

COURSE SYLLABUS

Course Prefix & Number	BUS320
Course Name	Principles of Management
Term	Fall 2023

1. COURSE INFORMATION

1.1. Instructor Information

Instructor:	Josh Misner, Ph.D.
Office:	N/A
Physical Office Hours:	N/A
Virtual Office Hours:	Contact me (flexible – limited availability on weekend)
Office Telephone:	N/A
E-mail:	jmisner@uwsp.edu
Expected Instructor Response Time:	Emails will receive responses within 2-3 hours or less, Mon-Fri. Saturday is a screen-free day and on Sunday, the goal is to respond within <24 hours.

1.2. Course Information

Meeting Time & Location	100% Online / Asynchronous
Course Description:	Theory of management. Explore different ways managers function in profit as well as not-for-profit business and industry organizations. Examine management behaviors from functional and organizational perspectives. Use current and library resources. Study language, philosophy, historical development, and psychology of management. Does not count toward Business Major.
Credits:	3.0
Prerequisites:	N/A

1.3. Textbook & Course Materials

Required Text(s):	<p>Carnegie, D. (1998). <i>How to win friends and influence people</i>. Pocket Books.</p> <p>Covey, S. R. (1989/2004). <i>The seven habits of highly effective people: Powerful lessons in personal change</i>. Simon & Schuster.</p> <p><i>**Any edition of these books is perfectly fine. These titles are often found in used bookstores and public libraries, and a highly skilled purveyor of the fabled Google machine can find them in free digital format, given how they are two of the most</i></p>
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
	<i>revered and oft-read works on leadership and human interaction ever. If anyone does find them, feel free to share with others as needed.</i>
Recommended Text(s):	
Other Readings:	
Other Required Materials / Applications:	

1.4. Course Technology

Course Website:	https://uwstp.instructure.com/courses/524053
Other Websites:	
Course Delivery:	Asynchronous online

Delivery Mode Changes: Changes to course delivery may occur at any time during the term to address public health and safety concerns.

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](#) connects you to documents that are searchable by issue. You may also opt for [Canvas video guides](#).
- 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.

UWSP Technology Support:

Self-train on Canvas through the Self-enrolling/paced Canvas training course: <https://uws.instructure.com/courses/45767>
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 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://www3.uwsp.edu/tlc/Pages/TechEssentials.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>

2. LEARNING OUTCOMES

2.1. Course Goals

- Students will explore organizational and leadership theories to develop an understanding of how such theories are evident in a professional environment.
- Students will analyze organizational case studies as a means of identifying problems related to professional communication.
- Students will examine the effects of organizational culture on professional communication and develop an understanding of how to navigate culture.
- Students will identify leadership strategies and best practices for maintaining professional communication.

SBE Mission: The UW-Stevens Point 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 SBE achieves its mission by valuing:

- Talent development
- Lifelong learning
- Career preparation
- On the job experiences
- Community outreach
- Regional partnerships
- Continuous improvement

Accreditation Commitment: SBE 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.

3. COURSE POLICIES

3.1. Attendance (*Discussions*)

Your choice to register for this course, as well as mine to facilitate it implies that we all want the experience to be positive, memorable, engaging, and applicable to our professional lives. There's plenty of courses that are easily capable of generating mutual misery, making them readily forgettable, but nobody (including me) wants to see that happen. For this course to be ideal for all requires **meaningful** participation in discussions, both with frequency and quality (see discussion grading below for more detail).

Since this is an online asynchronous course, participation isn't merely a necessity. It comprises the bulk of everyone's experience and it's where the best learning takes place. Classical online discussion tactics — padding word count to make a post appear more in-depth than it actually is; plagiarizing outside resources or other students and changing a few words to appear original; or regurgitating textbook material yet providing little to no evidence of original thought or application to real-world experiences — can do more than impact a grade negatively. Worse than a downgraded assignment, posting things like that will negatively impact everyone's experience in discussions. Nobody wants to be forced into mandatory minimum word counts or posting X number of times on Y number of days, so this is not that course.

The discussion topics curated here are far from busy work. They're relevant, challenging, reflexive, and easily applicable to anyone's professional career, and when we commit to behaviors that generate meaningful dialogue, you're guaranteed to walk away from the course with the best grade possible while you also increase the value of your tuition dollars while

developing strong professional skills that WILL pay off over the course of your professional career.

3.2. Late Work Policy

There isn't one. It is this instructor's personal opinion that late policies applied to adults in college courses who pay exorbitant amounts of money to have access to are, quite simply, stupid. Such policies presume the work for that instructor's course have priority over all other classes, not to mention other aspects of a student's life — athletic commitments, family needs, work schedules, mental health, and the many other responsibilities that come with adulthood, unfortunately. I will never penalize you for late work because you are a far better judge of your schedule than me.

That stated, once the course ends, it's over. The college isn't as flexible, meaning that my deadline to submit grades is FIRM. I've provided dates in Canvas as guidelines to help everyone manage their workload while we all discuss the topics of each week.

NOTE: Please prioritize discussions. Nobody's going to go back to previous weeks and check to see if anyone responded to their post after we move on. Such peer responses will simply sit out in the virtual world all sad and lonely, forever unread.

4. GRADING

4.1. Grading Scheme

Letter Grade	Percentage Range (x = your score)				
A	90%	≤	x	≤	100.0% (or other max)
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%

4.2. Grading Notes (if provided)

Grading for this course is based on the following qualitative criteria:

A = Superior, exceptional, and nearly flawless work, which suggests that you're making a play for my job to teach this course, and frankly, I'm threatened by your excellence. You may need to be stopped.

B = Generally, solid attempt, nice work overall. You may have missed some aspects of the work, or it had a good share of flaws, but I really like where you're headed, so keep expanding and applying material if you want to level up.

C = Something is better than nothing! We all know C's get degrees and I get it — sometimes we need to focus on more important things than this class. Work at this level may have quite a bit missing or maybe it just missed the mark and needs adjustment. If you reach out to me about redoing the work, there's a nearly guaranteed chance you can earn a better grade by revising it.

D = You know, I'm quite confused by what you submitted, and I have a feeling you might be equally confused by it as well, so let's chat. I don't think either of us wants this becoming your final grade because everyone deserves at least a second chance, if not more.

F = You're not a failure, but something went horribly wrong, which usually points to one of 3 causes:

- You didn't understand the material. However, this is the least likely cause, since you're obviously brilliant, given that you're a UWSP student.
- You didn't try — intentionally or not — but there's no evidence of effort at all.
- There's something sketchy, which might be my mistake (I am human, sadly) or perhaps there's a wee bit of plagiarism, which raises a great big red flag.

If you received this grade, we *really* need to talk, especially if we still have time before the withdrawal date. We can negotiate a plan to realign your work, play a bit of catch-up, or connect you to whatever resources you need to help, provided we still have time, but we NEED to communicate for that to happen.

4.3. Points Available

Points	Percent	Item Description
20	20	Case Study Responses (2 @ 10 points each)
20	20	Pro Events (2 @ 10 points each)
10	10	Leadership Journal (2 @ 5 points each)
20	20	Historical Leader Presentation (Final)
30	30	Discussion responses (2 points per week @ 15 weeks)
100	100%	

5. COURSEWORK DESCRIPTIONS & COMMENTARY

5.1. Exams

None – My dislike for exams is up there with late policies and mandatory minimum page/word counts.

5.2. Quizzes

None, same as my take on exams. Quizzes only teach you how to memorize and regurgitate, which is a useless skill unless you're a contestant on Jeopardy.

5.3. Assignments

CASE STUDY RESPONSES – In place of quizzes/exams, you'll have two case study responses, in which you'll apply your own blend of course-specific concepts to a real-life situation. After reading each case, you'll step into the role of the main character, identify the issue(s) present, and then articulate what you would do in that person's position. Leverage course material and any other applicable resources to develop your plan. PLEASE don't summarize the cases, as I've read them more times than I care to admit. Instead, begin each response by identifying the problem(s), followed by your well-thought-out strategy.

LEADERSHIP JOURNAL– A leadership journal is priceless for professional (and personal) development, as it assists with identifying behavioral patterns, documents valuable lessons, and sorts out your ideas and hunches. The journal for this course captures and records thoughts on material each week as you apply it to your experiences.

For example, when something clicks and you recognize ways that a discussion or reading connects to a prior or current work experience, current event, or anything else, use the journal to articulate how it applies. Compile entries into a single document and clearly separate/organize your thoughts by date.

I always recommend at least 2-3 substantial paragraphs per week to fully reflect on that week's material, but you can do this in video or audio format as well, if you're more at ease with speaking on the fly without having to write.

As with case studies, don't simply summarize the material. Focus on applying what you've learned to your own life situations, explore new thoughts arising from the material, or record your reactions, whether you agree or disagree. You'll submit a compilation of these entries at midterm and again around finals. Be sure to make backup copies because it really sucks to lose all that at the worst possible time!

DISCUSSIONS – It's an online course. We're all familiar with how discussion boards work, particularly the classic "Great post" or "I agree" responses, but this is not that course. I know that students dread those as much as faculty, so let's treat this course differently:

- **Initial response:** By **Wednesday**, post a response to the questions I provide and incorporate support where applicable. There are no word count or format requirements, as my goal is to host discussions with more of a conversational feel. That stated, initial posts need to have substance and points are earned based on sincerity and insight, both of which demonstrate mindful effort.
- **Synthesis response:** By **Sunday**, review peers' posts and note which ones catch your eye and make you read further. Perhaps you agree and they supplement your points OR maybe they challenge you to think differently. After identifying one or more of these, post your response to it in the separate discussion thread called **Synthesis Response** for that week that articulates how your peer's thoughts met with yours.
 - **NOTE:** Don't forget to give your peer a shout-out! Also, even if I don't require additional replies, anyone is encouraged to engage in further dialogue.

- **Discussion Scoring (based on 1 point per forum):**

- 1 = Meaningful response with clear connections and support like course readings, outside resources, and/or references to peers' postings.
- 0.75 = Post lacked connections/original ideas, didn't add value to dialogue, or regurgitated the text without application to experience.
- 0.5 = Flagrantly meaningless and shallow posting (regardless of intent), needs a LOT more elaboration, connections to experience, or grounding in support.
- 0 = Nothing posted OR made zero sense, acted derogatory toward anyone in the course, or was clearly plagiarized

FINAL PROJECT – For your final, you'll create a multimedia standalone project on a historical leader who you'll choose in Week 1 from a list on Canvas (see announcements). After confirming your leader, begin researching independently: biographies, documentaries, and/or other forms. What you discover about that leader's incredible story then becomes the foundation for our post-midterm discussions. As you research and discuss your leader in comparison to others', your insights will help produce the final project, which addresses all of the following:

1. *Background/Context:* Who was this person? What was their life like, and how did their conditions and struggles guide their leadership?
2. *Adversities:* Describe the setbacks and barriers this leader faced in detail as they fought for their cause. Where the challenges personal, social, organizational, environmental, or cultural? Be sure to explore all possible difficulties, but most importantly, explain how your chosen leader overcame barriers.
3. *Summary of lessons:* Using your discussion posts from Weeks 9-15, weave in the most important lessons we should know about your leader's story. Then, wrap up with explaining what we can take away from their story in terms of leadership and professional communication.

Format: This project may be in any creative format you would like. Here are some possibilities from past students:

- a. PowerPoint, Prezi, or other slide app, making a presentation of 15 or more slides. You can also narrate the presentation or let it stand alone.
- b. Produce a short video (maybe 3-5 minutes). **Pro-Tip:** Sometimes, it's easier to upload such a video to YouTube and share the link. If privacy is a concern, set the video to *Unlisted* which keeps it out of anyone's search results.
- c. Other creative formats:
 - Physical artwork (painting, sculpture, photography, etc.) with an accompanying artist statement that explains the connection
 - Interpretive dance (yes, really, I've had students do this before and it was incredible)
 - Mime?
 - Original music or compilation of a playlist with accompanying statement
 - Poetry or lyrics
 - Reach out if you have other ideas and you're not certain if they'll work

5.4. Smiley Professional Events (or Pro Events)

Smiley Professional Events (or Pro Events) and the **Anderson Classroom to Career Center (C2C)** are flagship programs of the Sentry School.

Pro Events connect you to:

- Campus (e.g., academic coaching, student clubs);
- Community (e.g., Rotary, Business Council); and
- Careers (e.g., internships, networking).

As a Sentry School student, you will be able to choose from a wide variety of speakers, workshops, and special events. With over 300 events per year on the Pro Events calendar, you will have significant flexibility in selecting your events. Whatever you choose, Pro Events will help you to make the most out of your time as a student and to prepare for transitioning into a successful career.

Find the Pro Events calendar in the new virtual C2C! Get started by either downloading the Suitable app in your preferred app store or by visiting app.suitable.co. Then log in with your UWSP email; be sure to give access to your camera and turn on notifications. Later in the semester, you will receive instructions on how to request that your Pro Events attendance credits be applied to your Sentry School classes with Pro Events requirements.

For this course, you must attend **two** official Pro Events. One event must be before the mid-semester cut-off of **Oct. 27** and a second event must be attended by the end-of-semester cut-off of **Dec. 15**. If you go to extra events before the mid-semester cut-off, those credits will carry over into the second half of the semester. **Combined weight of attending these two events counts for 20% of your final grade.**

You may earn Pro Events credits by attending both live Zoom events and in-person events. For maximum schedule flexibility, check out the Anderson Center Canvas page for details on “Create Your Own” events and the “Lunch with a Leader” program. “Create Your Own” events include meetings with Career Advising, Financial Coaching or Academic Coaching staff. The “Lunch with a Leader” program allows you to set up a lunch (virtual or in-person) with a business expert to learn more about their industry, company, and profession.

Only students registered for 100% online or branch-campus classes have access to Pro Events recordings. The number of videos available will be pro-rated based on the number of such courses in which you are enrolled. Video events must be completed one week before the general Pro Events cut-offs. **For Fall 2023, the video deadlines are Oct. 20 for the first half-semester and Dec. 8 for the second half-semester.**

Attendance at Pro Events will be confirmed within the Pro Events Tracker in the virtual C2C. Please allow a week for confirmation of attendance at events held outside the Sentry School, such as Career Services events. If you have a question about Pro Events attendance, please email proevents@uwsp.edu.

If you have multiple courses or affiliations with Pro Events requirements, it is your responsibility to make sure you have attended enough events for each course/affiliation.

6. SCHEDULE

6.1. Dates and Deadlines

The following course schedule is tentative and subject to change based on the rate this class progresses and/or factors beyond our control. After all, remember spring of 2020?

*** Note: All assignments are to be submitted before 11:59PM of the day specified.**

Week	What to Read	What to expect & What's due
1	Carnegie: Preface	Course overview, Introductions
2	Carnegie: Part 1	Organizational theory
3	Carnegie: Part 2	Management vs. Leadership Watch film: Office Space
4	Carnegie: Part 3 / 1-6	Listening, nonverbal communication, and authenticity
5	Carnegie: Part 3 / 7-12	Communication breakdowns and the debilitating effects of the ego
6	Carnegie: Part 4 / 1-5	Small group communication
7	Carnegie: Part 4 / 6-9	Diversity and intercultural communication
8	Covey: Part One	Leadership theory, Motivational Leader Check-In Case Study 1 & Journal 1 Due Sunday
9	Covey: Habit 1	Personal vision
10	Covey: Habit 2	Personal leadership
11	Covey: Habit 3	Personal management
12	Covey: Habit 4	Interpersonal leadership
13	Covey: Habit 5	Empathic communication
14	Covey: Habit 6	Creative cooperation
15	Covey: Habit 7	Balanced self-renewal Case Study 2 & Journal 2 Due Sunday
	Finals Week	Motivational Presentations Due Monday Review and discuss presentations by Thursday , before the end of day, using discussion guidelines.

7. OTHER ADMINISTRATIVE DETAILS

7.1. ADA / Equal Access for Students with Disabilities

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: [UW Legal and Policy Information](#).

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation

must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability Resource Center (DRC) to complete an Accommodations Request form. The DRC is located in room 108 in the Collins Classroom Center (CCC). For more information, call 715-346-3365 email drc@uwsp.edu, or visit: [Disability Resource Center](#)

7.2. Nondiscrimination Statement

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: [Equal Opportunity Human Resources](#)

7.3. SBE Inclusivity Statement

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. To do so, first go to the [Hate Bias Response Team website](#), then click the button that corresponds to the appropriate campus, and finally complete and submit the report. You may also contact the Dean of Students office directly at dos@uwsp.edu.

Further information on UWSP's commitment to an inclusive campus can be found here: [Equity, Diversity, and Inclusion](#)

7.4. 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. A direct link to this policy can be found here: [Chapter UWS 22 Accommodation of Religious Beliefs](#).

7.5. Help Resources

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 234 Collins Classroom Center (CCC). For more information, call 715-346-3568 or visit: [Tutoring-Learning Center \(TLC\) at UWSP](#).

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: [UWSP Student Health Services](#).

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: [UWSP Counseling Center](#).

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. Responding to students with care, concern, and resources is critical in supporting the success of our students and campus community, and therefore the Dean of Students maintains a list of resources that can provide support for a wide variety of situation. That list can be found here, [Dean of Students Resources](#). Moreover, 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. Simply put, the Dean of Students is here to help. If you are ever unsure of what to do or who to contact, contact the Dean of Students Office at 715-346-2611 or visit them online at [UWSP Office of the Dean of Students](#).

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: [UWSP Dean of Students Anonymous Reports](#).

7.6. Emergency Response Guide

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](#).

7.7. UWSP Community Bill of Rights and Responsibilities

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: [UWSP Community Bill of Rights and Responsibilities](#).

7.8. University Attendance Policy

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: [University Attendance Policy](#).

7.9. University Drop Policy

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: [University Drop Policy](#).

7.10. Academic Honesty

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: [Chapter UWS 14 Student Academic Disciplinary Procedures](#).

7.11. Grade Reviews/Appeals

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: [UWSP Grade Reviews/Appeals](#).

7.12. Non-Academic Misconduct

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: [UWSP Non-Academic Misconduct](#).

7.13. Confidentiality

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: [UWS Digital Learning Environment 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 Policies 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: [Terms of Use and Privacy Policies for Tools Used](#)

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.

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

Lecture materials and recordings for this class 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.

7.15. Sample Coursework Permission

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.

7.16. Revision Clause

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.