

# **PHED 331 – Methods in Elementary Physical Education (2 credits) - PHED 332 - Teaching Experience in Elementary Physical Education (3 credits) -**

## **Instructor(s) Information**

**Instructor:** Ann Hockett  
**Office:** MCCH 134  
**Office Hours:** By Appointment (Bookings Link)  
**Cell Phone #:** 920-960-0113 - text or call (7am - 9pm)  
**E-mail:** [ahockett@uwsp.edu](mailto:ahockett@uwsp.edu) – Preferred Contact

**Teaching Assistant:** Eden Mokler  
**Office:** MCCH 154(A)  
**Office Hours:** By Appointment (email/text)  
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**E-mail:** [emokler@uwsp.edu](mailto:emokler@uwsp.edu) – Preferred Contact

## **Course Information**

**PHED 331 Course Description:** Reflective approach to teaching developmental elementary physical education with an emphasis on 4K through grade five. Become more proficient in current knowledge, use of instructional strategies, and integration of state and national standards into teaching in an elementary physical education program.

### **Prerequisites:**

Admission to Professional Education Program and concurrent registration in PHED 332; or Instructor Consent

### **Credits: 2**

**PHED 332 Course Description:** Teach K-3 students and work with area teachers co-teaching grades 4-5 while developing lesson plans, assessments and parent progress reports. Practice instructional strategies and integrate state and national standards into a developmentally appropriate elementary program.

### **Prerequisites:**

Admission to Professional Education Program and concurrent registration in PHED 331

### **Credits: 3**

## Expected Instructor Response Times

- o I will attempt to respond to student emails/messages within 24 hours. If you have not received a reply from me within 24 hours please resend your email and/or message.
- o I will attempt to reply to and assess student discussion posts and rough drafts within 48 hours of discussions closing.
- o I will attempt to grade written work within 72 hours, however longer written assignments may take me longer to read and assess.

## Communicate with your Instructor

If you find that you have **ANY** trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional.

Make sure that you are **proactive in informing your instructor** when difficulties arise during the semester so that we can help you find a solution.

## \*Textbook & Course Materials

### Required Text(s):

Graham, G. Holt/Hale, S., & Parker, M. (2020). Children Moving: A reflective approach to teaching physical education (10th ed.) McGraw/Hill, NY. New York

Holt-Hale, S. & Hall, T (2016) Lesson Planning for Elementary Physical Education. Human Kinetics. Champaign, IL.

SHAPE America. (2014). National Standards & Grade-Level Outcomes for K-12 Physical Education. Champaign, IL: Human Kinetics. (purchase)\*\*\*

### Other Required Materials:

Proper Teaching Attire (including clean athletic shoes)

Readings and content via Canvas course page

## \*Course Learning Outcomes

### Students will be able to:

1. Demonstrate developmental and instructional best practices congruent with current state and national standards to promote physical literacy. **(CLO 1).**
2. Create and implement developmentally appropriate lesson plans for children in grades K-6. **(CLO 2).**
3. Utilize various methods to analyze teaching effectiveness. **(CLO 3).**
4. Create and implement assessment tools to measure student learning. **(CLO 4).**

Outcomes listed above are met through a combination of the following course activities:

- Navigate and complete the course Modules with corresponding activities and assessments.
- Complete lesson planning process; integrating creativity, standards, rough drafts, revisions, personal and peer reflections.
- Participate in course discussions, lectures, hands-on-learning opportunities, and feedback and editing throughout Canvas and face-to-face teaching and learning opportunities.

## Course Structure

### \*Topic Outline/Schedule

**Important Note:** Refer to the Canvas course home page for pertinent information. Activity and assignment details will be explained in detail within each week's corresponding Module Learning Outline. As tasks come due, they will appear in your "to do" list. If you have any questions, please contact your instructor.

The course will be formatted in 2-week modules. Due to the fact I reflect and modify courses depending on student feedback, I am publishing a DRAFT of the semester outline, [linked HERE](#), as there is a potential something may change per instructor, cooperating teachers, schools, and student collaboration and needs.

### \*Attendance

**PHED 331** Attendance and participation are requirements of the course and candidates are expected to attend ALL face-to-face class meetings and are responsible for any asynchronous materials, information, and assignments.

Extend the courtesy of **contacting the instructor and TA** with any issues that would impact your attendance **BEFORE** the scheduled class time. I will grant one unexcused absence for 331, as long as the student has communicated with the instructor and TA BEFORE the start of class. Additional absences or tardiness will impact your final grade.

**PHED 332** Attendance and participation are requirements of the course. Candidates are expected to attend ALL class meetings, be prepared and capable to teach prepared lessons on assigned dates to the best of their ability. There are NO EXCUSED absences. Teaching dates are your responsibility. If there is a reason you will not be present on a teaching day, YOU MUST secure a fellow student in the course to substitute. They MUST have access to your full, completed, final lesson plan, and you must "go over" the lesson plan with them to

prepare them for the teaching. Missing a teaching day will result in an automatic reduction of points (20) for the teaching score. If the teaching of the lesson is not made-up, the teaching score will = 0 points. (Candidates must need to complete an additional lesson plan if the content from the original lesson no longer applies to the sequence or developmental level of the students.)

## Student Expectations

In this course you will be expected to complete the following types of tasks.

- communicate via email
- complete basic internet searches
- download and upload documents to Canvas
- read documents online
- view online videos
- participate in online discussions
- complete quizzes online
- upload documents to Canvas to submit an assignment
- participate in the class discussion boards
- participate in activities
- work collaboratively with classmates
- respect all differences

## Professional Expectations:

1. Candidates should conduct themselves as if they are a teacher in the schools. **Professionalism** is a major component in this course and your level of professionalism will influence your final grade.
2. Your learning is dependent on the amount of effort and the responsibility you take to prepare for this course and your understanding of the course materials. This means:
  - a. Course readings must be completed BEFORE class/lecture.
  - b. Course video lectures used to supplement the readings must be watched PRIOR TO DUE DATE
  - c. There will be quizzes on the material in which you were responsible for previous to class discussion.
  - d. Scheduled lecture time will be used for discussion, participation in activities to engage with the material and opportunities to ask questions to the instructor and classmates.
3. Phones should NOT be used during class, unless permitted by the instructor.
4. Computers must be brought to each class and charged and ready for use and to access Canvas and course materials.
5. As a pre-professional, all clothing worn must be professionally appropriate:
  - a. Clean and free of stains, holes, rips and should fit properly.
  - b. Tops must cover midriff, even when leaning over – No skin or underwear should be showing.
  - c. Bra straps need to be covered.
  - d. Shirts may not have inappropriate language, logo, or innuendos.

- e. Clean, tied athletic shoes are required.

## Technology

### Artificial Intelligence (AI)

The Use of Artificial Intelligence (AI) Tools in

The University of Wisconsin Stevens Point School of Education Physical Education program recognizes the potential benefits of incorporating AI tools in the classroom environment. AI tools are powerful aids in academic work, but they have limitations that must be understood to use effectively and responsibly. These tools are not developed to provide users with creative output and often cannot process complex subject matter. AI lacks human judgment and relies heavily on input data and may inadvertently perpetuate biases. (Stanford University Human-centered Artificial Intelligence, 2023). While AI can assist, it cannot replicate the nuanced guidance of a human instructor and cannot be used as a replacement for personal effort and critical thinking.

#### ***Policy on the Use of Artificial Intelligence (AI) Tools in PHED 331 & 332.***

To ensure responsible and ethical use of AI tools, the following policy has been established:

1. Permitted Use:

- a) AI tools are permitted in this course to enhance learning and supplement students' understanding of course material.
- b) Students are able to explore various AI tools that align with the course objectives, with the understanding that the **responsibility for their appropriate use lies with the students.**

2. Responsible Use Guidelines:

- a) AI as Support, Not Replacement: AI tools should augment the learning process, not replace original thinking. While these tools can support idea generation, fact-checking, or language revision, they must **NOT substitute the individual's critical thinking, problem-solving skills, and thought process.** Students should consider AI a tool for enhancement and refinement, but the essence of the work must come from their intellectual effort. This ensures that the **final work retains originality and reflects the student's perspective and understanding.**
- b) Ownership of Work: With the above understanding, students should maintain ownership of their work by actively engaging with the material, independently formulating ideas, and using AI tools to support their learning process.

3. Academic Integrity:

- a) **Plagiarism:** Students must not use AI tools to generate or modify content with the intention of avoiding plagiarism detection. All sources, including AI tools, must be properly cited within the text and included in the bibliography.

- b) **Authenticity:** Students should use AI tools to *augment their understanding and generate ideas*, while ensuring that the *final work reflects their own analysis, synthesis, and originality*.
  - c) **Critical Evaluation:** Students must *critically evaluate the output of AI tools*, considering potential biases and limitations, and corroborate information obtained from AI tools with other credible sources.
4. Instructor Support:
- a) The instructor is available to provide guidance, clarification, and support to students regarding the appropriate use of AI tools in [insert course number].
  - b) Students are encouraged to consult the instructor if they have questions or require assistance related to the responsible and ethical use of AI tools.
5. Citation Guidelines:
- a) Direct quotes or paraphrased content generated by AI tools should be treated as any other source and attributed correctly. See <https://apastyle.apa.org/blog/how-to-cite-chatgpt> for further information.
  - b) Students must acknowledge the use of AI in any work they submit for class. Text directly copied from AI sites must be treated as any other direct quote and properly cited. Other uses of AI must be clearly described at the end of the assignment. For example, a student might write:

***"In this paper (lesson plan), I used the AI tool ChatGPT to generate some of the ideas for my argument (lesson). I have cited ChatGPT in the bibliography or resource section, and included a note at the end, explaining how I used ChatGPT." ("Teaching and Learning at Cleveland State University," n.d.)***

## Canvas Support

UWSP contracts with Canvas for 24/7/365 support. Several support options are available to users. Click on the help button (question mark) in the global navigation menu on the left side of the screen and select the support option that best meets your needs.

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

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

## Course Technology Requirements

- View this website to see [minimum recommended computer and internet configurations for Canvas](#).

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

- o webcam
- o microphone
- o printer
- o a stable internet connection (don't rely on cellular)

If you have concerns, please contact me directly.

## **Protecting your Data and Privacy**

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

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.

- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website.

<https://www.wisconsin.edu/dle/external-application-integration-requests/>

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.

- Some course activities ask you to use applications such as Blooket, Kahoot, ChatGPT. Privacy information may be obtained at the corresponding link. [Blooket Privacy Policy](#) and through a Google search.
- If students would prefer an alternate option, the instructor will provide one.

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. The instructor of this course will not share your academic records (grades, student IDs). Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. Examples of additional risks include data mining by the company providing the service, selling of your email to third

parties, and release of ownership of data shared through the tool. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you. [**UWSP Handbook Chapter 9 Section 5**]

## Technology Support

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

## Grading Policies

### Completing Assignments

**All assignments for this course will be submitted electronically through Canvas unless otherwise instructed.** Assignments must be submitted by the given deadline for the course, or special permission must be requested from the instructor **before the due date**. COMMUNICATE with ME!!!

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student's grade.

### Graded Course Activities - PHED 331

Click the **Assignments** link in Canvas to access assignment listing, categories, and weights as applicable. Click the **Grades** link to see current grades. Overall assignments and accompanying points are listed below:

Description	Points
<b>Module 0</b>	-
One Word	10
<b>Module 1</b>	-
Wellness Wheels	20
One Word - Discussion	10
Wellness Breaks	50
Case Study	20
SEL Choice Board	15
<b>Module 2</b>	-
Past PE Experiences - Discussion	30
Review Activity Creation	10
Movement Podcast	10
Kinesthetic Classroom	20



Guidelines & Standards	25
<b>Module 3</b>	-
Cross-Curricular Discussion	10
Rough Draft PE Lesson	24
Peer Reviewer Feedback	20
Final Draft PE Lesson Plan	70
<b>Module 4</b>	-
Health StoryBoard	25
Snacks Experiment	15
Health Discussion	5
Rough Draft - Health Lesson Plan	24
<b>Module 5</b>	-
Health Lesson Peer Review	20
Final Health Lesson Plan	70
<b>Module 6</b>	-
Final Wellness Virtual Classroom	75
<b>Total Points Possible</b>	578

### **Program Signature Assessment**

**PHED 331** includes a **Unit Plan Final Project**. The Unit plan will include developmentally appropriate, sequential, scaffolded lesson plans, including standard-based activities, and formative and summative assessments, in line with the Wisconsin Teaching Standards.

- Candidates **MUST score an 80% or better** on this assignment, or they will not meet program specifications for promotion - thus **will not pass the course**.

### **Wisconsin Teaching Standards**

These standards have been adopted by the School of Education. The standards have been grouped into four general categories to help users organize their thinking about the standards, found on pages 20-21 in the attached advising guide:

#### **The Learner and Learning**

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are

individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

**Standard #1:** Pupil Development. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.

**Standard #2:** Learning Differences. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.

**Standard #3:** Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

## **Content Knowledge**

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

**Standard #4:** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.

**Standard #5:** Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

## **Instructional Practice**

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

**Standard #6:** Assessment. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teachers and pupil's decision making.

**Standard #7:** Planning for Instruction. The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.

**Standard #8:** Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.

## **Professional Responsibility**

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

**Standard #9:** Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning. The teacher uses evidence to

continuously evaluate the teacher’s practice, including the effects of the teacher’s choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher’s practice to meet the needs of each pupil.

**Standard #10:** Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

## Graded Course Activities - PHED 332

Click the **Assignments** link in Canvas to access assignment listing, categories, and weights as applicable. Click the **Grades** link to see current grades. Most, overall assignments and accompanying points are listed below:

<b>Description</b>	<b>Points</b>
<b>Module 0</b>	-
This is Me	10
<b>Module 1</b>	-
Why PE?	20
Lesson Planning AI review	10
Lesson Plan Objectives	50
Active Observation #1	20
Active Observation #2	15
<b>Module 2</b>	-
Past PE Experiences - Discussion	30
Partner Brainstorm - PW	10
Co-teaching Brainstorm	10
Co-teaching Rough Draft	20
Co-teaching Final Draft	25
<b>Module 3</b>	-
Cross-Curricular Discussion	10
Rough Draft PE Lesson	24
Peer Reviewer Feedback	20
Final Draft PE Lesson Plan	70
<b>Module 4</b>	-
Cross-Curricular Discussion	10
Rough Draft PE Lesson	24
Peer Reviewer Feedback	20
Final Draft PE Lesson Plan	70
<b>Module 5</b>	-
Rough Draft PE Lesson	20
Peer Reviewer Feedback	25
<b>Module 6</b>	-
Final Draft	75

<b>Total Points Possible</b>	578
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## Attendance and Professionalism

**PHED 331** Attendance and participation are requirements of the course and **candidates are expected to attend ALL class meetings.** Extend the courtesy of contacting the instructor and TA with any issues that would impact your attendance BEFORE the scheduled class time. I will grant one unexcused absence for 331, additional absences or tardiness will impact your final grade.

**PHED 332** Attendance and participation are requirements of the **course.** Candidates are expected to attend ALL class meetings, be prepared and capable to teach prepared lessons on assigned dates to the best of their ability. There are NO EXCUSED absences. Teaching dates are your responsibility. If there is a reason you will not be present on a teaching day, YOU MUST secure a fellow student in the course to substitute. They MUST have access to your full, completed, final lesson plan, and you must “go over” the lesson plan with them to prepare them for the teaching. Missing a teaching day will result in an automatic reduction of points (20) for the teaching score. If the teaching of the lesson is not made-up, the teaching score will = 0 points. (Candidates need to complete an additional lesson plan if the content from the original lesson no longer applies to the sequence or developmental level of the students.)

## Late Work Policy

Pay close attention to deadlines—there will be no make-up assignments or quizzes. **Work submitted 2 Modules or over, from the original due date, will be given a 0.**

## \*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%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%

C	73-76%
C-	70-72%
D+	67-69%
D	60-66%
F	0-59%

## Viewing Grades in Canvas

Points you receive for graded activities will be posted to Grades. Click on the Grades link to view your points.

Your instructor will update the online grades each time a grading session has been completed—typically 3 days following the completion of an activity. You will see a visual indication of new grades posted on your Canvas home page under the link to this course.

## Other Policies

## Student Support Resources

### [Academic and Career Advising Center \(ACAC\)](#)

209 Collins Classroom Center (CCC)  
1801 4<sup>th</sup> Ave.  
Stevens Point, WI 54481  
715-346-3226  
[acac@uwsp.edu](mailto:acac@uwsp.edu)

### [Counseling Center](#)

Delzell Hall  
910 Fremont Street  
Stevens Point, WI 54481  
715-346-3553  
[counsel@uwsp.edu](mailto: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](mailto: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](mailto: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](mailto:tlctutor@uwsp.edu) or 715-346-3568, or stop into CCC 234.

## **Stevens Point Campus Tutoring-Learning Center**

234 Collins Classroom Center (CCC)  
1801 4<sup>th</sup> Ave.  
Stevens Point, WI 54481  
715-346-3568  
[tlctutor@uwsp.edu](mailto: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 1<sup>st</sup> 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](#)

## Emergency Procedures

- In the event of a **medical emergency call 9-1-1** or use campus phone **[hallway outside of Berg Gymnasium]**. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- In the event of a **tornado warning, proceed to the lowest level interior room** without window exposure at **[Athletic Locker rooms]**. Emergency management provides [floor plans showing severe weather shelters on campus](#). Avoid wide-span structures (gyms, pools or large classrooms).
- In the event of a **fire alarm, evacuate the building** in a calm manner. Meet at **[Dunkin Donuts]**. Notify instructor or emergency response personnel of any missing individuals.
- **Active Shooter – RUN. HIDE. FIGHT.** If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.
- See [UW-Stevens Point Emergency Procedures](#) for details on all emergency response at UW-Stevens Point.

## FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Lecture materials and recordings are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my

permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

## **Inclusivity Statement**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: 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](mailto:dos@uwsp.edu).

## **Incomplete Policy**

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there has been continued communication with the instructor and student or guardian/advocate (advisor, parent, medical professional). All incomplete course assignments must be completed within [one semester].

## **Netiquette Guidelines**

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). [\*Netiquette: Make it part of your syllabus\*](#). *Journal of Online Learning and Teaching*, 6(1).

Shea, V. (1994). [Netiquette. Albion.com](#).

## **Religious Beliefs Accommodation**

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

## **Title IX**

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. 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](#).

**This Syllabus is subject to change upon the discretion of the instructor. Any changes will not be made without proper notification to candidates.**