will be available on our Canvas website.

Attendance: It is your responsibility to be aware of what is due when. Check our course schedule FIRST!!! You can also check in the Calendar. Since many of the activities in this class are interactive and occur during class, attendance is crucial. Students should plan to attend every class meeting. Absences are especially critical when we are working in Peer Review sessions for our essays! Six or more unexcused absences will have a negative effect on your grade.

Late Work: It is your responsibility to be aware of what is due when. Check our course schedule FIRST!!! You can also check in the Calendar. I ask that out of consideration you contact me via email 24 hours prior to the due date of the work to let me know the mitigating circumstances preventing the work from being in on time and to make arrangements and agreements for when the work will be turned in. Late work may be downgraded. Deadlines are typically not negotiable. If you cannot meet a deadline, you must contact me AHEAD of the deadline and request an extension.

Academic Dishonesty: Academic dishonesty is also known as plagiarism. Plagiarism is the use of another person's language/words or ideas without proper citation. If you borrow an idea from a published source, you need to use parenthetical documentation to give proper credit to that source AND prepare a works cited page for the source. Any quote, paraphrase, or indirect quote must be cited appropriately following MLA guidelines.

Please be aware that as grade your essays, I use Turnitin to check that all sources are documented correctly. The consequences of plagiarism are a failing grade on the paper/assignment, possibly a failing grade for the course, and reporting of the incident to the appropriate university office for further action. There will be information available in class about how to properly quote, paraphrase, and cite your sources. If I discover you have plagiarized in this class, you will be treated in accordance with the University Policy on Academic Misconduct (see link below).

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI generated submissions are not permitted and will be treated as plagiarism.

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 your 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 a writer, 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.](#)"

Policy Policy:

Ideally, this syllabus would cover every contingency of every possibility that might arise in the course of the semester. Of course, reality dictates that will not be the case. Thus, I reserve the right to make changes to this syllabus as the need arises.

Grades:

Semester grades are equal to the following percentages/points:

A	93-100% (930-1000 points)
A-	90-92 (900-929 points)
B+	87-89 (870-899 points)
B	83-86 (830-869 points)
B-	80-82 (800-829 points)
C+	77-79 (770-799 points)
C	73-76 (730-769 points)
C-	70-72 (700-729 points)
D+	67-69 (670-699 points)
D	60-66 (600-669 points)
F	59 and below (599 points and below)

Grade Point Equivalents

A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
F	0

POINT EQUIVALENTS**10-point Quizzes**

A	9/3-10
A-	9-9.2
B+	8.7-8.9
B	8.3-8.6
B-	8-8.2
C+	7.7-7.9
C	7.3-7.6
C-	7-7.2
D+	6.7-6.9
D	6.3-6.6
D-	6.0-6.2
F	5.9 and below

100-point assignment

A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9

- C 73-76.9
- C- 70-72.9
- D+ 67-69.9
- D 60-66.9
- F 59.9 & below

200-point assignment

- A 186-200 points
- A- 180-185
- B+ 174-179
- B 166-173
- B- 160-165
- C+ 154-159
- C 146-153
- C- 140-145
- D+ 134-139
- D 126-133
- D- 120-125
- F 119 & below

I reserve the right to assign borderline grades as I deem appropriate.

A Note on Grades: An “A” grade is not a gift you get at the end of the semester for participating and completing your work on time. For that, you earn a “C.” Beyond that, your work must be more than average—it must be good to earn a “B” and excellent to earn an “A.” Please also remember that you are not your grades—you are a person, not a letter. Good people can get average grades and vice versa.

Academic Calendar:

- Last day to add or drop a 16-week course without a grade – Sept. 14**
- Registration for Winterim classes begins – Oct 30**
- Last day to drop a 16-week course – Nov. 10**
- Undergraduate student registration for spring classes begins - Nov. 20**
- Thanksgiving recess begins 6 p.m. – Nov. 22**
- Classes resume – Nov. 27**
- Course registration begins for non-degree-seeking students (specials) for Spring – Dec. 11**
- Last day of classes – Dec. 15**
- Reading Day/Commencement – Dec. 16**
- Final Exams – Dec. 18-22**

Essay #4 will be due via Canvas at the Final Exam session assigned to your class. We will NOT meet in person for the final exam session!

Final Exam session Sec. 13: Wednesday, Dec. 20, 10:15 a.m. to 12:15 p.m.

ASSISTANCE & ADDITIONAL UWSP POLICIES:

ASSISTANCE:

Student Support Resources 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 Dean of Students Office

2100 Main Street

Old Main, Room 212

Stevens Point, WI 54481-3897

Phone: 715-346-2611 DOS@uwsp.edu

Equal Access and 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 me 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. Student Health Service
Delzell Hall

910 Fremont St

Stevens Point, WI 54481

715-346-4646

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.

Stevens Point Campus Tutoring-Learning Center
234 Collins Classroom Center (CCC)
1801 4th Ave.
Stevens Point, WI 54481
715-346-3568 tlctutor@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.

Academic Integrity

At UW-Stevens Point 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 UW-Stevens Point are both meaningful and genuine.

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. Center for Prevention – DFSCA

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: 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, 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.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if the student has progressed throughout the semester attending class and successfully completing all work but due to an unexpected occurrence near the end of the semester, it not able to complete the work of that semester. All incomplete course assignments must be completed by the end of the next semester.

Netiquette

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.
- 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. Netiquette: Make it part of your syllabus. *Journal of Online Learning and Teaching*, 6(1), 2010.
Shea, V. *Netiquette*. 1994. 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. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the Title IX page.