



UNIVERSITY *of* WISCONSIN  

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GREEN BAY

**Federal Compliance:  
Sampling of Course Syllabi**

**Higher Learning Commission  
Comprehensive Review  
8 September 2017**

## Summary of Contents

Course	Title	Section	Credits	Semester	Notes
<b>Accounting (ACCTG)</b>					
ACCTG 300	Introductory Accounting	0001	4	Fall 2016	
ACCTG 300	Introductory Accounting	0801	4	Fall 2016	
ACCTG 414	Cost Accounting	0001	4	Spring 2017	
ACCTG 497	Internship	0001	1-12	Fall 2016	
<b>Anthropology (ANTHRO)</b>					
ANTHRO 304	Family, Kin and Community	0001	3	Fall 2016	Sec. 0001 was not offered in 2016-2017. Section 0800 was offered and is included here.
ANTHRO 306	Political, Economic and Environmental Anthropology	0850	3	Fall 2017	
<b>Art (ART)</b>					
ART 101	Tools, Safety, and Materials	10001	1	Fall 2016	
ART 102	History of the Visual Arts: Ancient to Medieval	0001	3	Fall 2016	
ART 230	Introduction to Ceramics	0001	3	Fall 2016	
ART 410	Advanced Painting	0001	3	Fall 2017	
<b>Arts Management (ARTS MGT)</b>					
ARTS MGT480	Arts Management Seminar	0001	1	Fall 2016	
<b>Biology (BIOLOGY)</b>					
Biology 202	Principles of Biology Lab: Cellular and Molecular Processes	0002	1	Fall 2016	
Biology 346	Comparative Physiology	0001	3	Spring 2017	
Biology 511	Plant Physiology	0001	4	Fall 2017	
<b>Business Administration (BUS ADM)</b>					
BUS ADM 202	Business and Its Environment	0800	3	Fall 2016	
BUS ADM 343	Corporation Finance	0002	3	Fall 2016	
BUS ADM 472	Leadership Development	0800	3	Fall 2016	Section 0800 was not offered in 2016-2017. Section 0001

					was offered and is included here.
BUS ADM 646	Advanced Corporation Finance	0001	3	Fall 2016	
<b>Chemistry (CHEM)</b>					
CHEM 211	Principles of Chemistry 1	003DDIS		Fall 2016	
CHEM 213	Principles of Chemistry 1 Laboratory	0004LAB	1	Fall 2016	
CHEM 495	Research in Chemistry	0006IST	1-5	Fall 2017	
CHEM 613	Instrumental Analysis	0001	4	Fall 2017	
<b>Communication (COMM)</b>					
COMM 381	Principles of Public Relations/Corporate Communications	0001	3	Fall 2016	
<b>Community Sciences (COMM SCI)</b>					
COMM SCI 205	Social Science Statistics	0001	4	Fall 2016	
<b>Computer Science (COMP SCI)</b>					
COMP SCI 201	Introduction to Computing & Internet Technologies	0001	4	Fall 2017	
COMP SCI 232	Introduction to Mobile Platforms and Applications	0001	3	Fall 2016	
COMP SCI 490	Capstone Essay in Computer Science	0002IST	1-3	Fall 2017	
<b>Data Science ( DS)</b>					
DS 785	Capstone	9500	3	Fall 2017	Collaborative program; course offered at UW-Superior
<b>Design Arts (DESIGN)</b>					
DESIGN 433	Advanced Studio-Digital	0001LAB	3	Fall 2016	
<b>Democracy and Justice Studies (DJS)</b>					
DJS 470	Senior Seminar in Democracy and Justice Studies-Social Movements	0001	3	Fall 2016	
<b>Economics (ECON)</b>					
ECON 305	Natural Resources Economic Policy	0001LEC	3	Fall 2016	
<b>Education (EDUC)</b>					
EDUC 203	Environmental Education in K-12 Schools	0001LEC	2	Fall 2016	
EDUC 208	Phuture Phoenix Field Experience	002FEX	3	Fall 2016	

EDUC 290	Introduction to Educational Inquiry	0001LEC OFF Campus	5	Fall 2016	
EDUC 295	Special Topics-Issues Surrounding Hispanic Learners	0001LEC	1-3	Fall 2016	
EDUC 302	Teaching Social Studies in Elementary and Middle Schools	0001LEC	3	Fall 2016	
EDUC 333	Curriculum & Assessment in Early Childhood	0001 LEC	3	Fall 2016	
EDUC 405	Student Teaching	0001FEX	6-12	Fall 2016	
EDUC 441	Infants & toddlers: History, Philosophy and Current Programs	0800	3	Fall 2016	
EDUC 696	Special Topics: Principles of Coaching	0001FEX	2	Fall 2017	
<b>English Composition (ENG COMP)</b>					
ENG Composition-93	Fundamentals of Writing	0201	3	Fall 2016	
ENG COMP 100	English Composition 1: College Writing	0850	3	Fall 2016	
ENG COMP 105	Expository Writing	0002	3	Fall 2016	
<b>Environmental Science &amp; Policy (ENV S&amp;P)</b>					
ENV SCI 505	Environmental Systems	0001	4	Fall 2016	
ENV SCI 537	Environmental GIS	0001	2	Fall 2017	
<b>Environmental Science and Policy (ENV S&amp;P)</b>					
ENV S&P 715	Seminar in Ecology and Evolution	0001	1	Fall 2016	
ENV S&P 799	Thesis	0018	1-6	Thesis Course. Graduate Catalog Thesis Guidelines included here.	
<b>Geoscience (GEOSCI)</b>					
GEOSCI 696	SELECTED TOPICS: Sedimentology& Stratigraphy	0001	3	Fall 2017	The same syllabus covers both of these courses.
GEOSCI 696	SELECTED TOPICS: Sedimentology& Stratigraphy	001L	LAB	Fall 2017	
<b>Human Biology (HUM BIOL)</b>					
HUM BIOL 602	Human Physiology	0001	3		No students have enrolled in this course for several years, and so syllabus currently exists for it.

<b>Human Development (HUM DEV)</b>					
HUM DEV 544	Dying, Death, and Loss	0001	3	Fall 2017	Collaborative program.
<b>Health and Wellness Management (HWM)</b>					
HWM 750	Planning and Evaluation for Wellness Managers	9550	3	Fall 2017	Collaborative program.
<b>Management (MANAGMNT)</b>					
MANAGMNT 796	Professional Project	0001	4	Fall 2016	
<b>Mathematics (MATH)</b>					
MATH 667	Applied Regression Analysis	0001	4	Fall 2017	
<b>Nursing (NURSING)</b>					
NURSING 741	Theories of Organizational Behaviors and Leadership in Health Systems	9600	3	Fall 2017	
<b>Political Science (POL SCI)</b>					
POL SCI 514	Administrative Law	0001	3	Fall 2016	
<b>Public and Environmental Affairs (PU EN AF)</b>					
PU EN AF 615	Public and Nonprofit Budgeting	7800	3	Fall 2017	
<b>Sustainable Management (SMGT)</b>					
SMGT 760	Geopolitical Systems: Decision Making for Sustainability on the Local, State, and National Level	9451	3	Fall 2017	Collaborative program.
SMGT 790	Capstone Preparation Course	9451	1	Fall 2017	Collaborative program; course offered at UW Oshkosh.
SMGT 792	Capstone Project	9451	3	Fall 2017	Collaborative program; course offered at UW Oshkosh.
<b>Social Work (SOC WORK)</b>					
SOC Work 700	Gateway to the Profession of Social Work	0001	2		
SOC Work 711	Foundations of Social Welfare	0001	3	Fall 2017	
SOC Work 712	Field 1	0002	4	Fall 2017	
SOC Work 716	Field 11	0003	4	Fall 2016	
SOC Work 751	Social Work Practice in Schools	0001	3	Fall 2017	
<b>Applied Leadership Tch-Lrn (TCH LRNG)</b>					

TCH LRNG 703	Contemporary Issues and Historical Contexts	0001	4	Fall 2017	
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**Introductory Accounting**  
**ACCTG 300 4 credits**  
**Fall 2016 Syllabus Tues/Thurs class**

**Course Information Overview:**

**Instructor:** Pat Albers

**Telephone:** 465-2051 Dept., 465-2768 Office

**Email:** [albersp@uwgb.edu](mailto:albersp@uwgb.edu)

**Office:** WH460E

**Office Hours:** Tuesday/Thursday 11:00 – 12:20 and by appointment

**Class Room:** **WH 213 (Tues/Thurs class)**

**Course Description:**

Principles, concepts and terminology of financial accounting including coverage of the measurement and recording of business income and transactions, current and long-term assets, current and long-term liabilities, corporate equity, statement of cash flows and financial statement analysis. Ethical considerations and analysis of company statements are integrated into the course.

**Program Level Learning Goals Advanced by Course:**

PLLG 2 Apply problem solving skills to complex challenges representative of those facing the business community

PLLG 4 Evaluate business decisions in terms of how they impact corporate social responsibility

By the completion of this course, students will be able to

- Apply the basic principles, concepts and terminology to financial accounting information,
- Prepare journal entries for both internal and external transactions,
- Prepare financial statements,
- Calculate basic ratios pertinent to users of financial statements.

**Class Prerequisites:**

- Sophomore standing
- A textbook or e-book, with CengageNOW access, see below.
- A **financial** calculator (options to calculate PV, FV, PMT.)
- Internet access using Google Chrome or Firefox as browser
- A UW-Green Bay email account
- A D2L account

The text for this class is:  
Financial Accounting, 10th edition  
Porter/Norton, South-Western

You **MUST** purchase a CengageNOW Access code for this class.  
The CengageNOW Access code will give you access to an ebook version of the text, an online homework system, as well as other learning resources, which we will use this semester.

The bookstore offers a looseleaf version of the text that comes with CengageNOW, or you can purchase an e-book with CengageNow access from the publisher by going to the link below. Either way you register at this link.

See instructions below in Getting Started for registering your CengageNow course

### **GETTING STARTED:**

1. We will be using CengageNow, the publisher's (Cengage) course management system. Access CengageNow by following these steps using Google Chrome or Firefox as the browser.

#### **First Time Login**

- ➔ Log on to D2L [link to D2L](#) using your UWGB email id and password and go to the Introductory Accounting class.
- ➔ On the Content page, under CengageNow, you will find a link that is labeled CengageNow Access. The first time you click on this you will be prompted to enter your access code that came with the textbook you purchased from the bookstore or pay online with a Credit/Debit card or Paypal if you are purchasing an e-book with CNOW directly from the publisher. Or you can elect to use the free access if you are not sure if you will continue with the class.
- ➔ From then on you can access your CengageNow account through this same link in D2L. At your CengageNOW homepage you can access your assignments (and see due dates), grades and other resources.
- ➔

#### **Payment Option 1: Enter the Access Code that came with your textbook bundle**

#### **Payment Option 2: Pay Online with Debit/Credit card or PayPal Account (Price will vary based on product).**



**Option 3: Enter the course using the grace period.**

The payment grace period for your course will expire on May 22, 2014. You will not be able to access your course when the grace period expires, but all your scores and course activity will be saved and accessible after you submit your payment.

How would you like to pay?  
 Pay online with a credit or debit card or PayPal  
 Redeem Access Code

**I'll pay later**  
 Go to my course

**You have the option to go directly to your course and pay later.**  
**Once the grace period ends you will need to enter an access code or pay online.**

- 2. Course documents such as the Syllabus, Extra Credit, Practical Application Exercises and Powerpoint slides can be found on the Content page of D2L.
- 3. Practical Application Exercises will be submitted on D2L.
- 4. Assignments taken in CengageNOW are automatically graded and will originally show up in the CengageNOW Gradebook but I will be transferring these to the Grades page in D2L at the end of the semester. Quizzes, exams, Practical Application Exercises and Extra Credit grades will be posted directly to the Grades page in D2L.
- 5. Due dates are found on the course calendar found at the end of the syllabus. The course calendar is subject to change due to unforeseen circumstances. I will communicate any changes during class.

**RESPONSIBILITIES AND POLICIES:**

You are responsible for the duties set forth in this class and to communicate any questions, comments or concerns you have to me. Acceptable means of communication include e-mail or messages left with the Business Department secretary. Use of correct grammar and punctuation is required in all written communications.

**Statement on Academic Dishonesty**

The work you submit MUST be your own. Please refer to the UWGB Plagiarism policy available at <http://libguides.uwgb.edu/content.php?pid=262197&sid=2238283>  
Students who commit academic misconduct, including plagiarism, cheating and collusion, may be subjected to one or more disciplinary sanctions as specified in the policy posted at the above link. To learn more about the concept of plagiarism, strategies for avoiding it, UWGB policy on plagiarism, and information on citing sources you may refer to <http://libguides.uwgb.edu/plagiarism>

**Statement on Accommodations for Students with Disabilities**

Consistent with federal laws and the policies of the University of Wisconsin, it is the policy of UW-Green Bay to provide appropriate and necessary accommodations to students with documented disabilities. If you are require any accommodations, please contact the Disability Services Coordinator at 920-465-2841 or email [dis@uwgb.edu](mailto:dis@uwgb.edu) as soon as possible to discuss what accommodations you need to have equal access. It is important that you do this early in the term as some accommodations can take several weeks to arrange. If you want additional information, please do not hesitate to contact me.

UWGB disability services website	<a href="http://www.uwgb.edu/ds/">http://www.uwgb.edu/ds/</a>
D2L Accessibility statement	<a href="http://www.desire2learn.com/products/accessibility/resources/">http://www.desire2learn.com/products/accessibility/resources/</a>

**Attendance:** If YOU want to succeed in this course, on-time attendance at all classes is essential. If, for whatever reason, you are unable to attend a class, it is your responsibility to 1. notify me via email or phone message, and 2. find out what topics were covered and what assignments made. The instructor will not repeat lectures either in class or individually. 20 points of your grade will be based upon class attendance and participation. Missing 2 classes will result in a loss of 5 points, missing 3 classes will result in a loss of 10 points, missing 4 classes – loss of 15 points, missing 5 classes – loss of 20 points.

**Student e-Mail and D2L:** UW-GB offers a student e-mail account for all students. You are responsible for monitoring your student e-mail account. I will be using email to communicate with the class. We will also be using D2L Dropbox and Grade Book.

**Use of Electronic Devices:** *Please turn all cell phones to silent mode during class.*

**Grading Policy:**

**Tests:** There are four (4) tests. These will be a mix of problems and multiple choice questions and essay. Students are expected to take exams as scheduled.

**Quizzes:** There will be a total of 8 quizzes given during the semester. Each will be worth 10 points, but only the five highest quizzes will count toward your final grade. Quiz dates are included on the Course Calendar. There are no makeup quizzes.

**Homework Assignments:** Reading assignments should be done in advance of starting the new chapter in class.

I plan to do Exercises in class. The Problems should be completed in CNOW by the due date. You will have unlimited attempts. There are Hints and an option to “Check My Work”. All homework must be submitted **before 11:00 p.m.** on the date indicated in CNOW. **Late homework assignments will not be accepted.** You will receive a **zero** on that assignment. *After submitting, go into the Grades tab and make sure your assignment was graded. It is up to you to make sure it was submitted properly before 11:00 p.m.* Once you have submitted, if you go back in again this is another attempt, so you must hit Submit again **before 11:00 p.m.** since the last attempt is the one graded. Students should come prepared to discuss the problems and ask for help on those they do not understand. It is your responsibility to ask if you are not clear on a concept or problem.

There are 4 additional Practical Application Exercises worth 20 points each, where you are responsible to review a company’s annual report on the internet and answer questions. These are to ensure you are familiar with how to find annual reports on the internet and use them to evaluate the company’s financial position. The assignment is in the Content page of D2L, you will enter your answers via the Practical Applications tab of D2L, where they will be automatically graded upon the due date/time. You can submit up to 3 times, so if you discover you have made an error, you can correct it and resubmit it again. Only the last submission will be graded. All of these must be completed in D2L before **11:00 p.m.** on the due date. **Late assignments will not be accepted.** You will receive a zero on that assignment. *Make sure you receive a notice back from D2L of proper submission. It is up to you to make sure your submission was properly accepted by D2L prior to 11:00 p.m..*

**Extra Credit Project:** An extra credit opportunity will be available and explained during the first week of class. The instructions are in D2L in the Syllabus section of the Content page. Students must sign up by **Sept 16<sup>th</sup>** if you want to participate.

**Grading Scale:**

**Component:**

Tests (4 @ 100 pts)	400 points
Quizzes	50 points
Practical Application	80 points
CengageNOW	81 points
Attendance	<u>20 points</u>
Total	631 points
 Extra Credit	 up to 24 points

<b>Grading Scale:</b>	93% A	> 584 points
	88% A/B	553 – 583 points
	83% B	521 – 552 points
	78% B/C	489 – 520 points
	70% C	439 – 488 points
	68% C/D	426 – 438 points
	60% D	375 – 425 points
	F	Below 375 points

**Course Calendar:** The following is an **approximate** timeline of when chapters will be covered in class and the related homework assignments and test. The timeline is provided only as an approximate schedule and may vary from the dates listed. The instructor will provide specific test and assignment deadline dates during class.

<u>Date</u>	<u>Chapter</u>	<u>Topic</u>	<u>Assignment</u>
Sept 6	1	Accounting as Form of Communication	Exer: 1,4,8,9,10,12,15 Prob: 6,8, 10
Sept 8	1	Continued	Read Chapter 2
Sept 13	2	Financial Statements and Annual Report	Exer: 8,9,10,12 Prob: 3, 6, 7, 10
Sept 15	2	Continued, <b>Quiz on Ch 2</b>	Read Chapter 3
Sept 20	3	Processing Financial Information	Exer: 3 Prob: 2,6,9,9A,12 Practical Application 1
Sept 22	3	Continued, <b>Quiz on Ch 3</b>	
Sept 26		<i>Practical Application 1 Due</i>	
<b>Sept 27</b>		<b>Exam 1</b>	Read chapter 4

Sept 29	4	Income Measurement & Accrual Acctg	Exer: 1,8,10,11,16,23,28 Prob: E31,1,3,4 6, 9
Oct 4	4	Continued	Read Ch 5
Oct 6	5	<b>Quiz on Ch 4</b> Inventories and Cost of Goods Sold	Exer:6,12,13,15,21 Prob: 5, 7, 9,10,12
Oct 11	5	Continued	Read Ch 6
Oct 13	6	<b>Quiz on Ch 5</b> Cash and Internal Controls	Exer: 3 Prob: 1,1A
Oct 18	6	Continued	
<b>Oct 20</b>		<b>Exam 2 (Ch 4,5,6)</b>	Read Chapter 7
Oct 25	7	Investments and Receivables	Exer: 2,7,10,13 Prob: 1, 2, 3,6,8A Practical Application 2 Case
Oct 27		Continued	Read Ch 8
Oct 31		<i>Practical Application 2 Case due to Dropbox</i>	
Nov1	8	Operating Assets: Property, Plant and Equipment, Natural Resources and Intangibles <b>Quiz on Ch 7</b>	Exer: 2, 3, 5, 6, 11 Prob:1, 6,8,E7 Practical Application 3,
Nov 3	8	Continued	Read Ch 9
Nov 7		<i>Practical Application 3 due</i>	
Nov 8	9	Current Liabilities, Contingencies and the Time Value of Money <b>Quiz on Ch 8</b>	Exer: 4,7,8,11,13-21 Prob:1,6,7,8,10,11,12
Nov 10	9	Continued	
<b>Nov 15</b>		<b>Exam 3,</b>	Read Chapter 10
Nov 17	10	Long-Term Liabilities	Exer: 2, 3, 5,6,9 Prob: 1, 2, 3,4,5
Nov 22	10	Continued	Read Ch 11
Nov 29	11	<b>Quiz on Ch 10</b> Stockholders' Equity	Exer: 6,10,12,16 Prob: 1,3,4,5,12
Dec 1	11	Continued	Read Ch 12 Practical Application 4
Dec 5		<i>Practical Application 4 due</i>	
Dec 6	12	<b>Quiz on Ch 11</b> Statement of Cash Flow	Exer: 2,4,5,17,18 Prob: 1,4,12

Dec 8	12	Continued
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Dec 13

<b>Dec ?</b>	<b>Exam 4,</b>
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# UNIVERSITY OF WISCONSIN-GREEN BAY



## ACCTG 300 Introductory Accounting Fall 2016 Syllabus

<b>Instructor</b>	Professor Brett Killion	<b>E-mail</b>	<a href="mailto:killionb@lakeland.edu">killionb@lakeland.edu</a> <a href="mailto:killionb@uwgb.edu">killionb@uwgb.edu</a>
<b>Phone</b>	(920) 565-1000 X2282 (work phone)	<b>Classroom/Time</b>	N/A – Online Course

**Prerequisite: Sophomore Standing**

### COURSE DESCRIPTION

Principles, concepts and terminology of financial accounting including coverage of the measurement and recording of business income and transactions, current and long-term assets, current and long-term liabilities, corporate equity, statement of cash flows and financial statement analysis. Ethical considerations and analysis of company statements are integrated into the course.

### COURSE OBJECTIVES

By the end of this course students will be able to:

- ✓ Analyze business transactions using the accounting equation
- ✓ Record business transactions throughout the accounting processing cycle following the principles of accrual accounting
- ✓ Prepare the following financial statements for a business: income statement, balance sheet, statement of owner's equity, and the statement of cash flows
- ✓ Record transactions for a merchandising business using a perpetual inventory system
- ✓ Compute inventory in a perpetual systems using the FIFO, LIFO, and weighted average methods
- ✓ Apply internal control procedures to cash receipts and disbursements
- ✓ Apply the allowance method to estimate uncollectible accounts based on sales and accounts receivable
- ✓ Record the acquisition, depreciation/amortization, and disposal of long-term assets
- ✓ Identify and record known current liabilities and contingent liabilities
- ✓ Apply time value of money principles to certain accounting transactions
- ✓ Record transactions related to corporations including: the issuance of stock, payment of cash dividends, and the purchase of treasury stock
- ✓ Prepare journal entries to record the issuance of bonds and interest expense
- ✓ Analyze a business' financial performance by calculating several different types of financial ratios

## PROGRAM LEVEL LEARNING GOALS ADVANCED BY COURSE

PLLG 2 Apply problem solving skills to complex challenges representative of those facing the business community

PLLG 4 Evaluate business decisions in terms of how they impact corporate social responsibility

By the completion of this course, students will be able to

- ✓ Apply the basic principles, concepts and terminology to financial accounting information,
- ✓ Prepare journal entries for both internal and external transactions,
- ✓ Prepare financial statements,
- ✓ Calculate basic ratios pertinent to users of financial statements.

## REQUIRED RESOURCES & TEXT

*Fundamental Accounting Principles (With Connect Plus)*, by Wild, Shaw, & Chiappetta, 22<sup>nd</sup> Edition, McGraw Hill. (e-book option purchased directly from McGraw Hill is **strongly** recommended to help students save on cost)

McGraw Hill's *Connect Plus* is an online learning tool that accompanies your textbook (ebook). The purpose of *Connect Plus* is to help students learn by providing:

- ✓ Several different types of learning activities
- ✓ A more efficient way of completing assigned exercises
- ✓ Instant feedback on assigned problems and exams

Most assignments and exams will be completed by students in *Connect Plus*.

## CONNECT WEBSITE

When you first register for *CONNECT* using your access code packaged with your text:

[Use the website provided to you by your instructor.](#)

After you register for the first time:

<http://connect.mcgraw-hill.com>

## GRADE SCALE

<u>Grading Scale</u>	A	96-100%	C	80-84.9%
	AB	93-95.9%	CD	78-79.9%
	B	87-92.9%	D	70-77.9%
	BC	85-86.9%	F	0-69.9%

## GRADE COMPONENTS

<u>Components</u>	<u>Points</u>	<u>Percent</u>
Mastery Assessments - 10 assessments, 80 pts. each	800	80%
Final Exam	150	15%
<u>Practical Application Case</u>	<u>50</u>	5%
TOTAL	1,000	

## THE “ONLINE WEEK” FOR THIS COURSE

Since online courses at UWGB this fall start on Tuesday, September 6, we will consider Tuesdays as the start of the official “online week” for this course with Monday nights at 11:59 pm considered the end of the “online week”. As you will see in the calendar at the end of this syllabus, the first attempt of a chapter mastery assessment will typically have a deadline of Monday night at 11:59 pm while the topic and chapter for the next week will be listed on Tuesdays to signify the start of an “online week”.

## PROFESSOR KILLION’S EDUCATIONAL APPROACH – THE ONLINE EXPERIENCE

In this course we will use the following methods to help you learn and achieve the objectives of this course:

- Online Video Tutorials
- Self-Paced Learning
- Mastery Learning

### Online Video Tutorials

This course is designed for you to receive lecture material outside of class through the use of online video tutorials created by Professor Killion that follow the content in the textbook. For each topic in our textbook there is an online video tutorial posted in *Connect* (“Paperclip” & “Globe” Icons). The purpose of these tutorials is to provide you with an extra resource for you to understand the chapter material, rather than having to rely on reading the textbook for your only source of studying the content. You do not **need** to watch these online videos (you could just read the text instead), but you are **strongly encouraged** to do so since students in the past have found these very useful. Viewing these online tutorials will help you in completing the practice exercises and assessments in this course. The typical tutorial is between 5-15 minutes in length and is normally followed by questions and practice exercises to be completed online using *Connect*.

### Self-Paced Learning

In most courses, you are forced to learn the material at the same time as all other students, do the practice exercises at the same time, and take exams at the same time. Often what happens is the students who learn at a faster pace get bored and students who need more time to grasp the material get frustrated that we are moving too quickly. In this course you will be given the opportunity to learn at your own pace (within reason). Students who move through the material faster will be allowed to take their chapter assessments earlier while students who need more time to master the learning objectives can retake chapter assessments until they prove their proficiency for a particular unit. For more information about this see the “Mastery Assessments” section below.



### Assigned Practice

For each chapter students will be assigned practice exercises and activities in *Connect*. These activities are viewed as practice and, therefore, are not graded. There will be practice activities assigned in *Connect* that you must complete in order to take the next mastery assessment. These activities are labeled either with an “LS” icon (LearnSmart questions), or “Barbell” icons (end-of-chapter practice problems).

### Mastery Learning

When you take a test in most courses you are allowed (or forced) to move on to other material even though you may have only scored a 60%, 70%, 80%, etc. on your previous test. When this happens it is often difficult to succeed in later topics because there are “gaps” in your learning that are needed to understand future content. This course applies “mastery learning”, meaning you will not be able to move on to more content until you “master” the current topic. For more information about this see “Mastery Assessments” below.

## **MASTERY ASSESSMENTS**

You can take a chapter mastery assessment in *Connect* ***only after you have completed all the required practice exercises for that chapter.*** The measure used to determine if you have mastered the topic is if you score a 90% or above on the assessment. If your score on a mastery assessment is  $\geq 90\%$ , feel free to move on to the next topic in this course. If your score is  $< 90\%$  you are strongly encouraged to review the material before taking a similar version of the assessment. This process repeats itself until a score of a 90% or above is achieved on the mastery assessment. If you earn a score above a 90% and want to retake a similar version of the assessment to possibly earn a higher grade, you may do so. Your highest assessment score will be used for your assessment grade.

There are some limitations to the retake policy for mastery assessments:

- You are limited to 3 attempts per assessment. If you do not achieve a 90% or higher after 3 attempts, then your highest score will be recorded for your assessment grade
- Chapter assessments must be completed by the deadlines listed on the calendar at the end of this syllabus. If you have not earned above a 90% on a chapter assessment before the deadline, then your highest score on any assessment attempts will be used for your assessment grade.

***\*\*\*Assessments are to be done individually with no help from other students. Please see the “Statement on Academic Dishonesty” later in this syllabus.\*\*\****

## **FINAL EXAM**

The final exam is cumulative and will be taken in *Connect*. The exam is open book/open note. Students may take the final exam once they pass the Chapter 16-17 mastery assessment, and do not have to wait until the final week of class to take the exam. Otherwise, the final exam should be completed during UWGB’s final exam week and no later than Tuesday, December 20 at 11:59 pm.

Mastery Assessment procedures will not be used for the final exam. This means A) Students do not need to score  $\geq 90\%$ , and B) No retakes of the final exam are allowed.

## PRACTICAL APPLICATION CASE

There is one additional Practical Application Exercise worth 5% of your semester grade, where you are responsible to review real-world case study and answer questions. The assignment will be in the Content page of D2L, you will enter your answers via the Practical Application tab of D2L, where they will be automatically graded upon the due date/time. You can submit up to 3 times, so if you discover you have made an error, you can correct it and resubmit it again. Only the last submission will be graded. This assignment must be completed in D2L before 11:59 p.m. on the due date. Late assignments will not be accepted. You will receive a zero on that assignment. Make sure you receive a notice back from D2L of proper submission. It is up to you to make sure your submission was properly accepted by D2L prior to 11:59 p.m..

## COURSE POLICIES

**Changes to this syllabus:** Due to extenuating circumstances or other unforeseen factors, the class schedule, specific requirements, and procedures indicated in this syllabus are subject to change. You will be notified of any such changes as they are determined.

**Extra Credit:** May be available from time-to-time throughout the semester. Some examples of extra credit include doing challenge problems at the end of the chapter, earning extra points by doing extremely well on an assignment, and attending professional meetings/events.

## INSTITUTIONAL POLICIES

**Student Responsibilities:** You are responsible for the duties set forth in this class and to communicate any questions, comments or concerns you have to me. Acceptable means of communication include e-mail or messages left with the Business Department secretary. Use of correct grammar and punctuation is required in all written communications.

**Statement on Academic Dishonesty:** The work you submit MUST be your own. Please refer to the UWGB Plagiarism policy available at <http://libguides.uwgb.edu/content.php?pid=262197&sid=2238283> Students who commit academic misconduct, including plagiarism, cheating and collusion, may be subjected to one or more disciplinary sanctions as specified in the policy posted at the above link. To learn more about the concept of plagiarism, strategies for avoiding it, UWGB policy on plagiarism, and information on citing sources you may refer to <http://libguides.uwgb.edu/plagiarism>

**Statement on Accommodations for Students with Disabilities:** Consistent with federal laws and the policies of the University of Wisconsin, it is the policy of UW-Green Bay to provide appropriate and necessary accommodations to students with documented disabilities. If you are require any accommodations, please contact the Disability Services Coordinator at 920-465-2841 or email [dis@uwgb.edu](mailto:dis@uwgb.edu) as soon as possible to discuss what accommodations you need to have equal access. It is important that you do this early in the term as some accommodations can take several weeks to arrange. If you want additional information, please do not hesitate to contact me.

UWGB disability services website	<a href="http://www.uwgb.edu/ds/">http://www.uwgb.edu/ds/</a>
D2L Accessibility statement	<a href="http://www.desire2learn.com/products/accessibility/resources/">http://www.desire2learn.com/products/accessibility/resources/</a>

**Student e-Mail and D2L:** UWGB offers a student e-mail account for all students. You are responsible for monitoring your student e-mail account. I will be using email to communicate with the class. We will also be using D2L Dropbox and Grade Book.

**ACCTG 300: *Tentative* Fall Calendar**

**Managerial Accounting 3**  
**ACCTG 414 3 credits**  
**Spring 2017 Syllabus**

**Course Information Overview:**

**Instructor:** Pat Albers

**Telephone:** 465-2051 Business Dept., 465-2768 my Office

**Email:** [albersp@uwgb.edu](mailto:albersp@uwgb.edu)

**Office:** WH460E

**Office Hours:** Tuesdays/Thursdays 11:00 – 12:15 and by appointment

**Class Room:** MAC 223

**Course Description:** Expands and broadens the concepts and methods presented in ACCTG 302 and 312. Cost concepts for decision-making include using relevant costing, performance measurement, variable and absorption inventory costing, joint products, costing of scrap, quality and time, and inventory management theories such as JIT and Theory of Constraints. Writing skills are emphasized.

**Program Level Learning Goals Advanced by Course:**

PLLG 1 Approach business challenges from an interdisciplinary perspective,

PLLG 2 Apply problem solving skills to complex challenges representative of those facing the business community

PLLG 4 Evaluate business decisions in terms of how they impact corporate social responsibility

By the completion of this course, students will be able to apply the principles, concepts and terminology of cost and managerial accounting to:

- Measure, analyze and report financial and nonfinancial information that helps managers make decisions to fulfill the goals of an organization
- Calculate and interpret variances
- Apply methods of cost allocation for Support Departments, Joint Products and Byproducts.
- Assign a value to spoilage, quality and time.
- Understand the Balanced Scorecard

**Class Requirements:**

- A passing grade in Acctg 312 and Bus Adm major or minor or Acctg major or minor and an overall minimum GPA of 2.5; REC: Math 260 or Bus Adm 216 or Comm Sci 205.
- *A textbook, see below.*
- *A calculator*
- Internet access
- A UW-Green Bay email account
- A D2L account
- Access to and familiarity with the basic usage of Microsoft Word and Excel. These tutorials can be used to refresh your skills with Excel and Word  
<http://www.gcflearnfree.org/excel2010> <http://www.gcflearnfree.org/word2010> If you do not have access, you may want to use Remote Lab Login feature specified in the resource section of this syllabus.

The textbook for this class is *Cost Accounting: A Managerial Emphasis, 14<sup>th</sup> edition*  
Horngren, Datar, Rajan, Pearson

**Responsibilities and Policies:**

You are responsible for the duties set forth in this class and to communicate any questions, comments or concerns you have to me. Acceptable means of communication include e-mail or messages left with the Business Department secretary. Use of correct grammar and punctuation is required in all written communications.

**Statement on Academic Dishonesty**

The work you submit **MUST** be your own. Please refer to the UWGB Plagiarism policy available at <http://libguides.uwgb.edu/content.php?pid=262197&sid=2238283>

Students who commit academic misconduct, including plagiarism, cheating and collusion, may be subjected to one or more disciplinary sanctions as specified in the policy posted at the above link. To learn more about the concept of plagiarism, strategies for avoiding it, UWGB policy on plagiarism, and information on citing sources you may refer to <http://libguides.uwgb.edu/plagiarism>

**Student e-Mail and D2L:** UW-GB offers a student e-mail account for all students. You are responsible for monitoring your student e-mail account. I will be using email to communicate with the class. We will also be using D2L Dropbox and Grade Book.

**Use of Electronic Devices:** *Please turn all cell phones to silent mode during class.*

**Statement on Accommodations for Students with Disabilities**

Consistent with federal laws and the policies of the University of Wisconsin, it is the policy of UW-Green Bay to provide appropriate and necessary accommodations to students with documented disabilities. If you require any accommodations, please contact the Disability Services Coordinator at 920-465-2841 or email [dis@uwgb.edu](mailto:dis@uwgb.edu) as soon as possible to discuss what accommodations you need to have equal access. It is important that you do this early in the term as some accommodations can take several weeks to arrange. If you want additional information, please do not hesitate to contact me.

UWGB disability services website	<a href="http://www.uwgb.edu/ds/">http://www.uwgb.edu/ds/</a>
D2L Accessibility statement	<a href="http://www.desire2learn.com/products/accessibility/resources/">http://www.desire2learn.com/products/accessibility/resources/</a>

**Attendance:** If **YOU** want to succeed in this course, on-time attendance at all classes is essential. If, for whatever reason, you are unable to attend a class, it is your responsibility to 1. notify me via email or phone message, and 2. find out what topics were covered and what assignments made. The instructor will not repeat lectures either in class or individually.

**Chapter Assignments:** Reading assignments should be done in advance of starting the new chapter in class. All problems are required to be completed after we have covered the material in class. I will review these problems in class. Bring all problem solutions to class until I have reviewed them, which may be on a date after they are originally listed on the assignment schedule.

**Hand-in Assignments:** There are 3 of these, each worth 20 points. These assignments can be found in D2L along with any spreadsheets that are necessary for you to complete. The due dates are listed in the course calendar. These assignments will either be short (1-2 page) paper written as a reaction to an article provided or solutions to selected problems or cases. Work should be completed with proper grammar and spelling and should be presented in a professional manner such as you would do on the job as a Managerial Accountant. Assignments need to be loaded to the D2L Dropbox by 11:00 p.m. on the due date. *Make sure you receive a notice back from D2L of proper submission. It is up to you to make sure your submission was properly accepted by D2L prior to 11:00 p.m.*

**Tests:** There are four tests. These will be a mix of problems and multiple choice questions. Students are expected to take exams as scheduled. Dates are given on the Course Calendar. The Final Exam will be given in the usual classroom during the time and date assigned on the Finals Schedule.

**Grading Scale:**

**Component:**

Tests (4 @ 75 pts)	300 points
Hand-in Assignments (3 @ 20 pts)	<u>60 points</u>
Total	360 points

<b>Grading Scale:</b>	> 333 points	A	93%
	315 - 332 points	A/B	88%
	297 – 314 points	B	83%
	279 – 296 points	B/C	78%
	251 – 278 points	C	70%
	215 – 250 points	D	60%
	Below 215	F	

Students dropping this course after the first two weeks of class or receiving an F in the course will be automatically placed on the waitlist for subsequent semesters. Requests to be removed from the waitlist must be approved by the Department Chair.

**Course Calendar:** The following is an approximate timeline of when chapters will be covered in class and the related homework assignments and tests will be due. The actual schedule may vary from the dates listed. The instructor will provide specific test and assignment dates during class.

Date	Chapter / Topic	Assignments
Jan 24	Ch 9 Inventory Costing and Capacity Analysis	
Jan 26	Ch 9	E18, 19, 27, 32, 33

Jan 31	Ch 14 Cost Allocation, Customer Profitability Analysis and Sales Variance Analysis and Ch 7 Appendix (pgs 248-249)	
Feb 2	Ch 14	<b>Hand-in Assignment 1 due</b>
Feb 7	Ch 14	Ch 14 #16, 22, 23, 28, 32, 36 and Ch 7 #29
<b>Feb 9</b>	<b>Exam Ch 9, 14 and Ch 7 appendix</b>	
Feb 14	Ch 11 Decision Making and Relevant Information	
Feb 16	Ch 11	
Feb 21	Ch 11	E20, 22, 23, 26, 30, 36, 40
Feb 23	Ch 13 Strategy, Balanced Scorecard, and Strategic Profitability Analysis	
Feb 28	Ch 13	
March 2	Ch 13	E16, 17, 22, 23, 24, 25, 37, 38
March 7	<b>Exam Ch 11, 13</b>	
March 9	In class discussion of Assignment 2	<b>Hand-in Assignment 2 due at start of class. Student must attend class to get credit.</b>
March 21	Ch 15 Allocation of Support Department Costs, Common Costs, and Revenues	
March 23	Ch 15	
March 28	Ch 15, start Ch 16	E19, 20, 28
March 30	Guest / discussion on Sustainability	
Apr 4	Ch 16 Cost Allocation: Joint Products and Byproducts	
Apr 6	Ch 16	E19, 22, 24 (Do #22 for Constant GM NRV method also) <b>Hand-in Assignment 3 due</b>
<b>Apr 11</b>	<b>Exam Ch 15,16</b>	
Apr 13	Ch 18 Spoilage, Rework and Scrap	
Apr 18	Ch 18	
Apr 20	Ch 18	E24, 25, 26, 29, 39
Apr 25	Ch 19 Quality, Time, and the Theory of Constraints	
Apr 27	Ch 19	E16, 19, 22, 25, 26, 30
May 2	Ch 20 Inventory Management, Just-in-Time, and Backflush Costing	
May 4	Ch 20	E16, 17, 28, 32, 33, 34
<b>May</b>	<b>Exam Ch 18,19,20</b>	





**INTERNSHIP—COFRIN SCHOOL OF BUSINESS      Fall 2016**  
**BUS ADM 497 and ACCTG 497**

**Instructor:** Pat albers  
**e-mail:** [albersp@uwgb.edu](mailto:albersp@uwgb.edu)  
**Office phone:** (920) 465-2768 (I don't have an answering machine)  
Cofrin School of Business reception area (920) 465-2051 Fax (920) 465-2660  
**Office:** Wood Hall 460

**Course Description**

The course provides an educational experience in a work environment. Included in the course are reflections on the internship experience, application of relevant course concepts and feedback with the internship organization.

**Program Level Learning Goals Advanced by Course:**

PLLG 2 Apply problem solving skills to complex challenges representative of those facing the business community

By the completion of this course, students will have:

- Had a learning experience that integrates a student's academic background with practical experience in a supervised job situation.

**Student Responsibility and Grading**

As a general guideline, students must complete the equivalent of 50 hours per credit. So for a 3 credit internship this would mean 150 total work hours, 10 hours/week for 15 weeks. Obviously, time arrangements may be different during a summer session.

**Reflection** on the internship experience and **feedback** from the student and the internship organization will be **required**—as outlined in the syllabus. **Note:** internships for **more than 3 credits** will require an **additional** component—see **item D**, on **page 3** of this syllabus.

All internships are graded on a **pass/no credit** basis.

As an intern you are representing UWGB and are expected to act in a professional manner. You must respect and follow the internship organization's policies. In particular, you must not disclose or use any confidential information without the organization's explicit permission.

**Course Requirements**

**A. D2L Online discussion.** Students **must post** at least **four times** during their internship. Details are described below. Please be respectful of others in your posts.

**1. Introductory post:** during **first two or three weeks** of your experience.

- **Introduction** - Introduce yourself including your major, your background and career expectations
- **Position Description** - Provide a description of your position. You are not required to include the name of the company or organization; but at least describe the type of organization—such as a manufacturing company, bank, not-for-profit, accounting firm, etc.
- **Learning Expectations** - Describe your learning expectations.
- **Related Course concepts** -Identify the concepts from courses that you have taken that you expect to apply in your internship. Be specific.
- **Organization Expectations** - Describe the organization's expectations of you.

**Mid-course update posts:** one original post (i.e., a new “thread”), **plus** at least one response to one other fall intern. Interns are on different schedules, but we’ll expect this set of posts and responses will be occurring mostly in **October**—and concluded by **Oct 21**.

**2. An original post (“thread”):**

- a. **Learning and Real World application** - Describe what you have learned and how you have applied your academic learning to your real world environment. Include the following:
  - i. **Experiences/Applications of “Classroom Theory”**- describe at least *three* concepts from your classes that you’ve encountered in your internship experience. *Examples: I used relationship building concepts from my business management and psychology courses. I used SWOT analysis that I learned in Marketing class. I observed the use of cost centers which I learned about in Managerial Accounting. My communication courses focused on different ways that genders and cultures speak and I used these concepts in developing media promotions for the company.*
  - ii. **Skill Development** – describe at least *three* skills that you have acquired or developed through your internship experience. *Examples: Developed teamwork skills through my work on projects with the marketing department. Enhanced my computer skills as I used EXCEL worksheets to analyze financial data. Improved my communication skills through biweekly department reports that I had to present. My listening skills were sharpened as I worked with the company’s clients to gather information and develop tax plans for them.*
  - iii. **Personal and Career Development** – describe at least *three* ways that you are benefitting from the internship experience. Your job duties, your interactions with others and your observation of your colleagues are important ways to benefit from your experience.
- b. **Challenges** -Describe the most challenging experiences of your internship.
- c. **Best Part of Experience** - Identify the best part of your internship to this point.

**3. Respond** to the post of at least **one** other intern. (You can engage *more* if you want!)

**4. End-of-semester wrap-up:** **one** post (or more) during concluding weeks (no later than **Wednesday Dec 7th**).

This post will be a wrap-up of your internship experience. Address the following:

- o **Advice to future interns** - What advice would you give to other students who are planning to complete an internship?
- o **Quick summation** - In 10 words or less, how would you describe your internship experience?

**B. Internship Video**

**Submit a 3 to 5 minute video** of your internship experience—by **Wednesday Dec 7th** at the **D2L dropbox**. If you need equipment, the Cofrin Library has equipment available for check out (see <http://libguides.uwgb.edu/equipment>.)

The video should be a glimpse into your internship. You are free to design and include material as you find appropriate. Ideally we would like to be able to share your video with other students, your internship organization, the university community, potential internship organizations and others (but the video will only be shared if appropriate release forms have been completed).

- Include your **name**, your **major**, **semester you completed** the internship in the video.
- Some other topics you might want to include:
  - o A brief description of your internship company and your job duties
  - o The type of training you received
  - o Your most memorable on the job experience
  - o Networking opportunities that you developed

- The ways you applied your academic knowledge to your position
- What you gained professionally from your internship
- Advice for students considering internships
- Interviews with your supervisor or the organization’s representatives

C. **Completion of end-of-internship surveys:** by the **intern** and by the intern’s **supervisor**. Surveys will be conducted online (using Qualtrics); they must be completed by **Wednesday Dec 7th**.

D. **For internships exceeding 3 academic credits: additional component**

**1. Weekly:** Submit a weekly **journal** to the relevant **dropbox in D2L**. Your journal will be made available *only* to the internship coordinator. (**Note:** some students may have worked for more than one week by the time our D2L site is open. If so, your initial dropbox submission can summarize more than one week’s experience.)

The journal entry should include the following: (See sample below)

1. A log of hours worked by day
2. Description of the work or training performed that week
3. New people that you met that week – include their name, position and affiliated organization if different from the internship organization. Also include something interesting that you learned about or from this person.
4. The greatest challenge or learning experience of the week and how you reacted.

**2. By Dec 7th:** Submit a formal **3 to 5 page paper** to the relevant **dropbox in D2L**— discussing your internship experience, primarily from an academic learning perspective. The paper should include:

1. A description of the internship company/organization, including a brief history of the company/organization.
2. A description of your internship responsibilities and the training that you received.
3. Identification of concepts from the courses that you have taken and how you applied the concepts in your internship experience. You must include specific examples. You should include a minimum of 5 observations.
4. Identification of observations from your internship experience that will contribute to your professional and/or personal growth. Include a description of the impact.
5. Description of something occurred during your internship that was unexpected (an experience, an observation, a learned skill, a situation, etc.). Explain how this unexpected item affected you and your relationship with the company/organization or your future career path.
6. A one sentence reflection statement on what your internship meant to you.

**Sample weekly journal:**

January	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total hours this week	Total hours of internship to date.
Day of month	10	11	12	13	14	15	16		
Hours worked		8	0	8	0	8	0	24	48

**Work Performed:** *Description of work*

**New people you met:** *People you may have met and something interesting to remember them by*

**Greatest Challenge or Learning Experience this week:** *Describe situation*

**Family, Kin, and Community, Sec 0800** Sep 6, 2016 - Dec 14, 2016

# **Family, Kin & Community (Anthro 304) Fall 2016**

## **General Information**

This class is a 3 credit Internet based course beginning September 6, 2016 and ending December 14, 2016.

I reserve the right to change the syllabus at any time and will inform via the D2L Home Page and in the Class Announcements section of the Discussion Tab.

## **Faculty Information**

Hi. My name is Karen Dalke and I will be the instructor for this course. I have a PhD in Anthropology. One issue that seems to confound students is how to address me in emails and other correspondence. I am comfortable being called Karen, Professor Dalke or Dr. Dalke. Please do not use Mrs. as it is simply wrong.

The best way to contact me is via email [dalkek@uwgb.edu](mailto:dalkek@uwgb.edu). Since this class is completely on-line this seems like the best approach. I check my email several times a day and will usually respond within a day from Monday-Friday.

My office is in Mary Ann Cofrin Hall (MAC B307). I teach in the class room on Mondays, Wednesdays and Fridays and I am usually available between 12:30-1:30pm on those days and can be called at 920-465-2486.

## **Course Information**

### **Description**

Family, Kin and Community is a cross-cultural comparison of the form and function of such social institutions as marriage and the family; age, sex and kin groups; task groups; caste and class. This course focuses on family and kinship in comparative and historical perspective. We will look at families in their social and cultural context and ask what relationships exist between family forms, practices, and values and the economic system, political organization, religions and cultures of the larger community. We will also ask what the sources of love and support, as well as conflict and tension, are within families and among kin; and we will question why family forms and ideal family types change over time.

## Course Learning Objectives

1. Apply the anthropological approach to understanding family and kin cross-culturally.
2. Differentiate between ethnocentric and culturally relative interpretations of family and kin.
3. Identify and illustrate kinship relations using anthropological symbols.
4. Compare and contrast different marriage and kinship systems to understand their function.
5. Relate the process between larger social institutions (e.g. media, government, religion) and family/kin relations.
6. Develop and demonstrate the ability to interact using a culturally relative stance through integrating reading, writing and the use of computers.

## Course Materials

### Required

Peacock, James L. (1986) *The Anthropological Lens: Harsh Light, Soft Focus*

[Stone, Linda](#) (2006). *Kinship and Gender, An Introduction*, 5<sup>th</sup> ed.

In addition to the textbooks, additional required readings and films will be located within the learning modules under the Content tab of the D2L homepage.

### Supplemental

#### **Pearson Writer -- Standalone Access Card**

**ISBN-10: 1269385461**

**ISBN-13: 9781269385466**

Additional resources that may be useful to understanding the assigned material can be found under the Links Tab on the D2L homepage for this class. If you want to define terms in your papers, use the books provided. Do not use Wikipedia or Merriam-Webster or other dictionaries.

## Course Organization

The course is organized into five separate units. Dates for each unit and assignment are outlined in the Content Tab of this D2L course. Assignments should be submitted into the drop box. If you are submitting a group assignment, **only one student from the group needs to submit the assignment by the deadline.** I will review, grade and offer comments and repost that file in the drop box, which can then be shared with others by the individual who submitted it on behalf of the group. **Directions for how to share a graded document can be found by the syllabus under content on the D2L home page.**

## Time Commitment

As an upper-level course, a general guideline for time commitment is about ten hours per week. However, the amount of time needed for this course can vary individually depending on previous experience with the subject matter and writing abilities.

## Prerequisites

The prerequisite for this course is **Junior Standing and it is recommended that you have taken Varieties of World Culture, which is an introductory sociocultural anthropology course.** This course meets general education requirements of global culture, social sciences and writing emphasis.

## Writing Emphasis Guidelines

In accord with the Purpose and Policies of the UW-Green Bay Writing Emphasis requirement, instructors of WE courses are not expected to teach writing skills but are expected to provide a series of writing assignments in accord with the guidelines below and to identify students with weak writing skills and assure that they get help from the Writing Center.

1. Students must complete three or more "public discourse" writing assignments as part of the course requirements. Public discourse assignments are written for an audience other than the writer. (Journals and diaries are excluded.) Typical public discourse assignments include--but are not limited to--research papers, essays, essay exams (in class or take home), lab reports, literature reviews, and others.
2. The three or more public discourse writing assignments must total a minimum of 2000 words (i.e., by the end of the semester each student must have turned in at least 8 to 10 pages of "public discourse" writing) The writing in you summary submissions, kinship diagram and final paper will meet this criteria.
3. The public discourse assignments must count for a significant portion of the course grade. The intent of this guideline is to provide a strong incentive for students to take their writing assignments seriously.
4. **The quality of the writing must be evaluated, not just the content. Organization and development of ideas, clarity of expression, coherence between sentences and paragraphs, and adherence to the conventions of written English are among the factors that instructors are expected to take into account in evaluating the public discourse assignments.**
5. At least one public discourse assignment must be evaluated and returned to students during the first third of the course (i.e., before the end of the 4th week of a regular semester course). The intent of this guideline is to assure that students with weak writing skills are identified early enough in the semester to allow them to get help for their writing problems. Note that there is no required length for this assignment, nor is there a requirement that it count significantly towards the final grade. As long as other assignments in the course meet the other guidelines listed above, any writing assignment that provides the instructor with the opportunity to identify students with serious writing problems may be used to meet this guideline. Thus a typical first assignment might be a

one or two page summary of--or reaction to--an assigned reading or a lecture, or a review of a film, or a preliminary description of the major paper the student proposes to write for the course, or a discussion of a problem related to the course that the student is interested in investigating, or a one-page answer to a study question.

6. Instructors of WE courses are required to notify students at the start of the semester that the course is a Writing Emphasis course and to strongly encourage students who need writing-skills help to use the services of the Writing Center. The syllabus should identify the course as a WE-approved course, describe the writing assignments in detail, and inform students that **the Writing Center is the place to seek help with their writing skills.**
7. Instructors of WE courses are expected to regularly evaluate the effectiveness of the writing assignments in helping students improve their writing skills and to make appropriate adjustments in those assignments in response to the evaluation results.

## Communication

### Student Communication Standards

Since the origin of this class is through the University of Wisconsin-Green Bay, we will be operation on Central Standard Time. The deadlines will be based on central time and the clock associated with the website.

**If you are unable to complete an assignment on time, I need to be notified immediately. It is easier to deal with issues proactively. If you do not contact me and miss an assignment, you will not receive a grade for that assignment. I will request written verification of illness, funerals, accidents, etc. If there is a crisis which prevents you from contacting me prior to a deadline, I request that you do it as close to the event as possible.**

### Faculty Communication Standards

During the week from Monday-Friday, I will check my email several times a day and respond to questions within 24-36 hours barring any travel or unforeseen personal crises. Emails that occur over the weekend will be dealt with on the next business day. Once again, email is the best way to contact me as I am not always in my on-campus office to return phone calls.

In regards to assignments, I will return them within 7-10 days. If you submit a group assignment, only one person needs to submit it in the drop box. Once they receive feedback from me in the drop box, you group will need to determine how you will share it with other group members.

If I contact you directly via email, I will use your University of Wisconsin-Green Bay account. It is important that you use this email and check it frequently.

### Participation Requirements



As stated previously, it will likely require 10 or more hours per week to complete the tasks for this course. The students who have been most successful in this course make time every day to participate. If this is not possible, I would encourage you to find a consistent strategy for interacting with your discussion groups. **Completing the reading is a priority as it allows discussion to happen more quickly. If you begin discussing the material early, you will have more time to question the material allowing for a better summary.** I will check discussions throughout the week and provide direction if I notice that the discussions are not focusing on important elements that assure success in this course. I encourage students to look at the entire course and create a strategy for completion of the tasks. If you have upcoming events, you can read, watch films or inform group members in advance to assure that completion of tasks runs smoothly.

**I have created the summaries to include a participation grade (which group members decide) and the summary which I grade. A grade for the summaries are based on how you grade each other along with my assessment of the final summary. Every semester I deal with students who want me to make group members participate. As a group, you have a rubric for assessing participation. Part of the college experience is learning how to work in groups and setting explicit guidelines and expectations for members.**

## Netiquette

Please review this website for the Core Rules of Netiquette excerpted from the book *Netiquette* by Virginia Shea. <http://www.albion.com/netiquette/corerules.html>

## Course Requirements

### Readings

Reading assignments are listed under the Content Tab on the D2L Homepage by unit. Dates for each unit are included. The first thing you should do for every unit is complete the reading as all other tasks are associated with it. Reading the material is critically important. You need to actively read the chapters. This type of reading is different from a leisure activity. Actively reading means you reflect on what has been read. You should ask yourself, “What does this mean?” or “Do I understand what the author is trying to convey?” **You should begin reading as soon as possible when it comes to a new unit. During the preview week you can begin reading the Peacock book, which will give you a head start on the class. If you find the material challenging that suggests opportunities for you to discuss it with your group.**

### Films

The films deal directly with the material in your reading. Some of them are dated, but I want you to use them for examples of how concepts work in a culture. If you look at the end of the chapter readings in *Kinship & Gender* by Linda Stone you will find a brief description. In the case of the

Mosou the film is not listed, but deals directly with your reading. If you experience trouble viewing the films, please contact Adult Degree IT or the Help Desk.

## Unit Summary 1

75 Points

A major learning objective of this course is to be able to understand families in different cultural contexts. The first part of the course examines how anthropology views phenomenon. Your first summary should focus on a concept of anthropology that you will find challenging. **For example, many people agree with the concept of cultural relativity, but as we discuss different forms of family this concept is lost.** As an anthropologist, one needs to step outside personal belief systems and explore the **function of behaviors in relation to environmental, political and economic conditions.** Anthropologists do not approach behavior as “right” or “wrong”, but rather explore it in an attempt to achieve understanding. The Peacock book explores how anthropologists view and study the world around them. **What element in the book may be problematic for you as the class proceeds? How will you deal with it? What does Peacock suggest?** As with all written submissions for this course, they should follow a general format outlined below.

Each unit requires that, as a group, you discuss the reading materials and films using the questions provided. **Each person does not need to respond to each question. Once someone answers a question, ask each other questions and expand on what has been written.** I will randomly assign you to one of five groups (about seven students), which will change with the units. At different times during the unit, I may interject comments into your discussion to assure that you are reading the material critically.

For the first unit you will choose a group member to submit a summary statement of your discussion (5 pages). This paper will be different from future written summaries. That person is not required to complete the summary alone, but rather, just to submit it. All of you should be involved with discussing, creating and editing the document.

This unit summary will assess the thoroughness of your reading and film discussions. I want analysis and ideas conveyed in your writing and **not** a surface summary where you simply define terms or answer the questions I provided to guide the reading. I want you to support your submissions using in-text citations with an accompanying reference page in American Psychological Association (APA) formatting. A thorough reading and discussion of the material is necessary before you can prepare your submission.

## Formatting & Submitting

**The cover sheet listing each student along with self and group grades should be the first page of every submission. This cover sheet can be found under the Unit Summary submission area for each unit. The first cover sheet will be of a higher value than Units 2, 3,**

**and 4. The first unit summary is worth 75 points of which I will grade 45 for the completed paper and you will grade each other using the rubric for up to 30 points. For units, 2, 3, and 4, the summaries are only worth 25 points so the rubrics reflect that change with me grading up to 16 points and group members up to 9 points.**

Papers will be created in Microsoft Word, double-spaced, with one-inch margins, and edited for mistakes. Read your paper once you have written it to identify mistakes overlooked by the spelling and grammar check tools on your computer. The paper must be in the drop box by the date listed in the schedule. Always keep a hard copy of your paper in case something goes wrong with D2L.

I will accept drafts of the Reflection Paper at least **a week** prior to the published deadline. You can email me with a High Priority status so I know you need assistance prior to your final submission. My email is [dalkek@uwgb.edu](mailto:dalkek@uwgb.edu).

## **Details**

This paper will be in the general narrative format and should include an introduction, a discussion, and a conclusion.

Your introduction should provide a framework for what will be discussed in the main body of your paper. A concise thesis statement tells the reader quickly what is ahead, **but you also need to tell the reader what the paper will discuss in relation to the thesis statement.** You need to provide the reader with an outline and what you expect to accomplish in the paper.

The body of your paper will discuss a particular concept from the book and describe why it is challenging to you and how you expect to overcome it. Use in-text citations from the book to support your argument. This is not a summary or critique of the book, but an examination of a concept you expect will be difficult for you throughout the class. Anthropologists come to any setting with their own cultural baggage. We are not objective, but admit our bias and examine and share it with our readers. Anthropology often teaches us more about ourselves than another culture. This occurs because we need to reflect on why we believe or act in particular ways.

The conclusion of your paper will reiterate what you said you were going to discuss and emphasize important findings. Correct citations for the book are required in a reference page and throughout the paper.

## **Rubric for Cover Sheet for Unit 1 (30 Points)**

## **Rubric for Submission (45 points)**

I will use the following rubric when grading your paper:

## Unit Two, Three and Four Summary Statements

(Units 2, 3 and 4 summaries worth 25 points each)

Each unit requires that, as a group, you discuss the reading materials and films. I will randomly assign you to one of five groups (about seven students). At different times during the unit, I may interject comments into your discussion to assure that you are reading the material critically.

For each unit you will choose a group member to submit a summary statement of your discussion (2-3 pages). That person is not required to complete the summary alone, but rather, just to submit it. All of you should be involved with discussing, creating and editing the document.

This unit summary will assess the thoroughness of your reading and film discussions. I want analysis and ideas conveyed in your writing and **not** a surface summary. I want you to support your submissions using in-text citations with an accompanying reference page in American Psychological Association (APA) formatting. A thorough reading and discussion of the material is necessary before you can prepare your submission.

### Discussion

In other classes, you have likely posted responses to questions. I want you to use your group to discuss the readings and films. I provide questions to help focus your reading and start a conversation. I expect that once it begins, new topics and questions will occur. I expect you to read every posting as you would listen to every comment during an in-person discussion. This is not a class where you simply post a response. We do not want to read the same response over and over again. I need each of you to play an active role in your learning and post concepts or issues that need further clarification. Focused discussions supported by academic materials will minimize the number of posts and help you analyze the material beyond a superficial reading.

Active reading and analysis of the film and chapters will assist you in having high quality discussions. The quality of your discussions will enhance your written summary.

**Anthropology is about interactions.** I do not request a certain number of posts. You will assess each other's contribution as part of the grade for these unit summaries using the provided rubric. **I look at quality of the summaries and how they incorporate information from the text and films.**

### Summary

After completing the reading and viewing the accompany film or other activities, you should reflect on what you learn or struggle to understand and discuss it with your group. Does

everyone see the information in the same way? What are the differences? Why is the information challenging? Was there a transformation in what you expected and what you learned from the material? If you had to explain what you were learning to other students, how might you summarize it?

There are elements to every summary that can be found at the following website if you need more information. The focus of your summary will be an outcome from your reading and group discussions.

<http://www.tc.umn.edu/~jewel001/CollegeWriting/WRITEREAD/Summary/basics.htm>

Papers will be created in Microsoft Word, double-spaced, with one-inch margins, and edited for mistakes. Read your paper once you have written it to identify mistakes overlooked by the spelling and grammar check tools on your computer. The paper must be in the drop box by the date listed in the schedule. Always keep a hard copy of your paper in case something goes wrong with D2L.

I will accept drafts of the Unit Summary **at least a week prior** to the published deadline. You can email me with a High Priority status so I know you need assistance prior to your final submission. My email is [dalkek@uwgb.edu](mailto:dalkek@uwgb.edu).

## **Rubrics**

**These unit summary discussions will be assessed by you and me. For each of these summaries, you will grade each other using the following rubric:**

### **Cover sheet Assessment Units 2, 3, and 4**

**As part of the overall assessment, you will be responsible for grading each other on the four unit summaries using the above rubric. This process must be completed at the time that the unit summary is submitted. I want this grading of each other to be transparent so we not only learn the material, but how to function in different groups. Once the summary is submitted for the group, I will grade it using your assessment plus my rubric for the final product:**

## **Kinship Drawing**

50 points

## Diagram

Construct a three generation kinship diagram of your family using the Kottak chapter listed under Unit 2. You must use a computer program to create this diagram (Microsoft Word is a popular choice), I do not want hand drawn diagrams. **Please start this project early as it can be time consuming.**

Use kinship symbols and place them in a legend, identify affinals, lineals and collaterals using different colors as can be seen in the Kottak chapter. Use the resources in the unit to learn more about how to construct a kinship diagram

## Reflection

Once you have created it, review the diagram and identify educational levels, professions, values, traditions or other relevant information for each person of each generation separately. **This should not be reflected on your diagram or part of your narrative. Rather, you should identify this information for each member by writing it out and summarize trends or changes across the generations in your narrative.** You can identify patterns from this information and determine if there is a larger social construct that impacted your family over the generations (e.g. educational changes, divorce, etc.). You may be able to identify a larger societal issue that impacted your family and should state this in the short narrative that accompanies the kinship diagram.

## Narrative

There are unique situations in each family that cannot always be identified with just symbols. For this reason, you will include a short (1-2 paragraph) narrative statement that will identify anything not clearly understood using symbols, patterns you have identified from your analysis, and how a larger cultural issue may have impacted your family.

I will accept drafts of the Kinship Drawing and narrative at least a week prior to the published deadline. You can email me with a High Priority status so I know you need assistance prior to your final submission. My email is [dalkek@uwgb.edu](mailto:dalkek@uwgb.edu).

## Rubric

I will use the following rubric to grade your kinship diagram:

## Unit 5 Final Unit Summary Paper

50 points

The fifth and final unit of this class looks at kinship in contemporary society. For this final unit, **you have the option of creating a group paper or an individual submission.**

For the final Unit Summary, the process will be a bit different. Throughout the semester, we have reviewed and discussed different kinship topics and you have looked at your own families. Maybe you found a pattern in your family that you would like to research further as a topic for this assignment. Otherwise, review the readings in Unit 5 for other avenues of inquiry. Select a topic that you find interesting to research further and write a summary paper. You should find at least **five** outside peer-reviewed references about this topic. You should cite these references in-text and at the end of your paper using APA style and the following format guidelines.

You may work with any or all of your group members when submitting this assignment or work on it alone. For example, perhaps five of you worked really well together, but the other three would like to work as a smaller group or individually, this would be acceptable. Please inform me of your decision to work together or individually via an email [dalkek@uwgb.edu](mailto:dalkek@uwgb.edu).

## **Formatting and Submitting**

Papers will be created in Microsoft Word, double-spaced, with one-inch margins, and edited for mistakes. Aim for 5-7 pages. Read your paper once you have written it to identify mistakes overlooked by the spelling and grammar check tools on your computer. The paper must be in the drop box by the date listed in the schedule. Always keep a hard copy of your paper in case something goes wrong with D2L.

I will accept drafts of the Final Unit Summary at least a week prior to the published deadline. You can email me with a High Priority status so I know you need assistance prior to your final submission. My email is [dalkek@uwgb.edu](mailto:dalkek@uwgb.edu).

### Details

This paper will be in the general narrative format and should include an introduction, a discussion, and a conclusion.

Your introduction should provide a framework for what will be discussed in the main body of your paper. A concise thesis statement tells the reader quickly what is ahead, but you also need to tell the reader what the paper will discuss in relation to the thesis statement. You need to provide the reader with an outline and what you expect to accomplish in the paper.

The body of your paper will discuss your particular topic. Use in-text citations from the book and your 5 articles to support your examination of the concept.

The conclusion of your paper will reiterate what you said you were going to discuss and emphasize important findings.

## **Rubric**

If you choose a group paper, it is my assumption that you have assessed the ability of members to contribute adequately. For this final unit summary, I will grade both individual and groups submissions using the following rubric:

## Grading

### Grading Scale

250 points total

- Reflection Paper: 50 Points
- Kinship Drawing: 50 Points
- Unit Summaries 1-4: (25 Points X 4):100 Points
- Final Unit Summary Paper: 50 Points

A 230-250	C 170-194
A/B 223-229	D 150-169
B 205-222	F 0-149
B/C 195-204	

## Policies

A list of policies regarding absences, attendance and disabilities can be reviewed in the 2014-2015 University of Wisconsin-Green Bay Undergraduate Academic Catalog:

<http://catalog.uwgb.edu/undergraduate/general-information/academic-rules-regulations/>

### Disability Policy

Consistent with federal laws and the policies of the University of Wisconsin, it is the policy of UW-Green Bay to provide appropriate and necessary accommodations to students with documented disabilities. If you require any accommodations, please contact the Disability Services Coordinator at 920-465-2841 or email [dis@uwgb.edu](mailto:dis@uwgb.edu) as soon as possible to discuss



what accommodations you need to have equal access. It is important that you do this early in the term as some accommodations can take several weeks to arrange. If you want additional information, please do not hesitate to contact me.

This also includes the need for Captioning Media such as videos. As discussed in the Disability Services Handbook “Captioned video/media is accommodation that may be provided to students who have a documented need for this service in order to have full access to information presented in classes and at university-sponsored co-curricular presentations and events. The provision of the service is a shared responsibility between the student, who must make their needs known, the faculty/staff member displaying the content, who must review media and request captioning as needed, and the university media/technical staff, who can facilitate the actual video/media captioning.” For more information on Captioning Media accommodations visit <http://www.uwgb.edu/ds/understanding/handbook/captionmedia.asp>

## **On-Line Attendance Policy**

My expectation is that you will visit the website daily to at least check for class announcements of touch base with your assigned discussion group. It is important that you be proactive in this course if you want to be successful. The course is organized so that activities can be achieved within guidelines. Since much of the material is integrated, it requires that students complete items in steps that result in a final submission. Waiting until the last minute will cause difficulties with assuring successful completion of tasks and overall grades.

## **Late Assignment Policy**

**I do NOT accept late assignments unless there is a documented reason for the inability to complete an assignment.** If you have issues that arise that impede your ability to keep up with the class schedule, you should contact me by email immediately. If there is a crisis that occurs, I need written documentation as close to the occurrence as possible (e.g. doctor’s excuse on letterhead, receipt of computer repair, etc.).

# **Support**

## **Research Support**

We will have an embedded librarian for this course. You will be able to access the librarian through the Discussion Tab. This is where you may ask a librarian course-related questions on selecting library databases, planning your search strategy, using databases effectively, locating and accessing scholarly references and resources, evaluating your sources, how to request items from other libraries, and any other library questions. Please allow 24 hours for a response. Feel free to post answers to your classmates' questions. If you have a question--chances are some of your classmates also have the same question.

# Writing Support

This is a Writing Emphasis course, which requires a significant amount of writing. If you require additional assistance with writing, you should utilize the University of Wisconsin-Green Bay Writing Center. In accord with the Purpose and Policies of the UW-Green Bay Writing Emphasis requirement, instructors of WE courses are not expected to teach writing skills but are expected to provide a series of writing assignments in accord with the guidelines below and to identify students with weak writing skills and assure that they get help from the Writing Center.

There is a link on this website for Writing Research Paper or you can access it through this link: <https://owl.english.purdue.edu/owl/resource/704/01/>

How to write a summary can be found at this website:

<http://www.tc.umn.edu/~jewel001/CollegeWriting/WRITEREAD/Summary/basics.htm>

## **Unit 1: Learning About Anthropology September 6th-September 26th**

**Student Introductions**

**Readings & Films**

**Chapter 1 Reading**

**Chapter 2 Reading**

**Chapter 3 Reading**

**Cultural Relativity Quiz**

**Unit 1 Discussion** Ends Sep 26, 2016

**Cover Sheet Unit 1** Ends Sep 26, 2016

**Unit Summary #1 Dropbox** Ends Sep 26, 2016

## **Unit 2: Constructing Kinship September 27th-October 17th**

**Readings & Films**

**Readings**

**Viewing - Film: Kinship & Descent Part I**

**Unit 2 Discussion** Ends Oct 17, 2016

**Cover Sheet Unit 2** Ends Oct 17, 2016

**Unit Summary #2 Dropbox** Ends Oct 17, 2016

**Kinship Guidelines & Submission**

**Lineals Collaterals Affinals**

**Definitions of Family**

**Kinship Legend**

**Kinship Diagram**

**Kinship Diagram** Ends Oct 17, 2016

**Unit 3: Marriage October 18th-November 7th, 2016**

**Readings & Films**

**Reading**

**Viewing: Strange Relations**

**Unit 3 Discussion** Ends Nov 7, 2016

**Cover Sheet Unit 3** Ends Nov 7, 2016

**Unit Summary #3 Dropbox** Ends Nov 7, 2016

**Unit 4: Patriline & Matriline November 8th-November 21st, 2016**

**Readings & Films**

**Reading**

**Viewing: Saheri's Choice**

**Viewing - A World Without Fathers**

**Unit 4 Discussion** Ends Nov 21, 2016

**Cover Sheet Unit 4** Ends Nov 21, 2016

**Unit Summary #4 Dropbox** Ends Nov 21, 2016

**Unit 5: Current Trends in Kinship November 22nd-December 14th, 2016**

**Readings & Films**

**Gender and New Reproductive Technologies**

**Gender and Contemporary Social Problems**

**Reading: The Immigrant Family Next Door**

**Unmarried Couples with Children**

**Viewing: Making Babies**

**Unit 5 Discussion** Ends Dec 14, 2016

**Unit Summary #5** Ends Dec 14, 2016

Political, Economic, & Environmental Anthropology  
Anthropology 306  
Fall 2017  
Dr. Karen Dalke

This class is a three credit Internet based course beginning September 5th, 2017 and ending Wednesday December 13th, 2017. **I reserve the right to change the syllabus at any time and will inform via the D2L Home Page and in the Class Announcements section of the Discussion Tab.**

Hi. My name is Karen Dalke and I will be the instructor for this course. I have a PhD in Anthropology. One issue that seems to confound students is how to address me in emails and other correspondence. You can call me Karen, Professor Dalke or Dr. Dalke. Please do not use Mrs. as it is simply wrong. Although, I am married, I do not have my husband's last name.

The best way to contact me is via email [dalkek@uwgb.edu](mailto:dalkek@uwgb.edu) or **ask general questions under the Raise Your Hand section on the Discussion Link.** Since this class is completely on-line this seems like the best approach. I check my email several times a day and will usually respond within a day from Monday-Friday. Due to heavy workload on-campus, I am trying to protect my weekends for some time off this semester.

### **Focus of the Course**

This course focuses on the complex relations between people and their environment. Environmental anthropology has become more important since the 1990s due to issues like climate change and other problems. The focus of this course looks at the ways a population affects the environment and how these relations influence the social, economic, and political life of a culture. The topics covered in this class are particularly relevant in an era bombarded with concerns about environmental degradation. Environmental anthropology, utilizing research methodology of the discipline, uses a multidisciplinary and cross-cultural approach in a search for sustainable solutions to problems.

### **Course Objectives:**

Discuss the relationship between culture and nature from an anthropological perspective.

Explore human/environmental interactions historically and theoretically.

Explore current relations between humans and their environment.

## Course Texts:

Moran, Emilio F. (2017) *People and Nature: An introduction to human ecological relations*. (2<sup>nd</sup> ed). Chichester Wiley-Blackwell.

Other readings will be provided on the D2L website under Content with a particular week.

## Writing Emphasis Guidelines

In accord with the Purpose and Policies of the UW-Green Bay Writing Emphasis requirement, instructors of WE courses are not expected to teach writing skills but are expected to provide a series of writing assignments in accord with the guidelines below and to identify students with weak writing skills and assure that they get help from the Writing Center.

1. Students must complete three or more "public discourse" writing assignments as part of the course requirements. Public discourse assignments are written for an audience other than the writer. (Journals and diaries are excluded.) Typical public discourse assignments include--but are not limited to--research papers, essays, essay exams (in class or take home), lab reports, literature reviews, and others.
2. The three or more public discourse writing assignments must total a minimum of 2000 words (i.e., by the end of the semester each student must have turned in at least 8 to 10 pages of "public discourse" writing)
3. The public discourse assignments must count for a significant portion of the course grade. The intent of this guideline is to provide a strong incentive for students to take their writing assignments seriously.
4. **The quality of the writing must be evaluated, not just the content. Organization and development of ideas, clarity of expression, coherence between sentences and paragraphs, and adherence to the conventions of written English are among the factors that instructors are expected to take into account in evaluating the public discourse assignments.**
5. At least one public discourse assignment must be evaluated and returned to students during the first third of the course (i.e., before the end of the 4th week of a regular semester course). The intent of this guideline is to assure that students with weak writing skills are identified early enough in the semester to allow them to get help for their writing problems. Note that there is no required length for this assignment, nor is there a requirement that it count significantly towards the final grade. As long as other assignments in the course meet the other guidelines listed above, any writing assignment that provides the instructor with the opportunity to identify students with serious writing problems may be used to meet this guideline. Thus a typical first assignment might be a one or two page summary of--or reaction to--an assigned reading or a lecture, or a review of a film, or a preliminary description of the major paper the student proposes to write for the course, or a discussion of a problem related to the course that the student is interested in investigating, or a one-page answer to a study question.

- Instructors of WE courses are required to notify students at the start of the semester that the course is a Writing Emphasis course and to strongly encourage students who need writing-skills help to use the services of the Writing Center. The syllabus should identify the course as a WE-approved course, describe the writing assignments in detail, and inform students that **the Writing Center is the place to seek help with their writing skills.**

### Grading and Course Requirements

Your scores on three papers will determine your final grade for the class. Since there are only a few of us, I will have a discussion board where people can ask questions and receive feedback from other students. The discussion board will be a tool for you to seek assistance from all of us in class and is not graded. The emphasis of this course will be on knowing and reading the material and the ability to discuss and apply it during class.

Sacred Space Paper: 100 points

Film Paper: 50 points

Final Project: 100 points

Bonus Activity: Voluntary (10 points that will directly add to your score on the other three assignments.

A 230-250	C 170-194
A/B 223-229	D 150-169
B 205-222	F 0-149
B/C 195-204	

### General Guidelines for All Papers

Due dates are shown under content and in the dropbox. These papers will be completed and submitted through D2L. **There are no make-up exams for simply forgetting to do the assignment. If you have a personal issue that will result in you not being able to meet the deadline, please contact me immediately. You will need to provide me with some form of written documentation for me to make accommodations for you.**

**Please create papers in Microsoft Word, double-spaced, with one-inch margins, and edited for mistakes. You will use APA formatting. Please do not rely on programs to assure your references are correct. I have included a website under the Links Tab entitled Purdue Owl Writing Lab. Read your paper once you have written it to identify mistakes overlooked by the spelling and grammar check tools on your computer. The paper must be in the drop box by the assigned time. Always keep a hard copy of your paper in case something goes wrong with D2L.**

The paper will be in a general narrative format and should include an introduction, a discussion, and a conclusion. A concise thesis statement tells the reader quickly what is ahead. , but your **introduction should also provide an outline informing the reader what will be discussed in**

**the main body of your paper.** The body of your paper will utilize peer-reviewed resources and have an associated reference list. The conclusion of your paper will reiterate what you said you were going to discuss and emphasize important findings. I will grade your exams based on **grammar, organization, spelling, references along with completeness and thoughtfulness.** I am interested in seeing how you integrate materials and apply concepts from class. **Copied summaries from some other source will receive a zero.**

### **Sacred Space Paper (100 points)**

In chapter one of Sacred Ecology, Berkes states “Surrounded by the built landscape, it has become difficult for many people to relate to the environment. This alienation from nature has contributed to the environmental problems of the contemporary world” (p.2). It is difficult to care about something we may have little contact with on a regular basis.

For the first paper, identify a special place that connects you to the natural world. It could be a favorite place from your childhood or somewhere you like to visit frequently. **In this paper, using readings from the first three weeks and the general guidelines for all papers,** you will:

- Describe the location and how you came to know of this place.
- How does this place make you feel? Why is it special?
- Does this place still exist? Are there environmental, political, or economic conditions that threaten this space now or in the future?

This paper should be at least 3 pages double-spaced with an additional title and reference page using the APA style guide.

### **Film Paper (50 Points)**

Every academic discipline requires the student to learn a new jargon. Memorizing key terms often comes easily to most students, but applying the terms to real life situations is more challenging. Because application requires practice, this paper will be required for each student at different, randomly assigned times throughout the semester. There will be different films. Each film will be associated with a particular reading for that week. **Switching your assigned group is not an option.** This essay should be 2-3 pages with an additional title and reference page using the APA style guide and following the general paper guidelines.

### **Final Sustainability Paper (100 points)**

In an effort to sensitize ourselves to the relationship between globalization, culture and the individual please complete the following questions as a starting point. The purpose of this exercise is to explore the interactions between individual choices and its impact on the Earth.

1. List five items that you use each day.



2. Choose one of the items. Why did you choose this item rather than the others?
3. Identify where it is produced and who makes it. Is it one location? Many? Who do you call if you have a problem?
4. Research the industry, their relationship with the environment, the treatment of workers and other relevant information.
5. What does the company not talk about on their website? Why? Do you want to critically analyze the company? Why or Why not?
6. Be prepared to discuss information that you learned from the activity if you plan on completing the group bonus activity.

Use the questions to create an essay with an introduction, body, and conclusion. Do not just answer the questions. The paper should be 3 pages with an additional title and reference page, have one-inch margins, be double-spaced, with a thesis statement and a roadmap in your introduction for how you will discuss it. Use materials from this course or other peer-reviewed sources. Many of us want to believe that we use products that do not harm the environment, workers, or consumers. It will be your responsibility to determine what the company does not tell you on the website and critically analyze terms, look at political, and economic conditions around a product. What happens to it when discarded? Do workers have rights or the appearance of rights? Following the completion of your individual product, I have divided you into groups for a voluntary Bonus Activity worth up to 10 points. This is a **voluntary Activity** and if not everyone wants to participate that is fine simply include the names of the participants on your title page

### **Group Bonus Activity (10 points)**

**In addition, I asked that you complete the following questions (1-2 pages summary of your findings):**

1. What items did other group members choose?
2. What did you learn by exploring other group members' research?
3. If you could do the exercise over, what would your group do differently?
4. What did you learn from this exercise?
5. Will it affect what you purchase in the future? How many think, yes? No? No change?

## Reading Schedule

September 5 <sup>th</sup>	<b>Getting Started:</b> Please use this first day to familiarize yourself with the D2L Website and expectations for the course. Click on all the tabs and learn where to find items and ask questions on the discussion board if you need help.
Sept. 6 <sup>th</sup> -12 <sup>th</sup>	What is Anthropology? Lavenda and Schultz: Core Concepts in Cultural Anthropology Podolefsky: Applying Anthropology
Sept. 13 <sup>th</sup> -19 <sup>th</sup>	What is Environmental Anthropology? Read Chapter Two in your book People and Nature The New Ecological Anthropology Keywords
Sept. 20 <sup>th</sup> -26 <sup>th</sup>	Sacred Ecology Sacred Ecology Film: Love Thy Nature Sacred Space Paper Due September 28 <sup>th</sup> , 2017 11:59pm in the Dropbox
Sept. 27 <sup>th</sup> -Oct.3	The State of the Earth Read Chapter 1 in People and Nature Film: An Inconvenient Truth
Oct. 4 <sup>th</sup> -10 <sup>th</sup>	Environmental Change Read Chapter 3 in People and Nature Film: Lagos, Nigeria TED Talk
Oct. 11 <sup>th</sup> -17 <sup>th</sup>	The Web of Life Haenn & Wilk (edited volume) <b>Film Paper #1: No Impact Man</b> <b>Film Paper Due: October 19<sup>th</sup>, 2017 at 11:59pm in the DropBox</b>
Oct. 18 <sup>th</sup> -24 <sup>th</sup>	Making Informed Decisions: Economics and the Environment Read Chapter Five in People and Nature Environmental Performance Index <b>Film Paper #2: Taking Root</b> <b>Film Paper Due October 26, 2017 at 11:59pm in the DropBox</b>
Oct. 25 <sup>th</sup> -31 <sup>st</sup>	Population and the Environment Read Chapter 6 in People and Nature World Balance Learning Activities
Nov. 1 <sup>st</sup> -7 <sup>th</sup>	Tragedy of the Commons Read Chapter 7 in People and Nature Short Film on the Tragedy of the Commons

Nov. 8<sup>th</sup>-14<sup>th</sup>                    Patterns of Consumption  
Read Chapter 8 in People and Nature  
**Film for Paper: Life and Debt**  
**Film Paper Due: November 16<sup>th</sup>, 2017 at 11:59pm in the DropBox**  
Short film: The Story of Stuff

Nov. 15<sup>th</sup> -21<sup>st</sup>                    Quality of Life for Everyone  
Read Chapter 9 in People and Nature  
Film: The New Economics 101

**Thanksgiving recess begins at 5:30pm on November 23<sup>rd</sup> and classes resume November 28<sup>th</sup>, 2017**

Nov. 22<sup>nd</sup>-28<sup>th</sup>                    Begin Work on Final Paper  
*This is a good time to contact the Writing Center or begin work with the Cofrin Library*

Nov. 29<sup>th</sup>-Dec. 5<sup>th</sup>                    Continue Work on Final Paper and decide which group members will be working on the Bonus Activity.

Dec. 6<sup>th</sup>-13<sup>th</sup>                    **The course ends on December 13<sup>th</sup>, 2017. The individual final paper and group Bonus Activity must be submitted to the dropbox by December 13<sup>th</sup> 11:59PM.**

Syllabus Art -101  
UWGB  
Fall 2016  
Sauter  
[sauterm@uwgb.edu](mailto:sauterm@uwgb.edu)

**Course Description:** This course will expose you to common hand and power tools used in the practice of creating art. It is my goal to instill within you a sense of safety and responsibility when utilizing these tools while working in this shop or in any other similar environment.

There is a written portion of this class, which will be done by you utilizing the internet to do a MSDS search on a product I will assign to you.

**Required Equipment:** safety glasses

**Shop Hours:** posted on the outside door of the shop, and subject to change

**Required text:** none

**Projects:** There are two assigned projects, one research exercise.

**Attendance:** Mandatory. This class is heavily weighted towards demonstrations done in class, and only meets 7 times. Do not miss class. If you miss class without a valid excuse your grade will drop one letter for each absence.

**Grading:**

Project #1.....	40 points
Project #2.....	30 points
MSDS.....	30 points
<b>Total.....</b>	<b>100 points</b>

**Shop Conduct:** We will be working with machines that can be dangerous when used inappropriately. A healthy respect for the machines and others working in the shop is a top priority. Never leave a mess, and put tools away. This is a community shop and we are **ALL** responsible for keeping it clean and safe.

Everything in this syllabus is subject to change.

## ART 102: HISTORY OF THE VISUAL ARTS: ANCIENT TO MEDIEVAL

MW 9:30 – 10:50 AM

SA-350

Professor: Dr. Sam Watson

Cell: 641-230-0423

e-mail: [watsons@UWGB.edu](mailto:watsons@UWGB.edu)

Office: SA # 257

Office hours: Office Hours: Tu/Th: 1:00 – 2:30; Mon/Wed: 2:30 – 3:30

Textbook: Marilyn Stokstad, *Art History, Portable Editions: Ancient Art and Medieval Art (5<sup>th</sup> editions)*, Prentice-Hall.

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### **Catalog Description:**

Survey of the visual arts: prehistoric to the late Gothic period.

### **Course Description:**

This class offers a general survey of the arts of the western world created from c. 32,000 BCE to c. 1,300 CE with an emphasis on the social, historical, religious, and cultural contexts in which they were created. By the end of the semester you should be familiar with the major artistic styles of the areas under consideration as well as the historic factors that shaped them.

### **Course Mechanics:**

This class has been designed to be taught in the lecture format. That means that every period I will stand in front of you, dim the lights, show slides and talk about some of the most important art ever created. This format is especially useful in covering vast expanses of time and dealing with a great deal of information. Just because this is called a “lecture,” though, it does not mean that I don’t value your input, nor welcome classroom discussion—so by all means speak up in class, ask questions, and engage with the material. There will also be a D2L component of the class as well, so if you don’t want to speak up in class, you can do it there as well.

### **Course Grading:**

Your final grade will be based upon a mid-term (25%) a final (25%), in-class quizzes, D2L quizzes, homework and group work (50 %).

### **Course Quizzes, Mid-term & Final Exam:**

There will be regular quizzes and a mid-term and final exam given in this class. The quizzes and exams will cover material from classroom lecture as well as from the textbook, although the information will be

weighted most heavily towards that presented in class. The quizzes will consist of 1 or 2 questions and the format will typically be short answer or short essays based upon slide identification **OR** drawing exercises. The quizzes should only last about 10 - 15 minutes. You will be shown images from your text and be expected to identify the images (by title, period or style, and artist if known) and to provide contextual information (historical, religious, social, artistic) about each work.

If it is a drawing quiz, you will be asked to illustrate an artistic concepts based upon the topic of the week. On these drawing quizzes, you will NOT be graded on your artistic ability, but rather on your understanding of the artistic idea. In some instances, your quiz may be a take home quiz. Your lowest quiz or homework score will be dropped and there will be NO make-up opportunities for missed quizzes or homework assignments.

There will also be quiz/homework assignments on the D2L site. These will be divided into the following areas: Prehistoric, Ancient Near East, Egypt, Greece, Rome, Islamic World, Medieval. There will be an assignment for each of these periods, but you are only expected to complete THREE of them during the semester for a grade. Try to choose the areas that you are most interested in so that you will do the best job.

The mid-term and final will take the entire time periods and will consist of the same types of questions that will be on the shorter in-class quizzes, but there will simply be more of them. The final exam will be cumulative.

### **Textbook Reading & Studying:**

Please note that each chapter in your textbook examines many regions and artists that we will not be able to cover during the duration of a normal class period. For that reason, it would be best for you to skim the relevant chapter prior to each class period (look at the illustrations, read the boxes and highlighted text, etc.) and then afterwards to carefully read those areas which correspond to that day's lecture. Because the tests and exam are image-oriented, I have found that the best way to study for them is to create flashcards. Each day take careful notes in class, making sure to write down the titles of the artworks that I will show you. After class, go through your textbook and star or circle those illustrations that I have talked about on that day. Once a week, make photocopies of those illustrations and write all the relevant information on the back of your cards. Once you have a stack of cards, mix and pair them. Look for potential comparative essay questions that I could ask you. Before each new chapter, I will provide you with a list of images that might show up on the test or quizzes. I will only test you on those images that are found in the textbook, unless I tell you otherwise.

An EXTREMELY helpful website that can aid you in your studies is the Khan Academy website: [www.khanacademy.org](http://www.khanacademy.org). This site has videos and additional information about most of the objects and concepts we will be studying this semester. If you are having any difficulties with a topic or simply want to know more about something, this is a great place to look. I will provide specific links to some videos on the D2L site.

### **Learning Communities:**

This semester the class will be divided into smaller learning communities of approximately 5 people each. The purpose of these learning communities is to help you connect with other students in the classroom with the goal of learning the course material in a more effective manner \*together.\* Though

most students are not fans of “group work” many pedagogical studies show that peer learning is an effective strategy—particularly in classrooms as large as ours. This semester, you will be expected to actively work with members of your group—both in the classroom and outside of it to master the course material. You will be assigned group projects and expected to do in-class group work together. Your final grade will be based upon your own individual work as well as group work.

**Attendance Policy:**

Regular attendance is crucial to your success in this class. Unlike many other disciplines, art history involves visual information that you will have little opportunity to experience outside the classroom. Each class period I will show you images that are not available in your textbook and while you won't be graded on images unless they are illustrated in the text, many of the other images I show in class can help you to understand the subjects better.

Please familiarize yourself with the following attendance policy. Keep in mind that a legitimate or excused absence is one that is related to the observance of a religious holiday, a medical illness or emergency (with verification), or a family situation that requires your immediate attention. In all cases, if you feel that your absence should be an excused absence be sure to contact me by e-mail as soon as you are able.

1. You are allowed a MAXIMUM of TWO unexcused absences (one week's worth of classes) after which THREE POINTS per absence will be deducted from your FINAL grade.
2. You are expected to arrive on time and to stay for the entire period. If you must leave early, please let me know before class so that you are not counted absent.
3. Each class, I will pass out an attendance sheet. It is your responsibility to sign the attendance sheet. Don't forget.
4. If you need to miss the midterm or final due to instances of medical or family emergencies, please let me know in advance.

**Grading Criteria:** This rubric should give you some idea of how grades are determined

<b>Grade</b>	<b>Criteria</b>
<b>A</b>	Excellent work. Uses critical thinking tools to arrive at a relatively deep understanding of the course content, i.e. does more than memorize facts such as artist's name, title & date of the artwork (although these are also important). An <b>A</b> answer is one that fully explains the WHYS. An <b>A</b> effort is one that shows evidence of personal commitment and engagement with the material.
<b>B</b>	Very good. Memorizes facts and has a fairly solid intellectual grasp of the course content. However, generally knows WHAT happened but not necessarily all of the WHYS of what has happened, i.e. is not always critically engaged to the fullest.
<b>C</b>	Good, an honest effort has been made but needs improvement. Knows most of the facts and memorizes most of the WHATs but understands few of the WHYS, i.e. is seldom critically engaged.

**D** Not so good. Very little effort demonstrated. Multiple absences.

**F** Bad. No effort demonstrated. Many absences.

**Course Schedule:** The following is an approximate course schedule. We will undoubtedly get behind at certain points in the semester, but just roll with it.

**WEEK ONE**

9/7: Introduction to the course Intro

**WEEK TWO**

9/12: Paleolithic Europe Chapter 1

9/14: Paleolithic Europe Chapter 1

**WEEK THREE**

9/19: Neolithic Europe Chapter 1

9/21: Neolithic Near East & Ancient Near East Chapter 2

**WEEK FOUR**

9/26: **QUIZ #1** & Ancient Near East Chapter 2

9/28: Ancient Near East Chapter 2

**WEEK FIVE**

10/3: Ancient Egypt Chapter 3

10/5: Ancient Egypt Chapter 3

**WEEK SIX**

10/10: Ancient Egypt Chapter 3

10/12: Ancient Egypt Chapter 3

**WEEK SEVEN**

10/17: **QUIZ #2** & The Aegean Chapter 4

10/19: Greece Chapter 5

**WEEK EIGHT**

10/24: Greece Chapter 5

10/26: Greece Chapter 5



## **WEEK NINE**

10/31 Greece Chapter 5

11/2 **MIDTERM EXAM**

## **WEEK TEN**

11/7: Etruscans Chapter 6

11/9: Rome Chapter 6

## **WEEK ELEVEN**

11/14: Rome & Early Christian Chapter 7

11/16: **QUIZ #3** & Rome & Early Christian Chapter 7

## **WEEK TWELVE**

11/21: Byzantine Chapter 7

11/23: Islam Chapter 8

## **WEEK THIRTEEN**

11/28: Early Medieval Chapter 14

11/30: Early Medieval Chapter 14

## **WEEK FOURTEEN**

12/5: **QUIZ #4** & Romanesque Chapter 15

12/7: Romanesque Chapter 15

## **WEEK FIFTEEN**

12/12: Gothic Chapter 16

12/14: Gothic Chapter 16

**12/20: FINAL EXAM: 8:00 AM – 10:00 AM**

### **Classroom Courtesy:**

- The Golden Rule is a standard that we should all strive to uphold: Treat others as you would like yourself to be treated. Please do not be disruptive or disrespectful to the professor or other students in class.
- If you use a laptop for note taking, please use it only for that purpose and/or sit in the back row if you cannot do this. **Please do not text in class and silence those phones.**
- As a student enrolled in this class, it is your responsibility to check your uwgb e-mail account.

**Students with Disabilities:** Students requesting classroom accommodation must first register with Disability Services Office. This office will provide documentation to the student and the instructor as needed. Disability Services is located in SS#1500. Other contact information is: 465-2894 or [www.uwgb.edu/esms/ds.htm](http://www.uwgb.edu/esms/ds.htm)

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"Because subjects like literature and art history have no obvious material pay-off, they tend to attract those who look askance at capitalist notions of utility. The idea of doing something purely for the delight of it has always rattled the grey-bearded guardians of the state. Sheer pointlessness has always been a deeply subversive affair"

— Terry Eagleton

## **Course Syllabus**

Fall 2017

Prof. Minkyu Lee

Office: SA 273

Office Phone: 465-2310

leem@uwgb.edu

Office Hours: Monday 5:00-6:00pm

(other hours by appointment)

# **UW-Green Bay**

AND Studio Art - Ceramics

# **Introduction To Ceramics**

ART 230-0001(9746), M/W 6:00pm-8:30pm, SA-C111, 9/5 - 12/13/2017

**Intro to Ceramics is a GE, FA course.** The general education, Fine Arts Learning outcome is: An understanding of one or more of the fine arts, including an understanding of the nature and functions of art and ways of evaluating art.

**Course Description:** Students explore a variety of ceramic processes, from hand building to basic use of the wheel. Focus is placed on the student's ability to build technical skills and on aesthetic approaches to using ceramic materials. \*P: None. REC: Art 105, 106, and 107.

**Course Goals:** The following course goals articulate the general objectives and purpose of this course: Through assignments, students will acquire a basic knowledge of the techniques employed in designing and creating functional ceramic objects. They will develop a working knowledge of clay as a hand building material capable of expressing concepts and ideas. Students will become familiar with forming methods, hand-building techniques, surface decoration, glazing and firing. Students will learn an abridged history of ceramics, and gain an understanding of the role of ceramics in a cultural context.

**Course Outcomes:** The following course outcomes indicate competencies and measurable skills that students develop as a result of completing this course:

- Apply the principles of design to create ceramic objects
- Utilize basic forming methods and hand-building techniques such as coiling and wheel-throwing
- Demonstrate surface decoration techniques including texture, underglaze (including engobes) and glaze application
- Understand basic kiln loading and firing

**Required Text(s): None**

**Recommended Text(s):**

*The Craft and Art of Clay*, Susan Peterson

*Working with Clay - An Introduction*, Susan Peterson

*Introduction to Ceramics*, Graham Flight

**Required Materials:**

Pottery Tool Kit

Shop Towel

Light Clear Plastic (dry cleaner bags)

Brush Set (from ¼" to 1")

**Attendance Policy:** Students may miss class up to two (2) times without excuses. The accumulation of more than two unexcused absences may affect the final grade upon the instructor's decision. Any student with an unusual problem, which could interfere with class schedule, should always consult the instructor **prior** to each scheduled class time. The instructor can decide whether the evidence of the

## **Course Syllabus**

problem is to be submitted or not. Attendance may be taken at any time during the class period. Missing more than fifteen minutes of class is considered an absence. Any student who leaves early will also be considered absent. Students are considered late if they arrive after the designated time for the beginning of class. Two late arrivals count as one absence. Students who are not prepared for class time, i.e. not bringing proper materials, assignments or projects, will be considered absent.

### **Additional information:**

There's a \$65 course fee that covers studio clay and glazes.

Full student participation and involvement in this class is necessary for successful assignments, discussions, and critiques. Attendance is critical and required. Be prepared for class with all of the necessary materials, and projects in progress for the day's work. Plan to arrive at class a few minutes earlier to set up and be ready to work for the full class period.

A successful project is one that visually, conceptually, and technically 'works'. All supportive work including sketches, models, and research will be part of the project grade. Projects are due on the due date, even if you are absent on the due date, the project still needs to be turned in on that day. Any project that is handed in incomplete on the due date, or handed in later than that will receive **lower than 70%** of the possible maximum grade for the project.

The university policy states that per every hour a student spends in class the student should spend two hours outside of class time on work related to the course each week. In this 5 hour/week course, students are expected to spend five to ten hours per week outside of class time on work related to this class.

As required by federal law and UW-Green Bay policy for Individuals with Disabilities, students with a documented disability who need accommodations must contact the Disability Services Office at 465-2841. Reasonable accommodations can be made unless they alter the essential components of the class. Contact the instructor and Disability Services Coordinator in a timely manner to formulate alternative arrangements.

### **Classroom/Studio Policies**

1. Food, drink, headsets, and cell phones are prohibited during class throughout the semester.
2. Only enrolled students are allowed to stay/use the studio and equipment, this includes after midnight and weekends.
3. Students must be trained and get permission from the faculty in order to conduct any type of firing, including but not limited to operating gas/electric kilns. All students must notify the faculty prior to the operation of kilns/firings.
4. When operating indoor gas kilns, students **must notify the Power Plant (920-465-2523) and request operation of Studio Art (SA) Air Handling Unit #3** during the time of the firing. Failing to do so can cause low level of oxygen in the studio.
5. When mixing glazes/clay, students must use the proper ventilation system and wear appropriate respiratory/eye/skin protections.
6. Students must wear shoes that cover their entire foot and toes when working in the studio (no flip-flops).
7. Glaze disposal must be conducted under faculty supervision. Any glazes containing hazardous ingredients must be collected in a separate container for proper disposal.

### **After Hour Studio Use Policies**

In order to work during night at the studio after normal building hours (6am-11pm), students must arrive in the building before it closes. Students must carry their campus ID, and present it to the Campus Safety officers upon their request. Only enrolled students can stay in the studio. At night, students are only allowed to conduct normal light activities such as operating pottery wheels, fans/dryers, mixing casting slip, or hand-building, etc. Anyone conducting irregular tasks beyond these normal studio uses (for example, firing kilns, handling chemicals, etc) must notify the faculty and gain permission **prior to** the activities.

For emergencies, call the Campus Safety at 920-465-2300, or 911.

**Schedule of Classes:**

Key events dates (schedule subject to change):

Class	Day	Date	Activity
1	W	9/6	Syllabus Review Ceramics studio tour
2	M	9/11	Introduce Assignment #1
3	W	9/13	Studio
4	M	9/18	Studio
5	W	9/20	Introduce Assignment #2
6	M	9/25	Studio
7	W	9/27	Studio
8	M	10/2	Glaze Assignment #1
9	W	10/4	Studio
10	M	10/9	Introduce Assignment #3
11	W	10/11	Studio
12	M	10/16	Studio
13	W	10/18	Studio
14	M	10/23	Midterm Critique
15	W	10/25	Glaze Assignment #2
16	M	10/30	Midterm Conference
17	W	11/1	Studio
18	M	11/6	Studio
19	W	11/8	Introduce Assignment #4
20	M	11/13	Studio
21	W	11/15	Studio
22	M	11/20	Studio
23	M	11/27	Studio
24	W	11/29	Studio
25	M	12/4	Glaze Assignment #3 & 4
26	W	12/6	Final Glaze Firing Due: Glaze all work
27	M	12/11	Studio Cleanup
28	W	12/13	Unload/Display work
29	M	12/18	Final critique (6:00 – 8:00pm) Work pickup

**Grading Opportunities:**

Your overall course grade will be computed according to the following breakdown:

Assignment	Weight
Assignment # 1-4	22.5% each, total 90%
Critique / Participation / Attendance	10%
Total	100%

Grading Standards	Range
Letter grade: <b>A</b> = excellent	95 – 100 %
<b>AB</b> = very good	90 – 94 %
Letter grade: <b>B</b> = good	85 – 89 %
<b>BC</b> = above average	80 – 84 %
Letter grade: <b>C</b> = average	75 – 79 %
Letter grade: <b>CD</b> = poor	70 – 74%
Letter grade: <b>D</b> = poor	60 – 70%
Letter grade: <b>F</b> = unacceptable	0 – 59%
Letter grade: <b>I</b> = incomplete	

**Field Trip (s):** TBA.

**Extra Help Session (s):** TBA

**Conference (s):** Each student enrolled in the course will have a midterm conference scheduled in class with the professor on 10/30. Students are expected to attend class on the day.

**Academic Integrity:** Under all circumstances, students are expected to be honest in their dealings with faculty, administrative staff, and fellow students. In speaking with members of the college community, students must give an accurate representation of the facts at hand. Students have the responsibility to familiarize themselves with the University's rules governing academic dishonesty, such as prohibitions against cheating on examinations, false representation of work submitted for evaluation, and plagiarism. In class assignments, students must submit work that fairly and accurately reflects their level of accomplishment. Any work that is not a product of the student's own effort is considered dishonest. A student may be suspended or expelled for academic dishonesty.

**Incomplete:** A grade of incomplete may be granted to students who have suffered serious personal illness or critical, emergency circumstances during the academic term, preventing the student from completing all assignments by the end of the semester. Students must fill an Incomplete Grade Form and return it to the Registrar's Office. Please refer to [http://www.uwgb.edu/catalog/grad/2001\\_03/RANDR.HTM](http://www.uwgb.edu/catalog/grad/2001_03/RANDR.HTM) for additional information.

**Art 410 Advanced Painting**  
TR 2:15-4:45 p.m., Fall Semester 2017  
Room SA 412

**Instructor, Kristy Deetz**  
Office: SA 421, Ph. 465-2753  
Office Hours: TR 5:00-6:00 p.m.

**Course Objective:** To develop an understanding of visual organization through the medium of painting. Stressing the development of perceptual skills, as well as working toward a personal ordering of these perceptions.

The goals for the student of this course are ---

- To Engage in focused painting experiences.
- To Refine painting techniques and methods.
- To Focus on a personal approach to painting.
- To Develop the ability to use imagery with conceptual intent.
- To Refine visual problem-solving skills.
- To Develop and Research Ideas for paintings.
- To Understand the history of ideas in painting.

**ASSIGNMENTS/LECTURES:** This course is designed to assist the student in developing their own personal vision for making art/paintings. While this class is primarily self-guided, the student may follow Painting II assignments at any time during the semester. This option will give the student the opportunity to review or refine various painting techniques and ideas that apply to their own work. Critiques and class discussions will assist the student in clarifying their work and provide experience to articulate their ideas. Critical thinking, problem solving, research, and establishing a serious work ethic are all skills that each student will be asked to refine and develop. Through out the semester, various painting ideas from art history and contemporary art will be presented to students to supplement their own investigations. Research material such as slides and books will be presented in class as visual references. The course will end with a presentation of a body of work by the student that is critically defined in a final (typed) artist's statement.

**Requirements and Grading:**

<b>A</b>	<b>100-95%</b>	<b>Excellent, superior in all respects</b>
<b>AB</b>	<b>94-89%</b>	<b>Very good, consistently commendable</b>
<b>B</b>	<b>88-83%</b>	<b>Good, well above minimum expectations</b>
<b>BC</b>	<b>82-77%</b>	<b>Above average</b>
<b>C</b>	<b>76-70%</b>	<b>Average, meets expectations</b>
<b>D</b>	<b>69-60%</b>	<b>Below minimum expectations</b>
<b>F</b>	<b>59-0%</b>	<b>Inadequate</b>

As required by federal law and UW-Green Bay policy for Individuals with Disabilities, students with a documented disability who need accommodations must contact the Disability Services Office at 465-2841. Reasonable accommodations can be made unless they alter the essential components of the class. Contact the instructor and Disability Services Coordinator in a timely manner to formulate alternative arrangements.

**1. Class Assignments-----80%**

The semester may begin with a group assignment but for the most part students will work on projects that are self-guided. 6-8 paintings must be completed by the end of the semester. Find images and text on painters for the class on the D2L for Intermediate/Advanced Painting.

**All projects, experiments, and materials must be removed from the studio at the end of final exam week. Anything left behind may be discarded or recycled.**

**2. Professional Presentation-----10%**

Final presentation of your paintings is an important issue, in many cases, it becomes part of the concept of the painting and definitely effects the way the painting is "read". You are expected to stretch most canvases before you begin every painting, you will find that it will aid you in successfully completing a painting. One way of approaching this is to have several stretchers made at the beginning of the semester or stretch canvases for the first few assignments and then recycle the stretchers from less successful paintings for the subsequent assignments/paintings. As always you are strongly encouraged to enter professionally presented paintings in the annual student exhibition.

### 3. **Class Participation**-----10%

Includes making a **Final Artist's Statement (Due Final Exam Day, Thursday, Dec. 14<sup>th</sup>, 1-3 p.m.)** and keeping an **Ideas Book**. Your Ideas Book is where you respond to readings, research, make sketches, preliminary studies, take notes from class, and write down ideas for paintings. While your ideas book will not be formally graded it should show evidence of your research and problem-solving activities that occurred in connection to your paintings and is an essential part of your discussions and critiques with the instructor.

#### **NO TEXT MESSAGING, ANSWERING CELL PHONES, OR LISTENING TO I-PODS NO UNNECESSARY TALKING**

#### **Absences**

If you are not present when attendance is taken you will be counted absent. Three unexcused absences will lower your grade by 10%. If you are not prepared for class time, i.e. if you do not have the proper materials, homework assignments, projects, or research completed for class time you will be counted absent. If for some reason this does happen to you, quickly get what you need, even if you may be late, and participate in class. It is your responsibility for knowing what goes on in class. If for some reason you are absent, contact a fellow student to find out what you need to know. If you still need more information, contact me and I will assist you. Students will be allowed to make up course work only in cases of serious and extended illness (bring in a doctor's note) and family emergency. Know that you have two absences and use them prudently.

#### **Materials:**

Materials purchased by materials fees include--gesso, canvas, paper, mediums

Oil/Acrylic Paints, 2 fl. Oz. Tubes (Winsor & Newton or similar) in the following colors—

Alizarin Crimson	Burnt Umber	Magenta
Cadmium Red Medium	Yellow Ochre	Dioxazine Purple
Cadmium Yellow Light	Burnt Sienna	Phthalo Green (yellow shade)
Cerulean Blue	Ivory Black	
Ultramarine Blue	Titanium White (get a 4 fl. Oz. Tube)	

#### Brushes:

#6 round, Winsor & Newton, University, Series 233

#4 flat, Winsor & Newton, Series 236

#8 flat, Winsor & Newton, Winton Brushes (bristle)

#12 flat, Winsor & Newton, Winton Brushes (bristle)

2-3", inexpensive, bristle, house painting brush

Drafting Tape or Safe Release Masking Tape (3/4" x 60yds.)

Cotton rags and/or paper towels (Bounty works well)

Large, inexpensive, bristle, house painting brush, 3" (to use with gesso or to cover large areas)

#### **Also required:**

Preferred Palette for mixing paint: Artist Palette Seal by Masterson (16"x12"x1-3/4") with Utrecht or Daniel Smith Disposable Palette Pad (12"x16", 50 sheets). Stay-Wet Palette Sponge (12"x16") is very helpful with acrylic paints but optional. Alternative Palette: something with a lid that will save left over paint—a flat Tupperware container with a lid or a plastic palette especially designed with an air tight lid, although a plastic plate or metal cookie sheet will due—in this case use plastic wrap to cover—c. 12" or larger.

**If you are working in oils:** Use metal can with lid with Gamsol or other low flash, odorless paint thinner.

#### **Optional:**

Varnishes and mediums

Toolbox or container to transport supplies

Paint shirt, work clothes, frock or similar

Bar of Soap (Lava)

Supplemental paint colors

Additional brushes, Palette Knife (straight edge or trowel)

Fredix Paper Canvas Pad, 18"x24"

Spray bottle or mister



## **GRADING CRITERIA:**

**Each Criterion is worth 10 points for a total of 100 points.**

**60% of your grade is based on the formal construction of your paintings.**

- 1. Line**—are the lines appropriately depicting the subject matter in representational/observational work. In all styles: Are the lines integrated (with variety and harmony in shape and size) and balanced in the overall composition?
- 2. Texture**—do the textures of the brushstroke help to describe the form being represented or hinder the reading of the form in representational/observational work. In all styles: Is the texture of the brushstroke integrated (with variety and harmony of stroke shapes and sizes) and balanced in the overall composition.
- 3. Value**--is there a range of values (tones) describing the volumes of the forms; not just a reading of surface textures but of form defining values in representational/observational work. In all styles: Is value integrated (with variety and harmony) and balanced in the overall composition.
- 4. Shape**—are shapes painted accurately in representational/observational work. In all styles: are shapes integrated (with variety and harmony of shape sizes) and balanced in the overall composition.
- 5. Color**—is there an accurate depiction of color in representational/observational work. Is color balanced in the composition in terms of its three attributes: hue, value, intensity. In all styles: is color integrated (with variety and harmony of color) and balanced in the overall composition.
- 6. Overall Visual Organization**—is there a good overall integration and balance in the composition. Does harmony (factors of similarity: repetition, rhythm, closure, visual links) or variety (factors of difference: contrast, elaboration) dominate the use of each element of form (line, texture, value, shape, color)? Does this add or detract to the overall visual organization of the painting composition.
- 7. Subject Matter**—in representational work does the subject matter have correct proportions (is it drawn accurately). In all styles: is the subject matter determinable? If not does this detract from the overall composition or content of the painting?
- 8. Content**—is the content of the painting determinable? Does the formal organization of the painting support the content?
- 9. Craft/Technique**—does the craft/technique of the painting enhance the subject matter and/or content. If used: Does the painting on paper have clean and even borders? Are the stretcher frames straight and sit flat on the wall? Is the canvas stretched evenly over the stretchers? Is the unstretched painting grommeted neatly and evenly?
- 10. Appropriate Presentation**—is the choice of presentation (painting on paper, stretched canvas, unstretched canvas, construction) appropriate for the content of the work.

<b>A</b>	<b>100-95%</b>	Excellent to Superior
<b>AB</b>	<b>94-89%</b>	Very Good, Commendable.
<b>B</b>	<b>88-83%</b>	Good, Well above Minimum Expectations
<b>BC</b>	<b>82-77%</b>	Above Average
<b>C</b>	<b>76-70%</b>	Average, Meets Expectations
<b>D</b>	<b>69-60%</b>	Below Minimum Expectations
<b>F</b>	<b>59-0%</b>	Inadequate

ARTS MGT 480  
**Arts Management Seminar**  
Monday 10:35 – 11:30 • TH 316  
Syllabus • Fall Semester 2016

Instructor: Ellen Rosewall

Office: TH 391 (mail to TH 331)

Office phone: 465-2673

E: [rosewale@uwgb.edu](mailto:rosewale@uwgb.edu)

Office hours for fall semester: MW 10:00 – 10:30 and 2:05-3; TTh 1-2 and 3:30 – 4 or by appointment

## **Course overview**

This course provides the opportunity for students to work in greater depth on an arts management subject. The topic for this section is Negotiation Skills. The arts manager has many opportunities for negotiation, from preparing an artist contract to signing a lease agreement to formulating a budget that pleases both artistic staff and the board. In this course, we will learn a popular method of negotiation and apply these skills to arts management situations.

## **Course materials**

Fisher, Roger and Ury, William. *Getting to Yes: Negotiating Agreement Without Giving In*. New York, Penguin Books, 1991. (available in bookstore)

## **Course Objectives**

1. Students will be able to discuss methods for approaching common types of negotiation situations
2. Students will be able to formulate a negotiation strategy for a number of common negotiation scenarios based on methods discussed in class

## **Course Requirements and Expectations**

As usual for the seminar course, there are no exams and our work is highly student-driven. Specific activities will depend on how quickly we move through the material together; but I expect that we will have the opportunity to prepare for several negotiation scenarios as individuals, in small groups and in larger groups. Graded course activities will include the following:

### ***Attendance and Participation***

This is one class where attendance and active participation is not only graded but vital to the success of the group. You will be evaluated not just on showing up, but on whether or not you contribute to the work of the group; whether you follow through on tasks you've agreed to do, and how well you work with both the group as a whole and individual members on specific projects.

### ***Assignments:***

There will be a weekly assignment announced each week in class that will be due for the following week. Examples of assignments may include reading and responding to textbook

materials; preparing a negotiation strategy for a specific negotiation scenario; working with others to prepare for a negotiation.

**Final project**

Our final project will be working in large groups to go through a major negotiation: the preparation of a budget for an artistic event on next season's schedule. We'll divide into two groups and you'll be assigned a role in the scenario, for example, artistic director, technical director, executive director, marketing director, board treasurer. Obviously, each of these people has interests to protect and you'll need to work together to come to a mutually agreeable solution. This activity will take at least two class periods plus time outside of class for preparation, and will be discussed in more detail once we understand what we're working with.

Each person will turn in a paper following the final negotiation, reflecting on your preparation for the negotiation, what worked and what didn't, and what you learned about your own negotiation style.

**Grading**

Grades will be weighted as follows:

Attendance	20%
Assignments	40%
Final project	40%

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*As required by federal law and UW-Green Bay policy for Individuals with Disabilities, students with a documented disability who need accommodations must contact the Disability Services Office at 465-2841 (Voice/TTY) or 465-2849. Reasonable accommodations can be made unless they alter the essential components of the class. Contact the instructor and Disability Services Coordinator in a timely manner to formulate alternative arrangements.*  
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## Principles of Biology: Cellular and Molecular Processes LAB (Biology-202) Fall 2016

Lab room: Laboratory Sciences Building, room 212 (LS-212)

Lab sections:

Section #	Time	Instructor	Email
0002	M 02:15 pm-05:05 pm	Dr. Paul Mueller	<a href="mailto:muellerp@uwgb.edu">muellerp@uwgb.edu</a>
0003	T 08:00 am-10:50 am	Candace Kraft	<a href="mailto:kraftc@uwgb.edu">kraftc@uwgb.edu</a>
0004	T 11:00 am-01:50 pm	Vanessa Brotske	<a href="mailto:brotskev@uwgb.edu">brotskev@uwgb.edu</a>
0005	T 02:00 pm-04:50 pm	Katie McDonald	<a href="mailto:mcdonalk@uwgb.edu">mcdonalk@uwgb.edu</a>
0001	W 02:15 am-05:05 am	Katie McDonald	<a href="mailto:mcdonalk@uwgb.edu">mcdonalk@uwgb.edu</a>
0006	R 08:00 am-10:50 am	Candace Kraft	<a href="mailto:kraftc@uwgb.edu">kraftc@uwgb.edu</a>
0007	R 11:00 am-01:50 pm	Vanessa Brotske	<a href="mailto:brotskev@uwgb.edu">brotskev@uwgb.edu</a>
0008	R 02:00 pm-04:50 pm	Dr. Uwe Pott	<a href="mailto:pottu@uwgb.edu">pottu@uwgb.edu</a>

For further contact information and office hours please ask your lab instructor!

Lab Coordinator: Dr. Uwe Pott  
 Office: LS-453  
 Office Hours: W, F 8-9 am  
 Phone: 465-2282  
 Email: [pottu@uwgb.edu](mailto:pottu@uwgb.edu)

Lab Objectives: Enhance your understanding of select topics discussed in lecture.  
 Familiarize you with the process of scientific inquiry.  
 Practice analyzing experimental data and maintaining proper lab notes.  
 Practice the safe and correct use of laboratory equipment and reagents.

Text: U. Pott, Principles of Biology: Cellular and Molecular Processes, Lab Manual, Fall 2016; D2L online release only  
**Please print and READ before coming to lab, and bring to lab!**

Grading:

Graded Item	Point Maximum	Score (%)	Grade
Attendance	20	91-100	A
Five random entry quizzes (5 points each; lowest score dropped)	20	86-90	AB
		77-85	B
Five random lab manual chapters (10 points each)	50	73-76	BC
Two online quizzes (10 points each)	20	64-72	C
Cumulative final	40	60-63	CD
		55-59	D
<b>Lab Total Maximum</b>	<b>150</b>	0-54	F

- **Attendance:** Attendance in the labs is **mandatory**. Missing a lab will lead to a **10 point deduction**, unless you provide **written proof** that you were absolutely unable to come to lab, for instance because of illness. A short vacation, fishing trip, etc. will not be accepted as a valid excuse for missing a lab session! If you miss **more than two** lab sessions, you will **not receive a passing grade** in the class.

- *Entry Quizzes:* Working in the lab without having read the lab manual upfront reduces the learning effect and can be downright dangerous. In order to entice you coming to the lab prepared, you will take a brief quiz at the beginning of five randomly chosen lab sessions. You will be able to earn a maximum of **20 points**; your **lowest quiz score will be dropped**. If you are late to the lab and miss a quiz, you will **not be able to make it up**.
- *Lab Manual:* Maintaining a proper lab manual will contribute another **50 points** (maximal) to your overall grade. The lab instructors will collect five random chapters of your manual and check them for completeness and correctness. We expect you to **add your data** into the appropriate tables, **include analyses** of your data (e.g. Excel-generated graphs), and **answer the questions** posed in the manual. Obviously, we do not expect perfect, complete answers to all of these questions, but we want to see your honest attempt working with the questions or problems. The attitude: “we have not had this in the lab or lecture, so how can you expect us to know this?” is not acceptable at the college level. A plethora of information is available to you on the World Wide Web or, more traditionally in books in our library; make use of it! Of course, all lab instructors and I are more than willing to help you, if we see you putting in the effort it will take to perform well in a college-level class.
- *Online Quizzes:* You will be able to earn a maximum of **20 points** taking the two online quizzes. These quizzes will familiarize you with the type of multiple choice questions you will encounter on the cumulative final.
- *Cumulative Lab Final:* The lab final will take place during the last period of your lecture section in the lecture hall. There will be 40 **multiple choice questions** covering all topics of the lab for a total of **40 points**.

#### Reasonable Accommodations Statement:

As required by federal law and UW-Green Bay policy for Individuals with Disabilities, students with a documented disability who need accommodations must contact the Disability Services Office at 465-2841. Reasonable accommodations can be made unless they alter the essential components of the class. Contact the instructor and Disability Services Coordinator in a timely manner to formulate alternative arrangements.

#### Lab Schedule:

Date	Topic	Chapter
Sep. 12-15	Lab Safety; Measurement and Instrumentation	1
19-22	Osmosis	2
26-29	Enzymes	3A
Oct. 03-06	Enzymes	3B
10-13	Cellular Respiration	4A
<b>17-19</b>	<b>Online quiz 1</b>	<b>1-4</b>
17-20	Photosynthesis	5A
24-27	Photosynthesis	5B
31- Nov. 03	DNA Fingerprinting	6A
Nov. 07-10	DNA Fingerprinting	6B
14-17	Mendelian Genetics	7A
21-24	NO LABS, THANKSGIVING BREAK	
28-Dec. 01	Mendelian Genetics	7B
Dec. 05-08	Question and Answer Session	1-7
<b>09-12</b>	<b>Online quiz 2</b>	<b>5-7</b>
<b>14</b>	<b>Lab Final in Bio-201 lecture</b>	<b>1-7</b>

**University of Wisconsin- Green Bay**  
**Biol 346 – Comparative Physiology**  
**Spring 2017**

**Contact Information**

Setareh Khalili

Associate Lecturer Human Biology

Class meets: MWF 9:30-10:25am in MAC-103

Office: LS 403

Office Hours: Wednesdays 11:00-12:00, Fridays 11:00-12:00

Email: [khalilis@uwgb.edu](mailto:khalilis@uwgb.edu)

Phone: 465-5039

**Required Text:** Animal Physiology From Genes to Organisms, Second Edition, Sherwood, Klandorf and Yancey, Cengage Learning

**Prerequisites:** Biology 202 with at least a C grade and Biology 203 with at least a C grade and Chem 212; OR transfer course Biology 002 and Chem 212.

**Course Overview:** The purpose of this course will be to deepen your understanding of organ system function at the tissue, cellular and molecular levels and to introduce the variety of physiologic mechanisms that exist in the animal kingdom. The functioning of the muscular, cardiovascular, neural and renal systems will be examined in detail and common mathematical analysis of these systems will be introduced. In addition, this course will compare the ways in which different animals have adapted physiologic mechanisms to better meet environmental challenges. Your goal should be to understand the fundamental physiologic principles as well as the adaptive modifications in each animal. Comparative Physiology is an ideal way to learn the physiologic effects of changing organ structures. These adaptive modifications allow an animal to meet the challenges presented by varying environmental niches.

**Grading:** Grades will be based on your combined scores for regular quizzes and three exams. The first two exams will be administered during the regularly scheduled class time from 9:30 AM-10:25 AM. If you will be absent from an exam

due to emergency, you **must** contact me prior to the start of the exam and provide written documentation of your reason for absence. **Unexcused absence from any of the exams will result in a score of zero.** Quizzes and examinations will consist of a variety of question types including short answer, multiple choice, true-false, matching questions and essays. Quizzes will be taken online using the D2L course web site. Online quizzes will be announced in class and you will have three days to complete the quiz. Failure to complete a quiz within the allotted time will result in a score of zero. **No exceptions will be made to this policy**, however, I will drop the lowest quiz score (including a quiz absence resulting in a zero score) prior to final grade calculations. Due to the challenging nature of this material, regular class attendance is essential for success in this course.

**Final grades will be based on the following scale:**

A	93-100	CD	67-70
AB	88-92	D	60-66
B	83-87	F	less than 60
BC	78-82		
C	71-77		

**Course Website:** We will use the D2L web site for this course. The site will be used for online quizzes, announcements and posting of examination grades.

**Students with Disabilities:** A variety of accommodations are available to students with a disability. Contact student support services as soon as possible and inform me to arrange the appropriate accommodations for this course.

**Study Suggestions for Comparative Physiology**

**1. Attend class regularly and get the textbook.** My exams are drawn primarily from the material covered during lectures however there may also be some material only covered in the assigned reading. Use the book to clarify things you didn't understand during lecture and to review the remaining material. Although I am always happy to answer questions in my office, office hours are useful for specific questions and not for recapping an entire lecture. If you miss the lecture you will have to dedicate much more time to learn the material on your own.

**2. Take simple organized notes during class.** Don't try to write everything down and don't waste time trying to draw pictures that are already in your text. Try to generate a simple outline of the material and insert key bits of information. You can always add details to your notes while you are reading the text.

**3. Use your time in active studying (6-9 hrs each week).** This course has a significant amount of new information that you must master to do well. Active studying means with a paper and pencil. Don't just sit and passively read the book or your class notes. The best way to organize your thoughts is to generate an OUTLINE. As you read or review your notes, outline the material on a summary sheet. It will be an efficient study guide and it is well documented that writing aids the process of learning. When it is time to prepare for a test, you will find that you've retained the material much better.

**4. Consider scheduling a regular time to study with some classmates.** Share information with each other- teach each other. Use all the materials available, text, internet sites, etc. If one study method doesn't work, try another.

**5. Physiologic concepts are logical and typically based on maintaining homeostasis.** Try to learn the physiologic function of these systems based on the logical consequences of their structure. Try to avoid simple memorization and focus on integrating the structure of a tissue with the resulting functions. Constantly ask yourself "Why does this work this way?"



## Tentative Lecture Schedule

<b>Week</b>	<b>Dates</b>	<b>Lecture Topic</b>
1	1/23-1/27	Introduction to the course Chapter 1: Homeostasis and Integration: The Foundations of Physiology
2	1/30-2/3	Chapter 2: Cellular and Molecular Physiology
3	2/6-2/10	Chapter 3: Membrane Physiology Chapter 4: Neuronal Physiology
4	2/13-2/17	Chapter 5: Nervous Systems
5	2/20-2/24	Chapter 6: Sensory Physiology Exam 1 on Friday 2/24
6	2/27-3/3	Chapter 7: Endocrine System
7	3/6-3/10	Chapter 8: Muscle Physiology
8	3/13-3/17	Spring Break
9	3/20-3/24	Chapter 9: Circulatory System
10	3/27-3/31	Chapter 11: Respiratory Systems Exam 2 on Friday 3/31
11	4/3-4/7	Chapter 12: Excretory Systems
12	4/10-4/14	Chapter 13: Fluid and Acid-Base Balance
13	4/17-4/21	Chapter 14: Digestive Systems
14	4/24-4/28	Chapter 15: Energy Balance and Thermal Physiology
15	5/1-5/5	Chapter 16: Reproductive Systems
16	5/8-5/12	Final Exam: Wednesday 5/10 at 8-10am



# Plant Physiology

BIOL 311/511 – Fall 2017

Lecture: MWF 8:25 – 9:20 AM in MAC 224

Lab: W 2:15 – 5:05 PM in LS 214

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## Instructor:

Dr. Karen Stahlheber

Office: LS 433

Phone: (920) 465-2283

Email: [stahlhek@uwgb.edu](mailto:stahlhek@uwgb.edu)

Office hours: M 10:00 – 11:00 AM; T 10:00 – 11:30 AM; or by appointment

## Textbook:

*Plant Physiology and Development* (6<sup>th</sup> Edition) by Taiz, L., E. Zeiger, I. M. Møller, A. Murphy. 2015. Sinauer Associates, Inc. ISBN: 978-1-60535-255-8 (Hardcover); 978-1-60535-353-1 (Looseleaf)

## Other Resources:

Supplemental Textbook Information at <http://6e.plantphys.net/>

Class website on D2L

Writing standards and expectations: <http://www.uwgb.edu/nas/files/pdf/writing-in-biology.pdf>

## Supplies:

Safety glasses

Binder for storing laboratory notebook pages

## Course Learning Outcomes:

After completing this course, students\* will be able to:

- 1) Describe important plant functions at broad and narrow scales.
- 2) Critique primary literature articles on physiological topics.
- 3) Demonstrate familiarity with the basic analytical tools of physiological ecologists.
- 4) Investigate physiological hypotheses in independent experiments.

\*Undergraduate and graduate outcomes are similar, with a greater emphasis on reading primary literature, development of presentation skills and higher competency expectations (no exam curves) for graduate students.

## Assessment:

Learning outcomes will be assessed via a combination of exams, written literature summaries/critiques, lab reports and discussion/participation. The breakdown of points for undergraduate and graduate students is given in the table below:

	BIOL 311	BIOL 511
Exam 1	100	100
Exam 2	100	100
Exam 3	100	100
Final Exam	150	150
Reading Summaries	70	120
Reading Critique	50	50
Lab Notebook	150	200
Lab Participation	30	30
Graduate-led Discussion	–	40
<b>TOTAL</b>	<b>750</b>	<b>850</b>

- **Grading Scale:** Grades are based on a 90, (<90 to 88) 80, (<80 to 78) 70, 60, <60% scale.
- **Special Needs:** It is the policy of the University of Wisconsin-Green Bay to provide appropriate and necessary accommodations to students with documented physical and learning disabilities. This is your right, and I strongly urge any student who suspects that they may have, or are aware of existing disabilities to contact Education Support Services at 465-2671 to make appropriate arrangements to maximize your success.
- Veterans and active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these to me – in advance if possible – either directly or through the Veteran’s Services office.
- **Academic Integrity: There is no single factor more important to science than personal honesty. Scientific investigations, even within large collaborative projects, are largely conducted alone in the field or laboratory, and as such, scientists must be self-regulating. The scientific method is dependent upon this honesty; a lack of integrity directly undermines science. For this reason, I will pursue all matters of academic dishonesty to the fullest extent possible.**
  - **Plagiarism** includes both the use of another individual’s ideas or their exact words without crediting them. When in doubt either ask me, or cite the work to be on the safe side.

**University policy for student academic dishonesty is found at**

**[http://www.uwgb.edu/deanofstudents/policies\\_procedures/students/uws14\\_17\\_18.html](http://www.uwgb.edu/deanofstudents/policies_procedures/students/uws14_17_18.html)**

- **Exam Policies:** Midterm exams will be administered online and must be completed within 1 hour after beginning. Exams can be taken at any time, but must be completed by the end of the normally scheduled class time (9:25am) on the exam dates indicated on the class schedule. Students are free to use outside resources to complete the exam, but must work independently. Keep in mind the time limit when studying and considering how you will use outside resources.
  - If you have a family emergency or personal issue resulting in missing an exam or extended absence from class, please contact the Dean of Students Office (Student Services 2000, 465-2152, dos@uwgb.edu) as soon as possible. Office staff can assist you privately and notify instructors of an excused absence without disclosing details.
- **Final Examination:** The exam is 100 points from new material and 50 points from cumulative material. This will be a take home exam, available starting on the last day of class and due by 11:59p on the scheduled day of the final exam (18 Dec).
- **Reading Summaries:** For each assigned article, you are required to submit a one paragraph summary to D2L on the day that the paper is listed for lab. Graduate students have additional required readings. Those papers assigned to both undergraduates and graduate students will be discussed in lab, and you must be present in class to receive credit. Paper summaries should consist of the paper title and authors, followed by roughly one sentence summarizing the background leading to the paper, roughly one sentence summarizing the main objective of the paper, roughly one sentence summarizing the experimental methods (if applicable), and roughly up to three sentences summarizing the main findings and implications of each paper for the associated laboratory exercise. The paper summary should be written in paragraph form, and each summary is worth 10 points. **DO NOT** duplicate the paper abstract. Articles will all be posted on D2L. Papers will be given a score out of 10 points according to the rubric on D2L. Late work loses 5% per day.

- **Reading Critique(s):** For TWO of the assigned articles, you will submit a more detailed written assignment of ~ 800 to 1000 words that discusses your interpretation of the article. The first paragraph should consist of the reading summary submitted for that article. For the remainder of the essay, present your assessment of the merits or shortcomings of the research as presented in the article. Are the methods adequate to address the hypotheses presented by the authors? Can you agree that the conclusions they drew from the data were legitimate? These essays will be evaluated for content and logic as well as writing style. Essays will receive a score out of 25 points according to the rubric on D2L, and can be revised and resubmitted until Dec 6. In order to take advantage of the ability to revise, first (and/or second) drafts of the critique(s) will be submitted on 20 Sept, 18 Oct and/or 15 Nov. They will be returned to the students within one week. Final drafts should be submitted to D2L by Dec 6. Late work loses 5% per day.
- **Laboratory Notebook:** Students will be required to keep a notebook documenting their engagement in lab and completion of activities. The easiest method will likely be to have a binder to which students will add printed copies of each week's lab and any additional pages required for figures and data analysis. This binder will be turned in once mid-semester and once at the end of the semester for evaluation. Guidelines on the type of material required for each lab exercise will be given in the lab manual (available for download on D2L). Generally, each lab will consist of the prelab questions/hypotheses, methods, data, analysis of results and a brief conclusion. Graduate students will have additional analytical and written requirements. A rubric that will be used for grading the notebooks will also be provided on D2L. Lab notebooks will be returned to the students in spring semester or via another method arranged in advance with Dr. Stahlheber.
- **Laboratory Participation:** Twenty-five points will be assigned based on laboratory attendance and participation. Participation is based on my perception of your engagement in laboratory experiments and discussions.
- **Graduate Student-Led Discussion:** Each graduate student is required to lead one 20-minute discussion (15 minutes for lecture plus 5 minutes for questions) on a relevant topic of their choosing that is not covered in the normal lecture material (40 points). All topics must first be approved by Dr. Stahlheber. The presentation should include a PowerPoint presentation.
- **Hybrid Lecture Format:** This class will be offered in a hybrid format – half in-person and half online. The online lectures will begin approximately after the second exam (late October). Prior to this, the class will meet at its scheduled time in MAC 224. Afterward, all course material (lectures, readings and activities) will be available on D2L for students to complete at their own pace. Office hours will also be conducted on Blackboard according to a regular schedule and via e-mail. Students will turn in all assignments online (other than the lab notebooks) and will receive prompt written and audio feedback when appropriate.

## **Tentative Lecture Outline:**

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS</u>
<u>INDEPENDENT REVIEW</u>		
	Plant cells & genomes	1, 2 (as needed)
<u>INTRODUCTION</u>		
6 Sept.	Introduction	Balding et al. 2016
<u>WATER RELATIONS</u>		
8 – 22 Sept.	Water & plant cells	3
	Water uptake & transport	4
	Hydraulic conductivity (whole plants)	4
<b>25 Sept., Monday</b>	<b>EXAM 1 – WATER RELATIONS</b>	
<u>MINERAL NUTRITION</u>		
27 Sept. – 9 Oct.	Mineral nutrition	5
	Solute transport	6
	Assimilation of inorganic nutrients	13
<u>PHOTOSYNTHESIS</u>		
11 – 20 Oct.	Light-dependent reactions	7
	Carbon reactions (C <sub>3</sub> , C <sub>4</sub> , CAM)	8, 9
<b>23 Oct., Monday</b>	<b>EXAM 2 – MINERAL NUTRITION &amp; PHOTOSYN. REACTIONS</b>	
25 Oct. – 6 Nov.	Stomatal regulation	10
	Phloem transport	11
	Respiration	12
<u>GROWTH &amp; DEVELOPMENT</u>		
8 -15 Nov.	Embryos, seeds & germination	(17), 18
	Growth (cellular, hormones, vegetative)	14, 15, 19
<b>17 Nov., Friday</b>	<b>EXAM 3 – PHOTOSYN. CONT. &amp; GROWTH</b>	
20-22 Nov.	Reproduction, senescence & death	20, 21, 22
	*** NO CLASS FRIDAY NOV 25 <sup>th</sup> ***	
<u>ENVIRONMENTAL RESPONSES</u>		
27 Nov. – 13 Dec.	Abiotic stress & winter physiology	24
	Biotic interactions	23
<b>18 Dec., Monday, 11:59p FINAL EXAM DUE (TAKE HOME)</b>		

## Laboratory:

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Weather and plant growth requirements prevent laboratory topics from directly following the lecture schedule. However, as the final examination is in part cumulative, laboratory topics will provide a good hands-on review of lecture material. In general, there are numerous components to each laboratory experiment, thus efficient use of lab time requires that all labs are read & prelab activities completed prior to each class meeting.

- Location: LS 214 (two class session will be in LS 208 or LS 303)
- Laboratory Manual (LM) chapters available on D2L – printouts will be provided in class
- **Attendance and participations are mandatory** (25 pts at my discretion).
- *Italics* indicate independent lab activities, which may be conducted either in or outside of the scheduled class time. Times will be arranged with Dr. Stahlheber and students in accordance with their schedules.
- Readings marked with an asterisk are required only of graduate students.
- No summaries will be collected for Wahl & Ryser 2000 at the first class session. You may select this for a critique, however.

DATE	TOPIC	READING
6 Sept	Plant Anatomy Review <i>Leaf Pigment Collection #1</i>	LM Ch. 1, (Wahl & Ryser 2000) <i>LM Ch. 2</i>
13 Sept	Leaf Acclimatization Week 1	LM Ch. 3, Jurik et al. 1990
20 Sept	Leaf Acclimatization Week 2 Experiment Establishment – Photosynthesis Experiment Establishment – Symbionts <i>Leaf Pigment Collection #2</i> CRITIQUE DRAFT SUBMISSION	LM Ch. 3, Wright et al. 2001* LM Ch. 4 LM Ch. 4 <i>LM Ch. 2</i>
27 Sept	Leaf Water Potential - Planning	LM Ch. 5, Breshears et al. 2008 (Scholander et al. 1965)
4 Oct	Leaf Water Potential Lab - Execution <i>Leaf Pigment Collection #3</i>	LM Ch. 5, Baguskas et al. 2016 <i>LM Ch. 2</i>
11 Oct	Plant Water Relations Data Summary <i>Leaf Pigment Collection #4</i>	LM Ch. 5, Klein 2014* <i>LM Ch. 2</i>
18 Oct	Leaf Pigment Analysis Week 1 (LS 208) CRITIQUE DRAFT SUBMISSION TURN IN NOTEBOOKS	LM Ch. 2, Lovelock & Robinson 2001
25 Oct	Leaf Pigment Analysis Week 2 (LS 303)	LM Ch. 2, Moy et al. 2015
1 Nov	Leaf Pigment Analysis Data Summary	LM Ch. 2, Feild et al. 2001*
8 Nov	Photosynthesis Week 1	LM Ch. 7, Taylor et al. 2011
15 Nov	Photosynthesis Week 2 CRITIQUE DRAFT SUBMISSION	LM Ch. 7, Edwards & Ogburn 2012*
22 Nov	THANKSGIVING RECESS – No Lab	

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<b>DATE</b>	<b>TOPIC</b>	<b>READING</b>
29 Nov	Plant Symbionts – Week 1	LM Ch. 8, Weese et al. 2015
6 Dec	Plant Symbionts – Week 2 FINAL CRITIQUE SUBMISSION TURN IN NOTEBOOKS	LM Ch. 8, Lau et al 2012*

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**University of Wisconsin Green Bay**  
**Course: BUS ADM-202 Business and its Environment**

**Online Meeting Dates: 9/6/2016-12/14/2016**

**Term:** Fall 2016  
**Instructor:** Sue Craver  
**Office Hours:** Online via email or phone – call or drop me an email  
**Home Phone:** 920-883-6834– please do NOT call after 7pm  
**E-mail:** [cravers@uwgb.edu](mailto:cravers@uwgb.edu)  
[susancraver2012@gmail.com](mailto:susancraver2012@gmail.com) (email is the best way to reach me)

**Course Description:** The major components of the business enterprise and its resources, competitive and regulatory environment; pricing, profit, finance planning, controls, ethics, environmental impact, social responsibility and other important concepts; environmental issues that challenge the business leader.

**Online Course Description:**

Our course will be delivered entirely through the course Desire2Learn (D2L) site. All discussions will take place there and all assignments will be posted there. If you run into technical problems, please email me with your assignment to “stop the clock” – but as soon as D2L is available, the assignment must be posted there.

Just because this course is delivered online does not mean there will be less work. A face to face course would require 3 hours per week of class contact time plus then you must plan for an additional 1-2 hours for each “contact” hour for readings and homework, so a minimum of 6-9 hours per week of work. You must plan for this amount of work in an online class as well. Please do not get behind. It is important that you stay on top of your readings, assignments and D2L postings. Just because we do not have a “set” meeting time, our assignments still have set due dates.

**Text/Materials:**

Contemporary Business, 15th edition, Boone & Kurtz. ISBN: 9781118291986  
WileyPlus is not required, but recommended.

**Course Goals:**

- To develop an understanding of the operation and environment of business organizations in the U.S. Students will be better prepared to evaluate critical issues, especially during election periods.
- To expose the student to the vocabulary and concepts that are essential in communicating with business people, teachers, and fellow students about business issues and problems. Students will be able to converse about relevant and complex societal issues using concepts and theories rather than uninformed judgments.
- To introduce the analytical skills that are required in the solution of the complex problems involved in today's global society.
- To introduce the functional areas of marketing, management, finance, and accounting in preparation for further course work in those areas as well as others.
- Students will develop the ability to see how history has helped to shape many of the institutions and issues we as a society are facing today.
- Students will start to evaluate and develop their own ethical value system.

**Teaching Methods/Assignments:**

1. Online D2L discussions: Each week will discuss the text chapters using discussion questions posted by the instructor. Two (2) substantive participation posts required per week
2. Individual Cases: there are six (6) written cases due
3. Exams: There will be four (4) exams



## Grading and assignment overview:

Assignment Description	Points Possible		FINAL LETTER GRADE	Percentage
Individual Cases – 6 due – 10 points each	60		A	93-100%
Online participation – 5 points per week – 2 substantive posts required each week	70		AB	89-92.99%
Weekly Online DQ – 2 per week. 2.5 points each DQ for 14 weeks – 5 points per week	70		B	82-88.99%
Exam 1	50		BC	78-81.99%
Exam 2	50		C	68-77.99%
Exam 3	50		D	60-67.99%
Exam 4	50		F	Below 60%
TOTAL:	400			

### Course Policies:

#### Assignments:

All assignments due dates are listed on the weekly schedule or stated by the instructor. Late submission of assignments will be assessed a **penalty of 10% per day. No assignments accepted if they are more than 4 days late. Discussions and DQs must occur in the week required. Nothing accepted after week completed. No assignments accepted after the last day of class. No exceptions.**

#### Need for Assistance:

If you have any condition, such as a physical or learning disability, which will make it difficult for you to carry out the work as I have outlined it, or which will require academic accommodations, please notify me and the Disability Services Office (920-465-2841) as soon as possible.

#### ACADEMIC HONESTY:

Academic honesty is highly valued at the University of Wisconsin - Green Bay. Students must always submit work that represents his or her original words or ideas. Any words, thoughts or ideas from a source, must be cited and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Be sure to utilize the University of Wisconsin – Green Bay Coffrin Library for APA format rules and writing resources. Any omission of a citation is grounds for a zero on the paper.

## Instructor Contact Information

**Susan Craver**

[cravers@uwgb.edu](mailto:cravers@uwgb.edu) (University of Wisconsin-Green Bay)

[susancraver2012@gmail.com](mailto:susancraver2012@gmail.com) (Personal)

920-883-6834 (before 7pm CST)

## **Instructor Availability**

I will be online at various times throughout the day. I check my email and D2L site frequently and will respond to you within 24 hours, but typically much sooner.

I am available most weekdays from 8am to 4pm CST and I check in on Saturday and Sunday mornings; however I not online very long. I also attempt to reserve Friday, Saturday and Sunday evenings for my family. If you post a note in the evenings, please realize I may not get back to you until the next day. If these times are not convenient for you, please let me know. I will be happy to accommodate your schedule, when possible. I am providing you with these times to make it easier to communicate with me, and not limit our contact. I want you to know that, should you need to contact me outside these times, you should not hesitate to do so.

For emergencies, when you are not able to gain access to your class, please send a message to one of my email addresses, which are listed above.

For emergencies, when you are not able to gain access to messages on the D2L site, please send a message to my personal email address. In the event a third party needs to contact me, please direct them to my contact information listed under "facilitator information." No third party should use your login credentials to gain access to the D2L classroom.

## **Weekly Calendar**

All reading and activity assignments are due on the day indicated. It is the instructor's intent to follow the schedule. Given the nature of the course, there may be circumstances that would cause deviation from the schedule. If that situation arises, the instructor will notify students in advance.

<b>Week 1 – 9/6-9/12/2016</b>		
Read:	Chapter 1 – Changing Face of Business	
Assignments:	Discussion Questions Participate in D2L Post your introduction	5 points 5 points
<b>Week 2 – 9/13-9/19/2016</b>		
Read:	Chapter 2 – Business Ethics and Social Responsibility	
Assignments:	Discussion Questions Participate in D2L Individual Case – post to D2L dropbox Pick any case from chapters 1 or 2	5 points 5 points 10 points
<b>Week 3 – 9/20 – 9/26/2016</b>		
Read	Chapter 3 – Economic Challenges Facing Contemporary Business	
Assignments:	Discussion Questions Participate in D2L	5 points 5 points
<b>Week 4 – 9/27-10/3/2016</b>		

Read	Chapter 4 Competing in World Markets	
Assignments:	Discussion Questions Participate in D2L Individual Case – post to drop box Pick any case from chapters 3 or 4	5 points 5 points 10 points
<b>Week 5 – 10/4-10/10/2016</b>		
Read	Chapter 5 – Forms of Business Ownership and Organization	
Assignments:	Discussion Questions Participate in D2L Exam One – due by end of week 5 Covers chapters 1-5	5 points 5 points 50 points
<b>Week 6 – 10/11-10/17/2016</b>		
Read	Chapter 15 – Understanding Accounting and Financial Statements	
Assignments:	Discussion Questions Participate in D2L Individual case - Pick any case from chapters 5 or 15	5 points 5 points 10 points
<b>Week 7 – 10/18-10/24/2016</b>		
Read	Chapter 16 – The Financial System	
Assignments:	Discussion Questions Participate in D2L	5 points 5 points
<b>Week 8 – 10/25-10/31/2016</b>		
Read	Chapter 17 – The Financial System	
Assignments:	Discussion Questions Participate in D2L Individual case - Pick any case from chap.16 or 17	5 points 5 points 10 points
<b>Week 9 – 11/1-11/7/2016</b>		
Read	Time Value of Money – see “Links” icon, content area and listen to recorded lecture.	
Assignments:	Discussion Questions Participate in D2L Exam 2 – due by end of week 9. Covers Chapters 15, 16 and 17 and Time Value of Money concept	5 points 5 points 50 points
<b>Week 10 – 11/8-11/14/2016</b>		
Read	Chapter 7 – Management, Leadership and Internal Organization	
Assignments:	Discussion Questions Participate in D2L	5 points 5 points
<b>Week 11 – 11/15-11/21/2016</b>		
Read	Chapter 8 – Human Resource Management	
Assignments:	Discussion Questions Participate in D2L Exam 3 – Due by the end of week 11. Covers Chapters 7 and 8 Individual case - Pick any case from chapters 7 or 8	5 points 5 points 50 points 10 points

<b>Week 12 – 11/22-11/30/2016</b>		
Read	Chapter 11 – Customer Driven Marketing	
Assignments:	Discussion Questions Participate in D2L	5 points 5 points
<b>Please Note – Thanksgiving Break will cover Thursday and Friday – November 24 - 25 – so week 12 will go until Wednesday the 30<sup>th</sup>.</b>		
<b>Week 13 – 12/1-12/7/2016</b>		
Read	Chapter 12 – Product and Distribution Strategies	
Assignments:	Discussion Questions Participate in D2L Individual case - Pick any case from chap. 11 or 12	5 points 5 points 10 points
<b>Week 14 – 12/8-12/14/2016</b>		
Read	Chapter 13 – Promotion and Pricing Strategies	
Assignments:	Discussion Questions Participate in D2L Exam 4 – due by end of the week (December 14) Covers chapters 11, 12 and 13	5 points 5 points 50 points

**The week will end on December 14 for the discussions and participation, but the final exam will stay open until midnight on December 16 – so please plan accordingly.**

### **The Online/D2L Weekly Schedule**

Electronic weeks begin on Tuesday and end on Monday.

There will be exceptions for the final two weeks due to the Thanksgiving Break.

- Day 1 – Tuesday
- Day 2 – Wednesday
- Day 3 – Thursday
- Day 4 – Friday
- Day 5 – Saturday
- Day 6 – Sunday
- Day 7 - Monday

All written assignments noted above are due to the drop box by 11:59pm CST on day 7 of the online week. Please use MS Word attachments for those assignments. I cannot open any other format. Posting in any other format will not be accepted and the assignment will be considered late until it is posted in the proper format.

### **PARTICIPATION AND DISCUSSION QUESTIONS**

Prior to the start of each week, the discussion question thread (by group if necessary) will be posted to D2L. Student must answer (reply) to two (2) discussion questions in at least 150 – 250 words. Please note that I am not looking for the “textbook” reply here, rather the student’s thoughts, personal experience, insight to other issues, etc. The idea here is to provide insight beyond the textbook. Note, if you use information taken directly from the course text or other sources, please be sure to cite.

Student participation is a vital aspect of the online learning environment. Good online classroom participation includes reading the material, being prepared, and engaging in the discussions. Read the assigned materials and reflect on your personal experiences so that you can participate in the discussions and add to the learning process. I expect student to take the initiative to actively engage in the online discussions.

As well, student should exercise courtesy and online “netiquette.” Netiquette means respectful tone, adding substantive\* content to move the discussion forward, clear and concise messages that are free from grammar and punctuation errors. Be sure to use spell check and review message before it is sent.

\*Substantive participation means that both quantity and quality are important considerations. For example, a message which simply states, "I agree," does not constitute substantive participation because it does not add anything of substance to the discussion. Please keep in mind that you want to add to the discussion to keep moving forward. Messages that do not add substantive content or kill the discussion is not considered substantive. See participation rubric posted in the content section.

A substantive response DOES include:

- 1) reacting to other students' postings
- 2) raising topical questions
- 3) offering alternative ideas or additional insights
- 4) sharing personal experiences related to the topic
- 5) providing specific examples related to the topic
- 6) sharing outside research related to the topic

A substantive response DOES NOT include:

- 1) posting of your initial response to the discussion questions
- 2) contributions which have little substance like "Good idea"
- 3) contributions that have a destructive impact on the learning environment, "*Your idea has no merit. Everybody knows that will not work.*"
- 4) contributions which are not related to the topic under discussion.

**NOTE: Participating in a discussion in a previous week's discussion questions will not count for the current week's participation score. Only current week's discussions count.**

In order to earn minimal participation points, the student must add something of substance to the discussion; 2 substantive posts will earn full credit —this would consist of new ideas, personal perspectives, pointed follow-up questions, and so on. It is easier to keep up with the online class by logging in and participating regularly. Note that participation is a separate point value in addition to discussion question answers.

## **Class Assignment descriptions:**

### **Online participation – discussion of course topics for the week.**

- 5 points per week.
- Due by day 7 of each week
- 2 substantive messages – during each week
- Posting after the week has completed will not count

Post something that will help to stimulate the conversation. See above for specific requirements.

### **Weekly Discussion Questions – posted by the instructor.**

- Worth 2.5 points each – total of 5 points per week
- Due by day 7 of each week
- Posting after the week has completed will not count.

Each week, I will post two discussion questions (DQs) to help stimulate a discussion of the weekly topics. You must post your initial response to at least two of the week's questions by day 7 each week. The DQs will be posted in one thread – but you will need to answer each question listed there.

## **INDIVIDUAL ASSIGNMENTS:**

### **Case studies**

**Six (6) written case studies are due.**

**Worth 10 points each – total of 60 points**

At the end of each chapter, there are 2-3 case studies from which you can choose.

During weeks 2, 4, 6, 8, 11 and 13 you need to submit one case study. You can choose from any of the cases in the chapters for those weeks.

Directions:

- Identify the chapter and the case name at the top of the assignment.
- Type up formal responses to **two (2)** of the questions at the end of the case.
- For the “video cases”, you do not need to see the video to answer those, so you are welcome to do those as well. There are usually four questions for those, so just select two of the questions and answer those.
- Post to the D2L dropbox by the end of the week as noted in the calendar.
- You are welcome to post early if you would like, but posts after the designated week will have a penalty imposed and cases cannot be accepted if they are more than 3 days late.

### **Exams**

- There are four (4) exams.
- Worth 50 points each
- Due dates noted in the course outline
- Take online via D2L
- Timed – 60 minutes to complete

## BUSADM202 Weekly Participation Grading Rubric

<b>Content</b> <b>4 points possible</b>	<i>Points Possible</i>	<i>Points Earned</i>	Comments
Met requirement of posting <b>at least two substantive replies to classmates' posts</b> each week. The posts were in addition to the initial required message board posts. The messages were in depth and added to the discussion. The content was of each message was on track for the week's discussion and added to the dialogue.	4		
<b>Mechanics</b> <b>1 Point Possible</b>	<i>Points Possible</i>	<i>Points Earned</i>	Comments
Academic instead of casual tone is used.	1		
Sentences are complete and clear.			
Spelling is correct.			
<b>Total Points</b>	<b>5</b>	<b>0</b>	

CORPORATION FINANCE 343 (on-line)  
FALL 2016 SYLLABUS  
Dr. Bob Nagy

E-Mail: [nagy@uwgb.edu](mailto:nagy@uwgb.edu)  
Office: WH 460 N  
Phone: 465-2051, 2386  
Hours: M & W 10:00 AM – Noon  
T & TH 11:00 AM – 2:00 PM  
or by appointment

**COURSE DESCRIPTION:**

Organization of basic financial management functions and principles for business; management of fixed and working capital; short-term and long-term financial planning through investment and financing decisions; domestic and international money and capital markets; ethical issues relating to business financial management. Apply critical thinking skills to complex challenges representative of those facing the business community. A key aspect of this course is being able to display your ability to solve complex problems.

**REQUIRED TEXT and MATERIALS:**

1. Ross, Westerfield & Jordan, *Fundamentals of Corporate Finance*, 10<sup>th</sup>, McGraw-Hill Irwin, 2013.
2. A financial/business, scientific or programmable calculator is required for this course. It is **your responsibility** to learn you to use your calculator.

**GRADING:**

<u>Component</u>	<u>Percent</u>	Final <u>Average</u>	<u>Final Grade</u>
Tests (4)	60	≥ 90	A
Case Analysis	20	80 to 90	B
Quizzes (best 3 of 4)	<u>20</u>	70 to 80	C
	100%	60 to 70	D
		< 60	F

**GRADE COMPONENTS:**

Tests	Mostly problems in a multiple choice format. Tests will be given via D2L within a fairly tight time frame (a 3-4 day window). Practice tests are posted the week before the “real” tests. In order to avoid potential confusion, practice tests will disappear from D2L when the real tests are posted. <b>Make sure to download any practice tests you might need before they are pulled from D2L.</b> Even good students have off days. For that reason, your lowest test score will have less weight than your other three test scores.
Quizzes:	There will be four short quizzes (D2L). Your lowest quiz score is dropped.
Case Analysis	There will be a case assigned in early November where you will be asked to solve a business’s finance-related problem. The analysis will be due at the end of the semester. The case is graded on a pass / fail basis (you either get 20 points or 0 points). Details to follow.

**Modules:**

Each module consists of a narrated power point lecture and a handout(s) you should print out before beginning the power point slide show. You can watch the slide show via D2L. Unfortunately, D2L has been known to have problems with power point presentations and/or to crash on occasion. For that reason, you might want to download the entire course (power points, handouts, etc.) at the beginning of the semester. If needed, you can download a free power point viewer at:

<http://www.microsoft.com/download/en/details.aspx?id=13>

Most Macs have a built-in power point player. There are i-phone and android apps that allow you to play/read power point and word files. A benefit of downloading the course materials is that you can study without needing web access. Then you can study off-line (you still have to use D2L to take the exams at the scheduled dates and times).



**Calculators:**

A number of acceptable calculators will work for this class. The cheapest alternative is to use a scientific calculator (around \$15). It will do every task you need in this course. A business or financial calculator is more expensive but has a lot of the equations we use stored internally. Thus, these more expensive calculators will allow you to achieve the correct answer more quickly. Accounting students at UWGB tend to use programmable calculators. Some students download apps and use their phones. The key idea is to pick a calculator and learn how it works **before** the class begins. Please don't ask me how to input data into the calculator you choose.

**COURSE SCHEDULE:**

<b>Date</b>	<b>Assignment (listen to D2L lecture before class)</b>
Thursday, September 8	Course Overview: Watch the course overview lecture posted in D2L
Thursday, September 15	Module 1: Chapter 5 (Time Value of Money)
Thursday, September 22	Module 2: Chapter 6 (Advanced Time Value of Money) <b>Quiz #1 (via D2L): opens Thursday, September 22</b>
Thursday, September 29	Module 3: Chapter 6 (Advanced Time Value of Money)
Thursday, October 6	Module 4: Chapter 7 (Bonds and Interest Rates) <b>TEST #1 (via D2L): opens Thursday, October 7.</b>
Thursday, October 13	Module 5: Chapter 13 (Risk & Return)
Thursday, October 20	Module 6: Chapter 3 (Ratio Analysis) <b>Quiz #2 (via D2L): opens Thursday, October 20</b>
Thursday, October 27	Module 7: Chapter 9 (Overview of Capital Budgeting) <b>TEST #2 (via D2L): opens Thursday, October 28.</b>
Thursday, November 3	Module 8: Chapter 10 (Advanced Capital Budgeting Techniques)
Thursday, November 10	Module 9: Chapter 10 (Advanced Capital Budgeting Techniques) <b>Quiz #3 (via D2L): opens Thursday, November 11</b>
Thursday, November 17	Module 10: Chapter 14 (Cost of Capital) <b>TEST #3 (via D2L): opens Thursday, November 17.</b>
Thursday, November 24	<b>Thanksgiving – This is a good time to work on your case</b>
Thursday, December 1	Module 11: Chapter 17 (International Finance) <b>Quiz #4 (via D2L): opens Thursday, December 1</b>
Thursday, December 8	Module 12: Chapter 4 (Financial Forecasting) <b>Last Day of Class</b> <b>Case Analysis Due Wednesday, December 14 by midnight</b>

## The final exam will be posted in D2L on Thursday, December 15

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This sheet summarizes the basic equations we'll be using throughout the course:

### TIME VALUE OF MONEY EQUATIONS

**Future Value of a Lump Sum** = Lump Sum  $\times (1+i)^n$   
where,  $i$  = periodic interest rate &  $n$  = time to maturity

### Future Value of an Annuity (Ordinary annuity)

$$= \text{Annuity} \times \frac{(1+i)^n - 1}{i}$$

### Future Value of an Annuity (annuity due)

$$= \text{Annuity} \times \frac{(1+i)^n - 1}{i} \times (1+i)$$

**Present Value of a Lump Sum** = Lump Sum  $\times (1+i)^{-n}$

### Present Value of an Annuity

$$= \text{Annuity} \times \frac{1 - (1+i)^{-n}}{i}$$

### Present Value of an Annuity Due

$$= \text{Annuity} \times \frac{1 - (1+i)^{-n}}{i} \times (1+i)$$

### Future Value of a Growing Annuity

$$= \text{Annuity}_1 \times \frac{(1+i)^n - (1+g)^n}{i - g}$$

where,

$\text{Annuity}_1$  = annuity in year 1  
 $i$  = discount rate  
 $g$  = growth rate (e.g., inflation rate)

### Present Value of a Growing Annuity

$$= \text{Annuity}_1 \times \frac{1 - [(1+i)/(1+g)]^{-n}}{i - g}$$

where,

$\text{Annuity}_1$  = annuity in year 1  
 $i$  = discount rate  
 $g$  = growth rate (e.g., inflation rate)

# LEADERSHIP DEVELOPMENT

## BUS ADM 472-0001 (9240): FALL 2016

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<b>Professor:</b>	David Radosevich, Ph.D.
<b>Class Time:</b>	Thursdays 5:15–8:05pm
<b>Location:</b>	Wood Hall 324
<b>Office Hours:</b>	Tuesday 3:00-3:30pm; Wednesday 2:00 – 5:00pm; Thursday 3:00-3:30pm; Email at anytime <i>All office hour appointments must be made at: <a href="https://davidradosevich.youcanbook.me/">https://davidradosevich.youcanbook.me/</a></i>
<b>Office:</b>	Wood Hall 480J
<b>Office Phone #:</b>	(920) 465-2434
<b>Email Address:</b>	<a href="mailto:radosevd@uwgb.edu">radosevd@uwgb.edu</a>

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### **COURSE DESCRIPTION:**

This course provides a framework for lifelong leadership development based on two perspectives: (1) values-based leadership and (2) competency-based leadership.

First, we will explore a framework of values-based leadership that focuses on questions such as: How do I motivate and lead myself? How can I integrate my core value system into a leadership style? How do I influence and lead others? How do I leverage organizational culture based on shared values to achieve superior business results? We help you clarify your answers to these questions and in so doing help prepare you to be a leader in both your personal and professional life.

Second, from a competency-based framework, we will explore the leadership imperatives that are necessary to act on business challenges and drive both personal and organizational success in a competitive business environment. For example, as a forward thinking leader, it is important to understand how to integrate operational initiatives into broader strategic plans while still maintaining operational excellence, ensuring talent readiness, and building inter-group alignment among other things. Thus, we build your leadership potential by developing your ability to demonstrate critical leadership competencies, including: exercising strategic judgment, building organizational talent, driving organizational change, proactively coaching for success, and developing strategic partners through appropriate influence strategies.

### **COURSE OBJECTIVES:**

The objectives for this leadership development course include:

1. Understand and apply leadership and motivation principles to organizational realities.
2. Clarify your values, assumptions, beliefs, and expectations about what it means to be an effective leader.
3. Assess your personality traits and behavioral leadership competencies.
4. Develop leadership competencies that will allow you to effectively drive business results and influence others regardless of your positional authority.
5. Develop interpersonal and communication skills.
6. Learn practical skills of leadership from case studies and shared experiences.
7. Introduce you to the related elements of any leadership situation: personal characteristics, strategic thinking, influencing others, designing effective organizations, and managing change.
8. Help you anticipate and plan your leadership role in society.
9. Learn how to engage in lifetime leadership development.
10. Prepare you to be a leader by creating your personal leadership model to guide your career and life aspirations.

### **REQUIRED TEXTBOOK:**

Daft, R. (2010). *The Leadership Experience, 5<sup>th</sup> Edition*. South-Western Publishing (ISBN: 9781439042113).

## RESPONSIBILITY FOR LEARNING

1. **Learning Philosophy:** I assume that every person will be engaged and accountable for their own learning.
2. **Professor's Role:** I will introduce you to new information, provide examples and demonstrations to facilitate understanding, moderate and guide discussions, and be available to help you with both the content and processes explored in class. Do not expect me to lecture from the readings while you passively take notes.
3. **Student's Role:** You must take responsibility for mastering the material and procedures through active participation, careful thought, and consistent practice. You will be expected to make consistent and meaningful contributions to all class discussions in a seminar format. At times, you will lead the class discussions. Here is a guide developed at Washington State University to aid in your critical thinking:
  - Can you identify the problem, question, or issue?
  - Can you consider context and assumptions?
  - Can you develop your own position or hypothesis?
  - Can you present and analyze supporting data?
  - Can you integrate other perspectives?
  - Can you identify conclusions and implications?

Here are some sample questions to spark meaningful contributions to class discussions:

- What I hear you saying is \_\_\_\_\_?
  - Why do you think that statement is important?
  - What evidence do you have for that claim?
  - Can you give me an example to better illustrate your point?
  - If your statement were true, what would be the implications for those involved?
  - What are the short-term implications of your statement? Long-term implications?
  - How does your statement compare to the point of view of \_\_\_\_\_?
  - How would you connect the dots between those different points of view?
  - Can you incorporate different concepts or theoretical frameworks to support your case?
  - I (dis)agree with you because \_\_\_\_\_.
  - That is an interesting point, but could you expand on it more?
  - Are there any other factors that might influence your point?
  - Can you move beyond just a definition of the concept and explain it more in-depth?
  - Can you help me better understand how your statement ties into this particular discussion?
  - If your statement were true, what predictions could you make?
4. **Reading Expectations:** The readings and other materials serve as a resource to enhance our discussions and class activities. Read the material in advance of the date on the syllabus so you can make comments and ask questions.
  5. **Willingness to Adapt:** Think of this class as having periods of relative calm and other periods of energy and learning. The dynamics are such that we may decide to spend more or less time on the assigned topics. Keep pace with the readings as assigned regardless of where the class appears to be unless I indicate otherwise.
  6. **Downloading & Emailing Expectations:** You are accountable for downloading and printing any relevant course material from D2L before each class. Check the website – and your campus e-mail – before every class period. *This is nearly a paperless class. All your deliverables will be emailed to me.*

## D2L INFORMATION:

Class syllabus, notes, and other materials will be available at D2L. If you have trouble using D2L, please seek support info at (<https://www.uwgb.edu/learntech/D2L/students.htm>).

1. Log on at: <http://www.uwgb.edu/learntech/d2l/>
2. Your username and password are the same as what you use to log on to your UWGB e-mail.
3. You will be directed to a page that includes the header, "My Green Bay courses." Click on this particular course title and you'll be taken to our course site.

## ACCOMMODATIONS

If you need any special academic accommodations due to a documented physical, sensory, psychological, or learning disability, please see me to explore potential solutions or make arrangements through Disability Services (920-465-2841; Student Services Building – Room 1700).

## PLAGIARISM AND DOCUMENTATION

Plagiarism, whether accidental or deliberate, is a serious form of academic dishonesty. You must cite every source that you use in every piece of writing that I evaluate, except for your own views, experiences, and common knowledge. The following lists the penalties for plagiarism at UWGB:

[http://www.uwgb.edu/deanofstudents/policies\\_procedures/students/pdfs/uws014.pdf](http://www.uwgb.edu/deanofstudents/policies_procedures/students/pdfs/uws014.pdf)

## ACADEMIC INTEGRITY

The highest ethical standards are expected in class. You are expected to conduct yourself in an ethical and professional matter. Any determined or suspected dishonesty will result in a "0" for the assignment or test and will be referred to the University for disciplinary action. ***Cheating includes both receiving and giving answers/help to questions on the test.*** For tests, there will be no electronic devices (i.e., cell phones) or any wandering eyes. Remember that whatever possible small gain you may get from cheating will not outweigh the potential harm from getting caught. Also, it is unethical to:

- Tell the instructor that you "need" a certain grade. You must earn it.
- Request extra assignments for the purpose of raising your grade
- Ask that your grade be raised because it is very close to the next higher grade
- Ask that your grade be raised because you did not do well on one part of the course or grading scheme
- Request a higher grade because you don't like the grading scheme
- Ask to turn in an assignment late – even a few minutes late
- Ask for any other unfair advantage in grading
- Plagiarize any of your work.

## GRADING AND EVALUATION:

<b>GRADED DELIVERABLE</b>	<b>WEIGHT</b>
Executive Briefs (Individual Papers X 3)	30%
Discussion Leader (Team Presentation X 1)	15%
Leadership Skill Development (Team Presentation X 1)	15%
Leadership Blueprint (Individual Paper X 1)	25%
Leadership Blueprint (Individual Presentation X 1)	5%
Meaningful Contributions to Class/Business Week Participation	10%

<b>FINAL PERCENTAGE</b>	<b>FINAL GRADE</b>
93.00% – 100%	A
88.00% – 92.99%	A/B
83.00% – 87.99%	B
78.00% – 82.99%	B/C
73.00% – 77.99%	C
68.00% – 72.99%	C/D
60.00% – 67.99%	D
0 – 59.99%	F

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## DELIVERABLES

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### EXECUTIVE BRIEFS (INDIVIDUAL PAPERS):

You will have 3 Executive Briefs due this semester. You will write/design the Executive Briefs according to the days listed on the schedule. The purpose of the Executive Briefs is to demonstrate your critical thinking and writing ability. In addition to writing, you can choose to deliver your message using images/graphics/diagrams. Just ensure that a naïve reader can understand your message without any further explanation beyond your 1 page limit. Be as creative as you like. Each person will individually write an executive Brief focused around topics in the corresponding sections:

- Executive Brief 1 will focus on any issue(s) from The Personal Side of Leadership (Chapters 4-7). Please label this document “**lastname\_brief\_1.doc**” and upload it in the D2L Dropbox.
- Executive Brief 2 will focus on any issue(s) from The Leader as a Relationship Builder (Chapters 8-12). Please label this document “**lastname\_brief\_2.doc**” and upload it in the D2L Dropbox.
- Executive Brief 3 will focus on any issue(s) from The Leader as a Social Architect (Chapters 12-15). Please label this document “**lastname\_brief\_3.doc**” and upload it in the D2L Dropbox.

You will first read the assigned chapters and carefully reflect on them. Then you will write/design a one page Executive Brief that integrates the readings into a coherent and thoughtful message. The goal is to extend your level of critical analysis and application in a way that helps you develop as a leader! Please note that this is not a summary or factual reporting of what you read. The expectation is that you will write/design from the perspective of a leader and communicate a meaningful message according to the appropriate topic. You do not have to include all the elements from the readings, but you do have to use enough content from the readings to formulate a meaningful message. In terms of the backdrop for your Executive Briefs... you may choose to assume that you are in charge of a fictitious group of followers/organization or use an actual leadership position you have held or are currently holding. Assume that you are an actual leader writing to your team/organization/self/external stakeholders.

The formatting is as follows: 1 inch margins, single-spaced, 12 inch font size, Times New Roman, 1 page maximum (please note that I stop reading after one page), properly labeled document, and upload it in the D2L Dropbox.

### DISCUSSION LEADER (TEAM PRESENTATION):

*Please note that there will likely be 4 teams with 5 people per team.* Each team will prepare and lead a discussion focused around topics in your corresponding section:

- Team 1 (& possibly Team 4?) will discuss The Personal Side of Leadership (Chapters 4-7)
- Team 2 (& possibly Team 4?) will discuss The Leader as a Relationship Builder (Chapters 8-12)
- Team 3 (& possibly Team 4?) will discuss The Leader as a Social Architect (Chapters 12-15)

The goal is to assume the leadership role and take charge of exploring topics ***that go beyond what is in the book***. That is you need to research actual leadership issues/case studies/biographies/personal experiences/training exercises or games/ issues ripped from the headlines, etc. ***You will not directly lecture on the material from the book; rather, you will make the material from the book come to life with the above examples.*** You must meet with me to plan your discussion to make sure you are on the right path.

As discussion leaders, you may include: developing discussion questions, group activities, or identifying additional readings. You can also prepare questions in the spirit of the Executive Briefs or use any style you think would engage your peers interactively. You can take the lead in the discussion or simply guide the class through a discussion. You can use a professional PowerPoint or simply have a list of questions to guide your peers. Whatever style you use, you are in the driver’s seat and must guide the class through the discussion. ***The key point is that you move beyond the information presented in the text and engage the class in an informative, creative learning experience.*** The activity should be anything that engages the class and applies a concept or concepts. Please note: no paper is required, just the presentation. A grading rubric is provided on D2L. You will be evaluated by both your peers and the professor. Properly label the document (“**team#\_leader.ppt**”) and upload it in the D2L Dropbox.

### **LEADERSHIP SKILL DEVELOPMENT (TEAM PRESENTATION):**

The purpose of this assignment is to give you an opportunity to demonstrate how one specific leadership skill can be developed. You will assume the role of a leadership consultant and teach us how to enhance our leadership effectiveness. Specifically, you will be required to pick a leadership skill/competency and deliver a training session to the class. The goal is that everyone in class will be able to learn and practice the skill in your session. The number of topics is limitless (e.g., coaching, communicating with impact, leading teams, thinking strategically, leading change, developing strategic relationships, customer focus, empowerment/delegation, driving execution, executive disposition, time management, etc.). You may choose to present a typical leadership “package” like Stephen Covey, Brian Tracy, or any other leadership consultant. No team can have the exact same topic (first come, first serve).

Please note: no paper is required, just the presentation. A grading rubric is provided on D2L. You will be evaluated by both your peers and the professor. Properly label the document (“**team#\_skill.ppt**”) and upload it in the D2L Dropbox.

### **LEADERSHIP BLUEPRINT (INDIVIDUAL PAPER):**

You will write an individual paper that is not to exceed 5 complete pages (excluding title & reference page), single-spaced, 12 font size, 1 inch margins, Times New Roman. Be sure to use logical & informative headings for each section of the paper. Label the document (“**lastname\_blueprint.doc**”) and upload it in the D2L Dropbox.

The purpose of the leadership blueprint paper is to reflect on how your personal leadership style will help you attain your professional dreams. Your paper should consist of the following:

- Describe your professional dream
- Describe your personality
- Describe your personal VABEs (values, assumptions, beliefs, & expectations)
- Define your personal leadership philosophy (or leadership point of view).
- Discuss what you have learned from an actual leader you personally know. You may choose to interview this person. You may have learned both effective and ineffective leadership lessons from this person. Tell how you will incorporate these life lessons into your personal leadership blueprint.
- Create a visual symbol, object, or model that describes your personal leadership style. This leadership symbol should capture the essence your “leadership vision.”
- Discuss how your leadership skills will help you attain your dream. Provide specific behavioral examples to substantiate your claims. You should also reference your personality profile and any leadership competencies that will serve as either strengths or hurdles in your pursuit of your professional dream. You can use any leadership skill development exercises from the book, the professor, online, or class discussions. Here is a list of resources you will rely on:
  1. Personality data
  2. Performance appraisal
  3. Self-reflection
  4. Competencies from handouts or class discussion
  5. Self-development guides
- Discuss how you will engage in lifelong self-development related to your leadership ability.

My interest is in seeing your thinking and how it has grown during the course. This is not your ordinary paper! It will require reflection and some hard mental homework, so I encourage you to outline your paper early on and continue adding to it, revising sections of it, and deepening your leadership philosophy as the course progresses. In this way, you will be less likely to feel a “crunch” at the end of the term and you will have better thinking in your paper. Keeping a weekly journal or log of your thoughts in this class would be a wise strategy.

### **LEADERSHIP BLUEPRINT (INDIVIDUAL PRESENTATION):**

You will be required to deliver a presentation on your individual paper. Be sure to carefully craft your presentation and delivery. Given that this paper is highly personal and reflective, you can choose what to highlight. At a minimum, your audience should walk away with a better understanding your personal leadership perspective, how you arrived at it, and where you see your new leadership skills taking you in life. I am raising the bar on this presentation. My expectation is that your presentation will be compelling and memorable – not your typical, dry class presentation. Challenge yourself. Be creative. Be innovative. Leave an impression. You can choose your medium to communicate your message, but PowerPoint should be one element so that at a minimum we can see your leadership symbol or graphical drawing. In the past I have seen people use a PowerPoint, create a video, do an activity, write a poem, enlist the help of a classmate for a skit, or do anything else that clearly communicated their message in a memorable way. Properly label the document (“**lastname\_ blueprint.ppt**”) and upload it in the D2L Dropbox.

### **MEANINGFUL CONTRIBUTIONS TO CLASS:**

The nature of our topic requires your **active engagement**. Passively “taking it all in,” like a filmgoer, won’t cut it. Unlike most classes, most of the learning will come from each other through discussion. It is important to clearly think about what you would like to say and then present it in a thoughtful and professional manner. Regardless of how well or how poorly folks express themselves, what is their main point? What is most interesting about what they’re saying? Do you agree or disagree? Are you asking interesting questions? Are you building on others’ statements and questions? Are you merely stating facts, or are you contributing important insights, based upon your careful analysis, and not just your opinion? *In this class, you are not here simply to learn about leadership. Rather, you are here to engage in effective leadership and followership.* I will be evaluating you on the degree to which your contributions are an asset to the class.



**TENTATIVE CLASS SCHEDULE** (we will make adjustments as necessary):

WEEK	DATE	TOPIC	NOTES/DELIVERABLES
WEEK 1	9/8	<b>Introductions &amp; Overview</b> <b>Personality Survey:</b> <a href="http://uwgreenbay.qualtrics.com/SE/?SID=SV_9TtCNWcOcFWY0C0">http://uwgreenbay.qualtrics.com/SE/?SID=SV_9TtCNWcOcFWY0C0</a>	<b>Personality Survey</b> (your results are emailed around 9/20)
WEEK 2	9/15	Leadership Development from a Consultant's Perspective Framework for Leadership Competencies <b>SECTION 1: THE PERSONAL SIDE OF LEADERSHIP</b> Ch 4 – The Leader as an Individual Ch. 5 – Leadership Mind and Heart	
WEEK 3	9/22	Ch. 6 – Courage and Moral Leadership Ch. 7 – Followership <b>Executive Brief 1 (EB1) is due for all by Saturday midnight</b>	<b>Personality Survey closes at 11:59pm on 9/16</b> <b>All:</b> Upload EB1 to D2L Dropbox
WEEK 4	9/29	<b>Team 1: Present on The Personal Side of Leadership</b> (60 min) <b>Team 4(?): Present on The Personal Side of Leadership</b> (60 min)	<b>Team 1:</b> Upload to D2L Dropbox <b>Team 4(?):</b> Upload to D2L Dropbox
WEEK 5	10/6	<b>Go over personality feedback</b> <b>SECTION 2: THE LEADER AS A RELATIONSHIP BUILDER</b> Ch. 8 – Motivation & Empowerment Ch. 9 – Leadership Communication	<b>All:</b> bring your personality feedback
WEEK 6	10/13	Ch. 10 – Leading Teams Ch. 11 – Developing Leadership Diversity Ch. 12 – Leadership Power & Influence	
WEEK 7	10/20	<b>Team 2: Present on Leaders as a Relationship Builder</b> (60 min) <b>Team 4(?): Present on Leaders as a Relationship Builder</b> (60 min) <b>Executive Brief 2 is due for all by Saturday midnight</b>	<b>Team 2:</b> Upload to D2L Dropbox <b>Team 4(?):</b> Upload to D2L Dropbox <b>All:</b> Upload EB2 to D2L Dropbox
WEEK 8	10/27	<i>No in-person class. Use this as team time</i>	
WEEK 9	11/3	<b>SECTION 3: THE LEADER AS A SOCIAL ARCHITECT</b> Ch. 13 – Creating Vision & Strategic Direction Ch. 14 – Shaping Culture & Values	
WEEK 10	11/10	Ch. 15 – Leading Change <b>Team 3: Present on The Leader as a Social Architect</b> (60 min) <b>Team 4(?): Present on The Leader as a Social Architect</b> (60 min) <b>Executive Brief 3 is due for all by Saturday midnight</b>	<b>Team 3:</b> Upload to D2L Dropbox <b>Team 4(?):</b> Upload to D2L Dropbox <b>All:</b> Upload EB3 to D2L Dropbox
WEEK 11	11/17	<b>Present Your Leadership Skill</b> (2 team/60 min)	<b>Teams:</b> Upload to D2L Dropbox
WEEK 12	11/24	<i>No class. Happy Thanksgiving</i>	
WEEK 13	12/1	<b>Present Your Leadership Skill</b> (2 teams/60 min)	<b>Teams:</b> Upload to D2L Dropbox
WEEK 14	12/8	<b>Leadership Blueprint Papers</b> <b>Leadership Blueprint Presentations</b> (20 people/10 min)	<b>All:</b> Upload to D2L Dropbox <b>All:</b> Upload to D2L Dropbox
FINALS	12/15	<b>Final Exam Period 6-8pm on Thursday Dec. 15</b>	

BUS ADM 446/646: Advanced Corporation Finance, Fall 2016 (Sections 1 & 2)

Mussie Teclezion, PhD  
460-M Wood Hall  
Phone: 920-465-2466  
e-mail: [teclezim@uwgb.edu](mailto:teclezim@uwgb.edu)

Office Hours: Tuesday 9:30 - 12:00 PM  
Wednesday 9:30 AM - 12:00 PM  
Or by appointment

**COURSE DESCRIPTION:**

Short-term and long-term financial decisions under risk and uncertainty; financial analysis planning and control; in-depth coverage of theories and applications of capital structure, cost of capital, dividend policies; working capital management; long-term financing decisions; valuation of mergers and acquisitions; international capital budgeting.

**Course Objectives:** This course addresses the following PLLGs

**PLLG 2.** Apply problem solving skills to complex challenges representative of those facing the business community

**PLLG 4:** Evaluate business decisions in terms of how they impact corporate social responsibility

**Required text and materials**

1. Damodaran, Applied Corporate Finance:, 4<sup>th</sup> edition, 2014, Wiley
2. A financial/business, scientific or any calculator capable of raising a number to a "power".

**Recommended text and reading**

1. Holden, Excel Modelling in Corporate Finance, 5<sup>th</sup> edition, Pearson
2. The Wall Street Journal

**GRADING**

Component	Percent	Point Total	Final Grade
Tests (2)	40	>= 93	A
Final Exam	25	88 to 93	AB
Class Participation	10	83 to 88	B
Projects (undergraduates)	<u>25</u>	78 to 83	BC
	<u>100</u>	73 to 78	C
		67 to 73	D
		< 67	F

**Grade Components:**

Tests/ Final Exam      There will be two tests and a final exam for the class.

Class Participation      You are expected to actively participate (i.e. ask questions, answer questions, provided your opinion on topics discussed, and so on) in class.

Research Paper Only graduate students will write a research paper. Details will be provided by the fourth week of class. **For graduate students, projects will make 15% of grades and research paper, another 10% of grades.**

Projects There will be small projects to be submitted during the semester. Details will be provided several times throughout the semester.

**MAKEUPS:** Given at the discretion of the instructor.

**COURSE SCHEDULE (coverage may be adjusted as needed):**

<u>Date</u>	<u>Coverage</u>
Week 1 & 2	Ch. 12 Valuation: Principles and Practice
Week 3	Ch. 3 The Basics of Risk
Week 4	Ch. 4 Risk Measurement and Hurdle Rates in Practice
Week 5	Ch. 4 Risk Measurement and Hurdle Rates in Practice <b>Test #1 (Chapters 3, 4, and 12)</b>
Week 6	Ch. 7 Capital Structure: Overview of the Finance Decision
Week 7	Ch. 8 Capital Structure: The Optimal Financing Mix
Week 8	Ch. 9 Capital Structure: The Financing Details
Week 9	Ch. 10 Dividend Policy
Week 10	Ch. 11 Analyzing Cash Returned to Stockholders
Week 11	Ch. 11 Analyzing Cash Returned to Stockholders <b>Test #2 (Chapters 7, 8, 9, 10, and 11)</b>
Week 12	Ch. 5 Measuring Return on Investments
Week 13	Ch. 6 Project Interactions, Side Costs, and Side Benefits
Week 14	Corporate Governance and Corporate Social Responsibility
Week 15	Last Day, review for Finals

**FINAL EXAM:** According to UWGB exam schedule

**Disability:** The University wants to ensure students with disabilities have equal access to education. If you have a documented disability and require an academic accommodation please contact me and the Disability Services Office at phone# 465-2841, email: dis@uwgb.edu as soon as possible. It is important that you do this early in the semester as some accommodations can take time to arrange.

UWGB disability services website: <http://www.uwgb.edu/ds>

D2L accessibility statement: <http://www.desire2learn.com/products/accessibility/resources>

**Academic dishonesty policy:**

This course follows the academic misconduct policy of UW-Green Bay.

Academic misconduct includes any act in which a student:

1. Takes credit for the work of others through plagiarizing, not using proper citation etc.
2. Causes intentional damage to the course materials, academic work of other students
3. Uses unauthorized materials, forges, fabricates or falsifies data in an exam or assignment
4. Assists other students in these acts
5. Cheats in exams, submits others' academic work as their own without proper citation, giving credit
6. Any other activity listed in UW- Green Bay academic misconduct document that can be found at [https://www.uwgb.edu/deanofstudents/policies\\_procedures/students/pdfs/uws014.pdf](https://www.uwgb.edu/deanofstudents/policies_procedures/students/pdfs/uws014.pdf)

Academic misconduct will result in the disciplinary actions mentioned in the UW-Green Bay academic misconduct document and other course related disciplinary actions like reduction of grades, getting an F grade and so on.

# CHEMISTRY 211: Principles of Chemistry I

Fall 2016



**Instructor:** Dr. Michael McIntire  
**E-mail:** mcintirm@uwgb.edu  
**Phone:** 920-465-5131  
**Office:** LS-425  
**Lecture:** 9:30 – 10:25 am, MWF, MAC-111 (Section 3)  
10:35 – 11:30 am, MWF, MAC-111 (Section 1)  
**Office Hours:** MW 11:30 am – 12:30 pm, and by appointment

## **Discussion:**

8:25am - 9:20am, T, ES-301

9:30am - 10:25am, T, ES-301 (This discussion is taught by **Dr. Mandeep Bakshi**)

11:00am - 11:55am, T, ES-301

12:30pm - 1:25am, T, ES-301

## **Textbook / Course Material**

- Textbook: *Chemistry* by Chang/Goldsby with **ALEKS** software
- Calculator: You will need to bring a calculator for the exams. NO PROGRAMMABLE CALCULATORS (large area screen/graphing) are allowed during exams.
- Lab Packet: *Principles of Chemistry I, Laboratory Manual* — packet available online from lab instructor
- Lab Goggles: Splash-proof type safety goggles must be worn in the laboratory AT ALL TIMES!

## **Course Overview**

The general education learning outcomes:

**An understanding of the natural sciences, including: major concepts, principles, and theories of the biological and physical environment; and the impact of scientific and technological activities and products on individuals, society, and the environment.**

*Principles of Chemistry I* is designed to give the student a broad introduction to some of the central concepts of chemistry, such as bonding, atomic structure, chemical reactions, and the periodic table. The student will start by learning the ideas of the scientific method and the role it played in the development of modern chemistry. Since chemistry is a quantitative field, we must understand the concept of significant figures and uncertainty in measurements. Next, chemical nomenclature, how to write various chemical reactions, stoichiometry, and theoretical and percent yields will be discussed. Gas laws will be examined, leading to the ideal gas equation of state. Thermochemistry will highlight the role heat, work, and energy play in chemical reactions and the

importance of state functions. The atomic structure will be detailed and related to the arrangement of the periodic table. Bonding will be discussed in terms of molecular orbital and valence bond theory. We will end the semester by relating molecular interactions to various bulk physical properties, such as boiling point and vapor pressure.

## Grading

Your scores on the following will determine your course grade:

Exam 1	100 points
Exam 2	100 points
Exam 3	100 points
ALEKS quizzes*	80 points
Final Exam**	150 points
	<hr/>
	530 points

\* Total quiz scores will be normalized to 80 points.

\*\* Final will be half cumulative and half chapters 10 and 11.

A make-up exam will only be provided for students who missed the regularly scheduled exam due to **illness or serious family emergency**. Please contact the professor as soon as possible if a situation arises that prohibits you from taking the exam as scheduled. Proof will be required before a make-up exam can be scheduled.

The following *approximate* grade scale will be used (as a percentage of possible points) for determine exam and final grades:

A = 91 – 100

AB = 81 – 90

B = 71 – 80

BC = 65 – 70

C = 55 – 64

D = 45 – 54

F = 0 – 44

## Lecture

The lecture material will closely follow the textbook; however, we sometimes may address topics that are not included in the text. You are responsible for learning all the material in the chapters we cover and everything covered in lecture. We will often work problems on the whiteboard in class. Make sure that you understand these calculations and are capable of doing them on your own.

## Discussion

Discussion will consist of problems for you to work on (posted on the D2L site) that illustrate and highlight the concepts that were covered in lecture and your text. Try to do these problems before discussion so you can ask any relevant questions.

## TENTATIVE LECTURE SCHEDULE FALL 2016

<b>Period (week)</b>	<b>Chapter</b>
September 6 – 9 (1)	1
September 12 – 16 (2)	1, 2
September 19 – 23 (3)	2 - 3
September 26 – 28 (4)	3
<b>Wednesday, SEPTEMBER 28</b>	<b>EXAM 1 (Chapters 1 – 3)</b>
October 3 – 7 (5)	4
October 10 – 14 (6)	5
October 17 – 21 (7)	5,6
October 24 (8)	6
<b>Wednesday, OCTOBER 26</b>	<b>EXAM 2 (Chapters 4 – 6)</b>
October 28 (8)	7
October 31 – November 4 (9)	8
November 7 – 11 (10)	8,9
November 14 – 18 (11)	9
<b>Monday, NOVEMBER 21 (12)</b>	<b>EXAM 3 (Chapters 7 – 9)</b>
November 28 – December 2 (13)	10
December 5 – 9 (14)	11
December 12 – 14 (15)	11
<b>Friday, DECEMBER 16</b>	<b>FINAL EXAM (MAC-111)</b>

# Chem 213

## General Chemistry I Laboratory Syllabus

Instructors: Dr. M. Mcintire, Dr. F. Chen, Dr. N. Villanueva, Dr. Mandeep Singh Bakshi & staff

### Course Materials:

Laboratory Manual: Principles of Chemistry I Laboratory Manual, Norman, J.C. et al;  
UW-Green Bay (required)

Safety Goggles: **REQUIRED THE FIRST DAY OF LAB.** Wisconsin Statute 146.015 (1973) requires Type 3 eye protection (goggles) be *worn by everyone entering the laboratory regardless of whether they are personally engaged in experimental work.*

### Evaluation:

Lab Safety Quizzes (required)	0
Significant Figures Drill	40
Lab Reports (11 drop 1 x 40 pts each)	400
Check out (required)	0
Lab exam	<u>40</u>
TOTAL	480

<u>Letter Grade</u>	<u>Percentage</u>
A	92 – 100
AB	88 – 91
B	82 – 87
BC	79 – 81
C	71 – 78
CD	68 – 70
D	60 - 67
F	<60

If you complete all 11 labs, your one lowest score will be dropped. Makeup can only be done during the same week in the other lab sections upon approval of the lab instructor. Otherwise, there will be NO make-up for missed labs. Absence (excused or unexcused) from 3 or more lab sessions will result in automatic failure of the course. Students making legitimate excuse must email the instructors showing the evidence prior to the laboratory sessions.

Completion of the safety contract, lab safety quizzes, check-out and lab exam are mandatory. Each student must pass the laboratory safety quiz (2 parts) that is given online in D2L on the date specified in the tentative laboratory schedule. No student will be allowed to do the rest of the experiments without passing the safety quizzes.

The laboratory is an integral part of the course. It is designed to allow students to develop their experimental and data handling techniques and learn how to handle basic chemical laboratory instruments. Some chemical concepts may be discussed in prelab discussions.

Students will work in pairs or bigger groups as assigned by the instructor. Whenever there is an unknown for the experiment, each student will work individually for the unknown part of the experiment.



## The Laboratory Report

### Preparation and Technique (8 pts)

This is a qualitative assessment of how prepared for lab you are, your attitude in lab, and your technical skills. To earn all 8 points for this section, you must: read the experiment before coming to lab so you know what to do, come on time and prepared to do the experiment, ask only pertinent questions, wear your safety goggles the entire period and never be reminded to put them back on, not break any glassware, properly clean up spilled chemicals, not return excess chemicals to stock containers, properly dispose chemical wastes, return equipment to your drawer and the community cupboard, lock your drawer and close the cupboard when you are finished, clean up your work space (including the balance and the area around the balance you used). Lastly, wash your hands with soap and water before you leave the lab.

### Introduction (6 pts)

The introduction must be brief and state the purpose of the experiment. If there are several parts to the experiment, then the purpose of each part should be included. Include what parameter you are going to measure/determine and the formula(s) that apply. The balanced reaction should also be included, if applicable. The introduction page will be collected before the prelab is given for each experiment. Include a copy of it when you submit your full report.

### Data (10 pts)

All data collected during the laboratory period, will be neatly recorded on the Report Sheet for the experiment in blue or black ink. If you need to change your data, do NOT erase your entry. Place a single line across and write the correct information. To earn all 10 points for this section you must perform the lab within the allotted time and cooperate with your group mates, if working in groups. You need **2 copies of the Report Sheet**; one to be submitted to your instructor right after the lab and another for your report.

### Calculations (8 pts)

Any calculation must be shown (handwritten neatly is acceptable), including the formula(s). Numerical answers must be expressed with the proper number of significant figures and the proper units.

### Discussion and Conclusion (8 pts)

The **brief** discussion of the report must be typewritten in complete sentences and submitted as an attachment to the report sheet(s). Discuss the purpose of the experiment and the results that you obtained/calculated to answer the objectives of the experiment. Also discuss the % difference or % errors of the values you got and relate it to possible sources of errors. 'Human errors' (such as spilled sample in one trial or inaccurate measurement in another trial) are not acceptable explanations for the difference in your experimental data. (Refer to hyperlink on [Experimental Error](#))

### **Plagiarism**

If working in groups, you may discuss the answers to the questions, but you may **NOT** copy the each other's answers word for word. Example: you may not just change a verb or a word in a sentence/paragraph and claim it as different from your partners. In such a case, the whole group will NOT get any credit. Do not take credit for someone else's work. Be sure to give credit for material obtained from others. Clearly indicate exact quotations.

Consequences of plagiarism: first offense results in zero points on that assignment and a letter to the Dean of Students; second offense results in failure in the course and a letter to the Dean of Students.

**Refer to CONTENT for format of the lab report.**

### **Submission of Lab Report**

The Laboratory Report is due the following week of the lab. The Report Sheet(s) must be attached to each laboratory report. Reports submitted after the quiz will be considered late and will be given 10% (4 pts) deduction. Late reports are subject to 20% deduction per day late (including Saturday and Sunday).

### **Laboratory Hazards:**

The department has taken steps to minimize your exposure to hazardous materials. However, it is impossible to completely eliminate all potential exposures. As a general rule in a chemistry laboratory, students should treat all chemicals as hazardous and take appropriate and necessary handling precautions. It is important to pay attention during prelab on how to properly handle these chemicals.

### **Washing of Glassware**

Rinse used glassware with tap water. Add detergent and use the brush to scrub the inside. Soap the outside. Rinse with tap water. Use the distilled water from the **wash bottle** to finally rinse the glassware (not from the distilled water tap). Invert wet glassware on paper towels to drain and return to your drawer. There is no need to wipe the glassware with paper towels to dry them for storage.

**Chemical Wastes** Discard chemical wastes as per instructions.

### **Individuals with Disabilities:**

*As required by federal law and UW-Green Bay policy for Individuals with Disabilities, students with a documented disability who need accommodations must contact the Disability Services Office at 465-2841. Reasonable accommodations can be made unless they alter the essential components of the class. Contact the instructor and Disability Services Coordinator in a timely manner to formulate alternative arrangements.*

### **Check-out**

Check-out is mandatory. Take out all items from your drawer and make sure all equipment and glassware are clean and dry. Ask your instructor for replacement of missing items and return excess items and items not in the list in the cart provided.

### **The Lab Practical Exam**

The lab practical exam will include topics from the lab safety discussion and the previous 12 experiments. It will be close notes, close books, etc. A periodic table will be provided. You will be allowed to bring **one** 4" x 6" index card (or half page of 8.5' x 11' paper) where you may write any notes you think you may need for the exam. The lab exam will not be returned to you.

NDV Revised SEP 2016

# CHEM 495 – Research In Chemistry

## Fall 2017 Syllabus

**Instructor:** Dr. Jeremy Intemann

**Office:** LS411

**Email:** intemanj@uwgb.edu

**Office Phone:** 920-465-2796

**Office Hours:** Mondays 1-3 pm, Wednesdays 1-3 pm, Thursdays 1-2pm, or by appointment.

### Course Description

Research in chemistry is intended to introduce undergraduate students to research in the field of chemistry. Students in my lab will perform research in the combined fields of polymer chemistry, materials science, and renewable energy. You will learn how to plan an organic synthesis and carry it out, along with a variety of laboratory techniques that are more advanced than what is typically seen in other undergraduate laboratories, such as flash chromatography, air-free Schlenk techniques, potentiometry, and advanced NMR experiments. Students will have the opportunity to learn about polymer chemistry through synthesis and characterization of semiconducting polymers and learn how these materials can be utilized to engineer organic solar cells.

### Course Learning Objectives

Upon completion of this course students should be able to:

- Plan the synthesis of a target compound with aid from the instructor.
- Purify materials using advanced techniques, such as flash chromatography.
- Characterize prepared compounds by physical or spectroscopic techniques.
- Engage in safe laboratory practices such as proper handling of chemicals, glassware, and equipment, with an understanding of the common hazards associated with them.
- Maintain a proper scientific notebook, with detailed and reproducible work, including information on relevant chemical reagents, experimental procedure, data collected, and observations made during experiments.
- Have a basic understanding of how organic solar cells work and how material design impacts cell performance.

### Course Grade

Your grade in this course will be determined based on a variety of factors:

- 1) **Attendance** - students are required to be in the research lab at times agreed upon by them and the instructor. Students are expected to perform research 3 hours of week for every credit they are registered for.
- 2) **Ability to follow directions** – students are expected to be able to follow basic instructions they are given while performing research. This includes safety protocols, synthetic procedures, and equipment use. Research does not always go according to plan. If a reaction fails through no fault of your own (while following instructions accurately), this will not negatively impact your grade.
- 3) **Maintaining a scientific notebook** – Students are required to document all work they perform in the research lab, with dates on all pages denoting when the work was performed.

- 4) **Research Summary** – At the conclusion of the course, students are required to write a research summary of the work they performed. The summary should include an introduction summarizing the importance of the work in the field, with supporting literature citations, followed by an explanation of their project, what they were trying to achieve, and what the results were of the work. The research summary is due the last day of the semester before the week of finals.

Students who meet expectations in these four areas will receive an A, with decreasing grades given to students who fail to meet expectations in one or more of these areas.

### **Safety**

Safety in the chemistry lab is essential. Personal Protective Equipment (PPEs) such as goggles, lab coats and gloves are important components for lab safety and are required when in the lab. Sandals/open-toed shoes and shorts/short dresses are not appropriate to wear to lab. You will not be allowed to work in the lab if you are not in proper attire. You should wear gloves at all times when actively working with chemicals. You should not handle the doors or leave the lab wearing your gloves. If you need to take your gloves off, throw them in the trash, do not try to put them back on and reuse them as this can lead to an inadvertent chemical exposure. Always use clean gloves when putting on gloves. You should always wash your hands after removing your gloves and before leaving the lab.

If you have long hair you should tie it back to prevent your hair from coming into contact with flames, equipment, or chemicals. Report any accidents or spills to me immediately, even if no one was apparently injured. Improper use of chemicals (including unauthorized experimentation, improperly disposing of chemicals down the drain, and unsafe handling of chemicals, such as pipetting by mouth) and removal of chemicals from the laboratory is strictly forbidden. If you are unsure of how to dispose of a chemical, please ask the instructor.

### **Keeping the Lab Clean**

Students are expected to maintain the cleanliness of the laboratory. Students are required to clean all of their glassware before leaving lab using soap and water (and if needed acetone). Students are expected to keep the balance, rotary evaporator, and other equipment clean and to clean up any spills that occur. Acid spills should be neutralized with baking soda before cleaning it up. Broken glass should never be picked up by hand, but should be cleaned up with a broom and dust pan and disposed of in a container designated for broken glass (do not put broken glass in the garbage).

### **Students with Disabilities**

Students with a documented disability who need special accommodations must contact the Disability Services Office at 465-2841 to obtain reasonable alternative arrangements or accommodations.

# CHEM 613: Instrumental Analysis

Fall 2017

Monday, Wednesday, & Friday 9:30 – 10:25 am (Lecture)

Tuesday 2:00-4:50 pm (Lab)

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**Instructor:** Dr. Jeremy Intemann

**Office:** LS411

**Email:** intemanj@uwgb.edu

**Office Phone:** 920-465-2796

**Office Hours:** Mondays and Wednesdays 1-3 pm, Thursdays 1-2 pm, or by appointment

## Course Materials:

- **Textbook:** Principles of Instrumental Analysis, 6<sup>th</sup> ed., Skoog, Holler, and Niemanm.
- **Required:** Safety goggles, a laboratory notebook, and a USB drive.

**Course Description:** Instrumental analysis explores the theory and application of modern instrumental methods for chemical analysis. Lecture will explore instrumental design, the principles behind the phenomenon being observed by each instrument, and how data collected from these instruments may be interpreted.

**Course Objectives:** Upon completion of the course, students should have a general understanding of the capabilities and limitations of a variety of instrumentation and be able to select the appropriate instrumental method for a given problem. Students will be able to critically evaluate the veracity of data based on an understanding of experimental design and potential sources of chemical and instrumental noise.

**Course Grade:** Your grade for this course will be based on graded items from both the lecture and laboratory portions of the course. The lecture portion will consist of a midterm and final exam, homework problem sets, and a class presentation. The lab portion of your grade will consist of five lab reports and a research-style project term paper for a sixth experiment. Assignments and exams will be weighted using the following point system:

		<u>Percent</u>	<u>Grade</u>
Lab Reports (6 x 20 pts each)	120 Pts	92-100%	A
Independent Research Project	80 Pts	90-91%	AB
Problem Sets (10 x 10 pts each)	100 Pts	78-89%	B
Class Presentation	100 Pts	76-77%	BC
Midterm Exam	100 Pts	65-76%	C
<u>Final Exam (8-10 am, Dec. 16<sup>th</sup>)</u>	<u>100 Pts</u>	62-64%	CD
Total	600 Pts	60-61%	D
		<60%	F

**Exams and Course Organization:** This course will be presented in a module format, where each “module” is an instrument that we cover. The first half of the semester will be dedicated to instrumentation used in organic compound structure analysis. The second half of the semester will

dedicated to instrumentation for quantitative analysis, with a short section at the end covering material property characterization.

There are only 2 exams in the course. The first will be a midterm that covers instrumentation for structure analysis and the second exam will be the final exam, which will cover instrumentation for quantitative analysis. The final exam will not be cumulative and will only cover material since the midterm.

**Class Presentation:** Each student will give a presentation to the class that will cover an instrumental technique that will not be covered in lecture. **You are required to have the topic of your talk to be approved by me no later than the end of the seventh week of the semester (October 20<sup>th</sup> @ 5 pm).** It is advantageous for you to get your topic approved as soon as possible as no two students may give a talk over the same topic and topics will be approved on a first come first serve basis.

Your presentation grade will be based on the following points that should be covered in your talk:

- How the instrument works, including the components of the instrument. If an instrument has several options for a particular component (such as a variety of different detectors that could be used), you may pick one and discuss it, ignoring the others.
- What is the physical phenomenon that the instrument is using to analyze a sample? Give a description of this and any relevant laws or formulas that are needed to understand it.
- A review of a research paper from the scientific literature that uses the instrumental technique to answer a scientific question and demonstrating the utility of the instrument. You should present the data included in the work as well to give the class an idea what data from the instrument looks like (this may or may not be possible though) and explain how the paper's conclusions were drawn from the data.
- You should be able to answer any reasonable questions posed to you during your talk. There will be a short question and answer session at the end of your talk where the class can ask you questions related to the presentation.
- Ask questions during other student talks. Though this is not covered by your talk, all students will be expected to attend all talks and ask questions at the end of the talk.

Your presentation should be approximately 20 minutes long (give or take 2 minutes), with a 5-minute question and answer session directly following your talk. Citations for references should be given on the slide the reference appears on, not in a bibliography at the end.

The following instrumental methods will be covered in lecture and are not eligible for student presentations:

- Mass Spectrometry
- Infrared Spectroscopy
- Raman Spectroscopy
- NMR Spectroscopy (only Solution-phase 1D and 2D experiments)

- Molecular UV-Vis Absorption Spectroscopy
- Photoluminescence Spectroscopy (Fluorimetry)
- Atomic Absorption Spectroscopy
- Atomic Emission Spectroscopy
- Gas Chromatography
- Liquid Chromatography
- Capillary Electrophoresis
- Thermal Gravimetric Analysis
- Differential Scanning Calorimetry

**Laboratory Experiments:** You will be performing lab experiments in groups. The experiments have been grouped together as either first half semester experiments or last half of the semester experiments. The experiments for the first half of the semester are smaller in scope, designed to allow you to familiarize yourself with the instrumentation, while the second half experiments are more project oriented.

#### First Half Experiments

- 1) Spectroscopic Identification of an Unknown Organic Compound
- 2) Determination of Fluorescein in a Commercial Cleaning Product
- 3) GC-MS Headspace Analysis of Artificial Flavors

#### Second Half Experiments

- 4) Evaluation of a Semiconducting Polymer for Use in Organic Solar Cells
- 5) Determination of B Vitamin Content in Energy Drinks by HPLC Analysis
- 6) Determination of Minerals in Apples By ICP-AES

**Lab Report Due Dates:** Lab reports are due one week after completing the lab, with the exception of the Spectroscopic Identification of Organic Compounds lab, which will be due at the last lecture before the midterm exam. The research paper is due at the final day of class presentations (last day of class before finals).

#### **Lab Report Format:**

All lab reports should be typed and include the following sections:

- Title of experiment, name, and date.
- Introduction
  - A brief summary of what it was you were attempting to do and how you were going to do it.
- Results and Discussion
  - In an orderly and logical way go through your findings, presenting figures and tables as needed. Make sure all conclusions are explained and supported by the data. Address any points that are asked for in the handouts.



- Experimental Details
  - Provide any information that a reader would need to duplicate your experiment. Things to include would be instrumental parameters that would impact the results. For example, solvent flow rate on a HPLC or wavelength of excitation for a fluorimeter.
  - Any special procedural information that would be needed, such as how samples were prepared. You do NOT need to write out a full procedure. Routine procedures (such as making standards using serial dilution) do not need to be given in detail (simply say a 50 ppm solution of something was prepared). Things like standard concentrations and the solvent used is good to put here. If you are writing step-by-step instructions you are doing it wrong. An example would be saying something like “Sample was degassed by placing it in a sonicator for 10 minutes” instead of saying “50 mL of a solution was added to a 250 mL beaker and placed in a sonicator. The sample was sonicated for 1 minute and then observed for frothing. The sample was then sonicated in 1 minute intervals until frothing ceased (~10 minutes).”
- Supporting Data
  - This is just all the raw data you collected (printed plots, not lengthy spread sheets of data you used to make the plots). Things like absorption/fluorescence spectra, NMR spectra, least squares plots, etc. Any plots you include as figures in your results and discussion section does not need to be included here (unless you modified the plots in some way when making the figure, such as normalization)

### **Independent Research Project**

Students enrolled in CHEM 613 will be required to plan and carry out a research project. The project should pose a scientific question, which the student can design an experiment to answer. The experiment must make use of one or more instrumental methods to answer the question. You must meet with me to discuss your project idea and to get it approved. If you require chemicals and equipment for your project I will get them for you if the department has them on hand. If we do not have the required items, you will need to choose an alternate project. You are required to have an approved research project plan by the end of the 8<sup>th</sup> week of the semester.

### **Research Article/Lab Report**

Your lab report for your project will be in the form of a research article, written as though it were to be submitted to the Journal of the American Chemical Society. For guidelines on this paper, see the JACS Article Template and Author Guidelines located on D2L. You will find JACS articles have a similar layout to what the lab reports have. The primary difference is that the introduction will include a literature review of relevant papers in the field you are investigating. This means that you will need to cite any information you obtained from literature papers and have a bibliography at the end of the paper. You will also need to prepare an abstract and a conclusions section. The conclusions section is not for making new conclusions from the data, but rather is a short summation of the work presented in the paper. Make sure all figures, tables, and text are

formatted to ACS specifications, as stated in the Author Guidelines. You should still attach all raw data you collected to the end of the paper, as you would with any lab report.

Keep in mind that the purpose of an introduction is to set up the rest of the paper. It should make clear why this work is important and relevant. It should also provide the reader with any background information that they will need in order to understand the work reported in the paper. Introductions typically set up a narrative for the work, in much the same way I created a narrative in the introductions of the experiment handouts. You should think about what you want that narrative to be and go from there. A good research paper doesn't just have a pile of data in it followed by an explanation of the data. It tells a story, one where the plot points are created by the introduction of individual pieces of data.

**Academic Integrity:** All graded work, such as homework problem sets and lab reports, should be completed individually. Exams are closed notes and should be completed by you alone. Academic misconduct in any form will not be tolerated. This includes, but is not limited to: copying or sharing answers on tests and problem sets, and having someone else do your academic work. Students found to be in violation of this policy will be subject to disciplinary action.

**Students with Disabilities:** Students with a documented disability who need special accommodations must contact the Disability Services Office at 465-2841 to obtain reasonable alternative arrangements or accommodations.

**Communication 381-Principles of Public Relations/Corporate Communications  
Syllabus & Schedule-Fall 2016  
Lec 11276 M-W 12:45-2:05 pm-MAC 103**

**Instructor: Danielle Bina**

Office: MAC C332

Phone: 465-2875

Email: binad@uwgb.edu

Office Hours: Tuesday 1-3 pm and Wednesday 11-noon (or by appointment).

**Teaching Assistant:** Hannah Koerner

Email: koerhe01@uwgb.edu

**Course Overview/Objectives:**

To examine the Public Relations profession, including strategies, ethical issues, media relations, social media and internal/external publics. Students will explore and identify the difference between strategy and tactics, and how to communicate strategically to different publics. By researching and working with an area non-profit organization students will gain a working knowledge of fundamental PR communication campaigns. The course emphasizes group work, research/audience analysis, writing skills and oral presentation skills. Students will become familiar with:

- The history of public relations and case studies
- Ethical and legal considerations for PR professionals
- Theories and methods public relations professionals practice
- The application of PR strategies and tactics for various publics

**Required Texts:**

- **Public Relations-Strategies & Tactics, Wilcox, Cameron & Reber (11<sup>th</sup> edition)**
- **Recommended Text: AP Style Book**

**Grading**

**10%: Attendance & Participation**

**15%: Quizzes (4)**

**20% Group Writing Assignments (3)**

- **Bus-Comm Goals: 5%**
- **GOST: 5%**
- **PR Plan Draft 2: 10%**

**20%: Mid-term Exam**

**35%: Group Final Project**

- **Presentation: 40%**
- **Written: PR Plan & Media Kit=60%**

**Grading Scale:**

A: 92% +

AB: 89-91%

B: 82-88%

BC: 79-81%

C: 72-78%

CD: 69-71%

D: 60-68%

F: Below 60%

### Group Project Member Evaluation

- **Members of each group will evaluate each other. Any student who receives two or more ratings of 5 or less on a 1-10 scale will have their grade on the project lowered; all other group members will receive the same grade. In other words, make sure you do your fair share of the group's work.**
- **Groups have the right to "fire" a member for non-performance. The fired member will need to find another group or do the project alone.**
- **Group decisions are held in confidence.**

**Attendance & Participation** are key to your success in this course.

You start out with 100 points. You are allowed two unexcused absences OUTSIDE of Presentation days. After that each absence results in a deduction of 10 points. Only University-approved absences with notification in writing (e.g., Athletics, Medical emergency, etc.) will be accepted. Participation includes being on time, engaging in class and its activities.

- Email notification before/after a missed class is not University approved documentation.
- Quizzes and exams cannot be made up for unexcused absences.
- Attendance on Presentation days is required; 10 point deduction for each missed day.
- Late work will not be accepted.
- If you miss a class, ask a classmate, NOT the Instructor, for notes/viewing materials.

**Exams & Quizzes: One in-class Mid-term exam.** The group project (Presentation and paper) will take the place of the final exam. **There are 4 open book quizzes available on the D2L site under the Quizzes tab.** Take them at any time before 11:59 pm on 12/12. After that time they will be closed and unavailable. You have 2 attempts and 60 minutes for each quiz of 20 (MC/TF) questions.

**Quiz 1: Chapters 1 & 3**

**Quiz 2: Chapters 6 & 7**

**Quiz 3: Chapters 9 & 10**

**Quiz 4: Chapters 14 & 15**

**Group writing assignments (3)** will count toward **20%** of your grade in the course. (Bus-Comm Goals, GOST, second draft of PR plan) These are GROUP assignments.



*Join the Public Relations Student Society of America Chapter!*

### Additional Notes

**No extra credit** will be given. **Do not ask to submit alternate assignments for grade.**

**Business attire for presentations** is expected and **will affect your grade.** Men will wear suits or dress pants, shirts and ties and women suits or similar business clothes. You are not dressing for a night at the clubs. Think real world/business attire.

**Cell phones** are to be **turned off** before entering the classroom. No texting, please. If it becomes a problem I will ask you to leave. Any texting during exams will result in a failing grade in the course.

**Laptop computers** are permitted in this course only during lecture time. Online activities unrelated to the course will result in a laptop/tablet ban. *Electronic devices are not allowed during viewing, guest speaker or presentation times.*

**Please be on time.** If you must arrive late or leave early, do not enter/exit in the front of the classroom. ***If you leave early, make sure we do not hear the door close!*** NEVER enter the classroom during a group presentation.

**The schedule is tentative.** There may be adjustments throughout the semester due to guest speakers, group work time requests, etc. I will try to accommodate all group time/help requests as we get toward "crunch time" at the end of the semester.

**Communication:**

This course is set up on D2L. Check it regularly for updates and materials.

Check your email before class for any last minute changes or announcements. Feel free to contact me with any questions or concerns. I am here to help you succeed! Email is the preferred method of contact outside of office hours. Put Comm 381 in the subject line.

**Plagiarism** is the accidental or deliberate presentation of someone else's words, ideas, or information as your own. In a university, it is considered a serious form of academic dishonesty. Penalties for plagiarism can range from a lowered grade on the paper to expulsion from school. Please consult the UWGB website for details.

**Group Work** is an important element of your experience in the Communication journey at UWGB. It is also crucial to develop group interaction skills before entering the field of Communication. **There is one group project (PR Plan Presentation/Media Kit and paper) that takes the place of the final exam.** Holding weekly meetings **with an agenda**, staying in touch with your group members regularly and assuming your fair share of the work will ensure your success on the final project. Use the Communication workbook to guide you in the group process. Manage conflicts. If you are experiencing difficulty within your group, address it immediately. Waiting too long to settle differences will negatively affect the project outcome!

**\*\*Treat your non-profit organization/mentor with respect. This is a real world connection that is important to the University and possibly your future. A good relationship with your mentor can lead to employment and referrals.**

### Tentative Course Schedule

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Assignments-complete by date listed</b>
1	9/7	Intro to Course	Read Ch. 1, 2 & 3
2	9/12 9/14	What is PR? Group Day-PR Planning	Read Ch. 7 & 9 <b>Instruction Manuals &amp; Schedules</b>
3	9/19 9/21	What do they do? Guest Speakers Publics and Opinion	Read Ch. 4 Read Ch. 5 & 11
4	9/26 9/28	Publics and Opinion II Audience Analysis	Read Ch. 6 <b>100 Facts due-D2L</b>
5	10/3 10/5	Audience Analysis II Audience Analysis Exercise	Read Ch. 8
6	10/10 10/12	GOST I GOST II	<b>Comm-Business Goals assignment due</b> Read Ch. 14 & 15
7	10/17 10/19	GOST Exercise Media Relations I	Invite your NPO mentor to presentations Read Ch. 12 & 16
	10/24 10/26	Media Relations II PR Writing-News Release	<b>GOST assignment due-printed copy</b>
8	10/31 11/2	News Conference/Media Kits Catch up Day	Read Ch. 17 & 18 <b>Bring 1<sup>st</sup> draft PR Plan 11/2-Printed copy (due in class)</b>
9	11/7 11/9	Exam Group Work-Feedback Day	Read Ch. 10 <b>Bring 1<sup>st</sup> draft OF Media Kit-printed copy</b>
10	11/14 11/16	Group Work Day Ethics & Law-Enron I	Read Ch. 13, 19 & 20
11	11/21 11/23	Enron II Group work day-no class	<b>Revised PR Plan due 11/21 (for grade)</b> <b>Bring printed copy-due in class</b>
12	11/28 11/30	Group Work-Feedback Day Group Work-Feedback Day	Read Ch. 21 Reminder-all quizzes due by 12/12
13	12/5 12/7	Group Presentations-w/Media Kits Group Presentations-w/Media Kits	Bring 2 copies of slides
14	12/12	Papers due-In box outside office MAC-C332	<b>Quizzes 1-4 due 12/12 by 11:59 pm</b>

# SOCIAL SCIENCE STATISTICS

## SYLLABUS Fall 2016

MWF 9:30 – 10:25 MAC113 and Lab F 10:35-11:30 WH327

<b>Professor:</b>	<b>Dr. Georjeanna Wilson-Doenges</b>
<b>Office:</b>	<b>MAC Hall C320</b>
<b>Phone:</b>	<b>465-2479</b>
<b>Email:</b>	<b>wilsong@uwgb.edu</b>
<b>Office Hours:</b>	<b>Monday 8:30–9:30; Tuesday 11-2; Thursday 12:30–2:30</b>

**Objectives of the Course:** This course will introduce you to basic statistical techniques with the hope that you will be able to apply them in other classes and in future jobs and the career you plan to pursue. This class is also designed to reduce your fears about statistics and help you to become competent consumers of statistical results presented in computer output, scholarly journals, and real world settings. This course requires a basic understanding of algebra and the use of a calculator.

### Required Text:

Social Science Statistics Coursepak from Bookstore

### Optional Text and Software:

Statistics 9e by Witte and Witte, 2010 ISBN – 13978-0-470-39222-5 Text has internet demos at [www.wiley.com/college/witte](http://www.wiley.com/college/witte) as well as practice problems and SPSS output in the textbook.

IBM SPSS 23.0 Download – Instructions for downloading SPSS at: <https://uknowit.uwgb.edu/page.php?id=54778>

### Required Tools:

A calculator that has the ability to do all the basic functions including squaring ( $x^2$ ) and square rooting ( $\sqrt{x}$ ).

### Grading:

#### Grades will be based on the following:

Six (6) computer labs worth 15 points each	90
Twelve (12) homework assignments worth 10 points each	120
Five (5) quizzes worth 10 points each	50
Three (3) exams worth 100 points each	<u>300</u>
Total points=	560

**Letter grades will not be more stringent than the following:**

≥ 515	A
493-514	AB
459-492	B
437-458	BC
403-436	C
381-402	CD
336-380	D
< 336	F

**Class Rules:**

1. Class attendance is imperative to your learning - statistics is something that is easier to learn from a live person than from a book filled with formulas. It is my expectation that you will attend every class. To encourage and monitor attendance I will give 5 “pop quizzes” sporadically throughout the semester each worth 10 points. You will receive 5 points just for being there and an additional 5 points if you answer the question correctly. There will be no make-up quizzes. If you are absent for any reason on a quiz day you will not receive those 10 points.
2. I expect that you will come prepared to each class and lab. I expect that during class you will use common courtesies by not text messaging or accessing online sites not pertinent to the current class work, etc. We will have computers in our lab class and I expect that you will use these computers only to accomplish class work and not to check your email or surf the web, etc.
3. I expect that you will hand in homework **on time** that shows **pride** in the product and I will take off points if homework is late (2 points per day). I expect that you will follow a personal honor code in which you complete all work yourself with honesty.
4. There will be no make-up exams unless there is some dire and well-documented circumstance. If you have a conflict with a scheduled exam please see me well before that time.

**\*\*Note:** Consistent with the federal law and the policies of the University of Wisconsin, it is the policy of the University of Wisconsin-Green Bay to provide appropriate and necessary accommodations to students with documented physical and learning disabilities. If you anticipate requiring any auxiliary aids or services, you should contact me or the Coordinator of Services for Students with Disabilities at 465-2849 as soon as possible to discuss your needs and arrange for the provision of services.



*I reserve the right to change this syllabus as necessary with appropriate notification.*

## **Class Schedule**

### **Week 1 / Sept 7 and 9**

Introduction to Statistics

Frequency Distributions

**HOMEWORK 1 due Friday**

**Computer lab: Intro to SPSS**

### **Week 2 / Sept 12**

Describing data with Graphs

**HOMEWORK 2 due Friday**

**Computer lab: Work on Lab #1 Lab #1 due Monday 9/19**

### **Week 3 / Sept 19**

Measures of Central Tendency: Mean, Median and Mode

Measures of Dispersion or Variability: Range, Variance, Standard Deviation

**HOMEWORK 3 due Friday**

**LAB 1 due Monday the 19<sup>th</sup> to the Dropbox before 9:30**

**Computer lab: Work on Lab #2: Lab #2 due Monday Sept 26<sup>th</sup>**

### **Week 4 / Sept 26**

Normal Distributions and z scores: Basics

Normal Distribution: Applications: Finding percents or values

**LAB 2 due Monday**

**HOMEWORK 4 due Friday**

**Computer lab: NO LAB**

### **Week 5 / October 3**

Correlation: Scatterplots, Pearson Correlation Coefficient  $r$ , Interpret  $r$  &  $r^2$

Prediction/Regression Line: Slope, intercept, standard error of prediction

**HOMEWORK 5 due Friday**

**Computer lab: Work on Lab #3: Lab #3 due Monday Oct 10<sup>th</sup>**

### **Week 6 / October 10**

**Review**

**LAB 3 due Monday Oct 10**

**Exam 1**

**Friday, October 14**

### **Week 7 / October 17 and 19 No class/lab Friday Oct. 21st**

Probability

Sampling Distribution of the Mean: Central Limit Theorem

**NO CLASS OR LAB FRIDAY October 21st**

**HOMEWORK 6 due Wednesday**

**Computer lab: NO LAB**

**Week 8 / October 24**

Introduction to Hypothesis Testing: One-tailed and Two-tailed z tests

**HOMEWORK 7 due Friday**

**Computer lab: NO LAB**

**Week 9 / October 31**

More about Hypothesis Testing

**HOMEWORK 8 due Friday**

**Computer lab: NO LAB**

**Week 10 / November 7**

*t* test for one sample

**HOMEWORK 9 due Friday**

**Computer lab: Work on Lab #4: Lab #4 due Monday November 14<sup>th</sup>**

**Week 11 / November 14**

**Review**

**LAB 4 due Monday Nov 14**

**Exam 2**  
**Friday Nov 18<sup>th</sup>**

**Week 12 / November 21 only**

*t* test for Two Independent Samples

**\*\*NO CLASS OR LAB Weds-Friday Nov 23-25 Happy Thanksgiving\*\***

**Week 13 / November 28**

*t* test for Correlation Coefficient

**HOMEWORK 10 due Friday**

**Computer lab Work on Lab #5: Lab #5 due Monday Dec 5**

**Week 14 / December 5**

Analysis of Variance (ANOVA) F test

Chi-Square Test for Qualitative Data on Friday

**HOMEWORK 11 due Friday**

**Computer lab: Work on Lab #6: Lab #6 due Monday December 12<sup>th</sup>**

**Week 15 / December 12 and 14**

Reading Journal Article Statistics

**Lab 6 due Friday**

**HOMEWORK 12 due Monday Dec 12<sup>th</sup>**

**REVIEW**

**FINAL EXAM: Friday, December 16<sup>th</sup> 8 – 10**

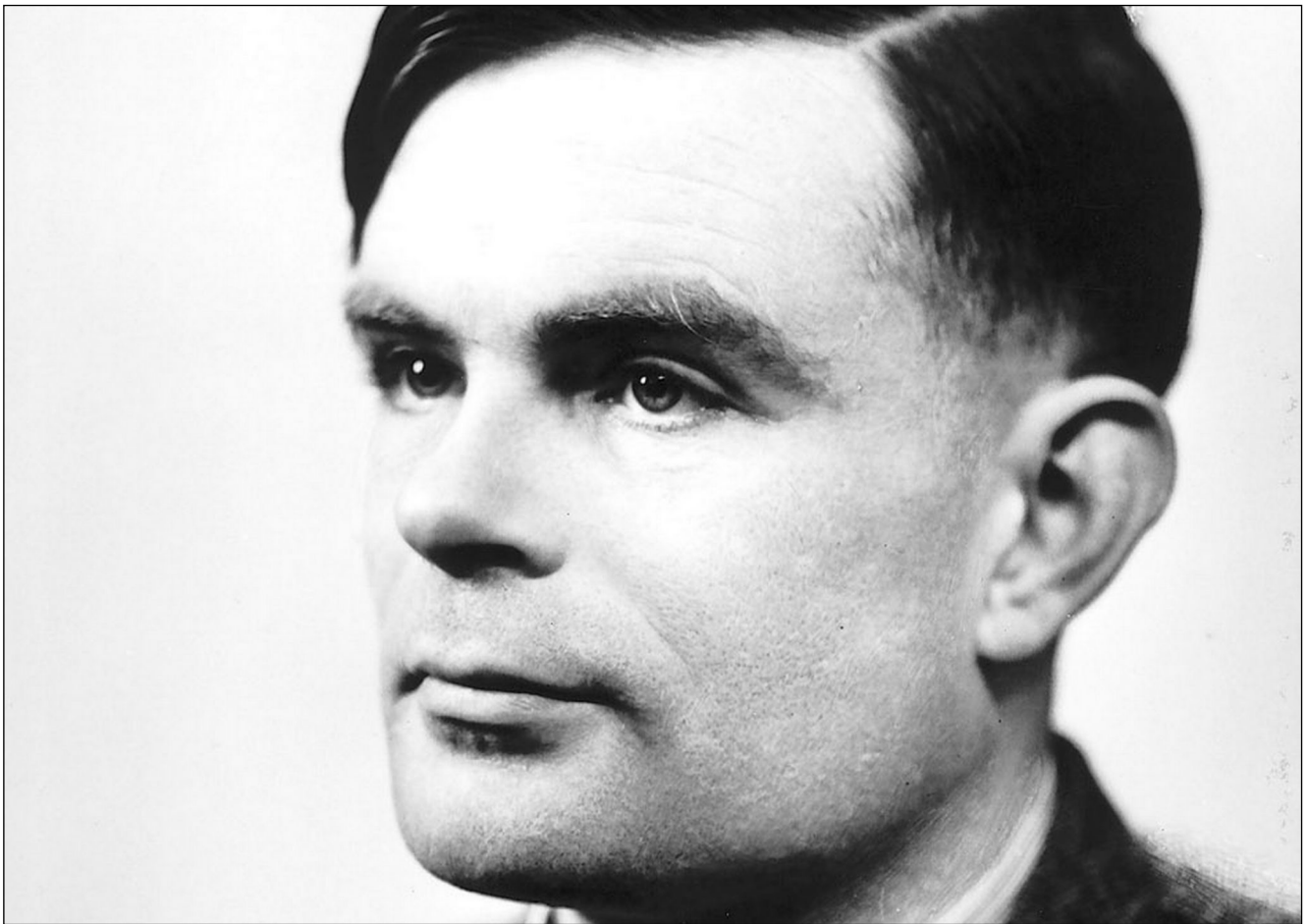
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# Computer Science 201

**Introduction to Computing and Internet Technologies**

**Class Syllabus - Elliot Christenson Instructor - Fall Semester 2017**

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**Alan Turing**  
creator of computer science

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# Elliot Christenson

## Contact Information

✉ christel@uwgb.edu

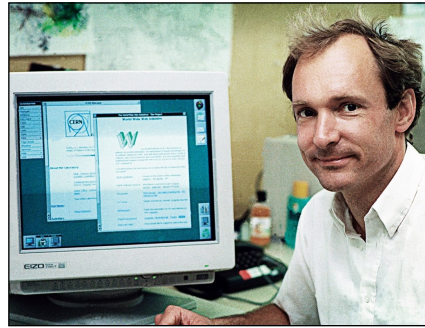
📞 920-227-3248

elliottc 

@elliott 



**Grace Hopper**  
created first compiler



**Tim Berners-Lee**  
invented world-wide web



**Gordon Moore**  
coined "Moore's Law"

## Class Information

**Session Meets:** Tuesday and Thursday 12:30PM to 1:50PM in room IS-1129A

**Office Hours:** By appointment and flexible. I can also meet off-campus.

**Prerequisites:** None

**Course Website:** <http://www.uwgb.edu/learntech/d2l/>

Login to your D2L account and find COMP SCI 201 in "My Green Bay Courses." Check this course web site frequently: important announcements and informational resources will be posted here!

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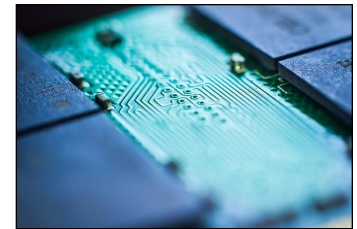
## Class Overview



This course is designed to give a student with no computing background a basic understanding of computer hardware and software, to provide an overview of the way the Internet works and to teach the first elements of computer programming.

### Computing & Internet Technologies

The first goal is to expose students who are new to computing to the basic concepts, ideas and terminology of the computing world. This overview includes the concepts and ideas of both stand-alone and internet-based, distributed computing.



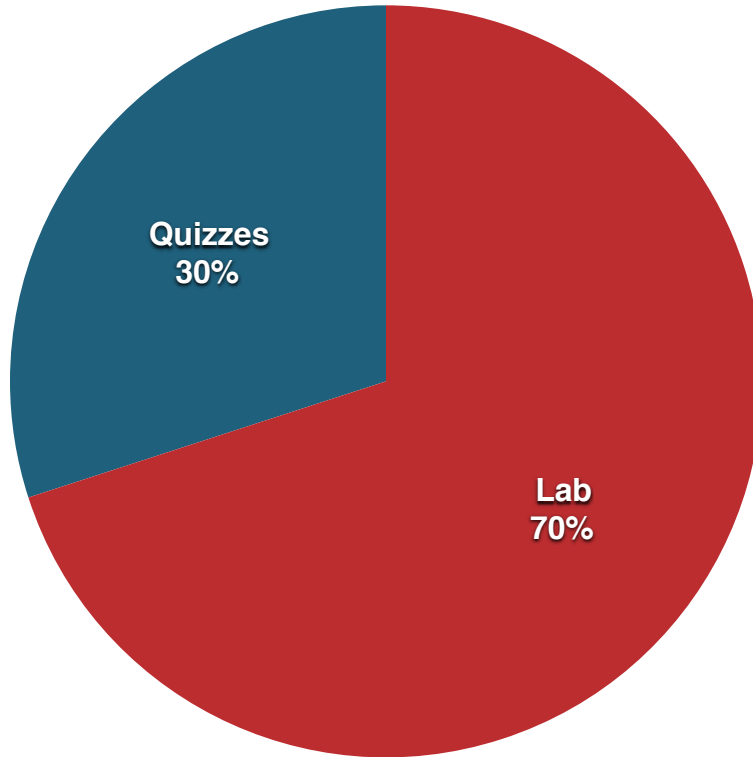
### Computer Programming



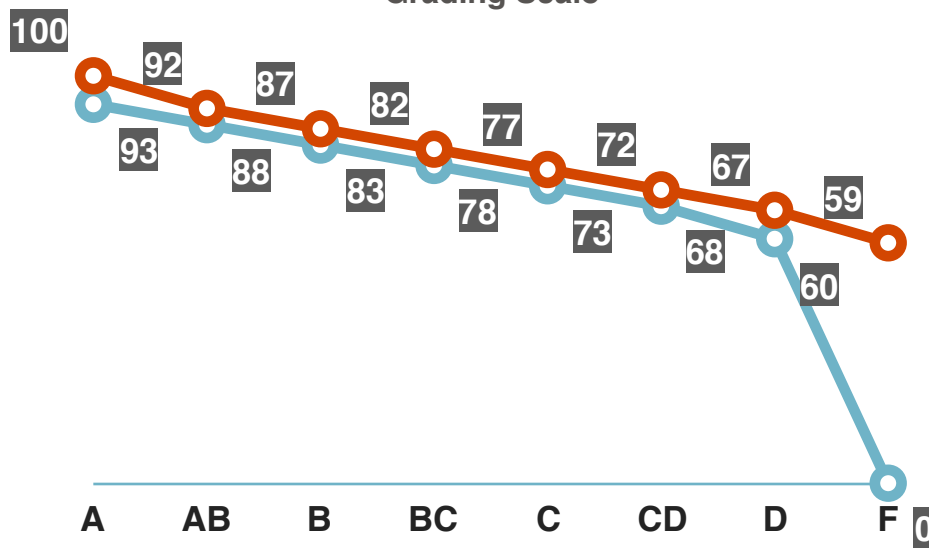
The second objective of the course is to provide an introduction to computer programming using the Web page scripting language JavaScript. This first exposure to developing programs is designed to serve as a foundation of more advanced software design and development course work that are part of the Computer Science and Information Science curricula.

# Grades

Grade Breakdown



Grading Scale



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# Course Policies

## Classroom Policies

- All applicable UWGB computer usage rules will be in affect.
- Unnecessary distractions and interruptions cannot be allowed. Be respectful of your fellow students.
- Computers and other materials can be distracting. Treat your colleagues with respect.

## Grade Privacy Policies

You are not supposed to show your grades or grading results (homework submissions or exams) to others. There's no curve, so grading is an individual matter between me and you. Any consequence of such sharing of your grades will be totally your responsibility.

## Missing or Late Homework/Quizzes/Exam Policies

- Lab projects **can** be turned in late. Projects must be submitted no later than December 20
- Quizzes are completed in D2L, there is a due date.
- There is no Final Exam. There is a Final Project.

## Extra-Credit Policies

You may propose extra-credit. I may also propose extra-credit. These extra projects need to be of public benefit and relate to the course. The weight of the extra-credit will be at my discretion and will be agreed upon before work commences!

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## Policy Statement for Academic Dishonesty in Computer Science

In all computer science classes, each student is expected to assume full and sole responsibility for writing the code associated with any assignment not designated as a group project/assignment. Any instance where a program, submitted by one student, was fully or partially written by another constitutes Academic Dishonesty and will be dealt with. Published penalties range from 0s for BOTH people involved to failing and a letter sent to the Dean of Students. Please note that such letters go into your file and can have an adverse affect when seeking employment. The minimum penalty taken for any such incident in our course is the combination of 0 points for the specific assignment AND a lower grade (e.g. A to B, B to C, C to D, or D to F) of the course, FOR BOTH PEOPLE INVOLVED. Note that giving copies of program source code or designs is also an academic misconduct/dishonesty. For more information on what constitutes an academic misconduct and how one is dealt with, please read Chapter 14 of University Policies, which can be found at:

<http://www.uwgb.edu/deanofstudents/policies/ch14.htm>.

**You are required to be aware of these policies and procedures.**

### Things you CAN do:

- Talk with others about design options or general approaches to an assignment.
- Ask and answer questions about a design or syntax of specific statements.
- Ask and answer questions regarding applications and tools used to complete projects.

### Things you CANNOT do:

- Give or receive copies or partial copies of code or designs. (Note: The manner in which it is obtained is irrelevant. Thus, for example, this statement applies to programs left on a table or even discarded in a trash.)
- Participate in discussions that involve writing code to accomplish a particular task.
- Examine another person's code for the purpose of working on your program.
- Have any individual (including consultants) write any part of your program or tell you how to do so.
- Help other students by allowing them to see code that you have written or designed. For example: if you discard any hard copies of code, make sure that no one else can obtain access to it. In this case, completely destroy the hard copy. It is your responsibility.
- Work together on creating the code for a program, unless the program is explicitly designed as a group program.



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**Violation of these rules will result in action taken. Not only will the person who benefited be held accountable but also the person who provided the assistance will be penalized. In order to run a class smoothly, a measure of trust must exist between instructor and student. Violation of these policies destroys the trust and respect that each student deserves.**

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# Semester Outline

(Subject to change)

**Week 1: September 5, September 7**

*Amazon Web Services, HTML/CSS, LAMP*  
**Project: Travel Calculator: HTML, CSS**

**Week 2: September 12, September 14**

*HTML/SCSS/Bootstrap*  
**Project: Travel Calculator: v2.0**

**Week 3: September 19, September 21**

*JavaScript / jQuery Variables*  
**Project: Travel Calculator: Variables**

**Week 4: September 26, September 28**

*JavaScript / jQuery Data / Events*  
**Project: Travel Calculator: Store Values**

**Week 5: October 3, October 5**

*JavaScript / jQuery Functions*  
**Project: Travel Calculator: Final**

**Week 6: October 10, October 12**

*JavaScript Functions*  
**Project: Travel Calculator: Final**

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**Week 7: October 17, No Class October 19**

*Project: Game*

**Week 8: October 24, November 26**

*Project: Game*

**Week 9: October 31, November 2**

*Project: Game*

**Week 10: November 7, November 9**

*Project: Game*

**Week 11: November 21, No Class November 23 Thanksgiving Recess**

*Project: Game*

**Week 12: November 28, November 30**

*MySQL/PHPMyAdmin  
Project: Messenger*

**Week 13: December 5, December 7**

*PHP  
Project: Messenger*

**Week 14: Last Day of Class December 12**

*PHP  
Project: Messenger*

**December 20**

*All Projects must be submitted!*

# Comp Sci 232

## Introduction to Mobile Platforms and Apps

### Syllabus Fall 2016

**Instructor:** Ben Geisler

**Phone:** (920) 465-2308 **Email:** geislerb@uwgb.edu

**Office:** MAC C326

**Class room:** MAC 122

**Class Hours:** 12:30 - 1:59PM TUES and THURS

**Class Room:** MAC 122 and sometimes MAC 109

**Office Hours:** Tuesday, Thursday 9:30AM - 10:30AM

**Final Exam:** None, but we will have final presentations

### Course Description

(From the Catalog) An introduction and survey to the world of mobile computing. Each student will design, develop and produce their own app. Topics covered will include areas such as models of mobile information, GPS services, social networking, casual gaming, networked games, business apps, and information gathering -- all from the perspective of mobile platforms.

## Expected prerequisite knowledge/skills

. This course has no prerequisites, however- minimal mathematics competency is assumed.

### What you will learn

- . C#
- . The Xamarin toolchain
- . Issues in mobile development: social, networked, casual gaming, business apps.

## Course Advice

This course covers a lot of ground: you will learn C# enough that you can make some basic applications for mobile devices. In order to achieve this we will need to move at a steady pace and go deep on certain topics. For a 200-level course, we're asking a lot of you, but the reward of seeing your app work on a device will be worth it.

**This course is paired with an Information Science course (IS332). Your final projects will be worked out with COMM and IS majors. As computer scientists we often work with other disciplines to realize a product. In this case we'll be working with communications students, who will help in identification of the product, design and content.**

Here are some suggestions:

Keeping up to date on D2L will be crucial!

Installing Xamarin studio on your home PC is probably a good idea!

Make sure you attend labs, this is your chance to ask questions.

If you are stuck on technicalities, use your fellow classmates via in person conversations or D2L discussion boards. We can not copy anyones code in this class or any CS class for that matter, but there is plenty of latitude for troubleshooting in a team oriented environment.

## Course web site

. Login to your D2L account (go to <http://www.uwgb.edu/learntech/d2l/>) and find COMP SCI 232 in "My Green Bay Courses." Check this course web site frequently (preferably on a daily basis), as important announcements and informational resources will be posted here.

## Text

. (Required) The C# Player's Guide, RB Whitaker

. (Required) Xamarin Mobile Application Development for Android, Mark Reynolds

## Software/Equipment

### Xamarin Studio

- Each student will be given an Xamarin account. The account provides access to Xamarin studio and enables students to compile their code with no size limits on the executable file (the free version of Xamarin has many limitations). This is a \$100 value, as that is the cost of an educational license. If a student drops the course, the Xamarin account will be transferred to new students. Account access will end on the last day of finals in fall 2014. A side advantage of having a Xamarin account is that students can install their own copies of Xamarin studio at home. The license works on up to three computers (in addition to the required install in MAC122).
- How to get Xamarin for your home PC/laptop:
  - There are many different ways to install Xamarin but I recommend for you to run the main Xamarin installer which is located here: <http://xamarin.com/download>, setup for this is located on page 32 of our Mark Reynolds textbook (see above)
  - Xamarin and related toolsets are updated very often. While I do recommend you get the full Xamarin install (the latest), it should be noted that our campus computers have a known-tested version installed instead (I've personally tested this version to work with things we'll be doing in class). The exact version install to campus computers is available here:

- <http://icslinux.uwgb.edu/~geislerb/xamarinInstall/>
- A note to Macintosh users: Xamarin studio is also available for Macs, however you are "on your own" in terms of support on the Macintosh platform, I do not own a Mac. We will, however, be doing some things with Macs later in the semester in the cross-platform unit.

#### Android SDK

- The Android SDK and related programs are actually free to download, but they come with the standard Xamarin install so I recommend just using the above link to acquire this software.

#### Android Devices (recommended but not required)

- It is not required that you have an android phone/device! The Android emulator will work just fine if you don't have a device. However, it is much easier to deploy your applications to actual devices

Various phone USB drivers:

- You can find your phones USB development drivers on the web. I've also posted several of the more popular ones to our campus linux server here:
  - <http://icslinux.uwgb.edu/~geislerb/xamarinInstall/>

#### iOS Devices (not recommended, not needed)

- Xamarin is a cross-platform system, meaning our applications will work in both Android and iOS. However, we have only purchased licenses which allow us to deploy to android devices. We do have one campus license for deploying to iOS and we will be doing this in the cross-platform unit. Your iOS device could come in handy during this week, but likely won't be of much use until then.

## Grades:

Grades will be based primarily on your performance of the following items:

- . Assignments (15%)
- . Midterm (15%)

. Labs (15%)

Labs before week 7 are individual labs. After week 7 these are team labs where we will work on our projects, turning in milestones along the way.

. Final Project (45%)

## Notes on Graded Items:

- Labs up to week 7 are in class assignments, you will have to finish a minimum amount of the lab to get credit for it. If you complete the entire lab (beyond the minimum marker), you can leave early. All labs are to be turned in via D2L.
- Assignments are graded C# and Xamarin assignments which will be given out roughly every other week. See below for late homework turn-in policies. All assignments are to be turned in via D2L.
- The midterm for this class will cover mostly C# topics and it occurs on week 8. There will be an review session conducted via D2L.
- The final project should represent a playable App (business app, social app, utility or casual game). These are individual projects. A list of possible projects will be distributed before week 4, however you'll also be encouraged to submit your own idea for an app. Even though teams are not allowed, more than one person can work on the same project idea provided they are not sharing code.

## Grading Scale:

93 - 100 A

88 - 92 AB

83 - 87 B

78 - 82 BC

73 - 77 C

68 - 72 CD

60 - 67 D

0 - 60 F



# Course Policies

1. Classroom policies. The course is taught in a technology classroom (MAC 122), where every desk has a computer, which blocks the view of the instructor and the student in both ways. It has been noted that students get very easily distracted by the temptation of computers and the Internet. This distraction naturally leads to other kinds of disturbances such as conversation between students. Eventually distracted students will not achieve desired learning. To avoid all such distractions as much as possible and concentrate on our learning, the following classroom policies will be strictly enforced.

- a. When the instructor is lecturing, computers cannot be used.
- b. When the instructor asks students to do in-class lab assignments, students should try to complete the assignments actively, and use computers only for those experiments, not for anything else.
- c. Use of cell phones is prohibited, this includes texting.

Computer usage will be strictly monitored using the central monitoring/controlling software called SynchronEyes. A student's first violation of this policy in any single class will be warned. If there's another violation from the same student in the same class, he/she will be asked to leave the classroom.

2. Grade privacy policies. You are not supposed to show your grades or grading results (homework submissions or exams) to others. There's no curve, so grading is an individual matter between the instructor and each student. Any consequence of such sharing of your grades will be totally your responsibility.

3. Incomplete grade policies. Incompletes are given only in unusual and extreme cases.

To receive an incomplete, you must meet the following criteria.

- . You must not be able to complete work due to unusual circumstances. (Being ill for a couple of days is miserable, but unfortunately, not unusual.)
- . You must have completed most of the work with a passing grade.
- . You must notify the instructor within 1 week after any circumstances that prompt your request for an incomplete.

4. Late homework policies. Homework is due at 11:59pm on the due date. Penalties are assessed for late assignments at a rate of 10% of the maximum point total per every day late. No assignments will be accepted after 5 days from the regular due time. There will be limited exceptions for late due time and late penalties, so please do not postpone doing your homework and submitting the deliverables until the last minute.

5. Extra-credit problems policies. There will be occasional extra-credit problems in either assignments or exams. Scores for extra-credit problems will not be included in the final total percentage score for determining the final letter grade. However, a student with a bordering final total percentage score will be given some consideration if he/she has tried and received extra-credits. Therefore, you should not try to solve extra-credit problems when you haven't completely solved regular-credit problems

6. All persons are responsible for the coding of their own program for homework assignments however, in-class lab assignments can be done as a group of up to 2 students. Copying is plagiarism and will be dealt with. See dishonesty policy on the next heading.

7. If you miss any exam or quiz, you will receive a 0 for that exam or quiz. If you have a legitimate conflict with a scheduled exam, arrangements can be made to take within one week the exam was given to the class. The final exam must be taken when scheduled.

This date is known more than three months in advance and any plans such as work schedules must be planned around this date.

8. When you have difficulty with a homework assignment, try to figure it out yourself first. It is important to develop independence. However, there will obviously be times where you don't know where to turn (especially at the beginning). Then seek help during office hours (regular or private). Alternatively you can seek help on the class forums

9. If you miss a day of class, it is your responsibility to obtain the notes for that day.

10. This is not an internet/online/remote-learning course. This course requires class attendance. For online/alternative courses, please contact our Extended Degree program.

## **Policy Statement for Academic Dishonesty in Computer Science**

In all computer science classes, each student is expected to assume full and sole responsibility for writing the code associated with any assignment not designated as a group project/assignment. Any instance where a program, submitted by one student, was fully or partially written by another constitutes Academic Dishonesty and will be dealt with. Published penalties range from 0s for BOTH people involved to failing and a letter sent to the Dean of

Students. Please note that such letters go into your file and can have an adverse affect when seeking employment.

The minimum penalty taken for any such incident in our course is the combination of 0 points for the specific assignment AND a lower grade (e.g. A to B, B to C, C to D, or D to F) of the course, FOR BOTH PEOPLE

INVOLVED. Note that giving copies of program source code or designs is also an academic misconduct/dishonesty. For more information on what constitute an academic misconduct and how one is dealt with, please read Chapter 14 of University Policies, which can be found at

<http://www.uwgb.edu/deanofstudents/policies/ch14.htm>.

You are required to be aware of these policies and procedures.

**Things you CAN do:**

- . Talk with others about an assignment. This includes various design options and general approaches to a problem.
- . Ask and answer questions about a design or syntax of specific statements.
- . Ask and answer questions regarding interacting with IDE (Integrated Development Environment such as Visual Studio .NET or Eclipse) but independent of specific coding that may be required.

**Things you CANNOT do:**

- . Give or receive copies or partial copies of code or designs. (Note: The manner in which it is obtained is irrelevant. Thus, for example, this statement applies to programs left on a table or even discarded in a trash.)
- . Participate in discussions that involving writing code to accomplish a particular task.
- . Examine another person's code for the purpose of working on your program.
- . Having any individual (including consultants) write any part of your program or tell you how to do so.
- . Help other students by allowing them to see code that you have written or designed. This means that if you discard any hard copies of code make sure that no one else can have access to it. Shred it, burn it, or flush it.
- . Work together on creating the code for a program, unless the program is explicitly designed as a group program.

Violation of these rules will result in action taken. Not only will the person who benefited be held accountable but also the person who provided the assistance will be penalized. In order to run a class smoothly, a measure of trust must exist between instructor and student. Violations of these rules destroy that trust and respect that a student deserves. These things are hard to recover once they are lost.

## Schedule

Week	Tasks	Readings	Where
1	Lab	Introduction to App Development (Custom PPT Slides)  On the first day of this week we will meet together with the IS332 class.  On the second day of class, our first 40 minutes will  be with 332	MAC 109
2	Lab	C# Basics (Whittaker 3,4,5), Getting Started with  Xamarin (Reynolds 3), Running Xamarin for Windows	MAC 122
3	Lab	Tues- App Business Models (prof Comqan)  Thurs - C# part 2 (Whittaker 6, 7, 8)	TUES- MAC 109  THURS – MAC 122
4	Lab	C# part 3 (Whittaker 9), Decision Making (Whittaker 10,11)	

5	Lab	Loops (Whittaker 12), Xamarin: Running Tasky, Arrays, Methods (Whittaker 13,14,15)	MAC 122
6	Lab	Xamarin: Get a Free Tshirt!, Classes (Whittaker 17,18)  THURSDAY COME TOGETHER kick off for project	Tues - MAC 122  Thurs - MAC 109
7	Project Lab	Polymorphism (Whittaker 22,23), Xamarin: Evaluating  Employee Directory	MAC 122
8	Midterm	MILESTONE: HIGH CONCEPT TUESDAY midterm ONLINE  THURSDAY - Generics(Whittaker 24), Midterm (online), POI App  (Reynolds 4)	MAC 122
9	Project Lab	MILESTONE: DESIGN Namespaces (Whittaker 26) POI App (Reynolds 5)  THURSDAY COM + CS  MILESTONE: DETAILED DESIGN w/ POC PARTIAL	MAC 122
10	Project Lab	POI App (Reynolds 6)  MILESTONE: PROOF OF CONCEPT	MAC 122

11	Project Lab	POI App (Reynolds 7, 8, (9 as homework))  THURSDAY COM + CS  MILESTONE: CONTENT AND CODE MS1	MAC 122
12	Project Lab	Xamarin Tutorials, Social Apps, Gestures,  MILESTONE: ALPHA	MAC 122
13	Project Lab	Monogame and making games in Xamarin, Workshop time, HW7 is a games homework THURSDAY COM + CS  MILESTONE: BETA	MAC 122
14	Project Lab	FINAL PREP for PRESENTATION, Xamarin Tutorials,  Networked Apps FIRST PRESENTATIONS  Milestone: GOLD	MAC 122
15	Project Lab	TUESDAY PRESENTATIONS  December 20 <sup>th</sup> is CCQ's, potluck and awards.	MAC 109

## COMP SCI 490 Capstone Essay in Computer Science

**Professor:** TBA  
**Office hours:** TBA  
**Prerequisites:** 18 earned upper level credits in Computer Science  
**Text:** TBA

### **Course Objectives:**

The Capstone Essay course is designed to help you develop independence as you prepare to enter the profession of computer science. Prior to enrolling in this course you must have selected an area of study in consultation with your advisor. Successful completion of the course requires the following:

- Become knowledgeable about the history of your chosen area.
- Understand the driving forces that have caused this area to change.
- Learn how new trends and technologies are likely to affect the future evolution of this area.

You are expected to demonstrate successful completion of the above by writing a term paper. Minimal expectations for the paper are:

- Use of good grammar and a logical flow from the beginning to the end.
- Use of references from Computer Science Journals.
- Technical Accuracy.
- Sound basis for any opinions expressed in the paper
- Approximately 15 typed pages (excluding references): double space, 12 pt. font. 1 inch margins all around.

References may come from (but are not restricted to) the following which are available in either the UW-Green Bay Library or from your advisor.

- Communications of the ACM
- IEEE Computer Magazine
- Computing Surveys
- IEEE Network Magazine
- Database Programming and Design
- Dr. Dobbs Journal of Software Tools
- OOPS Messenger
- ACM SIGPLAN Notices

**Course Outline:**

Although the capstone course is designed as an Independent Study specific tasks must be accomplished according to the following schedule.

End of 2nd week: You must prepare a 2-page paper which proposes the area in which you wish to investigate. This paper must address the following:

- Area of study you wish to pursue.
- How this area relates to your background and your aspirations as a computer science professional.
- How you wish to proceed. You must list any references you plan to use or any software that may be needed as part of your investigative study.
- What you expect to achieve by investigating your chosen area.

End of 8th week: You must submit a 2-page paper outlining your progress to date. The paper must address the following:

- Any deviations from the original proposal along with justification of these changes.
- What you have accomplished to date.
- Outline of the work that remains to be done.

End of semester: You must submit the final paper as outlined at the beginning of this document. Source code for any software you have written must be included as an Appendix.

**Grading:**

Since this is a writing emphasis course two-thirds of your grade will be based on the content of your final paper and one-third will be based on the quality of your writing as evidenced by the three paper submissions.





# Course Syllabus for DS 785: Capstone



Professor: Ethan Christensen



**Phone:** 715-394-8431

**Email:** [echris22@uwsuper.edu](mailto:echris22@uwsuper.edu) (<mailto:echris22@uwsuper.edu>)

More information is available on the UW-Superior Directory page ([https://www.uwsuper.edu/acaddept/sbe/employees/ethan-christensen\\_employee71045](https://www.uwsuper.edu/acaddept/sbe/employees/ethan-christensen_employee71045)).



## Course Description and Objectives

The course describes the premise of the Capstone—what it entails, the purpose, approach, and outline of work required to fulfill the Capstone Project requirements.

Students are provided with an overview of the Capstone course objectives—how to prepare and organize for a semester-long project, the methods used to develop a project, descriptions of project options, and the supporting work that culminates in a final project.

This course provides the information and steps needed to select a topic and a format and then prepare the project Proposal that is required in the second week of enrollment.

There are formal assignments within Capstone to keep you and the instructor aware of your progress. Students can contact the instructor if clarification is needed, questions arise or there is an interest in project topic option discussion and refinement.

By the end of this course, you will be able to:

- identify and assess the needs of an organization for a data science task.
- collect and manage data to devise solutions to data science tasks.
- select, apply, and evaluate models to devise solutions to data science tasks.
- interpret data science analysis outcomes.
- effectively communicate data science related information effectively in various formats to appropriate audiences.
- transform findings from data resources into actionable business strategies.



## Resources

There are no required textbooks for this orientation or for the Capstone course. However, there are recommended resources and reading materials listed under the heading **Additional Resources** heading in the course content area. Additionally, students are encouraged to seek out independent readings specific to their project interests.



## Technology Requirements

There are no technology requirements for this course.

**Important!** Visit the Technology Access Instructions ([/d2l/common/dialogs/quickLink/quickLink.d2l?ou=3839262&type=content&rccode=UWS1-8982653](https://uwli.courses.wisconsin.edu/content/ds/785/fa17/sec01/00_00_We.../d2l/common/dialogs/quickLink/quickLink.d2l?ou=3839262&type=content&rccode=UWS1-8982653)) page for detailed information about how to gain access to technology for this course.



## Grading

Your mastery of course content is assessed using a variety of methods:

<b>Activity Updates</b>	25pts. (5pts. each)
<b>Project Idea Submission</b>	10pts.
<b>Project Proposal and Timeline</b>	50pts.
<b>Interview Summaries 1&amp;2</b>	40pts. (20pts. each)
<b>Final Project</b>	200pts.
<b>TOTAL</b>	<b>325pts.</b>

Final grades are assigned using the following scale:

<b>90-100%</b>	A
<b>80-89%</b>	B
<b>60-79%</b>	C
<b>0-59%</b>	F



## Communication with Instructor

### Contact Options

**E-mail:** Questions of an individual or personal nature relating to the course or questions specific to a potential project can be sent via e-mail to the instructor.

**Phone:** A telephone discussion can address more extensive questions or questions that need an immediate response. Telephone calls must be pre-arranged by appointment.

**D2L Discussion Board:** Students often have questions that are relevant to all enrolled in the Orientation course. The instructor monitors the “**Ask the Professor**” Discussion Board and will try to respond to questions posted on the board within twenty-four hours.



## Academic Integrity and Accessibility

DS 785 is offered through The University of Wisconsin-Superior (<https://www.uwsuper.edu>).

As a student in this course, you are expected to abide by the academic standards outlined in the Student Handbook (<https://www.uwsuper.edu/studentconduct/index.cfm>). To make sure you are getting the most of the course and upholding academic integrity, make sure you are familiar with the definitions of academic misconduct in this document.

**Accessibility Statement:** Students with documented disabilities have the right to request information and necessary accommodations from their University, as stipulated within Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students interested in requesting academic accommodations must contact the Accessibility Services office at their home campus to begin the application process. Please be advised that the eligibility determination process and, once approved, implementation of accommodation services could take several weeks. It is important for students to be proactive and initiate the process early in order to ensure that accommodations are in place by the time they will be needed.

## **Design 433 – Advanced Studio: Digital Film/Storytelling**

Fall Semester 2016, SA-314 Monday/Wednesday 6 PM - 8:45 PM

Instructor: Jeff Benzow

Office SA225 tele: 465.2169 e.mail: benzowj@uwgb.edu

### **Required text**

None. Supplied Readings and tutorials

Digital Storytelling Cookbook, Joe Lambert 2007 –Free PDF download

**Course share:** smb://fpsb/Design433MM\$

**Required materials:** Text, sketch book, pencils, markers and pens, USB flash or thunderbolt drive, headphones/earbuds with 1/8" mini jack.

### **General Information**

The goal of this course is to foster storytelling skills using a variety of digital media. A primary concern is the ability to develop meaningful narratives through a scripting and storyboarding process.

Multimedia Production course provides instruction in basic design and software application skills that would give course participants a fuller understanding of digital recording and editing media. The course will extend skills previously acquired in core graphic communication courses, to include audio and video recording techniques, as well as narrative development through scripting and storyboarding.

The course will emphasize the traditions of visual design and communication practices while exploring the nuances of a technology that has very exciting potentials. Much of the semester will focus on digital storytelling as a way of communicating ideas through the use of photographs, video and audio. Digital storytelling requires an emotional connection between the author and the central concept of the program. They tend to be short stories of six minutes or less that explore formative people, events or place.

### **Course Objectives/Goals**

- Develop a better understanding the cultural importance of storytelling
- Ability to develop a creative and effective written narrative for mmedia use.
- Use processes for developing and refining story treatments and scripts for video development.
- Understand principles of audio and video as a communicating medium.
- Develop skills in audio recording, mixing and editing.
- Develop skills in video editing and audio sweetening in video production.
- Understanding commonly used compression algorithms and digital video and audio formats.
- Learn principles of digital filmmaking to tell a story in a creative and compelling way.

**Attendance Policy:** Students are expected to attend all course sessions. If you cannot attend a course session due to illness or emergency you must contact the instructor via e-mail or by phone prior to the class session. More than three absences will have a negative impact your grade. Chronic tardiness or early departures from class sessions will be recorded as absences. Students who are late or absent will not receive individual briefings for missed content or assignments.

**Grading.** Grades are based on combined factors. Class participation, effort, attendance, application of problem solving skills, completion of tutorials, the desire and ability to produce high quality design for the purpose of communications and meeting project deadlines, are key factors in determining grades.

**Copyright issues.** Students may not use visual or written material that is not their own original property. This includes photographs, illustrations, sound and video, layout designs and creative concepts.

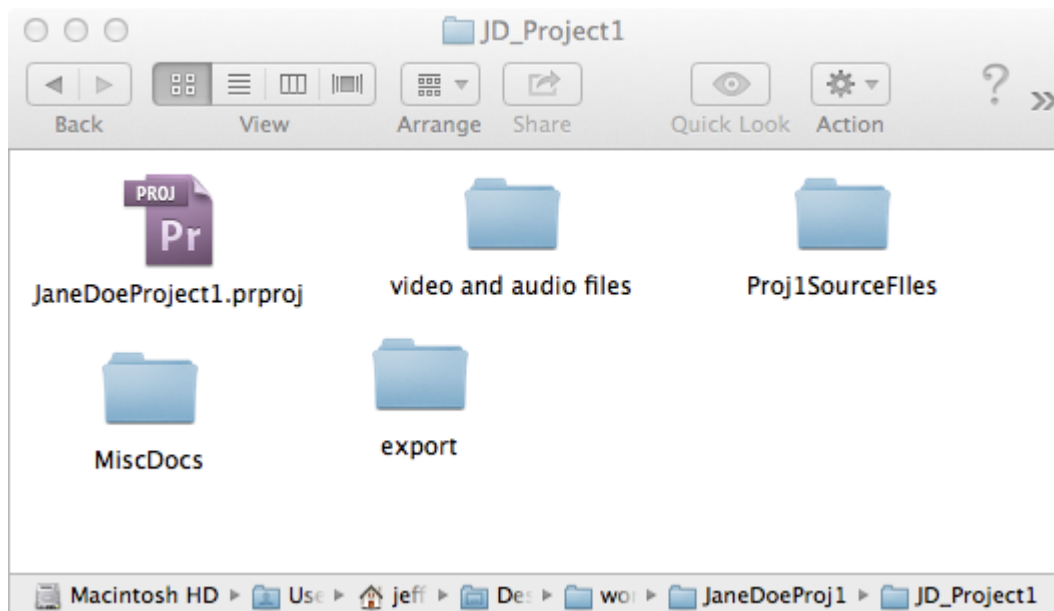
**Course share and file storage.** Design 433 has a course share (smb://fpsb/Design433MM\$) with space designated for storage of files generated during the semester. The advantage of using the share for storage is that the share and all its files are backed up once a week to safe guard the work that has been completed.

Video and audio files require a lot of storage space and so it is important to limit the files that you store on the share to those that are being used on project work. Any files that are duplicates or are not used as part of a class project should be removed from the share to free up storage spce on the share.

### **Work flow and local storage of files.**

Video and audio editing software such as Premiere Pro do not embed files into the main project files. For this reason it is important to maintain the same file paths between Premiere and the video and audio files that you import into your master editing document. Setting up a project folder similar to the example below can help keep your files organized and avoid problems that can occur if you store your project files in multiple locations and then import them into your project editing document.

It is recommended that each project be set up so that you have designated files for your video and audio files (the files you record and then transfer to your computer), project source files such as photos and graphics that you intend to use in your project and a folder for anything else that is part of your project such as scripts or storyboards.



**Accommodations for Disabilities:** As required by federal law and UW-Green Bay policy for Individuals with Disabilities, students with a documented disability who need accommodations must contact the Disability Services Office at 465-2841. Reasonable accommodations can be made for students with a documented disability to fulfill essential course components. Contact the instructor and Disability Services Coordinator to formulate alternative arrangements.

## Semester Schedule

### Week 1

#### **Wednesday, Sept 7**

Introduction to course requirements  
Storytelling discussion and examples  
Sound use in film and video  
Exercise 1: Begin Audio Mapping Exercise

### Week 2

#### **Monday, September 12**

Sound and voice recording techniques  
**Due in class Exercise 1:** Audio Mapping Exercise  
Audio recording and multitrack mixing basics  
**Exercise 2:** Audio mixing using Audacity

#### **Wednesday, September 14**

Audio recording and multitrack mixing basics, cont.  
Voice Recording Techniques  
Adobe Premiere Basics,  
**Due in class exercise 2:** Audio mixing exercise  
**Exercise 3:** Begin Video Haiku

### Week 3

#### **Monday, September 19**

Voice recording basics  
**Due in class exercise 3:** Haiku concepts  
In class voice recording sessions.  
Adobe Premiere Basics,

#### **Wednesday, September 21**

**Due in class:** Haiku raw footage  
Adobe Premiere video/audio editing basics  
In class editing session

### Week 4

#### **Monday, September 26**

**Due in class exercise 3:** Haiku Complete

#### **Wednesday September 28**

Adobe After Effects: Basic animation  
**Begin Assignment 1: 1 minute video**

### Week 5

#### **Monday, October 3,**

**Due in class:** One minute video concept/treatment

#### **Wednesday, October 5,**

Film Screening and discussion

### Week 6

#### **Monday, October 10**

**Due in class:** One minute video script + raw footage  
Voice recording

#### **Wednesday, October 12**

**Due in class:** One minute video  
Video/audio editing and color correction

### Week 7

#### **Monday, October 17**

**Due in class:** One minute video due complete

#### **Wednesday, October 19**

**Begin: Short narrative assignment**

<b>Week 8</b>	<p><b>Monday, October 24</b>  <b>Due in class:</b> Short Story synopsis/treatment/ Discussion</p> <p><b>Wednesday, October 26</b>  Synchronizing Sound: multicamera sessions</p>
<b>Week 9</b>	<p><b>Monday, October 31</b>  <b>Due:</b> Short story completed scripts due</p> <p><b>Wednesday, November 2</b>  Film Screening and discussion</p>
<b>Week 10</b>	<p><b>Monday, November 7</b>  <b>Due:</b> Narrative/short story raw footage review</p> <p><b>Wednesday, November 9</b>  in class editing/production</p>
<b>Week 11</b>	<p><b>Monday, November 14</b>  In class editing/post production</p> <p><b>Wednesday, November 16</b>  <b>Due:</b> Narrative rough cut</p>
<b>Week 12</b>	<p><b>Monday, November 21</b>  <b>Begin:</b> Assignment 3 PSA  In class editing/post production</p> <p><b>Wednesday, November 23</b>  <b>Due: Narrative Film /Critique</b></p>
<b>Week 13</b>	<p><b>Monday, November 28</b>  <b>Due:</b> PSA treatment/In Class review</p> <p><b>Wednesday, November 30</b>  Thanksgiving Holiday--No Class</p>
<b>Week 14</b>	<p><b>Monday, December 5</b>  <b>Due: PSA script</b></p> <p><b>Wednesday, December 7</b>  In class editing/post production</p>
<b>Week 15</b>	<p><b>Monday, December 12</b>  PSA Rough Edit Due/In Class review</p> <p><b>Wednesday, December 14</b>  In class editing/post production</p>

## Senior Seminar: Social Movements

DJS 470, Fall 2016

Tuesdays/Thursdays, 3:30 – 4:50pm, MAC 201

University of Wisconsin – Green Bay

**Instructor:** Dr. Kimberley Reilly

**Email:** [reillyk@uwgb.edu](mailto:reillyk@uwgb.edu)

**Office Hours:** Thursdays, 1:00-2:00pm, or by appointment

**Office:** MAC A320

**Phone:** 465-2487

What makes social change possible? What makes an ordinary person become an activist? What are the conditions under which “activism” becomes a “movement”?

The 1960s and 70s were a period of intense social activism, when a series of social movements attempted to reshape the nation’s understanding of race, class, gender, and sexual identity. This course will examine the movements for civil rights, feminism, welfare rights, and gay liberation. We will also study the activism that rose in response to these transformations: conservatism and the emergence of the New Right. As we learn about all these movements, we will investigate the relationship between political/legal transformation, social change, and personal consciousness raising. Not all of these movements succeeded in the same ways, or to the same degree. In the face of challenges, what sustained people’s activism and built these movements? What caused movements to stall or fail? As we study these movements of the recent past, many of which shape our world view today, we examine present-day social movements. What are the aims of these activists? How do they hope to reshape our society? What new forms of activism have emerged?

### Required Readings:

- Charles M. Payne, *I’ve Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle* (1995; new preface 2007).
- Ruth Rosen, *The World Split Open: How the Modern Women’s Movement Changed America* (2000; new epilogue 2007).
- Felicia Kornbluh, *The Battle for Welfare Rights: Politics and Poverty in Modern America* (2007).
- Jim Downs, *Stand by Me: The Forgotten History of Gay Liberation* (2016).
- Lisa McGirr, *Suburban Warriors: The Origins of the New American Right* (2001; new preface 2015).

### Graded Course Components:

Syllabus Planning: 5%

Participation: 20%

Discussion Questions: 15%

Leading Class (group work): 25%

Final Project: 25%

Final Presentation: 10%

### Final Percentage Grading Scale

A = 100-92; AB = 91-89; B = 88-82; BC = 81-79; C = 78-72; CD = 71-69; D = 68-60; F = 59-0

*General Course Expectations:* This is a challenging course. You will be reading 200+ pages of material most weeks. You will participate in leading an 80-minute class with a small group. You will research/write/create a significant final project that will serve as an intellectual “capstone” of your time as an undergraduate. If you are not prepared to prioritize this class and commit a significant amount of time to weekly preparation, drop the class now.

*Attendance:* This course will not work unless we have a critical mass of prepared and engaged folks in the room every week. Therefore, attendance in the class is required. You can miss up to three classes without penalty. For each additional class you miss, you will lose 3% of your final grade (e.g., 88% becomes an 85%).

*Participation:* This is a seminar, which means that discussion is the core component of this class. Your preparation and thoughtful engagement is a necessity, because the seminar is a collective learning enterprise. Class participation is worth 20% of your final grade, and earning it will require effort on your part. You will not get participation credit for simply coming to class, or for participating when you haven’t done the reading.

In order to promote engaged discussions, laptops, cell phones, and other electronic devices are not allowed in class.

*Discussion Questions:* For every class in which we have completed reading, you will need to write at least three discussion questions to be turned in at the beginning of class. These questions will be used to generate that day’s discussion. These questions should engage the core ideas of the reading, and stimulate a conversation that will analyze and evaluate the key issues raised by the reading. (For more information, see handout, “Writing discussion questions.”)

*Leading Class (group work) on a contemporary social movement*

- The topics chosen by the group should be link to the book we just completed (e.g., Group 1 after Payne will talk about social movements for racial justice today).
- Groups can distribute readings in advance of class (although we are all looking to these weeks as a bit of a break from the reading slog).
- Groups may bring in prompts to spark discussion, but no more than 20 minutes should be audio/video/Power Point or other forms of presentation. This is really about developing questions and getting a
- The work of the group must be distributed equally. If you fail to contribute, your group can “vote you out.” They must provide formal warning in advance to me and the rest of the group, and the warning must be agreed upon by all members of the group. If after 2 days you fail to respond substantively to the warning (in other words, start pitching in), you will be formally removed from the group. There is no makeup assignment for this component of your grade.



*Final Project:*

•Based on class consensus there are 2 main possibilities for the final project:

1) Research Paper – about 10 pages in length; must incorporate insights/arguments from 2 of the books we have read this semester; must incorporate at least 2 other peer-reviewed sources (in other words, academic books or journal articles). Topic and approach are open. The paper could be a study of a movement in the past not covered by the class; a study of a movement today; a plan/manifesto for activism in a movement (either one that exists or one you want to start); etc. The class agreed this should be open so that each student could produce a capstone project that best represents his/her/their interest and course of study at UWGB.

2) Community Engagement/Activism – about 10 pages in length; must incorporate insights/arguments from 2 of the books we have read this semester; must incorporate at least 1 other peer-reviewed source (in other words, academic books or journal articles). Part of your paper will be a discussion of your activism, but it should be presented in the context of an overall argument. It cannot be a reflection paper on what you did, but instead should be an analytical paper in which you assess your project and detail the insights on social movements/activism that emerged from it.

3) If your project doesn't fit into the above categories (video, for example), come talk to me and we can come up with a plan and parameters.

**No matter your project, you need to provide the following:**

**By Oct 25:** a brief outline/description of what you plan to do for you Final Project

**By Nov 29:** a brief summary (300 words+) about what you have accomplished so far in your research/engagement/etc. and a plan for completing the project by the deadline

**By Friday, Dec 16 at midnight:** Final Project Due (graduating seniors, feel free to turn this in early).

*Final Presentation:*

•2 “speed dating” presentation sessions to take place December 8 and 13. You will need to provide a 1-page handout with the main argument(s), insights, and takeaways from your project.

**University Policies**

*Students with Disabilities:* Consistent with the federal law and the policies of the University of Wisconsin, it is the policy of the University of Wisconsin–Green Bay to provide appropriate and necessary accommodations to students with documented physical and learning disabilities. If you anticipate requiring any auxiliary aids or services, you should contact me or the Coordinator of Services for Students with Disabilities at 465-2841 as soon as possible to discuss your needs and arrange for the provision of services.

*Student Bereavement Policy:* Upon approval from the Dean of Students, students who experience the death of a loved one are allowed one week, commencing from the day of notification to the Dean of Students, of excused absence. Students may also take a Bereavement Leave of Absence for the semester in which the death occurs. Permission to

do so will occur upon consultation with the Dean of Students. Students are referred to Senate Document #10-14 for full details of the policy:

<http://www.uwgb.edu/sofas/structures/governance/senate/documents/DOCUMENT10-11.pdf>.

*Academic honesty:* All students are required to uphold standards of academic honesty. The work you turn in must be in your own words, reflecting your own thoughts, and not copied from another person or a published source, or taken from the internet. If you have questions about proper citation, please ask me. I have a zero-tolerance policy for plagiarism. If I find that your work is plagiarized, you will receive no credit for the assignment, and may receive an “F” in the course and/or disciplinary action. Please refer to the Dean of Students’ University Policies on Academic Misconduct:

[http://www.uwgb.edu/deanofstudents/policies\\_procedures/students/pdfs/uws014.pdf](http://www.uwgb.edu/deanofstudents/policies_procedures/students/pdfs/uws014.pdf).

### Course Schedule

Tues, Sept 6	Introduction
Thurs, Sept 8	Syllabus Planning
<b>Racial Justice</b>	
Tues, Sept 13	Payne, Introduction – Chapter 3
Thurs, Sept 15	Groups meet to discuss leading classes
Tues, Sept 20	Payne, Chapter 4 – Chapter 6
Thurs, Sept 22	Payne, Chapter 7 – Chapter 10
Tues, Sept 27	Payne, Chapter 11 – Chapter 14
Thurs, Sept 29	Group 1 leads class

#### **Historical Perspectives Series:**

Ari Berman, speaking on *Give Us the Ballot: The Modern Struggle for Voting Rights in America*; 7pm, Rose Hall 250 (attendance required)

#### **Feminism**

Tues, Oct 4	Rosen, Preface, Chapter 1 – Chapter 3
Thurs, Oct 6	Rosen, Chapter 4 – Chapter 5
Tues, Oct 11	Rosen, Chapter 6 – Chapter 8
Thurs, Oct 13	Rosen, Chapter 9 – Epilogue

- Tues, Oct 18            Group 2 leads class
- Thurs, Oct 20           Brainstorming Day – come in prepared to talk about your ideas for your Final Project; get approval from the prof. to start your project

**Anti-Poverty and Welfare Rights**

- Tues, Oct 25            Kornbluh, Chapter 1 – Chapter 2  
\*\*By this date, you need to have given me an outline of what you plan to do for your project so that I can approve it.

- Thurs, Oct 27            Kornbluh, Chapter 3 – Chapter 5 – **CLASS MEETS IN MAC 301**

**Historical Perspectives Series:**

Richard Brookhiser, speaking on Founding Father: Rediscovering George Washington; 7pm, Rose Hall 250 (attendance required)

- Tues, Nov 1             Kornbluh, Chapter 6 – Conclusion

- Thurs, Nov 3            Group 3 leads class

**Gay Liberation**

- Tues, Nov 8             Downs, Introduction – Chapter 3

- Thurs, Nov 10          Downs, Chapter 4 – Conclusion

- Tues, Nov 15            Group 4 leads class

**The New Right**

- Thurs, Nov 17          McGirr, Introduction – Chapter 2

- Tues, Nov 22          McGirr, Chapter 3 – Chapter 5

- Thurs, Nov 24          THANKSGIVING

- Tues, Nov 29          Final Project Workshop – come prepared to peer workshop your projects and a short summary for me of what you have accomplished so far

- Thurs, Dec 1            McGirr, Chapter 6 – Epilogue

- Tues, Dec 6            Group 5 leads class

- Thurs, Dec 8            Panel Presentations

- Tues, Dec 13          Panel Presentations

DJS Senior Party, 6pm, Location TBD

**Fri, Dec 16**

**Final Project due at midnight**

## SYLLABUS

**Natural Resources Economic Policy**  
(PU EN AF/ECON 305)  
**University of Wisconsin-Green Bay**  
T/R 2:00-3:20 p.m.

**Fall 2016**

Instructor: Dr. John R. Stoll  
MAC B306  
[stolli@uwgb.edu](mailto:stolli@uwgb.edu)

Office Hours: Monday, Thursday, and Friday 1-2 and by appointment. Please come and talk to me.  
Teaching Assistant: TBA

### **Overview**

In this course we will explore issues leading to the formation of public policy for, and the economic theory underlying, management of natural resources. Herein, natural resources are broadly defined to include those some would define as being strictly “environmental” resources. It is expected that students will become acquainted with institutional arrangements for the development, management, and use of natural resources. Particular attention will be paid to the longer time horizons required for maintenance of resource service flows and quality of ecosystems to ensure a sustainable future on our planet, Earth.

Topical coverage will include economic efficiency, externalities, public goods, renewable and nonrenewable resources. To varying degrees, we will examine policy formation, existing policy, and ethical issues related to sustainably managing food, energy, air, water, forests, biodiversity, population, and fisheries. The role of institutions and property rights within resource management will be examined throughout the course.

### **Course objectives**

By the conclusion of this course, students should:

- Be able to distinguish between types of natural resources and resultant implications for their management,
- Have a basic understanding of existing policies for natural resources management,
- Recognize the differing array of policy approaches available for use in managing natural resources,
- Have a basic understanding of the legal environment and institutional constraints that affect natural resource management,
- Be able to discuss the desirability of using markets to allocate natural resources and their services in an efficient manner,
- Understand the meaning of economic efficiency as a choice criterion for judging the desirability of alternative outcomes for society,
- Be able to recognize conditions that lead to market and nonmarket failure in resource management, and
- Understand the general meaning and applicability of “sustainability” as a goal in managing natural resources.

## Grading

There will be a mid-term and final examination that encompass specific knowledge type questions as well as essay format responses. In addition, there will be four in-class quizzes and a variety of participation style activities throughout the semester. These latter assignments will utilize the Top Hat teaching platform which is a required material to be purchased in addition to your course textbook.

Discussion/Participation Activities (using Top Hat)	20%
Quiz 1 (week 3 - using Top Hat)	7.5%
Quiz 2 (week 5 - using Top Hat)	7.5%
Mid Term Exam (week 7)	25%
Quiz 3 (week 9 - using Top Hat)	7.5%
Quiz 4 (week 11 - using Top Hat)	7.5%
Final Exam (cumulative)	<u>25%</u>
TOTAL	100%

Extra Credit. At the instructor's discretion, extra credit opportunities may be offered. With an active community at UWGB and Green Bay, we are fortunate to have the opportunity to hear guest speakers and attend a variety of events, many of which will be relevant to our course. Throughout the semester, I will approve and make available extra credit information through email and in class. If you are aware of an event or speaker that may fit with our course, please let me know. Specific requirements for these extra credit assignments, grading, and weighting will be explained in class. The maximum extra credit allowed will be 10% of your overall course grade.

The following numerical averages translate into final course grades:

Numerical Average	Letter Grade (gradepoint value)
93 or more	A (4.0)
88-92	AB (3.5)
83-87	B (3.0)
78-82	BC (2.5)
73-77	C (2.0)
68-72	CD (1.5)
60-67	D (1.0)
less than 60	E (0.0)

## Communicating Information

Information will be communicated to you in one or more of the following three ways: 1) in class, 2) email and 3) D2L News Announcements. You must activate and check your 'uwgb.edu' email to receive email. No alternative emails will be used for course communication. All emails should include an informative subject line, signature that includes the class you are emailing about, and should not contain emoticons, offensive language, all capital letters, or text abbreviations. Please observe email etiquette and treat emails for this class (and others) in the same professional way you would treat emails for your job. I will do my best to respond within 24-48 business hours.

## Required Texts

1. Anderson, David A., 2014. Environmental Economics and Natural Resource Management, 4<sup>th</sup> Edition, New York: Routledge (Routledge is an imprint of Taylor and Francis Group).
2. Top Hat teaching platform, an online access support technology (see CONTENT menu in D2L for direct purchase information or visit the campus' Phoenix Bookstore).

## **Recommended Texts**

Strunk, William Jr. and E.B. White. 1999. *The Elements of Style*. 4<sup>th</sup> Edition. Pearson. ISBN: 0205313426. (Whenever there are writing assignments in this course a writing guide may be helpful for you. Information on how to contact the Writing Center is included later in this syllabus.)

## **Class Schedule**

This course meets each week on Tuesday and Thursday from 2:00-3:20 p.m.

## **Expectations for Student Performance**

As a college student attending a four-year liberal arts college in the University of Wisconsin system, you have the right to expect that your instructors will come to each class on or before the scheduled meeting time; that she or he will have selected appropriate course materials and will have made that material available in a timely manner; that he or she will have prepared materials based on that day's reading assignment; and that she or he will return your written assignments, exams, and other work by the date specified in class (no more than two weeks after the assignments have been turned in). If your expectations for any course are not met, you should discuss the situation with the chair of the appropriate academic program. Similarly, UWGB faculty have expectations for students enrolled in each of their courses. Expectations for student performance in this class are as follows:

1. Students will attend all classes as scheduled. It is the responsibility of the student to notify the instructor of any absences before any classes are missed. There should be no unexcused absences from this or any other class.
2. Students will arrive for class on or before the scheduled meeting time. Students will not pack up their materials, put on their coats, and begin to leave the classroom, etc., until the end of the scheduled class period. In the rare circumstance when the course material requires the instructor to run over the class period, students will not leave their seats; pack up their materials, etc., until the instructor has finished the class discussion for the day. If you have some other responsibility that requires you to leave prior to the class conclusion, please do so in a manner which minimizes distraction. If possible, in such instances of early departure, leave through an exit at the rear of the classroom.
3. Students will come to each class prepared to discuss the material assigned for that day. This means that you should complete all reading assignments before the scheduled class period, take the appropriate notes on the reading material, and that you should be able to contribute to a knowledgeable discussion of the course material.
4. If you are unable to take an examination at the regularly scheduled time, you must make arrangements prior to the scheduled class period.
5. Plagiarism and cheating will be treated as academic misconduct, under the UWGB student code of ethics. Plagiarism and/or cheating are an offense that may result in receiving a grade of F for the specific assignment and/or for the course. Plagiarism and/or cheating in this or any other course could potentially result in dismissal from the university.
6. Please silence all phones during class. If you need to respond to a call, please do so outside of the classroom.

## **Academic Honesty and Integrity**

Per University of Wisconsin- Green Bay policy: Students are responsible for making themselves aware of and understanding the policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The policies can be found at [http://www.uwgb.edu/deanofstudents/policies\\_procedures/students/rights\\_responsibilities.html](http://www.uwgb.edu/deanofstudents/policies_procedures/students/rights_responsibilities.html). The library's guide on avoiding plagiarism can be found at <http://libguides.uwgb.edu/plagiarism>. Strict adherence to the policy is expected and failure to follow the policy will result in an automatic failure of the assignment. Ignorance is not a valid excuse or justification. Students should consult with the professor if they are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

## **Special Needs**

Any student with special needs should contact Student Disability Services (SS 1700) at 920-465-2841 or [dis@uwgb.edu](mailto:dis@uwgb.edu) during the first week of classes to make accommodations for the semester. You are strongly encouraged to schedule all exams, especially the final exam, as soon as possible because there can be limited space for the exam periods. Disability Services will give you paperwork, for submission to me, after you have arranged accommodations.

## **Bereavement Policy**

Upon approval from the Dean of Students, students who experience the death of a loved one are allowed one week, commencing from the day of notification to the Dean of Students, of excused absence. Students may also take a Bereavement Leave of Absence for the semester in which the death occurs. Permission to do so will occur upon consultation with the Dean of Students. The office phone number is [\(920\) 465-2152](tel:9204652152) and their email is [dos@uwgb.edu](mailto:dos@uwgb.edu).

## **Illness Policy**

The Campus Counseling and Health Center is located in SS 1400. They provide counseling services and clinical services including free RN assessments, and limited physician/nurse practitioner visits through contracted community providers as described here: <http://www.uwgb.edu/counseling-health/>. The office phone number is (920) 465-2380. If you are ill and expect to miss multiple days of class, you need to contact the Dean of Students office for documentation. Absences for any major assignment days (including exams, presentations, and simulations) require medical documentation or an automatic zero will be assigned.

## **Campus Resources**

We have many resources on campus to assist with your academic coursework, life as a college student, and transition after graduation. A few of these resources are listed below. Feel free to stop by my office if you have questions or other needs you would like to discuss.

- 1) Counseling and Health Center, SS 1400, (920) 465-2380, [counhealth@uwgb.edu](mailto:counhealth@uwgb.edu)
- 2) Career Services, SS 1600, (920) 465-2163, [careers@uwgb.edu](mailto:careers@uwgb.edu)
- 3) Veteran's Services, SS 1100, (920) 465-2075, <http://www.uwgb.edu/veterans/>
- 4) Writing Center, Cofrin Library 109, (920) 465-2958, [writingcenter@uwgb.edu](mailto:writingcenter@uwgb.edu), appointment information <https://www.uwgb.edu/composition/writing-center/appointments>
- 5) American Intercultural Center <http://www.uwgb.edu/aic/>, Union 150, (920) 465-2720, [aic@uwgb.edu](mailto:aic@uwgb.edu)
- 6) Pride Center, Union 153, (920)-465-2167, [pridecenter@uwgb.edu](mailto:pridecenter@uwgb.edu) , [www.uwgb.edu/pride-center](http://www.uwgb.edu/pride-center)



## Course Schedule (Additional Readings at times may be added) \*

Class Period	Topic	Required Readings to be Completed Prior to Class
<u>Week 1</u>		
Sept. 6.	Course description and introduction -----	No readings
Sept. 8.	The big picture, economic efficiency, and choice -----	Anderson – Ch. 1-2 (to p. 26)
<u>Week 2</u>		
Sept. 13.	Supply, demand, and types of economic efficiency -----	Anderson – Ch. 2 remainder and appendix
Sept. 15.	Market imperfections and market failure -----	Anderson – Ch. 3 (to p. 55)
<u>Week 3</u>		
Sept. 20.	Externalities, public goods and market failure -----	Anderson – Ch. 3 remainder
Sept. 22.	Role of government and private solutions to market failure -----	Anderson – Ch. 4 (to p. 77)
<b>Quiz 1: using Top Hat platform</b>		
<u>Week 4</u>		
Sept. 27.	EPA, legislation and government solutions to market failure -----	Anderson – Ch. 4 (remainder)
Sept. 29.	Trade-offs and discounting -----	Anderson – Ch. 5 (to p. 104)
<u>Week 5</u>		
Oct. 4.	Discount rate choices and growth vs. environment trade-offs -----	Anderson – Ch. 5 (remainder)
Oct. 6.	Meaning of environmental quality -----	Anderson – Ch. 6 (to p. 144))
<b>Quiz 2: using Top Hat platform</b>		
<u>Week 6</u>		
Oct. 11.	Environmental quality and the future -----	Anderson – Ch. 6 (remainder)
Oct. 13.	Energy sources-----	Anderson – Ch. 7 (to p. 167)
<u>Week 7</u>		
Oct. 18.	Energy policy -----	Anderson – Ch. 7 (remainder)
Oct. 20.	<b>Mid-Term Examination</b> (Chaps. 1-7) -----	No reading assignment
<u>Week 8</u>		
Oct. 25.	Sustainability -----	Anderson – Ch. 8
Oct. 27.	Population, poverty, and growth -----	Anderson – Ch. 9
<u>Week 9</u>		
Nov. 1.	Biodiversity and models of its loss -----	Anderson – Ch. 10 (to p. 244)
Nov. 3.	Valuing biodiversity -----	Anderson – Ch. 10 (remainder)
<b>Quiz 3: using Top Hat platform</b>		
<u>Week 10</u>		
Nov. 8.	Globalization and global environmental threats -----	Anderson – Ch. 11
Nov. 10.	Command and incentive-based environmental policy -----	Anderson – Ch. 12 (to p. 299)
<u>Week 11</u>		
Nov. 15.	Mixed approaches, punishment and deterrence in environ. policy ----	Anderson – Ch. 12 (remainder)
Nov. 17.	Renewable resource management -----	Anderson – Ch. 13
<b>Quiz 4: using Top Hat platform</b>		
<u>Week 12</u>		
Nov. 22.	Management of depletable and replenishable resources-----	Anderson – Ch. 14 (skip appendix)

**Nov. 24 - Nov. 27 ----- THANKSGIVING BREAK**

Class Period	Topic	Required Readings to be Completed Prior to Class
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\* Note that the topic listed for each day is for student planning purposes in relation to text readings. Specific lecture materials may diverge substantially from the text chapter content. Lecture and discussion topics, although related to chapter readings, will not necessarily be a synopsis or direct repetition of text materials. At times, guest lecturers may be utilized for class presentations.

Week 13

- Nov. 29. Environmental disputes and their resolution----- Anderson – Ch. 15 (to p. 374)  
Dec. 1. More on dispute resolution----- Anderson – Ch. 15 (remainder)

Week 14

- Dec. 6. Environmental ethics, morals, and motivation----- Anderson – Ch. 16 (to p. 398)  
Dec. 8. Extreme ethical vies and resolving ethical dilemmas----- Anderson – Ch. 16 (remainder)

Week 15

- Dec. 13. Review and wrap-up ----- No Reading Assignment

Dec. 15. <b>FINAL EXAM</b> ----- Comprehensive Exam 1:00 p.m.-3:00 p.m., MAC Hall — Room 208
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## **Environmental Education in K-12 Schools**

EDUC 203 (2 credit hours)  
Professional Program in Education  
University of Wisconsin-Green Bay  
Fall Term, 2016  
Tuesdays and Thursdays 9:30 am – 10:50 am  
Wood Hall, Room 303

Instructor: Prof. Scott Ashmann  
Office: Wood Hall, Room 430  
Office Phone: 465-2052  
e-mail: ashmanns@uwgb.edu

### **A. Course Overview**

According to the course description on the UWGB website, this course discusses: Philosophies, instructional processes and resources for environmental education. Introduction to problem focused, multidisciplinary environmental education theory and practice; examination of ways to apply learning to future teaching roles in and out of the classroom.

This describes the focus of this course.

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under ten standards. The following are those standards addressed in this course.

#### **1. Teachers know the subjects they are teaching.**

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

#### **4. Teachers know how to teach.**

The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

#### **7. Teachers are able to plan different kinds of lessons.**

The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

#### **9. Teachers are able to evaluate themselves.**

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

## **10. Teachers are connected with other teachers and the community.**

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

### **B. Resources**

- 1 - Wisconsin's Model Academic Standards for Environmental Education. Found at – <http://dpi.wi.gov/sites/default/files/imce/standards/pdf/envired.pdf>
- 2 - Wisconsin Model Academic Standards. Found at - <http://dpi.wi.gov/standards/>
- 3 - Common Core State Standards - <http://www.corestandards.org/read-the-standards/>
- 4 - Internet resources
- 5 - Handouts will be distributed throughout the term

### **C. Topics**

Environmental Education Standards  
 Using games and field trips as teaching strategies  
 Project WILD  
 Recycling / Reducing / Reusing / Refusing / Repairing  
 Socio-scientific argumentation  
 Water quality  
 Food webs

### **D. Evaluation**

Students are expected to attend all class sessions in the courses in which they are enrolled. Since learning the concepts associated with this course is highly dependent upon your participation in course activities, missing class more than once may lower your course grade.

You will be evaluated based on your contributions to class discussions, written assignments, and participation. Written assignments will center on specific objectives and be evaluated based on the criteria described on the assignment sheet.

During this course, there will be six assignments. Points will be deducted from assignments submitted after the due date and time.

#### *Required Assignments*

- Assignment 1: Environmental Education Standards (20 pts)
- Assignment 2: Field Trips as a Teaching Strategy (20 pts)
- Assignment 3: Project WILD (10 pts)
- Assignment 4: Socio-scientific argumentation based on an environmental issue (30 pts)
- Assignment 5: Environmental Games (40 pts)
- Assignment 6: Course Notebook (30 pts)

<u>Grade</u>	<u>Percentage</u>	<u>Points</u>
A	93-100%	139-150
AB	88-92%	132-138
B	83-87%	124-131
BC	78-82%	117-123
C	73-77%	109-116
CD	68-72%	102-108
D	60-67%	90-101
F	< 60%	0-89

### **E. Of Special Note...**

- Students are responsible for checking their UW-Green Bay email regularly for course-related messages.
- Incomplete grades will be assigned only for reasons stated in the UWGB Student Handbook.
- University and department policies for religious observance, academic misconduct, complaint, grade appeal, and sexual harassment will be followed.

### **F. Notice to students with a disability**

Students possessing a disability which requires the attention and consideration of the instructor should inform me in writing after the first class session. This document should include suggestions of what is needed to accommodate this need. Students should be working with the staff at the Disability Services office in the Student Services building, (SS 1500, 465-2841).

### **G. Mission/Vision Statement of the UWGB Professional Program in Education**

The Professional Program in Education seeks to inspire and prepare future educators by cultivating knowledge, skills, and dispositions to improve the learning of students, nurturing a profound respect for the dignity and diversity of all learners, and guiding the development of critical thinking, reflective practice, and decision-making based on data. In keeping with this mission, the following integrated themes are evident in this course:

- A commitment to effective communication and ethical decision making
- Proficiency through performance based assessment
- Environments that promote inquiry as the basis for authentic learning
- The integration of technology
- A strong focus on content and pedagogy
- Clearly identified standards for practice and performance
- A shared vision of teaching excellence

Instructor: Mary Sue Lavin  
Office: Wood Hall 420  
Office Hours: By Appointment Email: [lavinm@uwgb.edu](mailto:lavinm@uwgb.edu) Phone: 465-2992

<u>SECTION</u>	<u>TIME</u>	<u>ROOM</u>
Section 0001 MW	8:00-9:20am	WH302
Section 0002 WF	9:30-10:50am	WH302
Section 0003 MW	2:15-3:35pm	WH 302
Section 0004 TTH	9:30-10:50am	WH 302

**Professional Program in Education Mission:**

*Inspire and prepare future educators by cultivating knowledge, skills and dispositions to improve the learning of students, nurturing a profound respect for the dignity and diversity of all learners, and guiding the development of critical thinking, reflective practice and data-based decision-making.*

In keeping with this mission, the following integrated themes are evident in this course.

- A commitment to effective communication and ethical decision making
- Proficiency through performance based assessment
- Environments that promote inquiry as the basis for authentic learning
- Extensive and intensive field-based experiences
- The integration of technology
- A strong focus on content and pedagogy
- Clearly identified standards for practice and performance
- A shared vision of teaching excellence

**InTASC Core Teaching Standards**

**Interstate Teacher Assessment and Support Consortium (InTASC)**

**Standard #1: Learner Development (WI #2)**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences (WI #3)**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments (WI #5)**

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.

**Standard #5: Application of Content (WI #6)**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #9: Professional Learning and Ethical Practice (WI #9)**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration (WI #10)**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues and other school professionals, and community members to ensure learner growth, and to advance the profession.

**Course Description**

The Phuture Phoenix applied field experience course is an extension of the award winning community collaboration program inspiring young students to do well in school, graduate from high school, and consider attending college through the connection to university role models. The course teaches the practical skills and dispositions needed to effectively work with children, teachers, staff and administrators in K-12 settings. Through extensive field work with Phuture Phoenix students in 6<sup>th</sup> through 12<sup>th</sup> grades, education candidates learn the necessary behaviors and disposition skills needed to develop successful relationships with these individuals, and to experience early classroom involvement and individual interactions with students well before the student teaching experience. The course is NOT designed to teach you how to teach. Rather, it is designed to help you begin thinking in new and informed ways about teaching and learning. The course is required for all education candidates.

## Field Experience:

Students in EDUC 208 are required to complete a minimum of 35 hours of field experience, over the course of the semester, by December 14.

## Objectives

Candidate's knowledge, skills, and dispositions will be assessed in the following areas:

- Demonstrate professional teacher behaviors including attendance, responsibility, timeliness, preparedness, professional conduct and dress.
- Develop and refine written and oral communication skills.
- Demonstrate the ability to work cooperatively and collaboratively with fellow candidates in education courses, students in field placements, and all school personnel.
- Participate in all class sessions, arrive on time, and complete assignments.
- Maintain good records of participation in field experiences.
- Complete a minimum of 35 field placement hours by December 14, 2016.
- Serve as a mentor and demonstrate the ability to develop positive relationships with students including respectful interaction, sensitivity, courtesy and consideration while attending to their academic needs through a school based tutoring program.
- Support the mission of the Phuture Phoenix Program while engaged in field placements.

The instructor may make necessary adjustments to the syllabus to accommodate the needs of field placement sites (**Edison MS, Franklin MS, Washington MS, West De Pere MS, Oneida Turtle School, Preble HS, West HS, East HS, Southwest HS, Phantom Knight Charter School, and West De Pere High School**).

## Education Program Policy Statement

You will be working in the community representing the University of Wisconsin-Green Bay. Your behavior and attitude in classes and professional settings are a reflection of you and your school. You are expected to come to all classes prepared to participate, extend your learning beyond the classroom and text, dress appropriately during field experiences, and be an open-minded and active learner. These qualities will help you to develop into the type of professional that faculty members can be enthusiastic and positive about recommending and organizations will want to hire.

Timeliness and attendance are parts of your course and field grades! A total of THREE or more excused absences and/or tardies or more than ONE unexcused absence or tardy from class or field placements will result in a grade of C or lower in this course. As a result, you will not be eligible for admission into UWGB's Professional Program in Education. **If you are absent or tardy for ANY reason, you must notify the field placement site staff member, your Phellow, and the course instructor.**

## Materials

All course documents will be accessed through D2L unless otherwise noted.

## Required Text:

O'Briant, E. Q. (2011). *Be a Great Tutor: The inspiring guide to tutoring all ages*. Lit Books.

Souers, K. (2016). *Fostering Resilient Learners: strategies for creating a trauma-sensitive classroom*. Alexandria: ASCD

## D2L Requirement

As a component of this course, you have been included in a web-based learning environment supported by UW-Green Bay called Desire 2 Learn (D2L). We will utilize this online environment to hold discussions and post reflective entries from your Field Placement experience in EDUC 208. Twenty five (25) D2L posts are required by the end of the semester. These posts will be spread out over the course of the semester. In addition, all course documents and assignment rubrics will be posted on D2L. **Course assignments will be submitted via the D2L Dropbox in WORD or PDF format.**

## Course Prerequisites (All due Wednesday, September 14, 2016)

Information on TB test, Caregiver Background Check and Mandatory Reporting can be found on our program website.

<http://www.uwgb.edu/phuturephoenix/student-resources/education295.asp>

## Learning Activities

The learning objectives will be achieved through the following learning activities:

- Discussion, written and oral, based on relevant readings and field experiences
- Observation of and experiences with middle or high school students, faculty, staff and administrators
- Completion of course requirements

## Course Requirements

Attainment of the learning objectives will be demonstrated in the following manner:

<u>Course Assignment</u>	<u>Course Points/ Percentage</u>
Active participation and attendance in class, field trip, and field experience	15%
Submission of TB test, Background Check & Bio Page by 5:00pm on Sept. 14	5%
Reflection and D2L Postings and responses	20%
Reflection Papers (7)	21%
Goal Setting, Philosophy, Extra Out of Class Event	4%
Assignment #2 Social and Emotional Learning Group Project	10%
Assignment #3 Final Reflection paper	25%
	100%

## Grading:

92%-100% = A
88%-91% = A/B
82%-87% = B
<u>78%-81% = B/C</u>
74%-77% = C
68%-73% = D
Below = F

**Services for Students with Disabilities-** If you have any documented disability, condition or circumstance that may interfere with the successful attainment of the learning objectives, please consult with the instructor and the Coordinator of Services for Students with Disabilities at 465-2849.

**The UWGB Writing Center Location – CL 109** - The Writing Center welcomes writers from any discipline, at all skill levels, inexperienced through advanced, freshmen through graduate students. No matter where students are in a task, whether still exploring a reading, brainstorming, drafting or revising, they can benefit from talking to one of our well-qualified and trained tutors. <http://www.uwgb.edu/writingcenter/>

## Readings will be taken from this list (articles located on D2L)

- Armstrong, T. (2012, October). First, Discover Their Strengths. *Educational Leadership*, 10-16.
- Baum, J., & Westheimer, K. (2015, Summer). Sex? Sexual Orientation? Gender Identity? Gender Expression? *Teaching Tolerance*, 35-38.
- Beland, K. (2007, April). Boosting Social and Emotional Competence. *Educational Leadership*, 68-71.
- Carter, C., Bishop, J., & Kravits, S. L. (n.d.). *Keys to Effective Learning: Study Skills and Habits for Success*. Allyn & Bacon.
- Dill, V. (2015, March). Homeless and Doubled Up. *Educational Leadership*, 42-47.
- Gorski, P. (2008, April). The Myth of the Culture of Poverty. *Educational Leadership*, 32-36.
- Huebner, T. A. (2010, February). Differentiated Instruction. *Educational Leadership*, 79-81.
- Korsmo, J. (2014, Summer). When Schooling Doesn't Matter at Home. *Educational Leadership*, pp. 46-50.
- Landsman, J. (2014, Summer). Overcoming the Challenges of Poverty. *Educational Leadership*, pp. 16-21.
- Lantieri, L. (2012). Cultivating the Social, Emotional, and Inner Lives of Children and Teachers. *Reclaiming Children and Youth*, 27-33.
- Levin, B. (2012, May). The Diversity Challenge. *Phi Delta Kappan*, pp. 74-75.
- Marzano, R. J. (2011, March). Art and Science of Teaching/Relating to Students: It's What You Do That Counts. *Educational Leadership*, pp. 82-83.
- Mawhinney, T. S. (2007, February). The Power of Personal Relationships. *Phi Delta Kappan*, pp. 460-464.
- Mendes, E. (2003, September). What Empathy Can Do. *Educational Leadership*, 56-59.
- Mundon, B. (2015). The Myth of Attention Deficit Disorder. *The Elephant Journal*.
- Nelson, S., & Guerra, P. (2012, October). Cultural Proficiency. *JSD*, 63-64.
- O'Briant, E. Q. (2011). *Be a Great Tutor: The inspiring guide to tutoring all ages*. Lit Books.
- Robison, J. E. (2012, October). Call Me Different, Not Difficult. *Educational Leadership*, 40-44.
- Scherer, M. (2012, October). A Tale of Two Teachers. *Educational Leadership*, 7.
- Shepard, C. V.-K. (2007, November). Inspiring Students to Create the Future. *Phi Delta Kappan*, pp. 200-203.
- Towbin, J. (2010, February). When Students Don't Play the Game. *Educational Leadership*, 42-45.
- Usher, A., & Kober, N. (2012, October). Motivation Matters. *Educational Leadership*, 8.



## Welcome to the Candidacy Block

### Professional Program in Education at UWGB

Fall 2016

Candidacy Block Courses:

EDUC 290 for 5 credits (Professor Karen Eckhardt or Professor Helen Schaal)  
EDUC 280 for 1-3 variable credits, depending upon licensure area (Professor Art Lacey)  
EDUC 340 for 3 credits (Dr. Pao Lor or Dr. Mark Kiehn)

### Introduction to Educational Inquiry

#### EDUC 290

Instructor: **Karen Eckhardt**

Tuesdays and Thursdays 7:30-10:30 a.m. Section:0302

Anne Sullivan Elementary  
Aldo Leopold  
Washington Middle School  
East High School

Tuesdays and Thursdays 11:00-2:00 p.m. Section: 0300

Anne Sullivan Elementary  
Aldo Leopold  
Washington Middle School  
East High School

Email: [eckhardk@uwgb.edu](mailto:eckhardk@uwgb.edu) Cell/text: 920-698-1384 Education Office: 920-465-2137

Office hours: by appointment

Instructor: **Helen Schaal**

Tuesdays and Thursdays 7:30-10:30 a.m. Section: 0301

Red Smith Elementary  
Preble High School

Tuesdays and Thursdays 11:00-2:00 p.m. Section: 0303

Red Smith Elementary  
Preble High School

Email: [schaalh@uwgb.edu](mailto:schaalh@uwgb.edu) Cell/text: 715-850-1658 Education Office: 920-465-2137

Office hours: by appointment

## **SYLLABUS FOR INTRODUCTION TO EDUCATIONAL INQUIRY-- EDUC 290**

This syllabus is subject to change at the discretion of your UWGB professor.

### Required Materials:

- Wong, H. & Wong, R. (2009) *The First Days of School: How to be an Effective Teacher*, Mountain View, CA: Harry K. Wong Publications, Inc.
- Cost of printing various DPI, InTASC, and EdTPA materials (printer costs on campus)
- Transportation: Travel to/from field site location

### Objectives:

- Complete Knowledge, Skills, and Dispositions ARTIFACTS for 1 of the 10 InTASC Standards in an Electronic Portfolio Format. You will select the InTASC standard to correspond with your Personal Development Goal.
- Demonstrate professional teacher behaviors, including responsibility, timeliness, attendance, professional conduct, and professional dress (Mandated Reporter, ID Badge, Lock Down/Security in Schools)
- Demonstrate the ability to work cooperatively and collaboratively with all students and school personnel.
- Participate in ongoing observation and evaluation by your UWGB Professor and your 290 Field Placement Teacher.
- Complete a minimum of 45 field classroom hours under the supervision of your UWGB Professor and your 290 Field Placement Teacher. You will be asked to record and submit a log of your field hours which will be signed by your Field Placement Teacher.
- Participate in all class seminars; arrive on time; complete assignments on time.
- Demonstrate professional conduct and utilize flexibility in collaborating with faculty and fellow candidates in the Candidacy Block Courses: (EDUC 290, EDUC 340, and EDUC 280-Technology)
- Develop 2 lesson plans using the UWGB 8 & 11-point lesson plan formats.
- Teach 1 Short Lesson (15 Minutes or less) and 1 Content Lesson (30 minutes or longer with student activity) in PK-High School classrooms under the supervision of your UWGB Professor and 290 Field Placement Teacher.
  - >Both lessons will be video-taped for review and reflection
  - >Additional lessons may be assigned at the discretion of your 290 Field Placement Teacher.

### **Education Program Policy Statement:**

As a future pre-service teacher in the Professional Program in Education at the University of Wisconsin-Green Bay, you now represent the teaching profession. Your behavior and attitude in classes and professional settings reflect on the Education Program. As a professional, you are expected to come to all classes prepared to participate, extend your learning beyond the classroom and text, dress appropriately during field experiences, commit yourself to following an educational philosophy, and be an open-minded and active learner. These qualities will help you to develop into the type of teacher that faculty members can be enthusiastic and positive about recommending and school districts will want to hire.

TIMELINESS and ATTENDANCE are parts of your course and field grades! A total of THREE absences and/or tardies from this class will result in a grade of C or lower in this course. As a result, you will not be eligible for admission into UWGB's Professional Program in Education. **If you are absent or tardy for ANY reason, you must notify BOTH your UWGB Professor and your 290 Field Placement Teacher.** In addition, it will be your responsibility to complete the missed field experience at the convenience of your Field Placement Teacher.

Attendance Policy: **Attendance in this field-based course is critical!** In a teaching job, even a few absences can sometimes make the difference between your teaching contract being renewed or cancelled.

1<sup>st</sup> Absence: Excused with appropriate documentation; if unexcused, a grade deduction

2<sup>nd</sup> Absence: Excused, a half-grade deduction (A to AB, for example); if unexcused, a grade deduction

3<sup>rd</sup> Absence: Excused, a half-grade deduction (AB to B, for example); if unexcused, a grade deduction and ineligibility for full candidacy consideration

Students with documented physical and learning disabilities who anticipate requiring any auxiliary services, please call the **Coordinator of Services for Students with Disabilities at 465-2849.** <http://www.uwgb.edu/ds/>

Achievement of a B grade (or better) in EDUC 290 and all Candidacy Block courses is required in order for candidates to be eligible for full admission to UWGB's Professional Program in Education..

If hazardous weather conditions exist or if our field school is closed, please call or text your UWGB Professor **FIRST**. Then, check your campus email for possible class cancellation or relocation to campus.

Your experience at your Field Placement School for fall 2016 will span approximately 14 weeks. We will begin on Tuesday, September 6, and our last day will be Thursday, December 15, 2016. **You are expected to attend every class.** You will be actively engaged in your Field Placement Classroom for approximately 50 hours across the semester. Your academic and field performances will be monitored closely by your UWGB Professor. You will receive feedback from your UWGB Professor and your 290 Field Placement Teacher on your *Short Lesson and Content Lesson* These evaluations, as well as your documented

performances, will become part of your application for full admission to the Professional Program in Education at UWGB.

EDUC 290 Assignments and Grading Scale

There are 5 journal entries, each worth 20 points.

1. Your skills described
2. 3 Comments, 3 Personal behaviors, 3 inviting thoughts
3. FPT's procedures
4. Personal experience with diversity
5. Personal experience that impacted your decision to be a teacher/or not.

There are 8 assignments, each worth 50 points.

1. Effective/Ineffective Teacher
2. Photo Essay
3. Short Lesson Plan
4. Content Lesson Plan
5. Field Reflection & Professional Development Goal
6. Content Lesson Video Reflection citing times of teaching episodes
7. Personal Philosophy
8. FPT's Final Evaluation with Student Reflection

The Final Evaluation completed by your FPT worth 50 points

Total points possible: 500

EDUC 290 is graded using the UWGB standard grading scale, which is based on percentage. You must receive a B or better in all of your candidacy block courses in order to be considered for full admittance into the Professional Program in Education.

93-100	A
89-92	AB
85-88	B
81-84	BC
76-80	C
71-75	CD
66-70	D
0-65	F

**EDUC 290: Fall 2016**

**Week 1: Tuesday September 6  
SEMINAR**

- Make name card, sign in, take items out of mailbox.  
There will be 3 items from your mailbox you may begin working on: name card, Communication Styles test, half-sheet, *What do you know about the way you learn?*
- Welcome to EDUC 290 – Introductions

- Definitions: EdTPA, InTASC Standards, Danielson Domains, Common Core Standards, PI34, Wisconsin Act 166
- Review of the EDUC 290 Syllabus including a walk-through of components on D2L
- Discuss *Wong textbook Unit A (pages 1-34)*:  
*The Effective Teacher Connections to Wong Unit A: Characteristics of an Effective Teacher (pages 1-34). In your reading, pay close attention to the characteristics of effective teachers and what indicators you see or hear when you observe a class being taught by an effective educator. Be ready to work with your table colleagues in class to create a T-Chart that will show the effective teaching characteristics of the teachers at your table and the ineffective teaching characteristics of the teachers at your table. Your table will present your collaborative findings to our class.*
- Complete Jung Communication Styles
- Classroom Placements
- Guest Speaker (Maybe)
- **Homework:** Read *Wong textbook Unit B (pages 36-76): Positive Expectations* for our next class.
- **Homework Journal Entry #1:**  
*Where are you currently in your skills as a pre-service teacher? What do you already know? What do you feel you need to learn?*

**Initial post by: Thursday, September 8 In Discussions D2L**

**Respond to at least 2 classmates' posts by Sunday, September 11**

**Reminder:** You will be making a badge in EDUC 280 with Professor Art Lacey. **WEAR IT EVERY DAY.**

## Week 1: Thursday, September 8 SEMINAR

### Seminar topics:

- Review daily routine: Sign-in, mailboxes
- Discuss Wong Unit B
- Discuss Short Lesson
- Introduction to InTASC Standards: What are knowledge, skills and dispositions? Where do we use these?
- What is an artifact?
- Guest?
- FINALIZE field classroom placements
- **Homework:** Read *Wong Unit C: Classroom Management (pages 78-122). Prepare according to jigsaw directions.*

- **Homework:** Letter of Introduction (**draft**), due September 13, so you can read it to a classmate for feedback.

*Please compose a Letter of Introduction to your Field Placement Teacher. Your letter should be approximately one page in length. Feel free to use friendly letter format. Please include a photo (Art Lacey in 280, will assist with this photo) and share a little bit about yourself; you may design the letter in any way you choose. This is your way of introducing yourself to your Field Placement Teacher. Make sure you provide an e-mail contact and a cell/text number in case your Field Placement Teacher needs to get in touch with you.*

*The final letter is due **THURSDAY September 15**. Please print **TWO** copies of your **FINAL** letter. You will hand both copies directly to your Professor on **Thursday, September 15**. Your UWGB Professor will put one copy in your Field Placement Teacher's mailbox and the other in your Education File at UWGB on September 15.*

## **Week 2: Tuesday, September 13 SEMINAR**

### **Seminar topics:**

- Connections to *Wong textbook Unit C: Classroom Management Jigsaw*
- Letter of Introduction (draft) with you. Practice reading to a partner in class for feedback.
- Discuss books/article you are bringing to read on Thursday, September 15.
- Amy Klien?
- **Homework: Bring a book/article to practice reading on Thursday, September 15**
- **Homework: Assignment #1: Paper-- Effective/Ineffective Teacher, Due Sunday, September 18.**

*Review your readings of the WONG text pages 1-34 and think about the discussions we had in class about teacher characteristics. Then, please compose a two-page, typed, double-spaced essay. On page 1 of your essay, please share what you feel are Characteristics of an Effective Teacher by describing a teacher you've had whom you feel was an Effective Teacher. On page 2 of your essay, please share what you feel are Characteristics of an Ineffective Teacher by describing a teacher you've had whom you feel what an Ineffective Teacher. Please do not use teachers' names. Try to focus on the characteristic and what that teacher did to demonstrate that characteristic and its effect on you as a learner. Use as many specific details as you can! You do NOT have to cite WONG as a resource for this composition. If you feel you need assistance with your writing skills, please visit the Writing Center on Campus.*

- *Please format your assignment as a Word Document.*

**Week 2 : Thursday, September 15  
SEMINAR**

**Seminar topics:**

- UWGB Lesson Plan Format 8 & 11 Point
- Intro to EdTPA
- Short Lesson Practice
- Prepare for classrooms on Tuesday—Badges??? Read 290 Student Handbook
- Hard copies of Intro letters due to UWGB Professor

**Week 3: Tuesday, September 20**

**FIRST DAY IN CLASSROOMS!!**

- YOU WILL NEED TO HAVE YOUR FIELD ID BADGE WITH YOU EVERY DAY. You will have made your badge in EDUC 280 Technology Class.
- Be sure to review Student Field Placement Handbook, written by Ashley Ruedinger.
  
- **Smile!**
  
- **Homework: Journal Entry #2:**

*Following your review of WONG pages 36-76, please discuss THREE VERBAL COMMENTS you will try to use in your field classroom to indicate you are an Invitational Educator. In addition, please discuss THREE PERSONAL BEHAVIORS you will exhibit in your field classroom to indicate you are an Invitational Educator. Finally, please discuss THREE INVITING THOUGHTS you will use as self-talk to indicate you are an Invitational Educator. Explain why you have chosen your discussion points.*

***Initial post by: Thursday, September 22***

***Respond to at least 2 classmates' posts by Sunday, September 25***

**Week 3: Thursday, September 22**

- Today you will take a photograph of each of the 4 walls in your field classroom and the seating configuration. Be sure to include the entire wall and its contents.
  
- You will also discuss with your Field Placement Teacher (FPT) the following two required elements:

1. Date you will do a *Short Lesson* and video tape it( starting September 27 and completed by October 20)
2. Date you will teach a *Content Lesson* and video tape it(starting November 1 and completed by November 29)

- **Homework: Assignment #2 Photos for Photo Essay**

**Assignment #2: Photograph Essay, Due September 29**

*Using photos you have taken of the 4 walls and seating configuration in your field classroom, discuss in detail what is on each wall, why it is on the wall and the rationale for the seating configuration. Pay attention to how the students are seated in the classroom in relation to the walls. Also note any student learning characteristics relating to the walls, especially the ways in which the teacher may refer to the wall during a lesson or how the students use the walls as a learning tool. It may be helpful to discuss with your Field Placement Teacher(FPT) HOW she utilizes the classroom walls and seating arrangement as learning tools.*

- *Please format your assignment as a Word Document.*
- *Dropbox it.*

**Week 4: Tuesday, September 27**

- **Short Lesson Taping Begins**
- **Sign-up on Google Docs schedule when you confirm the date with your FPT**
- **Homework: Assignment #3 Short Lesson Plan (8-Point Format)**  
**Assignment 3: Lesson Plan (Due 2 days prior to your taping date)**

*This is an assignment where your due date is determined by the date you teach your short lesson. It will require scheduling, organization, and communication on your part. It will also require that you complete your first complete Lesson Plan. You are to submit the Lesson Plan to the dropbox on D2L, PRIOR to their observation and video taping of your lesson.*

- *Please format your assignment as a Word Document*
- *Dropbox it.*

**Week 4: Thursday, September 29**

- **Short Lesson Taping Continues**
- **Sign-up on Google Docs schedule when you confirm the date with your FPT**
- **Assignment #2 –Photo Essay DUE TODAY**



**Week 5: Tuesday, October 4**

- **Short Lesson Taping Continues**

**Week 5: Thursday, October 6**

**YOU ARE NOT IN THE GBAPS CLASSROOMS TODAY  
SEMINAR AT RED SMITH**

**Seminar topics:**

- **How's it going?!?! Share celebrations & challenges**
- **Content Lesson Plan Design 11-Point**
- **Assessment and the Brain**
- **Review INTASC Standards**
- **Homework:** DISCUSS **Assignment #5 Field Reflection & Professional Development Goal**

**Field Reflection and Professional Development Goal**

*Write a 3 page double-spaced FIELD REFLECTION. We are about 1/3 of the way finished with our semester, and this assignment asks you to look back at where you were your FIRST day of EDUC 290 and how you have learned and grown as a professional educator these past 5 weeks. Refer back to your Journal Entry #1 from the first day of class. Your Field Placement Teacher will also be asked to complete a brief field evaluation of your performance, and you may address those assessment points in your essay. A key element of your field reflection grade is your analysis of your Field Placement Teacher's comments, along with your written Professional Development Goal, and three steps you will put in place to meet that goal by the end of our semester together.*

*Pick one of the 10 InTASC Standards that you will use as your Professional Development Goal. Identify 3 steps you will take to make progress towards this goal.*

- *Please format your assignment as a Word Document.*
- *Dropbox it.*
- **DUE October 30**

### Week 6: Tuesday, October 11

- Short Lesson Taping continues
- Begin/continue planning for Content Lesson
- **Begin signing-up for CONTENT LESSON on schedule on Google Docs when you confirm the date with your FPT**

### Week 6: Thursday, October 13

- Short Lesson Taping continues
- Continue to work on developing the lesson plan for your upcoming *Content Lesson*.
- Sign up for *Content Lesson Video Taping* on Google Docs so your UWGB Professor can observe and videotape

### Week 7: Tuesday, October 18

- Short Lesson Taping continues
- Sign up for *Content Lesson* so your UWGB Professor can observe and videotape
- **Midterm Evaluation** completed and discussed with you by your FPT this week
- **Assignment #4 Content Lesson Plan Date Due: 2 days before you teach the lesson**
- **Homework: Journal #3 FPT's procedures**

#### **Journal Entry #3:**

*Please discuss at least one of the procedures you've observed your Field Placement Teacher using in the classroom. Then discuss 3 procedures you plan to personally use in your own classroom some day. Be thinking about your Content Lesson plan as you consider what procedures you might use.*

*Initial post by: October 20*

*Please respond to at least 2 classmates' posts by: Sunday, October 23*

### Week 7: Thursday, October 20

- **Last date for Short Lesson Taping**
- Sign up for *Content Lesson* so your UWGB Professor can observe and videotape
- **Midterm Evaluation** completed and discussed with you by your FPT this week
- **Journal #3 Post due tonight by 11:59**
- **Classmate responses due by Sunday, October 23, 11:59 PM**

**Assignment #5 Field Reflection & Professional Development Goal** Write a 3 page double-spaced FIELD REFLECTION. We are about 1/2 of the way finished

*with our semester, and this assignment asks you to look back at where you were your FIRST day of EDUC 290 and how you have learned and grown as a professional educator these past 5 weeks. Refer back to your Journal Entry #1 from the first day of class. Your Field Placement Teacher has been asked to complete a brief field evaluation of your performance, and you may address those assessment points in your essay. A key element of your field reflection grade is your analysis of your Field Placement Teacher's comments, along with your written Professional Development Goal, and three steps you will put in place to meet that goal by the end of our semester together.*

*Pick one of the 10 InTASC Standards that you will use as your Professional Development Goal. Identify 3 steps you will take to make progress towards this goal.*

- *Please format your assignment as a Word Document.*
- *Dropbox it.*
- **DUE October 30**

### **Week 8: Tuesday, October 25**

There will be NO seminar or field hours at your Field Placement School today.

### **REPORT TO RED SMITH SCHOOL SEMINAR**

#### **Seminar topics:**

- Short Lesson Reflection with team/partners
- Designing Content Lesson 11-Point Plan
- Educator Effectiveness: Charlotte Danielson
- Special Education
- Blank Thank You notes discuss
- **Assignment 4: Content Lesson Plan (Due 2 days prior to your taping date)**
- *This is an assignment where your due date is determined by the date you teach your Content Mini Lesson. It will require scheduling, organization, and communication on your part. You are to submit your Content Mini Lesson Plan to dropbox Assignment #4 PRIOR to their observation and video taping of your lesson.*

### **Week 8: Thursday, October 27**

There will be NO seminar or field hours at your Field Placement School today.

### **REPORT TO RED SMITH SCHOOL SEMINAR**

- Guest Presentation *Teaching Outside the Box*
- Thank You notes
- **Homework: Assignment #6 Content Lesson Video Reflection w/ times & Charlotte Danielson references --Video Reflection, due TBD**

*Take time to sit and view your entire video-taped lesson. After you've watched the entire lesson, please write a 3-5 page essay in which you "note the time" in the video (what point in the lesson) where you feel you were an effective educator in being organized, consistent, and predictable. Identify the Charlotte Danielson Domains that describe your effective teachings. Then, "note the time" in the video (what point in the lesson) where you feel you were not effective and engaging in your teaching methods. Finally, in your essay, please note how you would need to change your lesson plan to address the ineffective or disengaging points of your lesson. Be very detailed in what you would change and why you think that change would be effective.*

- *Please format your assignment as a Word Document and submit to D2L Dropbox.*

**Week 9: Tuesday, November 1**  
**YOU ARE BACK IN YOUR GBAPS FIELD PLACEMENTS**

- *Content Lessons* taping begins
- **Homework:** Journal Entry #4 Personal Experience with Diversity  
**Journal Entry #4:**  
*What type of cultural diversity have you personally experienced? What have you observed in your Field Placement Classroom? What do you feel you need to know more about?*
- **Initial post by: Thursday November 3**
- **Please respond to at least 2 classmates' posts by: Sunday, November 6**

**Week 9: Thursday, November 3**

- *Content Lessons* continue taping
- **Journal Entry #4 DUE 11:59**
- **Journal Entry #4 Classmate responses due Sunday, November 6, by 11:59 PM**

**Week 10: Tuesday, November 8**

- *Content Lessons* continue taping

**Week 10: Thursday, November 10**

- Content Lessons continue taping

**Week 11: Tuesday, November 15**

- Content Lessons continue taping

**Week 11: Thursday, November 17**

- Content Lessons taping
- Check progress of Professional Development Goal

**Week 12: Tuesday, November 22**

- Content Lessons taping
- **Homework: Thank You note/gift**  
Thank-you note to Field Placement Teacher

*Please write a Thank You Note to your Field Placement Teacher **DUE December 1**. UWGB Thank You Notes will be provided by the Professional Program. We will discuss a small gift from you for your FPT.*

**Week 12: Thursday, November 24**



**Week 13: Tuesday, November 29**

- **LAST DAY** of Content Lesson Taping
- **Homework: Journal #5** Personal experience that impacted your decision to be a teacher/or not.

- **Journal Entry #5:** *Please share an experience you've had this semester that confirmed your decision to become a teacher. Perhaps you have chosen another course of study following your 290 experience...that's okay too! Please share how your time in EDUC 290 helped guide your decision to move forward, in this profession or something different.*
- **Initial post by: Thursday, December 1**
- **Please respond to at least 2 classmates' posts by: Sunday, December 4**

**Week 13: Thursday, December 1**  
**LAST DAY IN GBAPS FIELD PLACEMENT CLASSROOMS**

- Journal #5 Personal experience impacting your decision to be a teacher due today at 11:59
- Classmate responses due by Sunday, December 4.

**Week 14: Tuesday, December 6**  
**SEMINAR**

- Writing our personal philosophy of education
- Theoretical Analysis of Content Mini Lesson(Review Theorists and embed into reflection on Content mini lesson)
- Discuss **Assignment #8 FPT Evaluation & Your Reflection**
- Individual Conferences
- Admission to Education Program paperwork
- Turn in Field hours log
- Course Evaluation.
- **In class: Assignment #7: Personal Philosophy of Education, due Thursday, December 13**

*Your UWGB Professors will model and share examples with you to support you in the development of your Personal Philosophy of Education. We will begin to develop these in class today. Format is your choice: mind map, graphic organizer bulleted, narrative.*

**Week 14: Thursday, December 8**  
**SEMINAR**

**Leadley Presentation**

**Assignment #8 Field Placement Teacher Evaluation and Reflection DUE**

**Week 15: Tuesday, December 13**  
**Last day of EDUC 290!!**

**SEMINAR**

## First Nations Presentation

- Assignment #7 due: Personal Philosophy of Education
  - EDUC is performance assessed so there is no written final

Week 15: Thursday, December 15

**FINALS WEEK**  
December 15-21

**\*\*There is NO final for EDUC 290\*\***

**Relax...breathe...enjoy the Holidays!!**



Issues Surrounding the Hispanic Learner  
Educ 295 (9465) – Fall Semester 2016  
T/TH 9:30 – 10:50 a.m.  
WH 118

Instructor: Professor Cortes  
Office: Wood Hall 430G  
Phone: 465 2237  
Email: cortesdm@uwgb.edu  
Office hours: M 1p.m. – 3:00 p.m.  
Th 10:30 – 12:30 p.m.  
Additional hours by appointment

#### Teaching Philosophical Statement

*As an instructor, I have the responsibility to instill valuable and worthwhile experiences that contribute to the intellectual growth of my students. I must offer opportunities where they will gain new perspectives as they reexamine their own views and they take on new ideas worthwhile examining in the hopes that they can fulfill their own potential.*

*I believe that the curriculum should be student centered so that it promotes intrinsic motivation. I apply class discussion as a strategy to reflect on the relevance and the use of the materials that have been presented. When students have the opportunity to open a dialogue they become engaged in a particular topic because they are actively participating in the learning process. This process brings forth continuity and growth.*

#### OVERVIEW OF THE COURSE

The growing demographic shift in the public schools of the United States has generated a greater demand for linguistically and culturally competent teachers who can create an equitable learning environment. The U.S. Department of Education projects that by fall 2016 minorities will outnumber mainstream Americans in public schools across the nation. There is an urgency to pay attention to the changing Hispanic demographics in the nation's schools. Findings suggest that teachers must develop a critical consciousness on issues of culture, language, and educational equity.



This course will help you develop a critical consciousness on issues of culture, language, and educational equity. You will explore the history, the culture, and some of the core values of the Latino Culture.

After a two-week overview, you will be placed either at Danz Elementary or at Eisenhower Elementary in a bilingual classroom. First you will be observing your cooperating teacher in order to understand classroom expectations and routines. As soon as the classroom teacher feels you are ready, you will be asked to work with the students. We will come back to the classroom for the last week to share and evaluate the field experience.

You will be reading, writing, and participating in discussion forums as you reflect on your experience.

### **Required Text**

Dean, Bill (2013). Mexico: Journey of a Nation Over a Rough and Rambling Road.

### **Guidelines and Policies**

- This course will make considerable use of D2L. Students are expected to check the site regularly for announcements, news, and other documents.
- Assignments are to be uploaded to D2L on the date they are due. Work turned in late will be marked down one letter grade for each day late.
  - Students will write 3 reflection papers. Each paper must be at least 1200 words and it must include at least 3 sources that you will list in a bibliography at the end of your reflection paper. Sources can be from our readings or from observation experiences in the field.
  - All students are expected to participate in the D2L Class Discussion Forums.

There will be 5 Class Discussion Forums. For each Forum, every student is expected to upload an initial post and a comment to at least 3 posts from their classmates. Therefore, there must be at least **4 posts** from each student for each Forum.

Each initial post must be at least 250 words long and it must have at least **3 sources backing up your answers**. Your initial entry **must be posted by Wednesday** of the week of the assignment. The 3 comments to classmates' entries must also be at least 250 words long and they must also be backed by at least three sources, which back or explain your comments to your classmates. These comments must be posted by **Friday of the same week**.

**ALL** posts (initial post and comments to classmates) must be supported by 3 sources, which may include outside readings, readings from our textbook or from your classroom observations. You must cite your sources as you explain your answers and comments. **Posts without appropriate sources supporting their answers and comments will not receive full credit.**

### **Grading:**

Discussion Forums	30%
Paper Reflections	30%
Midterm Exam	20%
Final Paper	20%

### **Schedule**

9/06 - 08                    **Week 1:** Syllabus / Overview: History

9/ 13 -15                    **Week 2:** Values, Traditions, and Beliefs

9/20 – 22                    **Week 3:** Field observation

9/27 - 29                    **Week 4:** Field observation

Reflection Paper # 1: Compare and contrast the White Anglo Culture with the Latino Culture. You must include history, values, traditions, and beliefs, as you discuss differences and similarities. Paper due 9/29 and it must be uploaded to D2L before 11:30 p.m. on 9/29

10/04 – 06                    **Week 5:** Field observation

Discussion Forum # 1: Chapter 2: “The Border”. Explain why “Friendship Park” is not a friendly place any more.

10/11 – 13                    **Week 6:** Field observation

Discussion Forum # 2: Chapter 3: “South of the Border”. Explain why so many Americans live and visit Mexico.

10/18 - 20                    **Week 7:** Field observation

Discussion Forum # 3: Chapter 7: “The Indigenous People” Choose one of the great stories discussed in this chapter and try to relate this story to the Latinos living in the United States. Can you find any relation? Explain why or why not.

10/ 25 – 27                    **Week 8:** Field observation / Midterm Exam. The exam will be posted in D2L. It will be an open book exam for you to look for answers and discuss them. It will be due on 10/27. The open book midterm exam must be posted in D2L 10/27 before 11:30 p.m.

11/01 – 11/03                **Week 9:** Field observation

Reflection Paper # 2: Compare and contrast “Assimilation of the Indigenous People” in the United States and in Mexico. You will have to do research on how the American Indians were or were not assimilated in the United States. What happened? Why did this happen?

Discuss differences and similarities between the assimilation patterns of the Indigenous people in Mexico and the Indigenous people in the United States. Paper is due 11/03 and it must be posted on D2L 11/03 before 11:30p.m.

11/ 08 – 11/10                **Week 10:** Field observations

Discussion Forum # 4: Chapter 11: “Exploitation”. There is documented evidence of the exploitation of the Indians by the Spaniards. Do you believe there is exploitation of Latinos in the United States? Please explain why or why not.

11/15 – 17                    **Week 11:** Field observation

Discussion Forum # 5: Chapter 20: “Food, Markets, and Music.” Do you believe the culture of the United States has been enriched by the food and the music of Mexico? Please discuss why or why not.

11/22                            **Week 12:** Field observation on Tuesday only (**Thanksgiving**)

11/29 – 12/01                **Week 13:** Field observations

Reflection Paper # 3: Bill Dean ends his book on a positive note. How do you feel about Mexico? Do you believe Mexico has anything positive to offer? Do you believe conditions with our neighbor might get better? Please discuss.

12/06 – 08                    **Week 14:** Back at UWGB / Final Paper: Topic will be posted in D2L before the end of the semester.

## **EDUC 302 0001**

### *Teaching Social Studies in Elementary and Middle School*

Fall 2016

M/W 12:45 – 2:05pm

Wood Hall 215

Instructor: Dr. Christin DePouw  
Office: 430F Wood Hall  
Email: [depouwc@uwgb.edu](mailto:depouwc@uwgb.edu) (preferred)  
Skype: depouw  
Google: cdepouw8  
Office: 920-465-2149 (please note that these messages are usually received late)  
Office hours: M/W 10am-12pm; T/Th 11am – 12pm; by appointment

### **COURSE DESCRIPTION**

This course is designed to teach a complex and critical understanding of the elements of social studies (history, geography, economics, social sciences) within contemporary US society and its institutions, including institutions of education. Included in the development of critical understanding is ongoing acquisition of appropriate academic concepts and terminology, interdisciplinary engagement of relevant issues, college-level reading of academic research, and the continuous development of discussion and analytical skills. Students are expected to be able to apply disciplinary terms and concepts in analysis and in action, including their future professional and personal behaviors.

#### Course Objectives:

1. Students will *critically engage and analyze content areas* within the field of social studies.
2. Students will *deconstruct narratives and representations related to social studies and discuss their implications* for K-12 students.
3. Students will *conduct college-level academic research and construct rigorous and well-supported arguments* related to social studies curricula and instruction.
4. Students will *synthesize multiple course concepts and content areas into coherent and effective lessons* in social studies.
5. Students will *recognize that social studies pedagogy exists beyond technical compliance with state standards or specific methods* of content delivery and instead *will take personal responsibility for the ongoing development of expertise* in social studies pedagogy.

#### **Required Readings:**

- *All readings are available as electronic files* in the course D2L shell under “Content” tab.

### **GRADING**

The final grade in class depends on successful completion of all assignments and full participation in all aspects of the course, but is also related to the ways in which students employ

critical and original thinking, analysis, and research to course concepts and content. Therefore, the final grade is not a product solely of having completed each assignment; rather, the final course grade involves a qualitative assessment of critical engagement of the broad range of course topics, ongoing academic collaboration with peers, substantive preparation for class discussion and participation, and ability to apply course concepts to future professional work.

**NOTE:** In your efforts to develop strong scholarly performance in this class, please know that I am more than happy to meet with you as many times as you would like in order to assist you in meeting the goals I have set out for us this semester. If you would like support in your assignments or in clarifying concepts presented in class, I will work hard to make myself available to you whenever possible. Please take advantage of my office hours or available appointments; I am also glad to communicate with you through email, Google Hangout, Skype, or by telephone if office hours and appointments do not fit your schedule.

<i>Grading Scale (%)</i> :		<i>Assignment Grade Distribution</i>	
93 - 100	A	Attendance	10%
89 - 92	AB	Field Experience (see p.3)	20%
85 - 88	B	Analysis Papers	30%
81 - 84	BC	Group Presentation	10%
76 - 80	C	Midterm Exam	15%
71 - 75	CD	Final Exam	15%
66 - 70	D		
0 - 65	F		
		TOTAL:	100%

### **ASSIGNMENT EXPECTATIONS**

Rubrics for Assignment Criteria Available on D2L

*\*Please Note that Paper Format is Part of Assignment Grade\**

#### IMPORTANT NOTE ON ASSIGNMENTS

For **all written work** (except the midterm and final exams), please note that students may revise and resubmit any papers that receive an unsatisfactory grade. ***In order to resubmit, students should first meet with me*** in person (or electronically if in-person meetings are not possible) in order to discuss suggested revisions. Revise-and-resubmit options do not apply for situations in which a paper was not submitted on time or in which a paper was not complete upon time of submission. If students have any questions about whether or not they are able to revise and resubmit a paper, please see me and I am happy to talk with you about this.

#### 1) Class Participation

Participation is a basic expectation of the course and therefore will not add points to your overall grade. However, consistent or blatant lack of participation in class or in discussion may result in a) having that day marked as an unexcused absence, b) being removed from your assigned presentation group or c) receiving a failing grade for the assignment in question. Discussion is for your own learning as well as for the learning of those around you; our class cannot function well unless everyone participates and makes the effort to engage.

2) Field Experience: First Nations Studies (FNS) Center Elder Hours and Tsyunhehkwa

Each student is required to participate in two field experiences:

- Visit with Elders in the First Nations Studies Center (410 Wood Hall) for a combined 8 hours during the semester; and
- Volunteer at the Tsyunhehkwa (pronounced *Joon-heh-kwa*) agricultural project on the Oneida Tribal Nation reservation for a combined 8 hours during the semester.

***Students must complete a minimum of 16 total combined hours by the end of the semester.*** Each visit with Elders should be a **minimum of 30 minutes** at a time; each Tsyunhehkwa visit should be a **minimum of 1.5 hours**. Students will receive a form at the beginning of the semester so that they can log their Elder hours and time at Tsyunhehkwa. Jeff Metoxen, director of Tsyunhehkwa, also will email me when students log hours at the farm as a secondary form of record-keeping. The purpose of these field experiences is to teach pre-service teachers how to effectively build relationships with community members across culture, and to learn how to respect community members as teachers and as knowledgeable, regardless of formal credentials.

Prior to attending Elder Hours for the first time, *please be sure to review the Protocols for Working with Elders (D2L) prior to visits with Elders in the FNS Center.* When attending Elder Hours, students do not need to prepare anything – it is appropriate to simply enter the FNS Center and sit down at the table where Elder Hours are being held. Elder Hours consist of conversations with Elders, and may touch on a variety of subjects – this depends on the natural evolution of the conversation for that day. To document participation in Elder Hours for the class, please use the provided form from class (I will hand this out) to log the dates and times of attendance, and also sign in at the FNS Center each time that you attend. The log-in sheet and FNS Center sign-in are the only forms of documentation necessary to meet this requirement. *\*If you have scheduling conflicts that don't allow you to attend Elder Hours or Tsyunhehkwa, please see me to work out alternatives. Documentation for scheduling conflicts will be required.*

Fall 2016 Schedule for Elder Hours – Begins Second Week of Classes

Monday:

Judge Ackley	9:00am - 12 Noon
Napos	2:30-5:30pm

Wednesday:

Sue Daniels	11:00am - 2:30pm
Napos	2:30 - 5:30pm

Thursday:

Dr. Carol	11:30am - 2:45pm
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3) Analysis Papers

Analysis papers are not opinion papers, but rather an overview of the author's arguments (complete with specific citations, quotations) and then a personal discussion of the implications of this argument based on the evidence within the article. Therefore, a good analysis paper will include discussion of key ideas and concepts in the reading and attempt to relate these key ideas to your own reflections as well as to ongoing themes from the course (if appropriate). It is important to go beyond summary and to go beyond

personal reaction into analysis. Since it is difficult to create an in-depth analysis in one page, please note that the page length requirement is a minimum; if you would like to write more than one page, please feel free to do so.

Analysis papers will be a **one page minimum response paper (single-spaced, 1” margins, Times New Roman 12-point font)** focusing on the assigned reading or topic (as indicated in syllabus). *Please also note that formatting is considered as part of the grade, so adhere to all formatting guidelines as listed here.*

#### 4) Group Presentation

Once during the semester, you will be asked to lead the discussion and design an activity related to the reading/topic assigned for that class period. Students will be assigned small groups with whom they will develop this presentation. ***Groups should begin meeting a minimum of 3 weeks prior to their presentation in order to prepare, and may meet electronically (Google Docs, Skype, Facebook chat) as well as in person.*** I encourage the group responsible to be as creative as they desire, to treat the topic with depth and complexity, and to use outside sources or materials where appropriate. It is also important for the group to make sure that any activities they choose to include have a pedagogical purpose and have been evaluated for “hidden” as well as “overt” curricular messages. The activity, in other words, should be a sort of lesson that will further the understanding and intellectual engagement of the other students in class.

This presentation will be evaluated on:

- **Effectiveness of activity and discussion** in fostering intellectual engagement in the topic;
- **Degree of preparation** of the group and **equal participation** by group members;
- **Creativity and depth** of the presentation, meaning a presentation that goes beyond summary and into analysis and thoughtful engagement;
- Ability of the presenters to **encourage participation by other students**; and
- **Application of course concepts** and prior content information within the presentation.

**PLEASE NOTE: All groups should submit a draft of their presentation ONE WEEK prior to the presentation** in order to receive feedback and editing suggestions. **Groups who fail to do so will be docked 20 points from the final presentation.** Getting started on a presentation can be difficult, so if your group runs into any problems, I’m glad to help you with this process. Please just let me know as early as possible so that I am able to provide useful guidance. Similarly, if a group member is not contributing in the preparation prior to the presentation, please let me know so that I can intervene ahead of time where possible.

#### 5. Midterm:

The midterm is a research paper that will provide the content upon which the final exam will be based. It is intended to provide the academic information that will contextualize and **provide the basis for the final exam (which will include a lesson plan connected to the midterm content)**. When conducting the midterm research, please be aware that the research include both historical and contemporary information, and should use peer-reviewed academic sources as well as information learned from time with the Elders and at Tsyunhehkwa. Additional sources such as videos or websites may also be used, but only the peer-reviewed and field experience sources will count toward the required minimum sources in the midterm.

**This paper will include:**

- A minimum of 4 double-spaced full pages of summary and analysis related to the selected topic. The summary of information should be based upon independent research, course materials, and discussions with Elders and people at Tsyunhehkwa. Please provide a bibliography in APA style for all academic

outside sources and list personal conversations from Elder Hours or Tsyunhehkwa (name of person and date of conversation) as well.

- After completing the written research portion of the midterm, you are also welcome to add pages for graphics, maps, or other relevant data that will support the paper's discussion. ***Please note that any graphics, maps, etc. do not count as part of the required four written pages and therefore should not be embedded within the main body of the exam.*** These additional data would be information that is relevant to the immediate discussion or information that will be useful in the final exam lesson plan.

*Sources for the paper:*

- **Academic Sources:** Students should use ***at least 4 peer reviewed academic sources*** published in 2006 or later; students ***can also use course readings and outside news and media sources*** but these will be ***in addition to the*** peer-reviewed academic journal articles. We will talk about how to find these sources and how to evaluate their quality in class.
  - **Valid Academic Websites:** As many of us already know, not all websites are created equal. You are welcome to draw information from valid academic or professional websites (for instance, the UCLA Civil Rights Project or the American Educational Research Association) but do NOT use websites such as Wikipedia, Dictionary.com and other mainstream websites that are not peer-reviewed (meaning evaluated by experts in the field). If you are not sure about the appropriateness of a source, please let me know and I'm glad to help you make a decision.
  - **Learning from the Elders and/or Tsyunhehkwa:** Students are encouraged to use their time with Elders in the First Nations Studies Center and at Tsyunhehkwa as part of this research. ***Please do NOT record the Elders when they are speaking with you, and try to avoid taking notes during the actual conversation*** (see *Elders Protocol* for more guidelines). This also applies to any conversations at Tsyunhehkwa. While you should not "collect data" during the conversations, please remember that these conversations are a good opportunity to informally become more familiar with the histories and salient contemporary issues related to Indigenous peoples in Wisconsin, so please be sure to actively listen during your time in the Center and at Tsyunhehkwa. Stories from the Elders are considered legitimate sources for this paper – ***even as you are also expected to use written academic sources*** - so please feel free to cite information from an Elder after you have asked their permission to do so. Tsyunhehkwa members may provide you with academic sources of their own or refer you to community members who are knowledgeable about a particular subject area (i.e., culture). These are also valid sources. *For further guidelines on this midterm research project, please note that you will receive an assignment description in class.*
6. **Final Project:** Students will extend the research from the midterm and add a discussion of colonialism and current concerns for the Oneida Nation of Wisconsin. These current concerns may include: language and culture continuation within the Nation, environmentalism and sustainability, food sovereignty, tribal sovereignty and government, or racism and discrimination.
- a. The new portion (what is added to the midterm content) should be 4 double-spaced pages in length, making the overall literature review a total of 8 double-spaced pages (minimum – students are welcome to write more if they want).
  - b. Students will then use the combined literature review (full 8 pages) to create a multimedia lesson plan. The lesson should be related to course concepts and content throughout the semester, including field experiences with Elders and the Oneida Nation.
  - c. The lesson plan will be developed individually,

The project will include:



- Stated *Student Learning Objectives (SLOs)* that encompass key concepts from the course and that are *connected to WI state standards* in social studies.
- *Contextualization of the lesson's topic* within some of the key concepts we will discuss throughout the semester, such as colonialism, institutional racism, sovereignty, relationship between language and culture, and so forth. This area is also a good opportunity to identify possible interdisciplinary connections between ideas in this content area and other content areas. For instance, how does sovereignty impact environmentalism? What are some of the ways in which health and wellness, culture, community relationships and economic independence are embedded within the Tsyunhehkwa project?
  - *Historical overview* as way to contextualize contemporary discussion – key points from contemporary issues portion should be connected to the historical portion and vice versa;
  - *Contemporary issues* and concerns (this would be a good area in which to consult Elders and other Indigenous people during field experience);
- *Analysis of the concept of Tribal Sovereignty* as relates to First Nations as political/government entities. **Please note that lessons MUST include a discussion of sovereignty in order to fulfill requirements for this final project;**
- *A reflection* on what you needed to learn in order to complete this project and areas in which you might need to grow further in order to continue to build your expertise in social studies and/or in First Nations-related curricula.

We will be using assignments throughout the course to scaffold ourselves into the final project, and you will receive further instructions on how to move forward with the project in class throughout the semester.

# COURSE SCHEDULE

Please note that assignments and schedule are subject to change

## WEEK ONE

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### Course Introduction and Overview

Wednesday, September 7<sup>th</sup>

- Small and large group discussions in order to introduce ourselves, provide an overview of the course, and discuss politics of social studies in Wisconsin and the U.S.
- We will also begin a conversation about self-care and stress for teachers in the U.S.

## WEEK TWO

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### Context of Teaching and U.S. Social Studies

Monday, September 12<sup>th</sup>

To read:

- Excerpt from *New Teacher Book* (D2L)
- Linked articles on self-care (D2L)
- \*Begin self-care plan

Wednesday, September 14<sup>th</sup>

To read:

- Au, “Hiding behind high-stakes testing: Meritocracy, objectivity and inequality in U.S. education” (D2L)
- *In-class activity:* Toeing the Line

Assignment:

- *Analysis Paper:* Begin to plan self-care for the semester (Bring to class on Monday, Sept. 12). **Final draft will be due in D2L on Friday, September 16<sup>th</sup> at 11:59pm**
  - The plan should include:
    - Responsibilities that are externally imposed (classes, work, etc.)
      - Break these responsibilities down into specific tasks (read one article a week for XXXX class, take the PRAXIS II in November, and so forth)
      - Estimate the time commitment for each task
      - Add these tasks to a calendar and block off the time needed – do this for the entire semester
    - Specific needs that you have identified for yourself (exercise, eating well, stress relief, leisure time, work, study, time with family, etc.)
      - Break these needs down into more specific actions such as “walk/do yoga for 30 minutes each day” or “find recipes for healthy meals”, grocery shop, and so forth.
      - Estimate how much time these actions will take and block off times in your calendar to take these actions. When blocking off time, try to space it out so that you do not put off self-care for the weekend but rather are doing some of it every day of the week.
      - Treat these time blocks with the same respect that you would if they were appointments with professors or your future students – in other words, that your time for self-care is non-negotiable and will not be sacrificed unless an emergency comes up.

- Once you have this plan laid out and mapped onto a calendar, bring a printed or electronic copy to class and be ready to discuss the plan within a small group.

## WEEK THREE

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### The Importance of Critical Instruction on Controversial Issues: Colonialism

Monday, September 19<sup>th</sup>

To read:

- Loewen, *Teaching What Really Happened* (Ch. 7) (D2L)

Wednesday, September 21<sup>st</sup>

To read:

- Chapter 2 of *Rethinking Globalization: Teaching for Justice in an Unjust World* (D2L)

Assignment:

- **Analysis Paper:** Please discuss some of the ways in which US history has been and continues to be distorted within school curricula. How do these distortions reinforce the myth of America as open and fair to all (meritocracy)? Discuss, too, the implications of this for you as a future teacher responsible for providing accurate and healthy information to students. **DUE on Sunday, September 25<sup>th</sup> at 11:59pm in D2L.**

## WEEK FOUR

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### The Importance of Critical Instruction on Controversial Issues: Colonialism and Indigenous Peoples

Monday, September 26<sup>th</sup>

To read:

- *The People v. Columbus* activity (D2L)
- Primary sources excerpt from *Rethinking Columbus* (D2L)

Wednesday, September 28<sup>th</sup>

To read:

- Excerpt from *American Indians in Children's Literature* blog (D2L)
- Excerpt from *Reading While White* blog (D2L)

## WEEK FIVE

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### The Importance of Critical Instruction on Controversial Issues: Slavery

Monday, October 3<sup>rd</sup>

To read:

- Berchini, "[‘Slavery game’ presents opportunity to become smarter](#)" (D2L)
- Loewen, *Teaching What Really Happened* (Ch. 8) (D2L)

Wednesday, October 5<sup>th</sup>

To read:

- Library of Congress guide to using primary sources in the classroom (D2L)
- [Teaching slavery](#) through primary sources (D2L)

Assignment:

- **Analysis Paper:** Please discuss some of the ways that current discussions of slavery in schools tend to downplay its significance or distort its realities. Please also discuss some uses of primary sources in initiating more complex and African American-centered conversations on slavery. Be sure to provide evidence from course readings. **DUE on Sunday, October 9<sup>th</sup> at 11:59pm in D2L.**

## WEEK SIX

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### The Importance of Critical Instruction on Controversial Issues: Immigration

Monday, October 10<sup>th</sup>

To read/view:

- Reading on social studies and immigration (D2L)
- Bigelow, *The Line Between Us: Teaching about the Border and Mexican Immigration* (D2L)

Wednesday, October 12<sup>th</sup>

- Reading on formal process of immigration and how to use data to debunk myths with students (D2L)

Assignment:

- **Analysis paper:** Please find one popular news article or video related to immigration, making sure that it was published within the past year (2015-2016). Please *provide a citation and link* to the news item at the end of the paper.
  - Drawing on concepts from the course, analyze the tone of the article toward immigration and give your opinion as to whether this article provides a balanced or biased/uninformed perspective on immigration.
  - Within this conversation, please keep an eye out for which groups (i.e., people from Latin America, Asia, Europe, Africa, Middle East, and so forth) are most often under discussion when the topic is immigration.
  - Consider the ways in which focusing on this group may impact public perception/treatment of that group. **Due on Sunday, October 16<sup>th</sup> at 11:59pm in D2L.**

## WEEK SEVEN

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### The Importance of Critical Instruction on Controversial Issues: Election 2016

Monday, October 17<sup>th</sup>

To read:

- “Why some WA teachers won't about the 2016 presidential election” (D2L copy, too)  
<http://www.king5.com/news/local/why-some-wa-teachers-wont-teach-about-the-2016-presidential-election-/312240052>
- SPLC, “The [Trump effect](#): The impact of the Presidential campaign on our nation’s schools” (D2L)

Wednesday, October 19<sup>th</sup>

To read:

- Election 2016: Lesson Plans and Digital Resources for Teachers  
<http://www.edutopia.org/blog/US-election-teaching-resources-matt-davis>
- Election 2016 – teaching civility to students around key issues  
<http://www.tolerance.org/election2016>
- NEA: Lessons on elections  
<http://www.nea.org/tools/lessons/64341.htm>

Assignment:

- Analysis Paper: Make a plan for how you would teach about the election if you were teaching social studies in Fall 2016. Discuss some of the *key areas of study in government* – what is the electoral process, how does a candidate run for office, how does someone register to vote –as well as some *key social/media issues* that are important in this specific election cycle.

The main focus of this discussion should be how you, personally, can prepare students to both understand technical government processes AND critically interpret the mainstream media discussions taking place today. You do not need to write out a lesson plan but only speak to ideas you have for the future classroom. Please select a grade level and connect your discussion to WI social studies standards where appropriate. Be sure to also cite course readings. **DUE on Sunday, October 23<sup>rd</sup> at 11:59pm in D2L.**

## WEEK EIGHT

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### Teaching Government and Tribal Sovereignty

Monday, October 24<sup>th</sup>

To read:

- Overview of treaty rights of First Nations (D2L)

Wednesday, October 26<sup>th</sup>

To read:

- Video: *Tribal Nations: Story of Indian Federal Law* (D2L)

## WEEK NINE

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### Teaching Government and Tribal Sovereignty

Monday, October 31<sup>st</sup>

To read:

- Reading on treaty rights in Wisconsin (D2L)

Wednesday, November 2<sup>nd</sup>

To view:

- Video: *After the Storm: Ojibwe Treaty Rights Twenty-Five Years after the Voight Decision* (D2L)

Assignment:

- **Midterm Paper:** The midterm is a research project on the content that will eventually be used as the basis for your final exam.
  - The goal is to research historical and *contemporary issues* facing the Oneida Nation of Wisconsin in order to provide the future context and content for the final exam lesson plan.
  - Be sure to include a **discussion of “tribal sovereignty”** as part of the paper.
  - This paper will include: 4 double-spaced full pages of written research/narrative and additional pages for graphics, maps, and other relevant data that will support the paper’s discussion.
  - See pp. 4-5 in the syllabus for an overview of expectations for this assignment.
  - DUE on **Sunday, November 6<sup>th</sup> at 11:59pm** in D2L.

**WEEK TEN**

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**Today’s Inequalities: Environmental Racism**

*Monday, November 7<sup>th</sup>*

- Excerpt, *A People’s Curriculum for the Earth* (D2L)
- In class excerpt: *Homeland: Four Portraits of Native Action* (D2L)

*Wednesday, November 9<sup>th</sup>*

- Articles on water crisis in Flint, MI and its relationship to race, economic status (D2L)
- Videos covering crisis in Flint, MI (D2L)

Assignment:

- **Analysis paper:** What are some ways in which environmental inequality matters to everyone? What are some ways in which environmental racism specifically targets communities of color and Tribal Nations? What are some key ideas from this week’s readings/discussions that you can use in your future classrooms? Be sure to provide evidence where appropriate. **DUE on Sunday, November 13<sup>th</sup> at 11:59pm in D2L.**

**WEEK ELEVEN**

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**Children’s Media and its Treatment of US History**

*Monday, November 14<sup>th</sup>*

To read/view:

- Teaching Thanksgiving

*Wednesday, November 16<sup>th</sup>*

To read:

- Teaching Thanksgiving

Assignment:

- **Analysis Paper:** Please discuss some of the ways in which you and other teachers can support more accurate and more useful information about Thanksgiving and Indigenous peoples during this time of year (Native American history month and Thanksgiving). Please be specific and provide examples from class discussion, readings. **DUE on Sunday, November 20<sup>th</sup> at 11:59pm in D2L.**

## WEEK TWELVE

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### Using Social Studies to Teach against Stereotypes

*Monday, November 21<sup>st</sup>*

To read:

- Pewewardy, “Why Educators Can’t Ignore Indian Mascots” (D2L)
- Sample lesson plans addressing the use of Native imagery and mascots with students (D2L)
- \*Be prepared to analyze and engage these suggested lessons *in class*

*Wednesday, November 23<sup>rd</sup>*

NO CLASS – THANKSGIVING BREAK

## WEEK THIRTEEN

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*Monday, November 28<sup>th</sup>*

To read:

- Stovall, “Doc Your Bloc” (D2L)

*Wednesday, November 30<sup>th</sup>*

- In-class work day on final lesson plan; Please come to class with a draft of your lesson plan and the literature review

## WEEK FOURTEEN

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*Monday, December 5<sup>th</sup>*

- Teaching the holidays: Challenges and controversies (D2L)

*Wednesday, December 7<sup>th</sup>*

- Teaching the holidays: Challenges and controversies (D2L)

Assignment:

- **Analysis Paper:** Please reflect on what you have learned during your time with the Elders and during your time at Tsyunhehkwa. In what ways have you grown or changed your ways of thinking because of your interactions with the people in these spaces? **DUE Wednesday, December 11th at 11:59pm in D2L.**

## WEEK FIFTEEN

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### Reflecting on our Learning and Future Practice

*Monday, December 12<sup>th</sup>*

- In-class work day/discussion of lesson plan for final exam. Please bring a printed copy of your final lesson plan draft and be ready to share this draft with others in class.

Wednesday, December 14<sup>th</sup>

- LAST DAY OF CLASS
- Please bring reflection paper draft\* and a copy of your final lesson plan to class with you on this day.

Assignment:

- **Analysis Paper:** In what ways have you grown or changed your ways of thinking critically about teaching and learning during this semester? This should address the discipline of social studies but can also discuss teaching and learning more broadly. Please cite sources or examples where appropriate.  
**\*Bring a paper copy of your final draft to class on Wednesday, December 14<sup>th</sup>. Please submit an electronic copy in D2L by Wednesday, December 14<sup>th</sup> at 11:59pm.**

## WEEK SIXTEEN – FINAL EXAM

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We do not meet in person for the final. Please submit your final to D2L by **Friday, December 16<sup>th</sup> at 11:59pm.**

## COURSE EXPECTATIONS

### ATTENDANCE

I really appreciate it when students stay in communication with me about absences or other factors that impact their performance in the course. This makes it easier for me to help you out if needed, and also helps me to better understand what kind of support you might need from me.

### *Student's Responsibility*

Because class participation is an integral component of the development of a successful learning community, all students are expected to attend all class sessions of the course. Students are also expected to have fully prepared prior to class, including completion of assigned readings.

While attendance is expected, it is recognized that absences are at times unavoidable. If an absence is necessary, the student should take responsibility for contacting her/his instructor(s) as soon as possible to discuss the ramifications of being away from class. In some instances, significant personal issues result in the need to seek additional assistance. It is important for the student to realize that when classes are missed she/he may be at a disadvantage as it is often impossible for the instructor to reconstruct activities that took place in the classroom, laboratory, or field during the absence. Additionally, missing any classes result in lower grades because the student may miss foundational material needed to succeed in the course. Even under the best of circumstances, extended absences can be problematic, with the real possibility that the student may not be able to complete the course successfully.

### *Attendance and Grading*

Students are allowed one unexcused absence without penalty during the duration of the course. After one unexcused absence, students will lose 5% (out of the 10% of the grade that is attributed to attendance) for each additional unexcused absence. Unexcused absences are any absences that are not documented, do not provide prior notification, and/or are not related to illness, injury or emergency. In rare cases, the instructor will accept an after-the-fact documentation of an absence but is under no obligation to do so.

### *Authorized Absences*

Authorized absences include: (1) participation in an approved field trip listed in the catalogue as a requirement for a course in which the student is enrolled; (2) participation in an authorized extra-curricular activity on the regularly approved calendar of university events; (3) active military service; or (5) illness, injury, or emergency



of such severity as to prevent the student from being able to attend class. Please note that students with family responsibilities (i.e., parents or caregivers to other relatives) may also excuse an absence due to a family member's illness.

In the case of severe illness, injury, or emergency, instructors should be kept apprised of the situation through *direct communication with the student* and/or via the Associate Dean of Students Office which will assist students and communicate with instructors as needed. When absences are authorized, instructors are obligated to work with students to determine the best way for students to resume participation in the class without a penalty. *To authorize an absence*, particularly one that is more than 3 class periods, please make sure to contact the Dean of Students office by phone (920.465.2152) or by emailing [dosmail@uwgb.edu](mailto:dosmail@uwgb.edu).

### ***Medical Excuses***

Faculty and students should together resolve the dilemmas resulting from an illness or injury based on the student's own explanation of the problem. If you need medical attention, one option may be the Counseling and Health Center on the UWGB campus (<http://www.uwgb.edu/counselinghealth/index.asp>). It is always better to obtain documentation for an illness, particularly if you will be absent for more than one class period. If you believe you have an authorized absence but are unable to obtain documentation, please see your instructor as soon as possible. If your medical issue is significant or your absences may be lengthy, it may also be a good idea to contact the Dean of Students office in order to obtain a more formal authorized absence.

### ***Drop/Withdrawal Deadlines*** (<http://www.uwgb.edu/registrar/calendar/registration/fall16.asp>)

The Fall 2016 drop and withdrawal deadlines are the following:

- *Sept. 19th* Last day to drop with no record; full refund of tuition and fees
- *Sept. 20-Oct. 3* Drop with DR graded on transcript; 50% tuition and fees refunded
- *Oct. 4 - 17* Drop with DR graded on transcript; no tuition or fees refunded
- *Oct. 18 – Dec. 14* Late Drop Petition is required to drop class(es); approval determined by Enrollment Review Committee. DR on transcript.

## **PARTICIPATION**

Students are expected to have completed the assigned reading PRIOR to each class meeting and should bring a copy of the reading (electronic or paper) to each class meeting. Students should read for conceptual understanding and be prepared for in-depth discussion; simply having completed the article is the beginning, not the end, of engaging assigned texts for class preparation. Because this will be a highly participatory class in which we spend a lot of time in small groups, meaningful preparation is essential not only for the quality of your own experience but for the quality of the course for other students. Also, unless arrangements have been made with the instructor prior to the assignment due date, *no late assignments will be accepted*.

## **USE OF TECHNOLOGY IN CLASS**

Students may use laptops or iPads to take notes and/or access assigned texts during class, but are not permitted to use social networking (i.e., Facebook, Twitter), email or other non-course related features during class. Students are also asked to turn off cell phones and other electronic devices during class. Texting in class is also NOT permitted. If student use of technology is disruptive to the class, I reserve the right to request that students put away the device for the duration of class.

## **ACADEMIC INTEGRITY AND MISCONDUCT**

As stated in the UW-Green Bay and UW System websites, academic integrity is a strong value and expectation for all students. I consider any academic misconduct in this course as a serious offense, and I will pursue the strongest possible academic penalties for such behavior. At the same time, it is possible for some students to be confused about what is and is not appropriate in academic writing and in citing others' work. Therefore, I have included a link to the UWGB Dean of Students site on avoiding academic misconduct for your benefit:

[http://www.uwgb.edu/deanofstudents/policies\\_procedures/students/uws14\\_17\\_18.html](http://www.uwgb.edu/deanofstudents/policies_procedures/students/uws14_17_18.html). I am also more than happy to discuss any questions you might have about academic writing and citing in order to help you feel confident in the appropriateness of your completed assignments.

## **ACCOMMODATIONS**

### ***Students with Disabilities***

Any student who has a documented disability and is in need of classroom accommodations, please schedule an appointment to meet with me as soon as possible. You may schedule this appointment by email ([depouwc@uwgb.edu](mailto:depouwc@uwgb.edu)). Please bring your current VISA (Verification of Individual Services and Accommodations) to your appointment. To maintain the confidentiality of your request, please do not approach me before or after class to discuss your accommodation needs. For additional information about documentation of a disability, please contact the Disability Services Office at (920) 465-2841, email [dis@uwgb.edu](mailto:dis@uwgb.edu) or visit the website at <http://www.uwgb.edu/ds/>.

### ***Students who are Non-Native English Speakers***

During the course, we may have in-class assessments. Because the primary language of instruction and assessment is English, students who are non-native speakers of English may request extended test-taking time (time and a half). If students need other accommodations related to being a non-native English speaker, please make an appointment to see me and we can talk more about your individual needs.

## **PROFESSIONAL PROGRAM IN EDUCATION MISSION:**

*Inspire and prepare future educators by cultivating knowledge, skills and dispositions to improve the learning of students, nurturing a profound respect for the dignity and diversity of all learners, and guiding the development of critical thinking, reflective practice and data-based decision-making.*

In keeping with this mission, the following integrated themes are evident in this course:

- A commitment to effective communication and ethical decision making
- Proficiency through performance based assessment
- Environments that promote inquiry as the basis for authentic learning
- Extensive and intensive field-based experiences
- The integration of technology
- A strong focus on content and pedagogy
- Clearly identified standards for practice and performance
- A shared vision of teaching excellence

## **Professional Expectations for Program in Education:**

As a present or future pre-service teacher in the Professional Program in Education at the University of Wisconsin-Green Bay, you now represent the teaching profession. Your behavior and attitude in classes and professional settings reflect on the Education Program. As a professional, you are expected to come to all classes prepared to participate, extend your learning beyond the classroom commit yourself to following an educational philosophy, and be an open-minded and active learner. These qualities will help you to develop into the type of teacher that faculty members can be enthusiastic and positive about recommending and school districts will want to hire.

- Students are responsible for checking their UW Green Bay email regularly for course-related messages.
- Assignments are expected to be submitted on time. Work handed in late will receive a grade reduction, i.e., from A to A- unless prior arrangements are made with the instructor.
- Writing assignments will be evaluated according to your ability to communicate your ideas with clarity and precision (grammar, punctuation, organization, etc.). All out-of-class assignments must be typed.
- Incompletes will be handled according to university policy.

- University and department policies for religious observance, academic misconduct, complaint, grade appeal, and sexual harassment will be followed.
- Students with Disabilities: If you need special accommodations in order to meet any of the course requirements, please contact your instructor no later than the second class period.

### **InTASC Core Teaching Standards**

(Crosswalk with WI Teaching Standards and National Association for the Education of Young Children (NAEYC): NAEYC has 6 Standards

*Interstate Teacher Assessment and Support Consortium (InTASC)*

**Standard #1: Learner Development (WI #2) (NAEYC Standard 1 Promoting Child Development & Learning)**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences (WI #3) (NAEYC Standard 4 Using Developmentally Effective Approaches)**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments (WI #5)**

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.

**Standard #4: Content Knowledge (WI #1) (NAEYC Standard 5 Using Content Knowledge)**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content (WI #6)**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment (WI #8) (NAEYC Standard 3 Observing, Documenting and Assessing)**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction (WI #7)**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies (WI #4)**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice (WI #9) (NAEYC Standard 6 Becoming a Professional)**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration (WI #10) (NAEYC Standard 2 Building Relationships)**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues and other school professionals, and community members to ensure learner growth, and to advance the profession.

## **EDUC 333: Fall 2016**

### **Curriculum and Assessment in Early Childhood**

Section: 0001

WH 324

Instructor: **Karen Eckhardt, B.S., M.Ed.**

Professional Program in Education

University of Wisconsin Green Bay

Email: eckhardk@uwgb.edu Cell/text: 920-698-1384 Education Office: 920-465-2137

Office hours: by appointment

#### **Education Program Policy Statement:**

As a future pre-service teacher in the Professional Program in Education at the University of Wisconsin-Green Bay, you now represent the teaching profession. Your behavior and attitude in classes and professional settings reflect on the Education Program. As a professional, you are expected to come to all classes prepared to participate, extend your learning beyond the classroom and text, dress appropriately during field experiences, commit yourself to following an educational philosophy, and be an open-minded and active learner. These qualities will help you to develop into the type of teacher that faculty members can be enthusiastic and positive about recommending and school districts will want to hire.

**Attendance Policy:** Attendance in this field-based course is critical! In a teaching job, even a few absences can sometimes make the difference between your teaching contract being renewed or cancelled.

1<sup>st</sup> Absence: Excused with appropriate documentation; if unexcused, a grade deduction (A to B for example)

2<sup>nd</sup> Absence: Excused, a half-grade deduction (A to AB, for example); if unexcused, a grade deduction (A to B for example)

3<sup>rd</sup> Absence: Excused, a half-grade deduction (AB to B, for example); if unexcused, a grade deduction (B to C for example)

Students with documented physical and learning disabilities who anticipate requiring any auxiliary services, please call the **Coordinator of Services for Students with Disabilities at 465-2849.**

**EDUC 333: Curriculum and Assessment in Early Childhood**  
**Fall 2016**

EDUC 333 is graded using the UWGB standard grading scale, which is based on percentage.  
**You must receive a C or better in all of your education courses.**

93-100	A
89-92	AB
85-88	B
81-84	BC
76-80	C
71-75	CD
66-70	D
0-65	F

<u>Assignment</u>	<u>Point value</u>	<u>Due date</u>
Intro letter	25	Sept. 14
Intake form	25	Sept. 14
Time-out debate/research	50	Sept. 21
Assessment research	25	Oct. 12
Authentic assessment	25	Oct. 12
Field report	125	Nov. 9
Synthesis essay: Play	100	Nov. 30
Paper: Non-traditional 4K	100	Dec. 14
Class participation and disposition	25	Ongoing
Total available	500	

**SYLLABUS FOR CURRICULUM AND ASSESSMENT IN EARLY  
CHILDHOOD:  
EDUC 333**

This syllabus is subject to change at the discretion of your UWGB professor.

**September 7**

Welcome to EDUC 333!

Make table tent name cards

Syllabus and course expectations

Required Text: Wisconsin Model Early Learning Standards (WMELS), 4th Edition

Field hours:

There is a 12 hour field requirement built into this course. There will be 4 consecutive Wednesdays in October that EDUC 333 will NOT meet for lecture. You will use this time (during October) to complete your field hours.

Location and expectations: TBD

Overview of National Association of Education for Young Children (NAEYC)

What are the 10 Early Childhood Program Standards?

What is scope and sequence?

**Today's learning objectives:**

- Students will demonstrate understanding of NAEYC Standard 1 as evidenced by identifying the core developmental theories that most align with their philosophies of education.
- Students will increase their knowledge of diversity by discussing ways they will support differences within their future classrooms.

**Standard 1- Relationships:** The program promotes positive relationships among all children and adults to encourage each child's sense of individual worth and belonging as part of a community and to foster each child's ability to contribute as a responsible community member.

- 1.A. – Building Positive Relationships among Teachers and Families
- 1.B. – Building Positive Relationships between Teachers and Children
- 1.C. – Helping Children Make Friends
- 1.D. – Creating a Predictable, Consistent and Harmonious Classroom

- 1.E. – Addressing Challenging Behaviors
- 1.F. – Promoting Self-Regulation

Homework:

**Letter of introduction and child/family intake form: Due September 14**

*Part 1: Consider which of the developmental theories you most align with (there may be more than one). Write a letter to the parents of your students, introducing yourself and describing which developmental theories have guided you as a teacher. Give at least two examples in your letter of how your classroom will look and operate under the guidance of the theories you most align with.*

*For example, you might say that based on theories of Maria Montessori, your classroom will provide ample time throughout each day for self-directed free play and exploration. Or, you might say that based on B.F. Skinner's theories of rewards and punishments, you will have a sticker reward system in place. Also, include in your letter of introduction, a few pieces of personal background information so that the parents may connect with you on a personal level as well.*

*Assignment details:*

*1-2 pages in length*

*Please submit assignment on D2L as a Word document.*

*Possible points: 25*

*Part 2: Design an intake form that you will use to gather information on your students and their families. You can find existing formats on line to use as suggestions or you may develop your own...make it personal to suit your style. Incorporate suggested elements from lecture and any other elements you feel are important for you to know about your students and their families.*

*Assignment details:*

*Please submit assignment on D2L in your chosen format.*

*Possible points: 25*

**Watch the following video: Rising to the Challenge of Challenging Behaviors: Tools You Can Use in the Preschool Classroom. Take good notes!! Be prepared to discuss this in class on Sept. 14.**

[https://www.youtube.com/watch?v=5E\\_U6JiMoN0](https://www.youtube.com/watch?v=5E_U6JiMoN0)

## September 14

### Today's learning objectives:

- Students will identify the elements necessary for effective parent communication by sharing and discussing examples of intake forms.
- Students will demonstrate knowledge of classroom management by identifying strategies for managing challenging behaviors.
- Students will demonstrate understanding of the 5 developmental domains by matching skills from WMELS to corresponding activities from a sample early childhood unit.

**Standard 2 – Curriculum:** The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.

- 2.A. – Curriculum: Essential Characteristics
- 2.B. – Areas of Development: Social-Emotional Development
- 2.C. – Areas of Development: Physical Development
- 2.D. – Areas of Development: Language Development
- 2.E. – Curriculum Content Area for Cognitive Development: Early Literacy
- 2.F. – Curriculum Content Area for Cognitive Development: Early Mathematics
- 2.G. – Curriculum Content Area for Cognitive Development: Science
- 2.H. – Curriculum Content Area for Cognitive Development: Technology
- No 2.I.
- 2.J. – Curriculum Content Area for Cognitive Development: Creative Expression and Appreciation for the Arts
- 2.K. – Curriculum Content Area for Cognitive Development: Health and Safety
- 2.L. – Curriculum Content Area for Cognitive Development: Social Studies

### Homework: **The Great Time-Out Debate**

*Before leaving class today, you will be assigned one side of the time-out debate (shhhh...keep it to yourself). Conduct research on the topic of Time-Outs in the preschool setting in order to defend **your assigned viewpoint**.*

*Are time-outs efficient when used properly or are they today's version of the Dunce Cap? Both sides are valid. Next week be prepared to defend your side!*

### *Assignment details:*

*Please list your resources and one to two page viewpoint on D2L in a Word document.*

*Possible points: 50*



## September 21

### **Today's learning objectives:**

- Students will defend their assigned viewpoint on the use of Time-outs by participating in The Great Time-out Debate
- Students will identify strategies for teaching tolerance in the early childhood classroom by defining the phrase, "Use the tools of the child".

**Standard 3 – Teaching:** The program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the program's curriculum goals.

- 3.A. – Designing Enriched Learning Environments
- 3.B. – Creating Caring Communities for Learning
- 3.C. – Supervising Children
- 3.D. – Using Time, Grouping, and Routines to Achieve Learning Goals
- 3.E. – Responding to Children's Interests and Needs
- 3.F. – Making Learning Meaningful for All Children
- 3.G. – Using Instruction to Deepen Children's Understanding and Build Their Skills and Knowledge

Homework:

*Research the terms **reliability** and **validity** as they pertain to assessment tools. Be prepared to apply this terminology in class next week.*

## September 28

### **Today's learning objectives:**

- Students will differentiate between assessment and screening by examining and observing examples of preschool measurement tools.
- Students will increase their understanding of the role of the school nurse by participating in a presentation by Mary Gehm, nurse at Head Start.

**Standard 4 – Assessment of Child Progress:** The program is informed by ongoing systematic, formal, and informal assessment approaches to provide information on children's learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop. Assessment results are used to benefit children by informing sound decisions about children, teaching, and program improvement.

- 4.A. – Creating An Assessment Plan
- 4.B. – Using Appropriate Assessment Methods
- 4.C. – Identifying Children’s Interests and Needs and Describing Children’s Progress
- 4.D. – Adapting Curriculum, Individualizing Teaching, and Informing Program Development
- 4.E. – Communicating with Families and Involving Families in the Assessment Process

**Standard 5 – Health:** The program promotes the nutrition and health of children and protects children and staff from illness and injury.

- 5.A. – Promoting and Protecting Children’s Health and Controlling Infectious Disease
- 5.B. – Ensuring Children’s Nutritional Well-being
- 5.C. – Maintaining a Healthful Environment

Homework:

**Observation and Assessment assignment: Due October 12**

*Part 1: Research and describe one standardized assessment or screening tool that can be used with children ages 0-5.*

*Assignment details: TBD*

*Possible points: 25*

*Part 2: Develop your own authentic assessment (rubric, Likert scale, checklist) that can be used to assess 4K children.*

*Assignment details: TBD*

*Possible points: 25*

**No Class: October 5, 12, 19, 26**

**Enjoy your field hours in 4K!**

Homework:

*Complete the Field Guide based on the 10 NAEYC Program Standards.*

*Details: TBD*

*Possible points: 125*

## **November 2: WELCOME BACK!!**

### **Today's learning objectives:**

- Students will gain increased understanding of the 4K delivery system through discussion, comparison and reflection.
- Students will apply understanding of Gradual Release of Responsibility by applying attributes to their prior 4K classroom experiences.
- Students will demonstrate understanding of Professional Ethics in Early Childhood as evidenced by applying knowledge to early childhood scenarios.

**Standard 6 – Teachers:** The program employs and supports a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests.

6.A. – Preparation, Knowledge, and Skills of Teaching Staff

6.B. – Teachers' Dispositions and Professional Commitment

### **Homework: WMELS Early Literacy**

*Read the Early Literacy section in WMELS. Think back to your field hours in 4K and the examples of literacy development you observed. Write down 5 examples of teaching strategies you may have observed. Think about how you would promote early literacy in your future classrooms. What connections did you make to your 307/309/421 reading block here at UWGB?*

*I will not be collecting this but I will check to be sure it's been done. This activity is in preparation for our guest speaker on November 9.*

### **Due November 9:**

**4K field experience report**

## November 9

### **Today's learning objectives:**

- Students will gain understanding of the progression of early childhood literacy skills as evidenced by completion of a pre- and post-discussion questionnaire.
- Students will demonstrate increased sensitivity towards family composition, language and culture as evidenced by citing examples from 4K field experiences.

4K literacy event!! Sarah Hapeman, 4K Interventionist with the Sheboygan Area School District, will conduct a 4K literacy presentation with Question and Answer to follow.

Due today: 4K field experience report

**Standard 7 – Families:** The program establishes and maintains collaborative relationships with each child's family to foster children's development in all settings. These relationships are sensitive to family composition, language, and culture.

7.A. – Knowing and Understanding the Program's Families

7.B. – Sharing Information Between Staff and Families

7.C. – Nurturing Families as Advocates for Their Children

## November 16

### **Today's learning objectives:**

- Students will apply understanding of the importance of community relationships by identifying resources within our community that provide child and family support.
- Students will analyze viewpoints regarding the importance of play in early childhood classrooms by comparing past 4K field experiences to NAEYC program recommendations.

Guest speakers: Sally Jansen, Director of Head Start in Green Bay and Mary McCabe, Director of Preschool Programs/Principal, GBAPS

**Standard 8 – Community Relationships:** The program establishes relationships with and uses the resources of the children’s communities to support the achievement of program goals.

8.A. – Linking with the Community

8.B. – Accessing Community Resources

8.C. – Acting as a Citizen in the Neighborhood and the Early Childhood Community

Homework: **Synthesis essay on Play**

*Assignment details will be distributed in class*

*Due date: November 30*

*Possible points: 100*

**November 23**

**NO CLASS--- Happy Thanksgiving!!**

**November 30**

**Today’s learning objectives:**

- Students will identify how project-based learning can be implemented in the early childhood setting by applying classroom discussion and information to their prior 4K field settings.

**Standard 9 – Physical Environment:** The program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate child and staff learning and development.

9.A. – Indoor and Outdoor Equipment, Materials, and Furnishings

9.B. – Outdoor Environmental Design

9.C. – Building and Physical Design

9.D. – Environmental Health

**Due today: Synthesis essay on Play**

Homework: **Non-traditional 4K paper**

*Assignment details will be distributed in class.*

*Due date: December 14*

*Possible points: 100*

### **December 7**

#### **Today's learning objectives:**

- Students will identify leadership roles and responsibilities within early childhood programs by participating in a Question and Answer discussion with Encompass Early Education administrators

**Standard 10- Leadership and Management:** The program effectively implements policies, procedures, and systems that support stable staff and strong personnel, fiscal, and program management so all children, families, and staff have high quality experiences.

10.A. – Leadership

10.B. – Management Policies and Procedures

10.C. – Fiscal Accountability Policies and Procedures

10.D. – Health, Nutrition, and Safety Policies and Procedures

10.E. – Personnel Policies

10.F. – Program Evaluation, Accountability, and Continuous Improvement

### **December 14**

Last day of EDUC 333!!

#### **Today's learning objectives:**

- Students will summarize the semester's content, knowledge and experiences by completing course evaluation.

**Due today: Non-traditional 4K paper**

Relax...breathe...and enjoy the holiday break!

# **EDUC 405 Student Teaching**

## **Fall 2016**

### **Course Description:**

Student teaching is the final full-semester of supervised field experience for students seeking teacher certification. You will be completely immersed in the role of a teacher following the school calendar, contract days, and school policies in the district(s) assigned. Student teaching includes observing teachers, preparing lesson plans and classroom activities, implementing the prepared lessons, assessing students, and assessing your own performance with feedback from the cooperating teacher and university supervisor, making changes as required.

### **Materials:**

University of Wisconsin-Green Bay: Professional Program in Education. *Student Teacher/Intern Handbook: Policies and Guidelines for Student Teaching and Intern*

### **Course Requirements:**

1. Complete full days of student teaching for one full semester according to the school calendar of each placement following teacher contract times, calendar, and expectations.
2. Participate in seminars and activities provided for staff in your building
3. Prepare daily lesson plans
4. Maintain a reflective journal (Optional)

### **Evaluations:**

Student teaching is a university class and is graded with either a “Pass/No Credit.” Each student will be evaluated according to the Ten Wisconsin Teacher Standards. The student teacher will demonstrate proficient performance in the knowledge, skills, and dispositions upon final evaluation. While each cooperating teacher is expected to provide ongoing guidance and assessments throughout the placement, each quarter the cooperating teacher will provide two formal evaluations—one approximately 4 to 5 weeks into the placement and one at the end of each placement. A university supervisor will provide two formal evaluations each quarter for each placement at approximately the same time. The cooperating teacher, in consultation with the University Supervisor and Certification Officer, will recommend that certification be granted, deferred, or denied.

Any student not completing each of the placements successfully will not fulfill the requirements of the courses and may receive a grade of “NC.” In addition, if the student is assessed to be deficient in his/her performance and meeting expectations, the placement(s) could be extended or required to be repeated.

If the student teaching experience is requested to be terminated by any participant, the student will be expected to repeat the experience as approved by the department chair if all are in agreement that the student is qualified to do this. The student must demonstrate competency and receive a recommendation from the faculty advisor in order to complete student teaching.

**Special Accommodations:**

Any student requiring special accommodations because of Special Needs should notify the Education Office in writing with a detailed explanation at the beginning of the placement along with the necessary special accommodations. A copy of this request should be given to cooperating teacher at the first meeting. If the school is unable to provide these accommodations, the placement may need to be changed. A copy of this request is expected to be received in the Education Office prior to delivery to the cooperating teacher and should be discussed with the University's Disabilities Coordinator.

**Absences:**

Arrive on time and be prepared for each day. Absences are not expected; however, if it is necessary to miss school due to illness or emergencies, the student teacher needs to notify the cooperating teacher immediately. Discuss the process with the cooperating teacher before an absence occurs to learn what procedure is expected.

Habitual tardiness and absences could be grounds for termination of the student teaching experience.

**Professional Attitude:**

As a present or future pre-service teacher in the Professional Program in Education at the University of Wisconsin-Green Bay, you now represent the teaching profession. Your behavior in classes, workshops, and professional settings reflect on you as a teacher and on the Education Program at UW-Green Bay.

**Attire:**

Dress appropriately for teaching and follow the dress code expected for teachers at the school where you are teaching.

**Seminars:**

EDUC 414 Seminar in Student Teaching/Internship is a separate class and is graded separately.

The seminar meetings are established as support meetings for students while they are experiencing being "the teacher." Please attend all seminar meetings. This is a time to share your experiences with others. Commit yourself to following an educational philosophy and be an open-minded active learner.



## **Expectations:**

1. Maintain a daily planbook, lesson plan book or prepare lesson plans according to requirements for teachers.
2. Possible electronic portfolio additions\*:
  - Detailed lesson plan
  - Learning center/bulletin board
  - Curriculum unit
  - Student work samples
  - Samples of assessments
  - Recorded lesson (follow school policy regarding photographing students)
3. Visit other classrooms and special area teachers to observe different teaching styles. Arrange with teachers with cooperating teacher's permission.
4. Consult with the cooperating teacher and review student records for special needs, if permitted.
5. Correct and assess student work in a variety of ways.
6. If possible, attend parent conferences and observe the cooperating teacher.

\*It is suggested that you use your electronic portfolio as a foundation for future development of your professional development plan as you progress to the next licensing level over the next few years.

If you are unable to put these items in your e-portfolio, keep a hard copy in an "interview" portfolio as a sample of your work.

## **Mission Statement:**

Inspire and prepare future educators by cultivating knowledge, skills and dispositions to improve the learning of students, nurturing a profound respect for the dignity and diversity of all learners, and guiding the development of critical thinking, reflective practice and data-based decision-making.

## **Suggested Resources**

Bender, Yvonne. (2005). The Tactful Teacher. Vermont: Nomad Press.

Bender, Yvonne. (2003). The New Teacher's Handbook. Vermont: Nomad Press.

Breaux, Annette L. (2003). 101 "Answers" for New Teachers and Their Mentors. New York: Eye on Education.

Charles, C. M. (2005). Building Classroom Discipline (8<sup>th</sup> Edition). Boston, MA: Pearson Education, Inc.

First-Class Teacher. (1998). California: Canter & Associates.

Jarvis, Stacey and Algozzine, Bob. (2006). Everything I Need to Know About Teaching... They Forgot to Tell Me! California: Corwin Press.

- Jones, Fredric H. with Jones, Patrick and Jones, Jo Lynne. (2000). Tools for Teaching. California: Fredric H. Jones & Associates, Inc.
- Kottler, Ellen, Kottler, Jeffrey A., and Kottler, Cary J. (2004). Secrets for Secondary School Teachers, How to Succeed in Your First Year. California: Corwin Press.
- Long, James D. and Williams, Robert L. (2005). Making It Till Friday, Your Guide to Effective Classroom Management (5<sup>th</sup> Edition). New Jersey: Princeton Book Company Publishers.
- Mandel, Scott. (2003). The New-Teacher Toolbox. Illinois: Zephyr Press.
- Marachesani, Richard J. (2007). The Field Guide to Teaching, A Handbook for New Teachers. New Jersey: Pearson/Merrill/Prentice Hall.
- McEwan, Elaine K. (2006). How to Survive and Thrive in the First Three Weeks of School. California: Corwin Press.
- Parton, Ronald L. (1999). Classroom Teacher's Survival Guide. California: Jossey-Bass, John Wiley & Sons, Inc.
- Pitton, Debra Eckerman. (1998). Stories of Student Teaching. New Jersey: Prentice-Hall, Inc.
- Rominger, Lynne, Laughrea, Suzanne Packard, and Elkin, Nataline. (2001). Your First Year As a High School Teacher. California: Prima Publishing.
- Rudney, Gwen L. (2005). Every Teacher's Guide to Working with Parents. California: Corwin Press.
- Shalaway, Linda. (1998). Learning to Teach—Not Just For Beginners. New York: Scholastic Professional Books.
- Skowron, Janice. (2006). Powerful Lesson Planning (2<sup>nd</sup> Edition). California: Corwin Press.
- Stronge, James H. (2002). Qualities of Effective Teachers. Virginia: Association for Supervision and Curriculum Development.
- Tileston, Donna Walker. (2004). What Every Teacher Should Know About Classroom Management and Discipline. California: Corwin Press.
- Thompson, Julia G. (1998). Discipline Survival Kit for the Secondary Teacher. California: Jossey-Bass.
- Thompson, Julia G. (2002). First-Year Teacher's Survival Kit. California: Jossey-Bass.
- Warner, Jack and Bryan, Clyde with Warner, Diane. (2001). Indiana: Park Avenue, an imprint of JIST Publishing, Inc.
- Watson, George. (1998). Classroom Discipline Problem Solver. California: Jossey-Bass.
- Williamson, Bonnie. (1998). A First-Year Teacher's Guidebook ( 2<sup>nd</sup> Edition). California: Dynamic Teaching Company.
- Wong, Harry K. and Wong Rosemary T. (2001). The First Days of School: How to be an Effective Teacher, California: Harry K. Wong Publications.

**InTASC Core Teaching Standards (Crosswalk with WI Teaching Standards and  
National Association for the Education of Young Children (NAEYC): NAEYC has 6 Standards  
Interstate Teacher Assessment and Support Consortium (InTASC)**

**Standard #1: Learner Development (WI #2) (NAEYC Standard 1 Promoting Child Development & Learning)**  
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences (WI #3) (NAEYC Standard 4 Using Developmentally Effective Approaches)**  
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments (WI #5)**  
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.

**Standard #4: Content Knowledge (WI #1) (NAEYC Standard 5 Using Content Knowledge)**  
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content (WI #6)**  
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment (WI #8) (NAEYC Standard 3 Observing, Documenting and Assessing)**  
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction (WI #7)**  
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies (WI #4)**  
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice (WI #9) (NAEYC Standard 6 Becoming a Professional)**  
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration (WI #10) (NAEYC Standard 2 Building Relationships)**  
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues and other school professionals, and community members to ensure learner growth, and to advance the profession.

**EDUC 441: Infants and Toddlers  
History, Philosophy and Current Programs  
Fall 2016  
On-line course**

**Instructor: Karen Eckhardt, B.S., M.Ed.  
University of Wisconsin-Green Bay**

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920-698-1384

Required text: *Baby Teacher: Nurturing Neural Networks from Birth to Age Five*, by Rebecca Shore (2002)

*Welcome to the study of infant/toddler development and its implication for us as educators. I have chosen the textbook, *Baby Teacher: Nurturing Neural Networks from Birth to Age Five*, after reading it as part of my graduate studies and research thesis on early childhood development and curriculum. I found the information to be crucial in my understanding of brain development and the implications for me as an early childhood educator.*

*I have created assignments based on each chapter's main objectives in addition to pertinent issues, trends, and research as they impact early education. Some assignments have links to additional articles or videos. Please pay attention to the assignment due dates so I can offer timely and effective feedback throughout the semester. Each assignment is due, as indicated, on Monday by 11:59 p.m.*

*The grading scale used for this course is the standard percentage scale used at UWGB:*

93-100	A
89-92	AB
85-88	B
81-84	BC
76-80	C
71-75	CD
66-70	D
0-65	F

*Total points possible for EDUC 441: 400*

**Let's get started!!**

## **Week 1: September 6-11**

### **Introduction: Eye-Opening Discoveries**

Rebecca Shore describes assumptions about infant development that have been made by child development experts. Through her own parenting she discovers these assumptions to be inaccurate, or faulty. In your own experiences working with children, please describe a faulty assumption you may have had about the way children learn and develop. Describe the moment your assumption was proved inaccurate and how this changed the way you will move forward as a teacher.

Assignment details:

1 page, double spaced

Due: Monday, September 12

Possible points: 20

## **Week 2: September 12-18**

### **Chapter 1: Finding Faulty Assumptions**

Rebecca Shore describes neural networks in infancy as complex with regard to the acquisition of speech and cognitive development. Please describe three research examples *noted in chapter 1* that support the theory of unlocking the brain's inherent potential.

Assignment details:

1-2 pages, double spaced

three clearly described research-based examples

Due: Monday, September 19

Possible points: 30

## **Week 3: September 19-25**

### **Chapter 2: Brain Science for Non-neurologists**

This chapter describes the biology and physiology of the brain, which will provide better understanding of how neurons grow and influence early development. In the attached assignment, please match the neuro vocabulary to its definition.

<https://docs.google.com/document/d/1FCHhIZJynIYlc3Pju8-LkdRZcL8jDJ7kA18RQO4TOzg/edit?usp=sharing>

Assignment details:

Due: Monday, September 26

Possible points: 2 points each/30 possible points

### **Week 4: September 26-October 2**

This week's focus will be on infant/toddler temperament and self-regulation. Read the following articles:

<http://journal.naeyc.org/btj/200607/Gillespie709BTJ.pdf>

<https://www.zerotothree.org/early-development/temperament>

A parent comes to you with the concern that their 18 month-old child “always seems to be fussy, crabby, and difficult to entertain”.

Which 5 questions would you ask this parent in order for you to gain specific understanding of their child's behaviors?

Indicate 3 ways that you will offer supportive responses to this parent (i.e. How can you help them better understand the basics of infant temperament?)

Assignment details:

5 questions and 3 supportive responses

Due: October 3

Possible points: 30

### **Week 5: October 3-9**

#### **Chapter 3: How We Know What We Know**

The contributions of two renowned developmental theorists, Maria Montessori and Lev Vygotsky, were initially not well-received. Montessori's views on child development were considered “far fetched” and Vygotsky's research was suppressed by Russian politics. Again, faulty assumptions have had a great impact on how educational research progresses. In chapter 3, the concept of “tabula rasa”, as described by 17th century educational theorist John Locke, can also be considered by many as a faulty assumption. Please state your own opinion regarding “tabula rasa” based on your textbook reading (Shore, 2002) and *one additional source of research*.

Assignment details:

2 pages, double spaced

Site at least *one additional research source* pertaining to John Locke and the tabula rasa theory.

Include references and in-text citations per APA guidelines.

Due: Monday, October 10

Possible points: 30

### **Week 6: October 10-16**

This week's focus will be on the impact of poverty on early childhood brain development and academic growth.

Read the following 3 articles:

[http://www.nccp.org/publications/pdf/text\\_398.pdf](http://www.nccp.org/publications/pdf/text_398.pdf)

<http://www.scientificamerican.com/article/poverty-disturbs-children-s-brain-development-and-academic-performance/>

<https://www.zerotothree.org/resources/516-poverty-s-effect-on-infants-and-toddlers-info-graphic>

Imagine you have just found out that funding for early childhood education and care will be drastically reduced. Write a letter to your local politician stating your argument against the funding reduction. In your letter, site at least 3 examples of how poverty impacts brain development. Use this information to make an argument against the reduction in funding for early childhood care and education. Describe what the funding reduction will mean for children in your state.

Assignment details:

1-2 pages, double-spaced

Due: Monday, October 17

Possible points: 25

### **Week 7: October 17-23**

#### **Chapter 4: Nurturing Our Nature**

Chapter 4 sites several research studies indicating prenatal stimulation has a direct impact on neural connections. Anthony DeCasper's study indicates that even certain

story books heard by the child in utero will correspond to an increased sucking response in the newborn. For this assignment, ask yourself the following 3 questions:

- With the increased knowledge of prenatal stimulation, are we in fact able to create “super babies”?
- Are we able to physiologically create gifted children?
- Are we going too far?

Assignment details:

In 2-3 pages, double-spaced, answer the three questions based on your personal views and at least 2 *additional* research sources.

Include references and in-text citations per APA guidelines.

Due: Monday, October 24

Possible points: 30

### **Week 8: October 24-30**

#### **Chapter 5: Music Matters**

In chapter 5, Rebecca Shore strongly supports her theories that music has a positive effect on the physiology of the brain. She cites several examples of the correlation between music in the early years and increased spatial-temporal reasoning and I.Q. scores. For this assignment, please view the following two videos which are excellent and very different examples of early childhood programming options.

Montessori:

<https://www.youtube.com/watch?v=mUn277Nw95c&list=PLSa-aw0u0WtI9aFtmy5E6Kfe7pipgNCp8>

Baby Sensory:

<https://www.youtube.com/watch?v=ao5bdkHwGh4>

After viewing the two videos, please ask yourself the following two questions:

- As a parent or potential parent, which program option, Montessori or Baby Sensory, would I be most inclined to enroll my own child in? Explain your answer.
- As a future teacher, which program most aligns with my own personal teaching style? Explain your answer.

Assignment details:

Two pages, double spaced



Due: Monday, October 31  
Possible points: 30

### **Week 9: October 31 - November 6**

This week's focus is Shaken Baby Syndrome, also referred to as Abusive Head Trauma. The following 30-minute documentary, produced by the parents of a child who was the victim of Shaken Baby Syndrome, looks at the long term impact of children who suffer from abusive head trauma or shaken baby syndrome.

[https://www.youtube.com/watch?v=\\_t9vH6tqwxg](https://www.youtube.com/watch?v=_t9vH6tqwxg)

After watching the video, create a fact sheet that you would distribute to parents, educators and childcare providers describing the realities of Shaken Baby Syndrome. This can be in the form of a poster, a newsletter, or any other format you prefer.

Assignment details: You can be creative in the format you choose with this assignment!  
Due: Monday, November 7  
Possible points: 30

### **Week 10: November 7-13**

This week's focus is on the Individuals with Disabilities Act (IDEA), Part C. Before watching the video, tell me what you currently know about special education services and supports for children ages birth to three and their families. It's OK if you don't know much at all! Recall and describe any experiences or present knowledge you currently have regarding education and support services for infants/toddlers with developmental delays.

Please read the following article:

<http://www.specialeducationguide.com/early-intervention/steps-in-early-intervention-idea-part-c/>

Be sure to click on the links for Child Find and I.F.S.P. that are embedded in this article!!

Now describe your new knowledge and understanding of how IDEA Part C provides education and support services for infants/toddlers with special needs and their families.

Assignment details:  
2-3 pages, double spaced  
Due: Monday, November 14  
Possible points: 30

### **Week 11: November 14-20**

#### **Chapter 6: The Bach Effect**

Rebecca Shore's professional experiences include being a music teacher as well as a school administrator. She feels strongly that exposure to music -- and not just *any* music-- but complex music starting in the newborn period has positive implications for cognitive, language and social-emotional development.

The following video, developed by David Grubin, for PBS, explains with incredible visual detail how the infant brain develops.

<https://www.youtube.com/watch?v=MS5HUDVNBGs>

After viewing the video, describe 3 new understandings you have of infant brain development and the importance of early neural stimulation.

Assignment details:  
2 pages, double spaced  
Due: Monday, November 21  
Possible points: 30

### **Week 12: November 21-27**

#### **Chapter 7: Implications for Education**

As stated in *Baby Teacher*, early childhood education in the 16th and 17th centuries was strongly influenced by religious and political belief systems. In today's society, student achievement and standards drive our education system. Rebecca Shore describes another faulty assumption being one that kindergarten through grade 12 are the critical years for brain growth and development. However, research tells us that early brain stimulation and a nurturing environment before kindergarten is crucial to student success. In fact, Rebecca Shore (2002) quotes Bruce Perry as saying, "The five-year-old brain is 90% formed. Once it is organized, it is extremely hard to change or reorganize it".

For this assignment, describe how initiatives such as the North Carolina Smart Start program, the Abbott Early Childhood Mandate, and the Abecedarian Project have shaped the way we view the importance of early education today.

Assignment details:

2 pages, double spaced

Due: Monday, November 28

Possible points: 30

### **Week 13: November 28 - December 4**

#### **Chapter 8: Curricular Considerations**

In this chapter, Rebecca Shore shares her strong views on parent-child interaction, reading and television. As a parent and early childhood teacher, I myself have allowed and encouraged developmentally appropriate television and DVDs with my own children. A series of products I supported was a line of multimedia items called Baby Einstein. My own personal views are that in moderation, developmentally appropriate multimedia entertainment is acceptable. I also felt there were developmental advantages for my children to be exposed to the music, colors, rhythm and sounds of the videos. For this assignment, read the following 2 articles which cast doubt on the developmental gains from the Baby Einstein and similar series.

CNN: Living Well

<http://www.cnn.com/2009/HEALTH/03/03/babies.watch.TV/index.html?iref=24hours>

TIME

<http://content.time.com/time/health/article/0,8599,1650352,00.html>

After reading the articles, describe your views on television and other multimedia entertainment for infants and toddlers. Include in your essay how you may or may not incorporate multimedia into your early childhood classroom some day.

Assignment details:

2 pages, double spaced

Due: Monday, December 5

Possible points: 25

## **Week 14: December 5-11**

### **Chapter 9: Creating Complex Curriculum for the Crib and Beyond**

In this final chapter, Rebecca Shore offers excellent suggestions for infant sensory and developmental stimulation. She has categorized her ideas by age and sensory area. This chapter is simply for your information!

This week's additional focus is on infant/toddler assessment. In the following video, you will observe a typically developing toddler with the chronological age of 2 years, 1 month. Using the attached rating scale, indicate which skills you observe this child performing.

<https://www.youtube.com/watch?v=qTLvGd5Uz7s>

Assignment details:

Completed attached rating scale:

Due: Monday, December 12

Possible points: 30

### **Conclusion:**

"Society doesn't fully see the neglect of the infant brain yet. If it did, there would be high-quality, free, universal preschool or home-assistance programs from the maternity ward to the kindergarten door. Preschool teachers would not be the least-paid, and least-recognized educators in the system. No child would go unfed--not their stomachs, not their brains." (Shore, 2002).

**There is NO FINAL for EDUC 441.**

**UNIVERSITY OF WISCONSIN-GREEN BAY**  
**Education 696 – Principles of Coaching Athletics**  
Fall Semester- 2017

**Course Information**

EDUC 696  
T/THUR 2:00-3:20pm  
Special Events Room- Kress Events Center  
2 Credits

**Instructor Information**

Kassie Batchelor  
110N Kress Events Center- Athletic Dept.  
920-465-2837  
batchelk@uwgb.edu  
Office Hours: By Appointment Only

**Required Texts**

Martens, R. (2012). *Successful Coaching (4<sup>th</sup> edition)*. Champaign, IL: Human Kinetics.

**Course Description**

EDUC 416 is a 2-credit course that serves as the foundation in the sequence of offerings within the Coaching Minor at UWGB. The main objective is to provide a wide breadth of disseminated content related to the various physical, social, psychological, and organizational aspects of coaching. Students will be required to gain a base competence of knowledge within each of the 7 Standards for Sport Coaches – Philosophy & Ethics, Safety and Injury Prevention, Physical Conditioning, Growth & Development, Teaching & Communication, Sport Skills & Tactics, Organization & Administration, and Evaluation. Students will be required to gain a deeper comprehension of the science (research) behind the perceived ‘art’ of effective coaching. Quizzes and assignments will be a regular evaluative mechanism throughout the course.

**Instructional Methods**

Communication and dissemination of course information will be presented via lecture, video, PowerPoint, written schematics, group activity, and practical demonstration by both the instructor as well as by students. Each student will be expected to fully participate and engage in the course – if you have a desire to be a coach, you must be comfortable in articulating knowledge in a public forum. You must also develop an awareness of your own motor skill development, oral communicative patterns, and expressive tendencies. Effective coaching comprises both science and art – the course will utilize key theories and contemporary research to educate each student on the best methods of exacting influence and of ways to implement functional and sustainable changes in behavior, attitude, and performance among athletes.

**Desire 2 Learn**

All course materials, including handouts, study guides and PowerPoint presentations, will be posted on the D2L site for the course. Please check the site regularly, as it will allow you receive updated news postings in addition to providing access to PowerPoint slides and other handouts prior to class.

**Student Evaluation**

Assignments (10) -----	50%
Class Project -----	25%
Class Presentation-----	5%
Coach Comparison-----	5%
Attendance/Participation	<u>15%</u>
	100%

**Grading Scale**

A= 100-94	A/B = 93-90
B = 89-84	B/C = 83-80
C = 79-74	C/D =73-70
D = 69-65	F= 64 – Under

### **Course Objectives – EDUC 696**

1. Develop a strong awareness of one's own coaching philosophies and core beliefs as they relate to human behavior, attitudes, and group dynamics. Students will be prepared to disseminate an athlete-centered philosophy that teaches and reinforces positive values & behaviors.
2. Understand the meaning of professional boundaries and ethical conduct as it applies to the coach-athlete relationship. Be competent in composing a professional and practical 'code of conduct', and develop an ability to articulate and effectively operate in a morally and ethically responsible manner.
3. Possess a foundational base of knowledge regarding the prevention, treatment, and care of athletes. Aspects of first aid/CPR, emergency response, and care of injuries will be covered. Students must also be competent in various safety protocols that can help to minimize accidents and injury.
4. Develop an understanding of the necessary components that comprise an 'optimal conditioning and performance plan'. This includes, but is not limited to enhancing strength, speed, agility, explosiveness, and endurance, as well as proper nutrition, drug education, and mental training.
5. Understand and apply knowledge related to human growth and development, not only on a physical realm, but also cognitively, emotionally, and socially as well. Be aware of maturational differences that exist between males and females, as well as how sport can affect one's maturational growth.
6. Gain professional competence related to the science of effective teaching and communication within the realm of sport. This includes, but is not limited to one's implementation of practice plans, goal maps, individual/team meetings, practice activities, and game tactics & strategy.
7. Be able to identify, adjust, and sustain effective strategical and skill-based templates for one's sport – and possess a broad, basic understanding of sport biomechanics, kinesiology, and physiology.
8. Possess the organizational and administrative skills necessary to effectively operate one's own sport program. This includes knowledge related to organizational planning, fiscal management, facility management, human resource management, quality control, & legal issues/risk assessment.
9. Develop a core competence related to decision-making and evaluations as they pertain to sport coaching. Understand the importance of objective and explicit evaluation techniques as they pertain to player retention, development, and satisfaction – and as they pertain to one's own development.
10. Learn about ourselves by attempting to comprehend the realities of others as we explore leadership (i.e. development and pursuance of personal objectives and reflection upon our own personal beliefs about the role of athletics in school and society). What role(s) do you, will you, are you playing in helping to promote/extend social tolerance, understanding, and justice of persons beliefs of sports and athletics?

### **Course Policies**

1. *Attendance.* Students are expected to attend every class on time, with a willingness to be both respectful and influential in the day-to-day discourse and learning environment of the class.
  - a. If you know you are going to be absent for an excusable reason (illness, family issue, conference/workshop), you must contact me ahead of time, either by phone or by email.
  - b. Absences will not be excused if notification is not received or if it is received less than 2 hours prior to class time – unexcused absences result in a 5% drop in your A/P grade.
2. *Punctuality & Professional Courtesy.* Please be prompt in getting to class by 9:30. Tardiness to class or a lack of courtesy shown while in class (ex: sleeping) will result in a 5% drop in your A/P grade.
  - a. Any cell phone use – including texting and use of Twitter or Facebook – is prohibited during class and will result in a 5% drop in your attendance/participation grade for each offense.
  - b. NOTE – the impact of 5% is SIGNIFICANT – it can turn an 'A' into a 'B+' – don't let it happen

3. *Flexibility Clause.* I reserve the right to make adjustments to dates for exams, quizzes, and assignments – never to be moved up, but at times moved back based on the pace of our coverage.
4. *Plagiarism.* This should go without saying, but it is imperative that all assignments be composed of your own ideas and words. While use of quotes and referenced paraphrasing will be necessary for your course project, you must properly acknowledge the sources of your information or risk a failing grade and possible academic suspension for taking ownership of words that are not your own.
5. University and department policies for religious observance, academic misconduct, complaint, grade appeal, and sexual harassment will be followed.
6. Students with disabilities: if you need special accommodations in order to meet any of the course requirements, please contact me no later than the second class period.

#### Class Presentation

Each student will present a current event article or topic highlighting one of the 7 Standards for Sport Coaches – Philosophy & Ethics, Safety and Injury Prevention, Physical Conditioning, Growth & Development, Teaching & Communication, Sport Skills & Tactics, Organization & Administration, and Evaluation, and inform their fellow classmates how it relates to the discussions in class. Each student will prepare 2 questions for the class following their review of the article. This is an opportunity to engage in class participation and create group discussion surrounding current topics related to coaching principles.

#### Coaching Comparison

Each student will attend a Green Bay Phoenix Men's Soccer, Women's Soccer, and Volleyball game and compare coaching styles of head and assistant coaches of each sport.

More to be discussed in class.

#### Class Project

This will be discussed in class.

### **Graduate Level Course – EDUC 696**

The student will be required to read all materials as directed to those taking EDUC 416. The graduate course will require the student to co-teach with the professor on dates listed within the course description attached. It will be expected that the lesson is approved for class 2 days prior to the lesson being taught. They will lead the lesson for the day with prior approval from the professor. It is expected that the graduate student throughout the course also contribute to in-class discussions and provide available knowledge for the topic being discussed. The graduate student will also be readily available to all students within EDUC 416 to answer questions pertaining to the material, assignments, and material listed upon within the syllabus and course description.

Throughout the course the graduate student will have completed the required reading material, contributed to class discussions, lead numerous classes co-teaching, and will have developed relationships with the students in class.

Outside of class, you as the graduate level student will be preparing required reading material for EDUC 416, develop your lesson plans and material necessary to complete your lesson, it will also be expected that you help the professor with the evaluation of the course and its material after each session.

This is an opportunity for you the graduate student to expand on what is being presented in class and I, the professor will look to you to add valuable input as well as contribute new ideas, lessons, forms of media, and be accessible to the students of EDUC 416.

Principles of Coaching  
 Instructor: Kassie Batchelor  
 Educ 416  
 Special Events Room- Kress Events Center  
 T/TH 2:00-3:30pm

Course Outline

<b>Date</b>	<b>Reading</b>	<b>Class</b>	<b>Assignment</b>
September 5 <sup>th</sup>	Read over the Syllabus	Introduction/ Syllabus & Assignment Review	Assignment Due: None
September 7 <sup>th</sup>		Discussion of Coaching Style Debate	<b>Assignment Due: Coaching Style Assessment</b> Come to class with DISC Assessment completed. <b>Follow link below:</b> <a href="http://discpersonalitytesting.com/free-disc-test/">http://discpersonalitytesting.com/free-disc-test/</a>
September 12 <sup>th</sup>	Read Chapters 1 & 2	Coaching Philosophy Discussion	Assignment Due: None
September 14 <sup>th</sup>	Read Chapter 3	Selecting Your Coaching Style	<b>Assignment Due: Coaching Philosophy</b>
September 19 <sup>th</sup>		<b>No Class</b>	<b>Assignment Due: Integrative Model of Success</b>
September 21 <sup>st</sup>		<b>No Class</b>	Assignment Due: None
September 26 <sup>th</sup>	Read Chapter 20	Managing Risk	<b>Assignment: My Duty Owed</b>
September 28 <sup>th</sup>	Read Chapters 18 & 19	Ethics	Assignment Due: None
October 3 <sup>rd</sup>	Read Chapters 4 & 5	Student Topic Discussion	<b>Assignment Due: Code of Ethics and Contact</b> <b>Sam Will be co/teaching this day</b>
October 5 <sup>th</sup>	Read Chapter 7 & 8	Motivating and Managing your athletes	Assignment Due: None
October 10 <sup>th</sup>	Read Chapter 9	<b>Guest Speaker</b>	<b>Assignment Due: Team Goal Map</b>
October 12 <sup>th</sup>	Read Chapter 6	Communicating with your Athletes	Assignment Due: None
October 17 <sup>th</sup>	Social Media in Athletics	<b>Guest Speaker</b>	Assignment Due: None
October 19 <sup>th</sup>		Teaching Technical Skills	<b>Assignment Due: Tech Skill Blue Print</b> <b>Sam will be co/teaching this day</b>
October 24 <sup>th</sup>		Student Discussion Topic	Assignment Due None:
October 26 <sup>th</sup>	Read Chapter 11	Teaching Tactical Skills	<b>Assignment Due: Tactical Game Plan</b>
October 31 <sup>st</sup>	Read Chapters 12	Planning for Teaching	Assignment Due: None
November 2 <sup>nd</sup>		Student Discussion Topic	<b>Assignment Due: Top 10 Drill Sets</b>



November 7 <sup>th</sup>	Read Chapter 13	Training Basics	Assignment Due: None Sam will be co/teaching this day
November 9 <sup>th</sup>	Read Chapter 14	Guest Speaker	<b>Assignment Due: Descriptive Practice Plan</b>
November 14 <sup>th</sup>		Student Discussion Topic	Assignment Due: None
November 16 <sup>th</sup>	Read Chapter 15		Assignment Due: None
November 21 <sup>st</sup>		<b>No Class</b>	Assignment Due: None
November 23 <sup>rd</sup>		<b>No Class</b>	Assignment Due: None
November 28 <sup>th</sup>		Student Discussion Topic	<b>Assignment Due: Player Evaluation</b>
November 30 <sup>th</sup>		Student Discussion Topic/Project Review	Assignment Due : None Sam will be co/teaching this day
December 5 <sup>th</sup>		Student Topic Discussion	
December 7 <sup>th</sup>		<b>No Class</b>	<b>Assignment Due: Final Report</b>

\*I have the right to adjust the course outline as I see fit, to best allow the class to understand the material being presented.



**GRADUATE ASSIGNED STUDY  
(596 or 696)**

**(This form takes the place of the  
"YELLOW CARD"  
that has been used since May 2005)**

**Office of Graduate Studies,  
CL 835**

UW-Green Bay, 2420 Nicolet Drive  
Green Bay, WI 54311-7001  
Phone: 920-465-2123  
Email: gradstu@uwgb.edu

**INSTRUCTIONS (PLEASE READ CAREFULLY):**

Only upper-division (300 and 400 level) course may be taken for graduate credit. These courses must be taken for a regular grade. The instructor's consent must be obtained. Appropriate additional work must be required or different standard of evaluation used to warrant awarding graduate credit. The undergraduate course syllabus, plus a statement of the additional work required or different evaluation applied, may be requested for inclusion in the student's file.

Normally, assigned study is available only to graduate-degree students. Students not admitted to a UWGB masters degree program (i.e., graduate special students), who anticipate eventual degree enrollment and who have special need for assigned study credit while in non-degree status, must request permission to register from the Dean of Graduate Studies.

After this E-form is complete, it will be automatically sent to the Office of the Registrar (SS1100). After the graduate course has been set up in the Student Information System, the four-digit class number will be e-mailed to the student for self-registration. For more information, see the graduate catalog.

Please complete each section of the form below.

Name:	Date:
* <input type="text" value="Samanta Terry"/>	* <input type="text" value="07/31/2017"/>
Campus ID:	Term:(i.e., Fall 2013)
* <input type="text" value="101153958"/>	* <input type="text" value="Fall 2017"/>
UWGB Master's Degree Program:	
* <input type="text" value="Applied leadership for teaching and l"/>	

I have read the instructions provided above and the UWGB Schedule of Classes; I accept responsibility for securing the approval of the instructor before I register. I propose to do assigned study as indicated below: (NOTE\* 300 level undergraduate courses become 596; 400 level undergraduate courses become 696)

Undergraduate Course:	for Graduate credit (596 or 696) as:
* <input type="text" value="EDUC 416"/>	* <input type="text" value="696"/> <input type="button" value="v"/>

Course Title for 596 or 696:	Credit Value:
* <input type="text" value="Principles of Coaching"/>	* <input type="text" value="2"/>

**Instructions for the Faculty.**

**Please verify your acceptance of this student's request.**

I accept this student for the course specified above:

Registrar's Office Instructions:

\* Educ 696-0001 (class number 11111) is created and the student may enroll now (I've set a permission for this student to be able to enroll on her own in SIS).



Student

Electronically signed by Samantha Terry on 07/31/2017 3:07:41 PM

Faculty Signature

Electronically signed by Kassondra Batchelor on 08/08/2017 11:26:52 AM

Registrar Office Signature

Electronically signed by Diane Grubisha on 08/09/2017 1:54:43 PM

Office: MAC B-330 (third floor, "B" wing, Mary Ann Cofrin Hall)  
E-mail: [TOONENL@UWGB.EDU](mailto:TOONENL@UWGB.EDU) \*\*E-mail is the easiest way to contact me.  
Phone: Office: 465-2032  
Office Hours: Mon. and Wed. 1100 – 1:00; Tues. and Thurs. 2:30 – 4:15; other office hours by appt.  
Writing Center: Tuesday and Thursday 9:00 – 10:30

Texts: *Simon and Schuster Handbook for Writers* (11<sup>th</sup> ed.) *Models for Writers* (12<sup>th</sup> ed.)  
Other: Money on passport for printing, plain pocket folder, three-ring binder, jump drive

## DESCRIPTION

This course is designed to help you develop and demonstrate competence with a strong base of fundamental writing and reading skills necessary for success in both succeeding English Composition courses and many general education courses.

Much class time will be devoted to discussion of readings, reading strategies, and writing strategies that you will use as you continue in college. Class time will also be devoted to modeling and practice of these strategies. The class will be highly interactive and uses a workshop approach to develop these skills and strategies. Because of the interactive, hands-on approach to the course, class attendance is **critical** to your success.

We will approach writing as a recursive process. You will learn and practice strategies to help you generate and organize ideas and express them in a clear, interesting way. Emphasis will be placed on clarity, coherence, development, logic, sentence structure, and punctuation, grammar, and usage expected at the college level. You will also be given guidance and some practice selecting, incorporating, synthesizing, summarizing, paraphrasing, and documenting source material. You will be given a great deal of practice with writing comparatively short essays and or papers, two to three pages each. I will also conference with you outside of class as you work on many of your drafts.

You will also be asked to complete short in-class and out-of-class assignments and complete quizzes in class. Because a goal of the course is to help you approach writing as a process, all essays and papers will involve "process work": evidence of inventing, planning, assessing, revising, and editing. Process work is very important, so important, in fact, that a lack of adequate process work will affect the grade on that draft. I'll need a paper copy of your work and an electronic draft submitted to the drop box in D2L. The draft in the drop box is due the same day as the paper copy.

**This course is a pass/no credit course; passing means earning a grade of C or better. While this course is pass/no credit, the skills and strategies you will gain will be extremely important to your success in other composition courses and in your other academic courses.**

## HOW TO BE SUCCESSFUL

1. Apply what is presented in class. \*\* This is a major key to success.
2. Turn in work on time and come to class prepared.
3. Come to me if you have questions or concerns, but as the semester progresses, I expect you to take more responsibility for your work.
4. Arrive on time and attend each class. **Excellent attendance is critical to your success.**

## ATTENDANCE

**Excellent attendance is critical to your success.** I cannot emphasize this enough. Missing class means missing information you need, and the information you gain in this course will help you throughout your college career. Therefore, **it is in your best interest to be in class.** Besides missing the information, if you miss seven class periods, your grade will be lowered one full grade for every seven classes you miss. \*\*If you must miss class, please contact me via e-mail or phone **prior to class, not after class.** **If you must miss class/school for three or more consecutive days for any reason, please also contact the Dean of Students (920-465-2152).**

In the event of the loss of a loved one, a student is allowed one week beginning the date the student contacts the Dean of Students office. For more information, please search the Dean of Students website under "bereavement policy."

## GRADING and DUE DATES

Unless arrangements are made ahead of time, **not after an absence**, whatever was done in class that day worth points cannot be made up. If arrangements are made ahead of time—contact me prior to class—I will allow people to make up the work. However, this policy is designed for situations regarding infrequent absences. If someone is taking advantage of this policy, I will rescind it for that individual.

Standards must be set to be fair to everyone, so points will be deducted for late work. When essays are due, you will turn in a hard copy and your process work and you will submit an electronic copy of the essay to the drop box in D2L. Essays must be submitted to the drop box the day they are due.

15% = Essay #1	Personal perspective/ reflection in support of a point	Tentative due date = 09/28
20% = Essay #2	Summary and response	Tentative due date = 10/19
15% = Essay #3	Informative synthesis (pro/con or issue-based topic)	Tentative due date = 11/09
25% = Paper #4	Persuasive synthesis – students choose topics & sources	Tentative due date = 12/14

25% = Participation = quizzes; in-class assignments; short, out-of-class assignments in preparation for class including but not limited to reading assignments, reflections, and answers to discussion questions; participating fully in class and in class discussions; having complete drafts on oral revision checklist days and for conferences; attending conferences; putting assignments in D2L drop box on time. Poor attendance will affect your participation grade.

## PLAGIARISM

Your work must be your own. You cannot use someone else's information, words, and or ideas, and present them as your own. You need to cite correctly all information gathered from sources—including information that is paraphrased. How and what to cite is addressed thoroughly in class. Therefore, I expect you to demonstrate an understanding of what and how to cite and to apply the principles regarding summarizing and paraphrasing. Not doing so means you are not meeting the requirements for the assignment and the accepted expectations when using information and or ideas that are not your own. Plagiarism is viewed as a serious situation and in following UWGB's policy on plagiarism could result in a failing grade for the paper or the course. It is only fair that you know that essays and papers submitted to the D2L drop box are automatically sent to turnitin.com and scanned for plagiarism.

## REASONABLE ACCOMMODATIONS

Students with a documented disability who need accommodations should contact Lynn Niemi at the Disability Services Office at 920-465-2841 (Voice/TTY) or 920-465-2849. Reasonable accommodations can be made unless they alter the essential components of the class. Please contact Lynn in a timely manner.

## WRITING CENTER

The Writing Center is open during the fall and spring semesters and is staffed by tutors, both students and Composition faculty, who will help you with writing assignments for any course, not just a composition course. The tutor's goal is to help you learn; it is not simply to proofread your work. **Wise students make use of the Writing Center, and I encourage you to use it.**

\*\*\* Please comply with the rules posted in the computer labs regarding food and beverages and please do not use class time to text, check personal e-mail, check social media, or complete your homework for other courses. Use of cell phones during class is disrespectful to me and distracting to you and others. Also, the use of laptops during class can be distracting to you and to others; therefore, I ask that you do not use laptops during class. If you need to bring your laptop on particular days, I will let you know. Thank you.

\*\* Welcome to Fundamentals of Writing. I hope you enjoy learning and writing!

**ENGLISH COMPOSITION 100: COLLEGE WRITING**  
**SECTION 0800—Online Delivery**  
**Fall 2016**  
**JENNY RONSMAN**

**IMPORTANT COURSE CONTACT INFORMATION FOR JENNY RONSMAN:**

INSTRUCTOR EMAIL: [ronsmanj@uwgb.edu](mailto:ronsmanj@uwgb.edu)

OFFICE: COFRIN LIBRARY 142C

OPEN OFFICE HOURS (I will be in my office weekly at these times, and will have my email window open): MWF 7:30-9:25 am; 12:40-1:40 p.m.

Please note that students may contact me individually to set up meetings at other times if these times do not meet individual needs.

**IMPORTANT GENERAL INFORMATION:**

UWGB Writing Center location: CL 109

UWGB Writing Center phone: 920-465-2388

UWGB Writing Center website: <http://www.uwgb.edu/writingcenter/>

UWGB Cofrin Library website: <http://www.uwgb.edu/library/>

Computer Services Help Desk (call here for all computer-related issues—I am not a computer technician, and these folks are paid to help you in that arena!): (920) 465-2309

**Welcome to College Writing!**

As you've most likely surmised from the title of this course, this is the class designed to assist you in learning how to write for the academic audience; however, this course also allows you the opportunity to explore writing as a valuable means of expression in many other areas of your life. This includes learning to use writing as a vehicle for discussing your personal beliefs with others and as integral part of your future career. My goal is for you to graduate from this course armed with the tools to write well for your professors throughout college, but also with the knowledge to approach written tasks in your personal and professional life with more confidence and ability than when you began the class.

This class will run as an active workshop where all members are required to think, discuss, develop, evaluate, write and rewrite on a daily basis. Successful students in this course will work diligently to make intelligent inquiries about the academic and social world through both written and oral discussion, and through assigned essays will discover what writing and research process is most effective with any given task and audience. This process requires strong effort and engagement with your peers and the instructor, as well as genuine investment in each written product you are assigned. Presumably, you have worked very hard to get here, and the payoff of a general education course such as this one is that you will leave as a more polished writer, and thinker, a scholar better equipped to function as an active members of your global and local communities, including those in your academic discipline and professional field.

**REQUIRED MATERIALS:**

- Hacker, Diana and Nancy Sommers. *Rules for Writers with 2016 MLA updates*. 8<sup>th</sup> ed. Boston: Bedford/St. Martin's, 2016.

## GRADE BREAKDOWN & COURSE SCHEDULE:

**MY GRADING SCALE IS AS FOLLOWS (and yes, the expectations are high!):**

100-94	A	78-74	C
93-89	AB	73-70	CD
88-84	B	69-66	D
83-79	BC	Below 66	F

**This is a course based on an 800-point scale. The due dates for each assignment are listed on the course schedule, also posted on D2L. Please be sure to review the course schedule before beginning coursework for this class.**

UNIT & ASSIGNMENT	POINT VALUE
<b>Discussion boards</b>	
1 discussion board due each week unless there is a peer review scheduled or other circumstances prevail. Discussion boards are worth ten points each.	110 (total)
<b>Essay One (compare/contrast process essay)</b>	
Final draft	50
<b>Essay Two (personal essay)</b>	
Peer Review Workshop #1	30
Required draft conference #1	40
Final draft	100
<b>Essay Three (researched reader response)</b>	
Peer Review Workshop #2	30
Required draft conference #2	40
Final Draft	200
<b>Essay Four (career investigative report)</b>	
Final Draft	100
<b>Essay Five (final reflection paper)</b>	
Final Draft	100
<b>TOTAL POINTS POSSIBLE</b>	<b>800</b>

## DETAILS ON INDIVIDUAL GRADED ACTIVITIES:

**Online Peer Discussion Boards (accessed through Discussions link on top menu bar of home page):**

Since we do not meet face-to-face for this course, online discussion boards are necessary to facilitate this exchange of ideas. We will also use discussion boards to help you generate topic ideas, draft your thesis statements, and plan the organization of your essays.

Specifics:

- There will be a discussion board each week, with the exception of weeks wherein peer review takes place.
- Each discussion board will focus either on required reading from your textbook or a step in your research/writing process with a specific essay.
- Your discussion board activities will be conducted with a small group of three-five students. Discussion groups may change periodically in order to ensure the exchange of new ideas and perspectives.

- You will be awarded up to ten points for each discussion. The amount of points you get awarded is based on the substance of your original post, the substance and number of replies made to other classmates, and meeting the due dates for each.
- Please review the discussion board rubric posted in the **General Course Materials** module of D2L for detailed explanation of what is required if a student expects to receive full points for discussion board participation.

### **ELECTRONIC DRAFT WORKSHOPS WITH PEERS:**

You will be working with a workshop group of fellow students with selected essays in this class. This workshop group will function as fellow editors in the rough draft process by providing written feedback. In turn you will be required to comment in written format on your fellow students' work. Papers will be shared through the **Discussion Board** on D2L. Each workshop is worth 30 points towards your final grade (more than a normal discussion board, because more work is involved). Points will be awarded based on the timeliness of your comments and submissions, the depth and thoughtfulness shown, in your advice to your classmates, and the substance of your feedback.

### **DRAFT CONFERENCES WITH INSTRUCTOR:**

Please note that while questions over email and individual conferences are welcomed at any time and for any reason, there are two essays that **require** formal conferencing, and students will receive points based on completion of these conferences. Everyone is required to submit a draft for instructor comments for essay two and essay three.

Typically, these conferences are done through the drop box feature on D2L. Students submit drafts and questions to the dropbox by the deadline on any given week, and my comments and suggestions will be left as feedback through the drop box before the start of the next week. If you've never done an online conference before, don't panic. I will instruct you on the specifics the first time you are required to do a conference online.

If you so choose, however, you can opt to meet with me in person to fulfill your conference requirement on these essays. If you choose to go this route, drafts will be due as a hard copy at the time of the conference, and appointment times must be arranged at least a week in advance via email with the instructor. In-person conferences will take place in my office on the UWGB campus.

Instructor conferences are worth 40 points. To get all points for a conference, you must submit your paper on time, the paper must meet all the draft requirements for structure, length, and content, and you must also submit a completed conference planning sheet. More details on conferences will be given as they are assigned.

Students are also encouraged to use the Raise Your Hand forum or send emails with incidental questions as they come up.

### **NOTES ON USING D2L:**

- Check D2L every single day, several times a day, for posted homework assignments and course updates. Also be diligent about checking your UWGB email for course communications. I cannot stress this enough. This is an online course, which means email and D2L are the only means of communication I have with you. It is absolutely required that you monitor D2L and check your email several times each day to keep up to date with the course.
- Grades will be posted and adjusted on D2L on Tuesday of each week to show the impact of work completed in the previous week. You can see your current grade status by clicking on **Grades** on the top menu bar of the D2L homepage. It is your responsibility to check your own grades and feedback and email with questions if they arise.



- It is your responsibility to ensure that your drop box submissions have been received by clicking on the **Dropbox** link on the D2L homepage, and then clicking on **History**. Alternatively, a verification email should be sent to your UWGB inbox certifying that the submission was received. If you claim to submit an essay that does not show up in the D2L drop box, I will ask for proof of submission before accepting a second copy without a penalty. If you do not have proof that you submitted your paper on time and there is no copy in the drop box, you may either be asked to re-write the paper or receive a failing grade on the assignment.
- D2L is not a perfect system. Please do be patient with any mistakes or glitches with the system, and feel free to email me or the help desk anytime you are frustrated by a technology-related issue with this course system.

#### **NOTES ON WRITING PROCESS AND PAPER SUBMISSION:**

- Be sure you have followed the proper format and documentation (MLA or APA).
- Please create all documents in Microsoft Word (or word-compatible) documents to avoid problems with the D2L system. If you are using a word processing program other than Word (Works, for example) it's best to save your documents as rich text files (.rtf). You will find this option in the dropdown menu: when you save your document, simply do SAVE AS .rtf. Likewise, if you use Word 2007, 2008, or 2010, please save your document as compatible with Word 2003. You should also find this option in the dropdown menu—just save your document as a .doc rather than a .docx. The reason for all of this is so that all your group members can access your documents and so can I. If you have Word 2010, however, you are in luck; apparently it is accessible for all earlier versions of Word and Works.
- Effectively complete all aspects of each writing assignment. **If you do not work through the entire process of each paper, I reserve the right to not accept the final draft or to significantly reduce the final grade.**
- All students must complete all graded papers in this course in order to pass the course. Failure to submit any of the graded essays by the last course date will result in automatic failure of the course.
- **Recycling papers from previous courses or written for other purposes is strictly prohibited and will result in an automatic zero on the paper. All submitted papers must be original and created exclusively for this class. Please note that this class utilizes a plagiarism detection tool that will screen your papers against papers previously submitted at UWGB, and it is likely I will find out if you attempt to use a previously written paper (or previously written/submitted by someone else) for an assignment given in this class.**

#### **LATE WORK POLICY**

- Essays submitted up to 24 hours after the established due date has passed will receive no more than 50% credit. 50% credit is contingent on the submitted draft meeting the minimum requirements for the essay objectives; essays that do not meet these minimum requirements may receive lower than 50%. Please be diligent about checking your UWGB email for the confirmation receipt that verifies your submission was successfully submitted to D2L after you have uploaded your final draft.
- Essay submitted later than 24 hours after the established due date will receive an automatic zero.
- The policies outlined above apply to all students and all papers except in the most extreme circumstances. If you believe you are entitled to an exception to any part of the late work policy, please send me a detailed email explaining your situation, and we will discuss if you have any options for making up the missed points. No student is *guaranteed* an exception at any time, but I am willing to listen if you feel you have a valid reason for needing the extra time.

- In particular, please note that technology glitches happen and are frustrating, but an automatic extension due to technology problems is not a guarantee. Please do everything in your power to avoid such problems by backing up your work and keeping track of your portable storage devices.
- I realize that this course is not the center of your lives, and many students have family obligations or other plans in their personal lives outside of the obligations required in this course. However, family vacations and other outside commitments are not an acceptable excuse for not completing the assigned work for this course in full and on time. I expect that each student acknowledges the time commitment for this course upon enrollment, and plans on organizing personal schedules around the required work and established due dates for this class. Please feel free to email me if you have any concerns on this point.
- This class follows the bereavement policy set in place by the Dean of Students office here: [http://www.uwgb.edu/deanofstudents/policies\\_procedures/students/studentbereavement.html](http://www.uwgb.edu/deanofstudents/policies_procedures/students/studentbereavement.html). If you experience the death of someone close to you and believe you need exceptions on school work or additional time, please be advised that the best course of action is to make the Dean of Students office your first contact. They will then contact me with the information I need to give you the necessary accommodations.

#### CLASSROOM CODE OF CONDUCT:

- Respect each other and respect your instructors. This pertains to both written and oral interactions. Refrain from using biased, sexist, racist, or otherwise offensive speech in all written communications. You are encouraged to share your opinions even if they differ from the crowd, but please do make sure to do so in a mature, respectful manner. If a problem is presented with any of these issues, please do set up a meeting so I can help to create a better learning environment for everyone enrolled in the class.
- Any electronic communication with me written in professional, appropriate language. I will not respond to email questions that are not handled professionally with attention to the conventions of the English language (grammar and style) and appropriate conduct.
- I am entirely willing to help you on every single writing-related question you have on any assignment. However, it's important to remember there are other experts at UWGB better equipped to handle your questions on the library resources, registration, computer issues, or other areas that affect your life as a college student. When in doubt, ask yourself *who has the most knowledge on what I need help with?*

#### PLAGIARISM POLICY:

- **Plagiarism is the unacknowledged reproduction of another's words, ideas, or work (this includes both intentional acts and unintentional situations that contain evidence of the above violations).** Simply put, if your papers are not either entirely original or borrowed material is not properly paraphrased, cited, and documented, you are plagiarizing. Plagiarism pertains to stealing any conceivable type of source material, including material the student borrows from the internet. Cutting and pasting from web sites is the most common form of plagiarism and is entirely unacceptable. **Please be aware that this course utilizes a plagiarism detection tool that will scan your submitted essays for work that is borrowed from other sources. Make sure you cite your work properly and provide accurate, careful paraphrase in your own words.**
- Students who are discovered to have **unintentionally** plagiarized due to lack of the understanding of the process will be required to revise assignments at a significantly lower grade, but may not automatically removed from the course or receive a zero on the assignment.
- **Students discovered to be intentionally plagiarizing any submitted assignment in whole or in part will suffer immediate and severe consequences from both me and the**

**University, and penalties will range from failing the assignment to expulsion from the university. IT IS NOT WORTH IT.**

- I will work to help everyone in the class to have an awareness of what plagiarism is and how to prevent it; there is also help available through the Writing Center and the Cofrin Library. In particular, the Cofrin Library website offers useful tips:  
<http://libguides.uwgb.edu/CiteYourSource>.

**Note for students with disabilities:**

- As required by federal law and UW-Green Bay policy for Individuals with Disabilities, students with a documented disability who need accommodations must contact the Disability Services Office at 465-2841. Reasonable accommodations can be made unless they alter the essential components of the class. Contact the instructor and Disability Services Coordinator in a timely manner to formulate alternative arrangements. Please also feel welcome to speak with me at any time if you feel a disability is preventing you from doing your best in the course. I am here to help.

**LET'S GET STARTED:**

This syllabus represents a contract between you and me as student and teacher. For those of you who are skeptical of your writing abilities or the relevance of this course to your overall college career, I challenge you to approach each assignment with the knowledge that no matter what you do in life, you cannot do it successfully without communicating effectively—and that is the cornerstone of everything we are learning in this course. Good writing is not only about correct placement of sentences and periods and commas. It's about thoughtful exploration of ideas, cultures, and people as well. Let's start there.

\*All items on this syllabus are subject to change depending on student and instructor needs, time constraints, or other extenuating circumstances

# ENGLISH COMPOSITION 105: EXPOSITORY WRITING

## JENNY RONSMAN

### **COURSE MEETINGS:**

Section 1: 9:30-10:25

Section 2: 10:35-11:30

Section 3: 11:30-12:35

Classes meet in IS1020 on Mondays and CL110 on Wednesdays and Fridays.

### **INSTRUCTOR INFORMATION:**

OFFICE: COFRIN LIBRARY 142C

EMAIL: [ronsmanj@uwgb.edu](mailto:ronsmanj@uwgb.edu)

OFFICE PHONE\*: 465-5167

OPEN OFFICE HOURS\*\*: MWF 7:30-9:25 a.m.; 12:40-1:40 p.m.

UWGB WRITING CENTER\*\*\*: CL 109 (465-2338) <http://www.uwgb.edu/writingcenter/>

\*please note that email is the best way to get in touch with me

\*\* meetings can also be scheduled at other times by appointment

\*\*\*to make an appointment for the Writing Center in person, please see the student in the Tutoring & Learning Center, CL102. You can also consult their website for more information.

**EXPOSITORY WRITING** is a course intended to sharpen your ability to write careful, intelligent, well-researched communication in the academic arena. However, this course is not only about polishing your attention to general skills of structure, grammar, organization, and style, but also about expanding your knowledge of how written arguments work. You will be asked to examine samples of argumentative writing used in the academic and social world with the ultimate goal of being able to produce your own logical, effective arguments. As we dissect how arguments operate, you will develop a number of methods of argumentative persuasion to effectively communicate your point to your reader. You will leave this class a student with a stronger ability to articulate your opinions and develop your academic research, and with a better awareness of who you are as a scholar, thinker, and writer.

With each project we undertake this semester, I expect that your attention to the larger context that surrounds your academic work will grow along with your attention to what is needed to construct an effective piece of writing. The purpose of this class is to heighten your awareness of the language you utilize in your writing and to better familiarize you with the ability you all have to produce solid, professional academic arguments. With each project we undertake this semester, I also expect that your attention to the larger context that surrounds your academic work will grow. Communication in the academic and social world demands that you think critically about social problems that exist on and national and global scale.

### **Course Schedule & Grading**

#### **Please note:**

- All graded work must be computer generated.
- All graded work must be submitted via drop box through D2L unless otherwise noted.
- Students can assume that all deadlines for written work listed below are drop box deadlines. Dropboxes for essay drafts will close at midnight on the date listed in the “due date” column in the course schedule.

- Each major paper will require a rough draft. If a rough draft is not completed, the student will lose points on peer review and/or conferences, but rough drafts are not graded or assigned points individually.
- We will sign up for draft conference times in class, so don't worry about scheduling until I bring the sign-up sheet to class.
- Students are encouraged and welcome to schedule additional conferences at any time in addition to the two required conferences listed below. I'm here to help!

Assignment	Point Value (out of 750)	Due Date
Essay one final draft	50	9/12
Essay two final draft	100	10/2
Essay three final draft	100	10/21
Essay four proposal & annotated bibliography	50	11/9
Essay four final draft	200	12/9
Essay five final draft	50	12/16
Peer Draft Workshop #1	20	RD due 9/23 PR in class 9/26
Peer Draft Workshop #2	20	RD due 10/14 PR in class 10/17
Peer Draft Workshop #3	20	RD due 12/2 PR in class 12/5
Required Draft Conference Essay 2	20	TBD by student during weeks 3-4
Required Planning Conference Essay 3	20	TBD by student during week 8
Attendance	100	n/a
<b>TOTAL POINTS AVAILABLE</b>	<b>750</b>	n/a

**MY GRADING SCALE IS AS FOLLOWS:**

100-94 A	83-79 BC	69-66 D
93-89 AB	78-74 C	Below 66 F
88-84 B	73-70 CD	

**WHAT YOU MUST BRING WITH YOU EVERY SINGLE DAY:**

- A notebook and folder specifically for **this course only**.
- Hacker, Diana and Nancy Sommers. *A Pocket Style Manual*. 7th ed. Boston: Bedford/St. Martin's, 2014. Print.

- Graff, Gerald, Cathy Berkenstein and Russell Durst. *They Say, I Say*. 3rd ed. New York: WW Norton & Company, 2014. Print.
- Printed and thoroughly annotated copies of any assigned readings not in textbook
- Thoroughly annotated versions of any assigned readings from the textbook.
- A flash drive with the work you are doing in the class readily available (or a laptop with easily accessible files).
- Your brain and your attention.

#### **WHAT YOU MAY BRING IF YOU CHOOSE:**

- You may bring ipods to class to use while we're working individually if you like, as long as they are kept at a reasonable volume.
- You may also bring laptops to work on when we are doing in-class writing or, if you wish, to take notes. However, if I get the feeling that laptops are being used for something other than class-related material, laptop privileges will be revoked and you will have to use the classroom computers throughout.

#### **WHAT IS NOT PERMITTED FOR USE DURING CLASS TIME:**

- Personal use of social media websites or interactive tools.
- Homework and/or reading for other classes
- Food and beverages are not allowed in the computer labs or near the computers.
- Guns or other weapons are not allowed in the classroom at any time.
- Any urges to waste my time or yours. It's much easier than you might think to figure out the difference between a student looking at D2L material and a student looking at other material not relevant to the course, either on a cell phone, a laptop, or in a notebook/textbook. I'm sure you can figure out which student makes the more professional impression and is most often more likely to succeed in the course.

#### **ATTENDANCE & PARTICIPATION POLICY:**

- Daily attendance accounts for 100 of the 750 points in the course.
- Because life is unpredictable and any given student has a busy and full life of obligations outside of this class, students are allowed four (4) absences without penalty to their attendance grade.
- If a student misses one class period beyond the above allowed absences (bringing the total to 5), the 100-point attendance grade will be reduced by ten points (bringing the attendance grade to a 90). The sixth absence will cost twenty additional points (further reducing the attendance grade to a 70). Seven absences will earn the student a zero in attendance. **Students who miss beyond seven classes for anything other than the most extreme of circumstances (such as hospitalization) are at risk for not passing the course on the basis of violating the attendance policy.**
- Excessive tardiness will not be tolerated. If you are substantially late (more than 2 minutes or so) to class three times, these three times will be considered one full absence for the class. If the pattern continues, so will the absences.
- Simply showing up to class does not ensure that you will get a perfect attendance grade. Off task behavior when working with groups, and/or general inattention to class activity that causes distraction to other classmates will result in an absence for the day (this misdirected energy will also leave a poor impression on me regarding your professionalism. You are here to learn. Don't waste my time, your time, or your peers' time).

- Please know that I do not necessarily equate a more vocal student with a good student, nor is the quiet student automatically assumed to have a poor work ethic. I encourage all students to volunteer in class discussions, and promise no one will ever be judged for the content of their responses as long as they are shared with respect to everyone in the room. If you're concerned about class participation, please do come and talk to me—I was shy in college too, and do understand these feelings. I make it a priority to create a positive environment for you to share your opinions and ideas, but I still understand apprehension. Please feel free to talk with me in private if you feel there is anything preventing you from participating in class and group activities to the fullest extent.
- You are responsible for keeping track of your own attendance record and keeping up with missed work. You do not need my permission to miss any of your four free absences, but it is advised that you contact either me or a classmate to find out what you missed during your absence.
- In-class peer review workshops cannot be made up unless there are extreme circumstances at play, and therefore it is vital you attend class on these days (see documents on D2L for full details on the peer review policies and procedure).

#### **LATE SUBMISSION POLICY:**

- There is a 24-hour grace period for late papers after the established due date. However, if your paper is submitted within these 24 hours, there is still a penalty for late submission. Papers submitted within 24 hours after the established due date will only be accepted for 50% of the total available score (as long as the paper meets minimum standards/objectives for that assignment).
- Any paper submitted later than 24 hours after the established deadline will receive a zero unless there are extenuating circumstances at play that have been discussed with the professor.
- This class follows the bereavement policy set in place by the Dean of Students office here: [http://www.uwgb.edu/deanofstudents/policies\\_procedures/students/studentbereavement.html](http://www.uwgb.edu/deanofstudents/policies_procedures/students/studentbereavement.html). If you experience the death of someone close to you and believe you need exceptions on school work or additional time, please be advised that the best course of action is to make the Dean of Students office your first contact. They will then contact me with the information I need to give you the necessary accommodations.

#### **OTHER NOTES ON FINAL SUBMISSION OF PAPERS:**

- Please be diligent about checking for a receipt email when you submit work to D2L. Each time you submit a document to the drop box, you should get a receipt indicating it was received. If I do not receive your paper on time and you cannot produce this email, you will be subject to grade penalties. For your own protection, please take the time to make sure that all submitted work has reached the drop box successfully.
- Recycling papers from previous courses or written for purposes other than this specific course at this time is strictly prohibited. All papers submitted for this class must be original and created exclusively for the purpose of each individual paper. Papers found to violate this policy will receive an automatic zero, and the writers will be asked to rewrite the paper at the cost of a significantly lower grade.
- This course emphasizes writing as a process. You are required to effectively complete all aspects of each writing assignment as you move toward the final draft. If you do not work through the process of a paper, I reserve the right to not accept the final draft.

- **You must complete and submit all major essays assigned in this course in order to receive a passing grade in this class. Students who fail to do so will automatically receive a failing grade in the course.**

#### **NOTES ON USING D2L:**

- Please create all documents in Microsoft Word (or word-compatible) documents to avoid problems with the D2L system. If you are using a word processing program other than Word (Works, for example) it's best to save your documents as rich text files (.rtf). You will find this option in the dropdown menu: when you save your document, simply do SAVE AS .rtf. Likewise, if you use Word 2007, 2008, or 2010, please save your document as compatible with Word 2003. You should also find this option in the dropdown menu—just save your document as a .doc rather than a .docx. The reason for all of this is so that all your group members can access your documents and so can I. If you have Word 2010, however, you are in luck; apparently it is accessible for all earlier versions of Word and Works.
- Check D2L every single day, several times a day, for posted homework assignments and course updates. Also be diligent about checking your UWGB email for course communications.
- Grades will be updated on D2L after every major essay, and will reflect the most current attendance grade along with an adjusted cumulative grade in the course.
- Feedback for grades on major essays will also be given on D2L. It is your responsibility to check your own grades and feedback and email with questions if they arise.
- D2L is not a perfect system, and can be frustrating at times. Please do use your technology support staff at UWGB to help if you are confused on how to use certain aspects of this system, or use your peers and myself to help familiarize you with the system.

#### **WHAT I EXPECT FROM YOU AS A STUDENT IN MY CLASS:**

- **Do the required reading and homework.** I have no plans for traditional tests, exams, or quizzes for this course. However, I also have no problems changing these plans if daily discussion or participation is lacking. Thus, your completion of daily homework is vital in maintaining this policy.
- **Respect each other and respect me.** This pertains to both written and oral interactions. Any electronic communication with me written in professional, appropriate language. I will not respond to email questions that are not handled professionally.
- **Be a responsible student.** Back up your work when you are drafting your papers, keep track of your research materials, stay on top of assignments and deadlines, and communicate with me if you need help. This is your education. Always put yourself in control.
- **Think.** You cannot improve your writing without improving your thinking. Come to class every day with the willingness to think differently about the world of writing and the world of ideas, and you will come away from this class with a lot more than a handful of completed essays.
- **Keep an open mind.** This class focuses on the study of argumentative rhetoric. That means you will be asked to examine the arguments of others, which may reveal positions that are not in line with your own. Students will grow much more as writers, scholars, and citizens in this course if they enter each new conversation willing to listen attentively and consider ideas thoughtfully along with sharing opinions.



- **Care.** About what your work, your papers, and your education. If you can't demonstrate through your work and activity that you have an active interest in succeeding in your college career, succeeding in this class will be a challenge.

#### **WHAT YOU CAN EXPECT FROM ME AS YOUR INSTRUCTOR:**

- Prompt and thorough response to all email questions. I try my best to respond within 24 hours or soon thereafter. Please note, however, that I check my email less frequently at night and on weekends.
- A dedication to helping you understand how this course fits into your major, your life, your future career, and the world around you.
- An interest in your personality, your history, your background, and how those things shape your writing style.
- Prompt feedback on rough drafts and complete justification for grades on all final drafts.
- Several opportunities to work one on one with your writing.
- To be treated as adults with the capacity to receive the grade you **earn** not the grade I **give**.
- A true concern for your part in this course: your opinions, your feedback, your ideas.

#### **ACADEMIC HONESTY & PLAGIARISM POLICY:**

- **Plagiarism is the unacknowledged reproduction of another's words, ideas, or work (this includes both intentional acts and unintentional acts).** Simply put, if your papers are not either entirely original or borrowed material is not properly paraphrased, cited, and documented, you are plagiarizing. Plagiarism pertains to stealing any conceivable type of source material, including material the student borrows from the internet. Cutting and pasting from web sites is the most common form of plagiarism and is entirely unacceptable. **Please be aware that this course utilizes a plagiarism detection tool that will scan your submitted essays for work that is borrowed from other sources. Make sure you cite your work properly and provide accurate, careful paraphrase in your own words.**
- **Students discovered to be intentionally plagiarizing any submitted assignment in whole or in part will suffer immediate and severe consequences from both me and the University, and penalties will range from failing the assignment to expulsion from the university. IT IS NOT WORTH IT.**
- Students who are discovered to have **unintentionally** plagiarized due to lack of the understanding of the process will be required to revise assignments at a lowered grade, but may not automatically be removed from the course or fail the assignment.
- I will work to help everyone in the class to have an awareness of what plagiarism is and how to prevent it; there is also help available through the Writing Center and the Cofrin Library. In particular, the Cofrin Library website offers useful tips: <http://libguides.uwgb.edu/CiteYourSource>.

#### **Note for students with disabilities:**

- As required by federal law and UW-Green Bay policy for Individuals with Disabilities, students with a documented disability who need accommodations must contact the Disability Services Office at 465-2841. Reasonable accommodations can be made unless they alter the essential components of the class. Contact the instructor and Disability Services Coordinator in a timely manner to formulate alternative arrangements. Please also feel welcome to speak with me at any time if you feel a disability is preventing you from doing your best in the course. I am here to help.

\* All items on this syllabus are subject to change depending on student and instructor needs, time constraints, or other extenuating circumstances

\*I encourage any students who do not use English as their primary language, and feel they need extra help with the course content, to contact me regarding opportunities for extra study outside of the classroom.

# Environment Systems Env Sci/ET-305/505, (4 credits)

## Fall 2016 (course# 9286)

Lecture: MWF 11:40 – 12:35 AM, Room 320 Env Sci

Lab: M 2:15 – 5:05 PM, IS-1129A or LS 419

**Instructors:** Dr. Kevin Fermanich LS 416 465-2240 fermanik@uwgb.edu

Office Hours: W and F 10:00-11:00 or by appointment.

### Course Themes:

1. Physical and chemical aspects of natural environmental systems.
  - a. Interactions of major Earth Systems: Hydrosphere, Lithosphere, Atmosphere, and Biosphere.
    - i. Physical and chemical impacts of humans on natural systems.
    - ii. Environmental change (perturbations to chemical cycles; climate change, etc.)
  - b. Mass balance concepts.
2. The movement, transformation, and fate of materials and contaminants.
  - a. Biogeochemical cycles.
  - b. Fate and transport of contaminants.
  - c. Remediation of environmental contaminants

**Course Resources:** Readings will be assigned from course text, handout materials, and online. You are expected to review assigned readings prior to the class in which the topic is scheduled.

Course Text: Hemond, H.F. and E.J. Fechner-Levy. 2015. *Chemical Fate and Transport in the Environment*. 3<sup>rd</sup> ed. Academic Press, San Diego, CA. 475 p.

D2L Site: <http://www.uwgb.edu/learntech/d2l>

**Assignments:** Occasional assignments, problem sets, reviews, and project reports will be required. In-class discussion of assigned readings will be assessed.

**Exams:** Three exams will be given covering lecture materials, readings, handouts, and assignments. The final exam will be comprehensive.

**Grading:** The following approximate distribution of grades will be followed:

	<u>% Total Grade</u>		
Exam I	25%	A	>90%
Exam 2	25%	B	90-80%
Final Exam	25%	C	80-70%
Project Reports, Labs, Assignments	25%	D	70-60%
		F	<60%

Intermediate grades (AB, BC, etc.) will be at the discretion of the instructor and generally will be assigned to scores near the whole grade breaks (higher or lower).

Graduate Students: ES&P students will demonstrate in-depth integration of course concepts through an additional presentation, paper, and/or project. See the instructors by the end of the fourth week of the semester to discuss your project.

**Academic Integrity:** Cheating and plagiarism are grounds for automatic failure (see Chapter UWS 14).

**Cell phones:** silence your phones and no texting/usage during lecture.

Environmental Systems ENV SCI/ET 305/505  
Fall 2016 Schedule

Week	Date	Topic	lab	Readings
1	9/6	Intro Env. Systems; Mass Balance; Advection; Flux;	No Lab – Labor Day	Handouts (HOs) Hemond p.1-14 HO Mackenzie* 171-175
2	9/12	Surface waters; Solids; Concentrations;	†Field Exercise 1: Solids	Hemond 75-84; Hemond 104-112 HOs
3	9/19	Solute Transport in Surface waters. Mixing of solutes	Data Processing. Field Ex 2 prep	Hemond 15-20, 84-91, 251-260
4	9/26	Fickian transport; Kinetics, 1st Order Rates	†Field Exercise 2: Salt Dispersion	Hemond 38-39 (kinetics);
5	10/3	Intro PCBs and Fox River Remediation OTIS paper	Data Processing Salt Dispersion Ex	<i>Using OTIS to Model Solute Transport in Streams and Rivers</i> : USGS. HOs: Fox River PCB remediation
6	10/10	Subsurface Water Systems	<b>Exam 1</b>	Hemond: 219-243 (subsurface)
7	10/17	Groundwater continued	PCB Sediment cleanup tour	HOs;
8	10/24	Fate and Transport (Sorption); Retardation	†Field Exercise 3: Sunnyside GW Exercise	Hemond 50-54, 271-275; Handouts
9	10/31	Classes of Chemicals; Solute Source/Sinks; Natural Attenuation	Chemical Sorption	H: 163-191 (source/sinks);
10	11/7	Air-water interaction; NAPLs, remediation	†Environmental Monitoring Field Trip (tentative)	H:42-50, 116-125 (air-water); 268-271 (NAPLs); 285-290 D2L:Atrazine
11	11/14	Atrazine Mass Bal. Article Intro Global Cycles; Biogeochemical Cycles: Phosphorus	<b>Exam 2</b>	Mackenzie Ch. 6 H: 137-143 (biogeochem cycles)
12	11/21 Thanks-giving	Acid-Base Chemistry; Redox, Oxygen	Phosphorus Export in surface waters	H: 129-131 (acid-base; alk) HOs, H:147-163 (redox, oxygen)
13	11/28	S, N, & C Cycles; Carbonate system; Alkalinity;	GB Ecosystem Model	Mackenzie Ch. 6; H: 143-146 (N cycle) H: 129-131 (carbonate system)
14	12/5	Climate Change Air Pollutants, Stratospheric Ozone,	Carbon Cycle Modeling	H: 416-433 (GH effect) H: 311-326 (atmosphere) H: 411-415 (stratospheric ozone),
15	12/12	Smog; Acid Deposition;	Greenhouse Gas Accounting	395-410 (smog, acid deposition)
Friday	12/16	<b>Final Exam 1:00-3:00 pm</b>		

\* Selected handouts from: Mackenzie, Fred T. 2003. *Our Changing Planet: An Introduction to Earth System Science and Global Environmental Change*, 3<sup>rd</sup> ed., Prentice Hall

† Field lab. Dress for working in and near a stream.

ENV SCI-337/537: ENVIRONMENTAL GIS  
Fall 2017

Chris Houghton  
Office: LS 413  
Email: [houghtoc@uwgb.edu](mailto:houghtoc@uwgb.edu)  
Office Hours: Wednesday 8:30-9:30  
Class Dates: Oct. 24 – Dec. 13

Classroom: IS 1129E  
Time: 2:15-5:05

### Course Description

This course is computer based and will allow the student to utilize the skills learned during introductory courses to design and manage a GIS project of their own design. Advanced topics will be covered as primers to introduce students to the required features needed to complete their projects. Lab work focuses on learning new techniques for data visualization and analysis. As student projects progress, topics covered in lab may be modified to cover project analyses being performed by the students.

### Student Learning Goals

By the end of this 7 week course you will be able to:

- 1) Demonstrate proficiency in GIS software.
- 2) Retrieve necessary data from outside resources for analysis in GIS
- 3) Create data visualizations using ArcScene
- 4) Interpolate LIDAR data to DEMs
- 5) Understand the steps necessary to manage a GIS project
- 6) Collect, analyze, and display project findings using animations and posters

### Recommended texts

Getting to Know ArcGIS 4<sup>th</sup> edition – or similar introductory text for reference.

### Required Materials

This course requires the student to create a Personal Geodatabase requiring large amounts of data storage. A **flash/usb drive** is highly recommended to reduce the amount of m: drive space the student needs to allot to their project. The student will be creating animations requiring at least 2 GB of storage, a **4 GB or larger** thumb drive is highly recommended.

## Course Requirements

This course is split up into three major components; lab exercises and assignments, project visualization, and a project poster.

Lab exercises (30%): There will be at least six graded lab exercises. Labs will be used to introduce relevant project data and methods that will be instrumental in completion of the course project. Lab exercises and assignments will also help reinforce existing GIS skills. Labs are due before the beginning of the next course period, and sufficient time to complete exercises will usually be given during each lab period.

Project Visualization (30%): GIS projects of the students own design will be presented using two methods. The first is a project visualization using ArcScene. Project visualizations are expected to last at least 3 minutes and will describe the relevant findings of the student's project. Details of the project visualization will be discussed in class.

Project Poster (30%): A project poster is also required. Posters will include introduction, methods, results, and discussion sections. Posters should focus on the primary findings of the student's project. Posters are expected to include professional quality maps displaying the student's use of GIS to solve a question or problem. Details of the project poster will be discussed in class.

Final project presentation (10%): The final week of class is Dec. 11 where we will have a screening of the student project visualizations and presentations using Powerpoint (or similar). Students must have their projects completed by this time. Presentations will include the findings of the student's project and a discussion of how the project was put together and future directions. Details of the final project presentation will be discussed in class.

## Course Grading

Lab exercises	30%
Project visualization	30%
Project poster	30%
Project presentation	10%

## Grading Scale:

**A:** 92%+ **AB:** 89-91% **B:** 82%-88% **BC:** 79-81% **C:** 72-78% **CD:** 69%-71% **D:** 59%-68% **F:** Below 59%

## Graduate Student Presentations (ENV SCI 537)

To obtain graduate credit for Environmental GIS an additional 5-10 minute powerpoint presentation is required. Presentations should describe how GIS is used in your research laboratory or area of study. Additional requirements will be discussed in class.

## Attendance

**Attendance is required.** For successful completion of labs and assignments the students must be present during the lab period. This class is hands on and will require the student to spend time collecting and manipulating data using GIS software. Time will be given in class to successfully complete most assignments. Attendance will also be instrumental in allowing the students to troubleshoot data analysis issues with classmates and the instructor for their course projects.

## Course Policies

- **No food or drink in the labs**
- Bring necessary reference materials
- Review lab assignments before class when they are available
- Try to solve problems that arise before asking for help. 90% of being successful in GIS is learning how to troubleshoot your own problems
- That being said- Ask for help if you are struggling! I enjoy seeing projects come together and want you to succeed.
- Please turn off your phone and other electronics
- Communication between students is encouraged, but try not to be **distracting**

## Computer lab Acceptable use Policy

The University of Wisconsin-Green Bay provides access to campus network resources, including the Internet, in order to support learning and to prepare students for an increasingly technological world. All students will receive a computer account, which includes file storage on the central servers, email services, library services and access to their student records. Use of campus computing resources and the Internet must be consistent with the educational goals of UW-Green Bay and must comply with State and Federal laws and the campus Acceptable Use Policy. Students must respect the integrity and security of UW-Green Bay's computer systems and network, and the privacy and preferences of other users. Responsibility for learning about and complying with UW-Green Bay's Acceptable Use Policy ultimately rests with the individual. University staff will assist the student in understanding acceptable and unacceptable uses.

## Academic Integrity

The full policy can be found here:

[http://www.uwgb.edu/DeanofStudents/judicial\\_affairs/uws14\\_17\\_18/index.html](http://www.uwgb.edu/DeanofStudents/judicial_affairs/uws14_17_18/index.html)

Basically, **don't cheat!** This includes handing in the work other students and having others perform your work for you. The more you use GIS software the easier everything will become, ask for help from other students but don't let them complete your assignments for you.

## Students with Disability

The Board of Regents of The UW-System ensures that no qualified person shall, solely by reason of disability, be denied access to, participation in, or the benefits of, any program or activity operated by the UW-System. Each qualified person shall receive the accommodations needed to ensure equal access to educational opportunities, programs and activities in the most integrated setting appropriate

	<b>Date</b>	<b>Topic</b>	<b>Lab</b>
Week 1	Oct 25	Course introduction and review	<ul style="list-style-type: none"> <li>• Make a map</li> <li>• Review posters</li> </ul>
Week 2	Oct 30	Data management and manipulation	<ul style="list-style-type: none"> <li>• Creating a personal geo-database</li> </ul>
	Nov 1	DEM creation and manipulation	<ul style="list-style-type: none"> <li>• DEM lab</li> </ul>
Week3	Nov 6	Hydrology	<ul style="list-style-type: none"> <li>• Using the hydrology toolbox</li> </ul>
	Nov 8	Introduction to ArcScene	<ul style="list-style-type: none"> <li>• ArcScene basics</li> </ul>
Week 4	Nov 13	ArcScene animations	<ul style="list-style-type: none"> <li>• Using the animation toolbar</li> </ul>
	Nov 15	Rasters	<ul style="list-style-type: none"> <li>• How to manipulate rasters in ArcMap</li> </ul>
Week 5	Nov 20	Remote sensing	<ul style="list-style-type: none"> <li>• Satellite imagery manipulation</li> </ul>
	Nov 20	Model Builder	<ul style="list-style-type: none"> <li>• How to use model builder</li> </ul>
Week 6	Nov 27	Intro to Python	<ul style="list-style-type: none"> <li>• How to write Python scripts</li> </ul>
	Nov 29	Various topics	<ul style="list-style-type: none"> <li>• Work on Project</li> </ul>
Week 7	Dec 4	Various topics	<ul style="list-style-type: none"> <li>• Work on project</li> </ul>
	Dec 6	Various topics	<ul style="list-style-type: none"> <li>• Work on project</li> </ul>
Week 8	Dec 11	Project screening and presentations	
	Dec 13	Project screening and presentations	



# Seminar in Ecology and Evolution (ENV SP 715)

Fall 2016

The objective of this class is to explore current topics in the broad academic fields of ecology and evolution through interdisciplinary discussion and readings from the primary scientific literature.

Instructor: Dr. Robert Howe; office: MAC 212; email: [hower@uwgb.edu](mailto:hower@uwgb.edu); phone: 465-2272

<b>Date</b>	<b>Student Leader</b>	<b>Topic</b>
September 23	Tyler Hischke	Volcanism and the Cretaceous extinction event
September 30	Kayla Billett	Biophilia – science behind love of nature
October 7	Ellie Roark	Phosphorus reduction by constructed wetlands in polluted watersheds
October 14	Forrest Kalk	Modeling watershed dynamics
October 21	Sam Pagel	Control of non-point source pollution in the Lake Mendota watershed; success or bust?
October 28	Evan Miller	Landscape ecology of locally rare wetland plants
November 4	Eric Rintamaki	Ecological architecture
November 11	Katie LaPlante	Grazing effects on the maintenance of spider diversity
November 18	Isabelle George	Importance of plant diversity in soil-microbe mutualisms
November 25		Thanksgiving Break
December 2	Katie McDonald	Conservation biology of fungi
December 9	Amber Konrad	Watershed management in the Yahara River catchment of southern Wisconsin

Consistent with the federal law and the policies of the University of Wisconsin, the University of Wisconsin-Green Bay provides appropriate and necessary accommodations for students with documented physical and learning disabilities. If you anticipate requiring any auxiliary aides or services, you should contact me or the Coordinator of Services for Students with Disabilities at 465-2671 as soon as possible to discuss your needs and to arrange for the provision of services.

# Seminar in Ecology and Evolution (ENV SP 715)

Fall 2016

The objective of this class is to explore current topics in the broad academic fields of ecology and evolution through interdisciplinary discussion and readings from the primary scientific literature.

Presentation tips:

1. Select a current paper for assigned class reading (2013 or later).
2. Use Google Scholar to search for paper and find digital copy.
3. Prepare a PowerPoint presentation that provides scientific background, helps visualize setting and study sites (if appropriate), and shows important graphics (tables or figures) from the paper.
4. Read or browse other publications, both recent and historical, to build the historical background.
5. Relate the paper(s) to your own project or career interests.
6. Summarize the significance and relevance of the paper.
7. Provide 2-5 meaningful questions for discussion.

# Seminar in Ecology and Evolution (ENV SP 715)

Fall 2016

Meeting schedule

Instructor: Dr. Robert Howe; office: MAC 212; email: [hower@uwgb.edu](mailto:hower@uwgb.edu); phone: 465-2272

<b>Date</b>	<b>Student</b>	<b>Topic</b>
Sept. 14 (Wednesday) 1:00		
Sept. 14 (Wednesday) 1:15		
Sept. 14 (Wednesday) 1:30		
Sept. 14 (Wednesday) 1:45		
Sept. 14 (Wednesday) 2:00		
Sept. 15 (Thursday) 1:00		
Sept. 15 (Thursday) 1:15		
Sept. 15 (Thursday) 1:30		
Sept. 15 (Thursday) 1:45		
Sept. 22 (Thursday) 1:00		
Sept. 22 (Thursday) 1:15		
Sept. 22 (Thursday) 1:30		

## ENV S&P 799: Thesis

- There are no syllabi prepared for ENV S&P 799: Thesis.
- Sections are assigned to individual faculty members (=major professors) on a student-by-student basis.
- General statements of thesis expectations are provided within the Graduate Catalog, on the “Degree Requirements” tab (<http://catalog.uwgb.edu/graduate/graduate-programs/environmental-science-policy-ms/#degreerequirementstext>).

## Degree Requirements

Students who are adequately prepared when they enter the program may earn the degree by satisfactorily completing a minimum of 28 credits of course work, plus the credit and non-credit requirements for thesis and non-thesis plans. Those who lack appropriate prerequisites may need to take additional courses to strengthen their backgrounds. Credits earned in undergraduate courses cannot be applied toward the graduate degree.

Credit requirements are determined by the student’s chosen area of emphasis. All students must complete 18 credits of *General Core Requirements*, with remaining credits obtained from approved electives listed within each of the three official emphases, or from the development of an individual program plan with the assistance and approval of their graduate thesis committees, the ES&P Program Chair, and the Associate Provost for Academic Affairs and Director of Graduate Studies.

## Thesis Requirements

During the first or second semester, students should select a thesis adviser, form a committee and start to develop a thesis proposal with the committee’s assistance. By the time students complete 21 credits, they should have completed their thesis proposals. Approval of the thesis proposal places the student in candidacy for the degree. Successful defense of the written thesis and completion of all courses in the student’s program plan result in awarding of the degree.

## Non-Thesis Requirements

During the second semester for full time students, or upon completion of nine graduate credits for part-time students, non-thesis students should enroll in ES&P 762: Project Proposal. Over the course of the semester, student in this course prepare and finalize their official project proposals. In the spring semester during which the project will be completed, non-thesis students enroll in ENV S&P 768: Project Defense, where they will provide a public presentation of their project and submit a final project product. Non-thesis students are also required to successfully pass a cumulative programmatic *Written Examination*.

## General Core Requirements

All students matriculated into the Environmental Science and Policy program are required to successfully complete the following set of required core courses (12 credits). Students pursuing the Thesis plan must also complete a minimum of 6 credits of [ENV S&P 799](#) while those students enrolled within the non-thesis option must complete [ENV S&P 762](#) and [ENV S&P 768](#).

- An overview of thesis expectations is provided in part within the required ENV S&P 701: Perspectives in Environmental Science and Policy

**ENV S&P 701. Perspectives in Environmental Science and Policy. 1 Credit.** Introduces new Environmental Science & Policy graduate students to program requirements, expectations, resources, and faculty members.

P: graduate status

Fall Only.

- Detailed information for students regarding thesis expectations is provided within the Graduate Catalog, on the “Progress to Degree” tab (<http://catalog.uwgb.edu/graduate/graduate-programs/environmental-science-policy-ms/#newitemtext>).

## Steps Toward the Degree

### Thesis Students

- The candidate is admitted to the ES&P graduate program.
- The student submits an *Official Declaration of Master’s Degree* (GR-1 Form) to the Office of Graduate Studies no later than the end of the semester in which the first six graduate credits are completed. This confirms the student’s area of emphasis in the program, their intention to pursue a thesis program plan, and pairs a student with a major professor/thesis adviser. Thesis students should begin to develop a thesis committee and thesis proposal in collaboration with their major professor.
- On or before the successful completion of twenty-one credits of course work, the student completes a thesis proposal. The proposal is reviewed by the thesis committee and, if approved, submitted to the Office of Graduate Studies, by the major professor, using the *Approval of Thesis or Project Proposal* (GR-2 Form).
- The student may then register for thesis credit (ENV S&P 799) and work on the thesis project.
- When the project and thesis document is nearly complete, the student schedules the thesis defense by completing the *Request for Thesis Defense/Project Presentation* (GR-3 Form). For graduation in the fall and spring semesters, the thesis defense must be held before the last day of final exams in a given semester.
- The student files an *Application for Graduation* with the Registrar’s Office through the Student Information System (SIS) prior to November 1 for fall semester graduates, and April 1 for spring and summer semester graduates.
- The scheduled thesis defense meeting takes place. Upon satisfactory completion of the thesis defense, the major professor files the *Approval of Thesis Defense or Project Presentation* (GR-4 Form) with the Office of Graduate Studies. The student then has 20 calendar days after the last day of final exams to submit their final thesis/project document to the Office of Graduate Studies and 42 calendar days after the last day of final exams for all other graduation requirements to be completed and verified.
- The final format of the thesis report is reviewed through the Office of Graduate Studies. Student submits to the Office of Graduate Studies the required number of thesis copies for final approval and deposition in University library.
- Degree is awarded and graduate receives diploma.

## Thesis Requirement

### Graduate Committee

It is important for Environmental Science and Policy students to select a thesis committee as early as possible. The program chair or an adviser for the student’s degree program normally assists in this process. A thesis committee comprised of at least three members must be approved by the program chair. One member is requested by the student to act as the major professor, or chair, of the committee. That person must be a graduate faculty member of the student’s degree program. Thesis committees must include at least two University of Wisconsin-Green Bay faculty members. Students are encouraged, but

not required, to ask a person from outside the University to serve on their committees as the third member.

The thesis committee is responsible for supervising the student's program of study and should:

- guide the student in appropriate selection of graduate courses and specialization studies to ensure that the student is aware of all relevant materials necessary to completely understand the chosen field of study;
- determine whether the student has accumulated and demonstrated sufficient ability to engage in analytic processes of problem solving;
- make certain that the student's project is consistent with the degree, confronts the interdisciplinary relationships of the subject area, and focuses on problem solving methods.

If during the student's course of study, he or she wishes to change committee members or adviser, the student must explain why the change is necessary or desirable. If the change is acceptable to both outgoing and incoming professors, the student must notify the Office of Graduate Studies in writing.

### **Thesis Proposal**

The thesis proposal is a formal document that provides an overview of the planned study. It must include an explanation of the research problem, issue, or situation to be addressed, its relevance or application, and the methods and resources that will be used in completing the project.

On or before the successful completion of twenty-one credits of course work, the student prepares the proposal, using the *Guidelines for Preparing the Proposal* provided by the Office of Graduate Studies. A copy of the *Guidelines* and *Approval of Thesis or Project Proposal* (GR-2 Form) are available on the Office of Graduate Studies website [www.uwgb.edu/graduate](http://www.uwgb.edu/graduate). Once approved, a copy of the approved proposal and the signed GR-2 Form are sent to the Associate Provost for Academic Affairs/Director of Graduate Studies for final approval and inclusion in the student's official file.

### **Registration for Thesis Credit**

Students may only register for thesis credits with an approved proposal on file. Enrollment for thesis credits may be for one to six credits per term and may be spread over several terms as appropriate. *A student must be registered for a minimum of one thesis credit during the term in which a thesis defense is scheduled.*

### **Thesis Document Preparation**

The thesis is a formal document and must be prepared to conform to UW-Green Bay library requirements and graduate program standards. In preparing the thesis document, students should carefully follow the *Style and Format Requirements for the Master's of Science Thesis*. Copies of the guidelines and a copy of the completed *Approval of Thesis or Project Proposal* (GR-2 Form) are mailed to students along with notice of proposal approval. It is the student's responsibility to prepare and present the final document in an acceptable format. Several writers' guides and style manuals are commercially available. To prepare the professional project report, students should carefully follow the guidelines provided by respective course instructors.

### **Thesis Defense**

The thesis defense is an open event attended by the candidate's graduate committee and other interested individuals. The defense permits the committee to ascertain whether the student has adequately understood and seriously attempted to solve a significant problem.

To schedule the thesis defense, the student must file the *Request for Thesis Defense/Project Presentation* (GR-3 Form) with the Office of Graduate Studies at least one week in advance of the proposed date. The thesis defense should be scheduled during one of the academic terms unless other specific arrangements are acceptable to all parties.

Prior to the thesis defense, the Office of Graduate Studies will provide *Approval of Thesis Defense or Project Presentation* (GR-4 Form) to the major professor. After a satisfactory defense, the major professor and committee members sign the form and return it to the Office of Graduate Studies. A dissenting signature must be accompanied by an explanation from the dissenting member. A candidate is considered to have passed his or her thesis defense only after all issues have been resolved and the completed GR-4 Form is returned to the Office of Graduate Studies.

### **Thesis Report Deposition**

1. Upon satisfactory completion of the thesis defense, the candidate is required to supply two copies of his or her thesis, including two copies of any audio/visual components and one additional copy of a title page and abstract, to the Office of Graduate Studies. After the major professor signs the document, the Director of Graduate Studies reviews and signs it or returns the document for revision. Two copies of the final document are forwarded with a binding fee (\$12 per copy, but subject to change), collected from the student, to the UW-Green Bay library as a permanent record of the student's scholarly or creative activity. If the candidate wishes, additional copies provided by the student may be bound at the same per copy fee, payable to UW-Green Bay. Diplomas are not awarded until all degree requirements are met. This includes certification by the Director of Graduate Studies that the thesis conforms to all UW-Green Bay library requirements and graduate program standard thesis defense meeting takes place. Upon satisfactory completion of the thesis defense, the major professor files the *Approval of Thesis Defense or Project Presentation* (GR-4 Form) with the Office of Graduate Studies. The student then has 20 calendar days after the last day of final exams to submit their final thesis/project document to the Office of Graduate Studies and 42 calendar days after the last day of final exams for all other graduation requirements to be completed and verified.
2. The final format of the thesis report is reviewed through the Office of Graduate Studies. Student submits to the Office of Graduate Studies the required number of thesis copies for final approval and deposition in University library.
3. Degree is awarded and graduate receives diploma.

**Fall 2017 Syllabus: Sedimentology & Stratigraphy  
Geoscience 402 (or Geosci. 696):**

Dr. John Luczaj; Lecture in LS 116, Mon & Wed 8:25 am – 9:20 am;  
Lab in 116/115A, Monday 2:15-5:15 pm

**Office:** LS 438; (920) 465-5139; **E-mail:** luczajj@uwgb.edu

**Office Hours:** M & W 9:30 – 10:30 am; open door policy or appointment

**COURSE DESCRIPTION:**

The study of sedimentology focuses on the physical, chemical, and biological processes that contribute to the origin, transport, and deposition of sediments and sedimentary rocks. Stratigraphy is the study and analysis of sedimentary strata that cover most of Earth's surface. Many of the details of Earth's history are preserved in these strata, including effects of sea level changes, climate change, geochemical changes in the oceans and atmosphere, and tectonic processes.

**COURSE OBJECTIVES:**

- To become familiar with the formation and characteristics of sedimentary rocks
- To be able to identify and classify sedimentary rocks, sedimentary structures, and some diagenetic features
- To understand the environments of deposition of sedimentary rocks
- To learn to interpret the temporal and spatial relationships of stratified rocks

**COURSE REQUIREMENTS:**

While this is a 400-level course, Geoscience 202 & 203 are the only prerequisites. I will assume that you may not have had Mineralogy & Petrology, etc. However, I do expect that you know the following:

- Basic processes of Plate Tectonics. You should be able to draw cross-sections through the three types of continental margins and have an understanding of the types of rock types that form at each.
- Basic rock and mineral identification. You should know the difference between a mineral and a rock. You should be able to identify the major igneous intrusive and extrusive rock types in hand specimen: basalt, gabbro, rhyolite, granite, andesite, diorite.
- You should be able to recognize the 9 major rock-forming minerals in hand specimen, especially quartz, feldspar (K-spar and plagioclase), and micas. I can make available review sets of rocks and minerals if you would like to review these (always useful).
- You should be able to recognize a limestone and dolomite in hand specimen.
- You should be able to recognize a sandstone, shale, conglomerate, and breccia in hand specimen.
- You should be able to outline the geologic history of a region if given a simple geologic map.
- You should know the geologic time scale from Geoscience 203, but keep it handy for reference.



## LABORATORY WORK

Some laboratory work may require you to visit the laboratory outside of class hours if you are not able to finish during class time. I have dropped a couple of labs during the semester as “comp time” for the Saturday field trip and for the sieve lab. Please bring textbooks to lab.

## GRADING POLICY:

I will use the following grade scale for this course: A = 90-100%; BA = 85-89.9%; B = 80-84.9%; CB = 76-79.9%; C = 70-75.9%; CD = 67-69.9%; D = 60-66.9%; and F = below 60%.

*Three Midterm Exams:* There will be three exams held during the regular semester. The exams may be a combination of multiple choice, matching, essay, listing, graphing, sketching, and sample identification. Each exam will count for 100 points.

*Final Exam:* 100 points. According to the Registrar, all M & W 8:25 am classes have their final exam on Monday December 18 from 8:00 am – 10:00 am. Be sure to confirm this by using the UWGB Class Schedule or by visiting the UWGB website.

*Field Trip:* 100 points. The required one-day field trip will be held on Saturday November 4, 2017. Students will turn in detailed field notes and a professional composite stratigraphic section.

*Projects:* 100 points. Students will work in teams of 2-3 to complete a field or laboratory project approved by the professor. Final projects are due on or before December 11, 2017. See separate handout for project details.

*Laboratory:* 200 points. This includes laboratory assignments, writing assignments, etc.

TOTAL = ~800 points

*Graduate Student Responsibilities:* Graduate students are expected to incorporate an additional component into their semester project. This could be in the form of field work, lab work, or GIS work associated with their topic OR a substantial class presentation to be agreed upon by the instructor. Please see me early in the semester to discuss topics.

## General Saturday Field Trip Guidelines

- Attendance is mandatory, so plan ahead for the field trip now. Let me know immediately if you have a conflict.
- I will need to have at least one person certified to drive on field trips. Please see me or email me if you're willing to do this.
- You must join the trip at UW-Green Bay, not at one of the stops.
- Clothing should be casual. Long sleeves and jeans are recommended, along with **tennis shoes or boots**. ***Prepare appropriately for the weather!*** Bring a coat, gloves, and a hat if necessary. **Wear something you can get dirty.** We will be away from the vehicles for an extended period of time.
- Bring a lunch. There will be rest stops at gas stations where you can buy something.
- Bring plenty of fluids. Even on a cold day you can get surprisingly dehydrated.
- No alcoholic beverages are permitted.

- There could be ticks or poison ivy in the brush at a couple of stops. Long sleeves and jeans are recommended. Check yourself carefully. (Ticks shouldn't be a problem in late October)
- You must use the university transportation provided for insurance reasons.

## CLASS POLICIES

Please be courteous to your fellow students. Show up for class on time, and restrain from talking during lectures. Please turn off pagers, laptops, and cell phones. Recording of lectures is not permitted without the instructor's approval. Students are discouraged from walking out of the lecture hall during class. Please read assignments prior to lecture. You will have an easier time grasping the material if you do so. No makeup of exams will be allowed without prior approval or an excellent excuse. Makeup exams may be given during finals week and may be partially or completely essay exams. Please notify me (465-5139) [luczajj@uwgb.edu](mailto:luczajj@uwgb.edu) as soon as possible if you miss an exam. I strongly encourage you to attend all lectures because good attendance correlates with good grades! **Calculators and Cell Phones, etc. are not allowed on exams (unless indicated) – they must be turned off and put away.**

Please ask questions if something that is presented in class isn't clear. I'll do my best to answer your questions, or I'll try to find the answer for the next class if I don't know the answer. Don't hesitate to come to office hours or to arrange an appointment to discuss concerns you may have about the course. **You should have a dedicated notebook for this class.** If you are having trouble, please see me for help! I will do everything I can to help you succeed in the course, but it is up to you to ask for help.

Good note taking skills will be invaluable to you in your future career. I will be happy to help you organize your notes or alter your methodology if you are having trouble. Please ask me if you missed something in class. You might consider taking notes in a different style from many other courses. Don't just write a brief outline in your notes. Because geoscience is a visually intensive subject, the interrelationship between words and pictures/drawings is essential. ***Draw sketches in your notes*** labeling the important features. Summarize the critical meaning, sequence of events, or cause/effect of processes in your notes. These are the concepts that will be on the exams and are what I'd like you to remember after the course is finished.

Group discussion is useful and allows students to reach a better understanding of the material. However, you are responsible for your own exams and assignments. Cheating on exams will not be tolerated. See [http://www.uwgb.edu/deanofstudents/policies\\_procedures/students/uws14\\_17\\_18.html](http://www.uwgb.edu/deanofstudents/policies_procedures/students/uws14_17_18.html) for details regarding the student academic policies at UWGB.

As required by federal law and UWGB policy for Individuals with Disabilities, students with a disability who need special accommodations must contact the Disability Services Office at 465-2841. Reasonable accommodations can be made unless they alter the essential components of the class. Please contact the Disability Services Coordinator and me in a timely manner to make alternative arrangements.

## LECTURE SCHEDULE

<u>Dates</u>	<u>Topic</u>	<u>Reading</u>
Sept. 6	Significance of Sedimentary Geology; Weathering Processes	Chapters 1
Sept. 11, 13	Sedimentary Textures	Chapter 3
Sept. 18, 20	Sedimentary Transport Mechanisms	Chapter 2
Sept. 25, 27	Sedimentary Structures	Chapter 4
Oct. 2	Finish up; Begin Siliciclastic Rocks	
<b>Oct. 4</b>	<b>EXAM #1</b>	
Oct. 9, 11	Siliciclastic Sedimentary Rocks	Chapters 5
Oct. 16, 18	Clastic Depositional Environments	Chapters 8, 9, 10
Oct. 23	Finish up.	
<b>October 25</b>	<b>EXAM #2</b>	
Oct. 30, Nov. 1	Carbonate Sedimentary Rocks	Chapter 6
Nov. 6, 8	Evaporites and Other Oddities	Chapter 7
<b>November 4</b>	<b>Saturday Field Trip – 8:00 am-4:30 pm</b>	Field Trip Preassignment
Nov. 13, 15	Carbonate and Evaporite Environments	Chapter 11
Nov. 22, 20	Post-Depositional Processes: Diagenesis	Ch. 5.5, 6.8; Handout
<b>Nov. 27</b>	<b>EXAM #3</b>	
Nov. 29	Stratigraphic Principles	Chapter 12; skim Ch. 13
Dec. 4	Biostratigraphy	Chapter 14
Dec. 6, 11	Chronostratigraphy; Chemostratigraphy & Geologic Time	Chapter 15
Dec. 13	Sedimentary Basins	Chapter 16
<b>Dec. 18<sup>th</sup></b>	<b>Final Exam 8:00 am – 10:00 am</b>	

The Final Exam is on Monday Dec. 18, 2017 from 8:00 am – 10:00 am.

### REQUIRED COURSE MATERIALS:

**Textbooks:** Principles of Sedimentology and Stratigraphy (5<sup>th</sup> ed.), Boggs: Pearson Prentice Hall, 2012.

### OPTIONAL, BUT RECOMMENDED MATERIALS:

**Sedimentary Rocks in the Field (A Color Guide)**, Stow: Academic Press, 2006.

**Hand Lens:** The bookstore has these available, but there are better versions available online or through catalogs that will last you for decades.

**Grain Size Chart:** These are available through a number of suppliers.

Please note: This syllabus is subject to change at any point during the semester.

### **LABORATORY SCHEDULE**

<b>Dates</b>	<b>Laboratory Topic</b>
Sept. 11	Minerals Review; Weathering
Sept. 18	Sand Analysis
Sept. 25	Field Lab – Measuring Stratigraphic Sections
Oct. 2	Sedimentary Structures
Oct. 9	Field Lab – Algoma Beach
Oct. 16	Siliciclastic Rocks
Oct. 23	Field Lab – Carbonate Outcrops
Oct. 30	Carbonate Rocks
Nov. 6	Evaporites and other Chemical Sediments
Nov. 13	1 hour lecture; TBD
Nov. 20	Diagenesis Lab
Nov. 27	Stratigraphy – Drill Core and Geophysical Logs
Dec. 4	<b>Open Lab – work on projects</b>
Dec. 11	<b>Project Presentations</b>

**THE FIELD TRIP WILL BE ON: Saturday, 4 November 2017**

# HUM DEV 344/544: Dying, Death, and Loss

Fall 2017

SEC 0001 (#9939)

Tues/Thurs 9:30 – 10:50 AM MAC223

**Instructor:** Illene N. Cupit, Ph.D.

**Office:** MAC 325

**Email:** cupiti@uwgb.edu (please put HUM DEV 344 in subject line)

**Phone:** 920-465-2703

**Office Hours:** Monday & Wednesday: 9:30 – 11:30; Tuesday 3:00 – 5:00 or by appointment.

**Course website :** Course announcements, grades, the syllabus, assignments, exams, readings and other information relevant to the course will be posted on D2L : <https://uwgb.courses.wisconsin.edu>. Please look at this site regularly for course updates and notifications. In addition, I will use your campus email account to communicate with you so please check this regularly. If you send an email to me, please put HumDev 344 in the subject line.

Technical support for D2L is available through Academic Technology Services at 920-465-2286.

## Course Description and Goals:

For many of you, this will be a first experience with death education. This course will attempt to illuminate an often hidden, but significant dimension of human development. We will study death and dying from an interdisciplinary perspective, and examine the research findings on a variety of topics, such as grief, attitudes toward death, and the process of dying. As such, it is an introductory, survey course. Exploring death is an intensely emotional as well as intellectual experience. The material in this course is designed to meet a number of goals that will help students to approach death and dying with greater understanding and personal insight. Students completing this course should be able to:

- ❖ Recognize some of the taboos surrounding death language so that they can read and discourse upon death rationally with greater confidence.
- ❖ Begin the process of developing their personal philosophies regarding **both** life and death.
- ❖ Recognize how aspects of death vary within and between cultures.
- ❖ Understand the universal and individual dynamics of grief.
- ❖ Be sensitive to developmental issues related to death, dying, and grief.
- ❖ Discuss the ethics of death and dying in a rapidly changing society.
- ❖ Recognize the professionalization of the field in terms of death education and grief counseling.
- ❖ Provide service to our community through death education.
- ❖ Write more effectively and work toward fulfilling the General Education Student Learning Outcomes of communicating effectively through writing, understanding the importance of an interdisciplinary approach to the study of death and dying, and learning about the impact that social institutions and values have on individuals and groups in a culture.
- ❖ Use APA style effectively when writing papers
- ❖ Work toward fulfilling the Learning Outcomes of the Human Program (see <http://www.uwgb.edu/human-development/program/learning/>)

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## What This Course is **NOT**:

- ❖ A course that requires only memorization. This is an issues-oriented class intended to engage you in critically thinking through a number of important life and death concerns.
- ❖ A course on techniques of grief counseling—you will have to go to graduate school to learn how to do grief therapy.
- ❖ A course for self-therapy. Although I believe that knowledge is power, I cannot guarantee that you will feel better about death and dying at the end of the course.
- ❖ A course that focuses solely on the psychology of death. We also will be discussing biological, medical, historical, philosophical, economic and developmental issues of death and dying.
- ❖ Totally glum and sad. Believe it or not, much about death is quite funny and at the very least interesting!

## My Teaching Philosophy

- ❖ At heart, I am an attachment theorist. I truly believe that genuine teaching and learning arise out of the relationships we form together in and out of the classroom.
- ❖ Teaching and learning involve collaborative processes. I have much to learn from you, and you from me. And you can learn from the others who are taking this course, whom I consider to be your colleagues.
- ❖ I have high expectations of myself and of you. I know that there is a lot of reading for this course, But I also KNOW what my students are capable of doing in their education, and I hope that you might even surprise yourselves!

## Required Books:

Sandberg, S. and Grant, A. (2017). *Option B. Facing adversity, building resilience, and finding joy*. New York: Alfred A. Knopf

Any manual, handbook, pamphlet or handout on APA style, Sixth Edition. For those of you who are seriously considering becoming a Human Development or Psychology major, you may want to consider purchasing the Publication manual of the American Psychological Association (6<sup>th</sup> ed.). Materials on the use of APA style appear on the D2L site for this course.

## Electronic Readings (listed in APA citation format for you to use in reference sections):

There are no textbooks to purchase for this course. I have put together a set of readings on D2L from a variety of books and articles. The **books** that I have used are:

- ❖ Corr, C.A and Corr, D.M. (2013). *Death and dying, life and living*. (7<sup>th</sup> Ed.). Belmont, CA: Thomson Wadsworth.

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- ❖ Despelder, L. and Stricklund, A. (2015). *The last dance*. (10<sup>th</sup> Ed.). New York: McGraw-Hill
- ❖ Leming, M.R. and Dickinson, G.E. (2016). *Understanding dying, death, & bereavement*. (8<sup>th</sup> Ed.). Belmont, CA: Wadsworth.

### Articles (listed in APA citation format for you to use in reference sections):

- Basler, B. (2004). Green graveyards—a natural way to go. *AARP Bulletin*.
- Bliatout, B.T. (1993). Hmong death customs: Traditional and acculturated. In D.P. Irish, K.F. Lundquist, & V.J. Nelsen (Eds.). *Variations in dying, death, and grief*. Washington, DC: Taylor & Francis. (pp. 79-100).
- Boss, P. (1999). *Ambiguous loss* (Chapter 1). Cambridge, MA: Harvard University Press.
- Cain, C.C., and Lafreniere, L.S. (2015). The taunting of parentally bereaved children: An exploratory study. *Death Studies, 39*, 219-225. DOI: 10.1080/07481187.2014.975870
- McRitchie, R., McKenzie, K., Quayle, E., Harlin, M. and Neumann, K. (2014). How adults with an intellectual disability experience bereavement and grief: A qualitative exploration. *Death Studies, 38*, 179-185.
- Moore, J., Magee, S., Gamreklidze, E. and Kowalewski, J. (2017). Social media mourning: Using grounded theory to explore how people grieve on social networking sites. *Omega-Journal of Death and Dying*, DOI: [10.1177/0030222817709691](https://doi.org/10.1177/0030222817709691)
- Plopper, B.L., and Ness, M.E. (1993). Death as portrayed to adolescents through Top 40 rock and roll music. *Adolescence, 28*, 793-807.
- Song, J., Bartels, D.M., Ratner, E.R., Alderton, L., Hudson, B., and Ahluwalia, J.S. (2007). Dying on the streets. *Journal of General Internal Medicine, 22*, 435-441.
- Stevenson, R.G. (2017). Children and death: What do they know and when do they learn it? In R. Stevenson and G. Cox (Eds.). *Children, adolescents and death: Questions and answers* (pp. 3-24). New York: Routledge.
- Worden, J.W. (2017). Forms of complicated grief. In K.J. Doka and A.S. Tucci (Eds.). *When grief is complicated* (pp. 17-30). Washington, DC: Hospice Foundation of America.

### Additional Readings Found Under “Death in the News” on D2L website

### Course Requirements (Without Extra Credit = 600 pts. With Extra Credit Maximum # of pts = 653):

**Writing Emphasis:** Because this is a writing emphasis course, your written assignments will be evaluated both on content and quality of writing. In addition to the content, therefore, your grades will be based on the organization and development of ideas, clarity of expression, coherence between sentences and paragraphs, and proper use of English. Students are encouraged to visit the Writing Center.

1. **Exams (3) each worth 100 points:** During the course three noncumulative exams will be given. They will include both multiple choice and essay questions. Questions on the exams come from material in the online lectures, and readings. The multiple choice part of the exam will be located under “Quizzes” in D2L. The essay portion of exams will be completed in the “Dropbox” section of D2L. Essay questions are open book and will involve using your readings. The third

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exam essay is based on a class activity based on the Sandberg, 2017 book. Students will bring in their notes on the book and help to create an Option B fact sheet for grieving college students.

2. **Thanatology Project:** A list of projects will be provided to the class. Students are expected to complete one of these projects, which is worth up to **200 points (Project + plan)**. Prior to working on the project students must complete a reference form, project plan and ethics form worth a total of **50 points**. The thanatology project will conform to APA style and will be presented in a *virtual poster session* by the due date. Students may elect to do this project in pairs. Review the guidelines and video for these projects under the Contents section of D2L.

### Comments on others' projects:

Provide feedback on up to 6 individual projects. Each comment is worth up to 2 points.

### Group Project: Running Death Cafes (100 points)

What is Death Cafe? Website: [deathcafe.com/](http://deathcafe.com/)

*“At a **Death Cafe** people, often strangers, gather to eat cake, drink tea and discuss **death**. Our objective is 'to increase awareness of **death** with a view to helping people make the most of their (finite) lives'. A **Death Cafe** is a group directed discussion of **death** with no agenda, objectives or themes.”*

This group project involves researching death cafes (research findings to be posted on D2L), publicizing and hosting the cafes, and then instructing the class on what was learned. The death cafes will take place off campus. **Plan for these to occur on October 24, 2017.** Each group will be responsible for organizing and publicizing the cafés, selecting the venue (coffee shop around Green Bay; a group member's workplace, area YMCAs, one group at the campus Coffee Shop). Additional guidelines will be forthcoming.

### Extra Credit (35):

- For extra credit, select **one** of the following topics and write a 2 - page double-spaced analysis. You must have at least one reference that may come from our required readings, a “Death In the News” article, or a scholarly article of your finding. The dropbox for this option will be open from the beginning of the semester until **October 26, 2017 (11:59 pm)**. Submissions past this date will not be accepted.

**Topic 1: First death experience:** Describe your first significant experience with death (including animals or pets). Include your age at the time of the death, who died, and important memories of the event. This could be an early memory, even if it is fragmented. In what ways do you feel that you were supported (and not supported) at that time? In what ways did this loss experience influence your reaction to subsequent losses in your life?

**Topic 2: Cross-cultural analysis.** For this option, you may either 1) interview someone from another country or culture about the types of customs, rituals, or issues with



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regard to dying, death, and loss or 2) view the film "Departures" (2008 film). Write you have learned and how death is viewed and ritualized in another culture and how that contrasts with your own cultural traditions.


**Topic 3: Your own Death Café:** If you love doing the death café for strangers, try grabbing a few of your friends and/or family members, serve cake and have a discussion about issues of death and dying. Write about how many people there were, and what topics came up in the discussion. Please include a picture of your Death Café!

### 6 Attendance Policy:

Although there are no penalties for missing most classes, it is important that you attend. **Any student who misses 1/3 or more class sessions (8) will receive a failing grade for the course.** In addition, 6 extra points will be added to the total exam score. The **ONLY** excused absence for this extra credit option is a school-related function or a major family emergency. A sign-up sheet will be circulated at the beginning of each class.

### Grading

Your learning achievements will be assessed as follows:

Project	150 points
References, Project Plan & Ethics Form	50 points
Death Café Group Project	100 points
3 exams @ 100 points each	300 points
Extra Credit 	
Paper on one of 3 topics	35 points
Perfect Attendance	6 points
Poster comments	2 – 12 points

Total	600 points (without Extra Credit)
	With all Extra Credit Awarded Maximum = 653 pts)

Final letter grades will be assigned based on your total score, using the following cutoffs (grades will *not* be rounded up or down):

Letter	Range of Points	Letter	Range of Points
A	552+ (92.0-100%)	C	420+ (70.0-74.9%)
A/B	522+ (87.0-91.9%)	C/D	390+ (65 – 69.9%)
B	480+ (80.0-86.9%)	D	360+ (60 – 64.9%)
B/C	450+ (75.0-79.9%)	F	(below 59%)

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### HUD 544 Additional Requirements

1. In addition to the above, graduate students will be required to do both a Service Learning and research project.
2. Graduate students shall read ten chapters from Berzoff, J. & Silverman, P.R. (Eds.) (2004). *Living with dying. A handbook for end-of-life healthcare practitioners*. New York: Columbia University Press. Students will write a brief summary of the chapters and discuss how what they have learned applies to social work practice.

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### Class policies

1. Honor Code Policy: All work for this course is based upon the assumption that students are applying the highest standards of academic honesty and integrity. In order to affirm this practice, I am requiring that **all written work** include the following statement, which must be signed (can be electronic) and dated. Your affirmation should appear on the last page of your work. Papers without this affirmation will not be graded.

**"I affirm that this paper reflects my own work and writing."  
*Signature, Date***

2. Attendance is expected for each class session—especially for in-class activities and for guest speakers (see section on "Attendance").
3. You are expected to complete all work by the posted due dates. **Points will be deducted for late work (after a specified deadline, without a valid, pre-approved deadline)**. Makeup exams will not be given except for extreme circumstances.
4. If you are having problems at any point in time with the above requirements, please don't hesitate to contact me.
5. Please turn off cell phones during class except when we use the phones for classwork. Do **not** text message during class.
6. You may use a laptop/tablet in class **ONLY** for note taking and project work.
7. **As required by federal law and UW-Green Bay policy for Individuals with Disabilities, students with a documented disability who need accommodations must contact the Disability Services Office at 465-2841. Reasonable accommodations can be made unless they alter the essential components of the class. Contact the instructor and Disability Services Coordinator in a timely manner to formulate alternative arrangements.**
8. **Student Bereavement Policy**  
Upon approval from the Dean of Students, students who experience the death of a loved one are allowed one week, commencing from the day of notification to the Dean of Students, of excused absence. Students may also take a Bereavement Leave of Absence for the semester in which the death occurs. Permission to do so will occur upon consultation with the Dean of Students. For more information, please see the Dean of Students website:  
[http://www.uwgb.edu/deanofstudents/policies\\_procedures/students/studentbereavement.html](http://www.uwgb.edu/deanofstudents/policies_procedures/students/studentbereavement.html)

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## Communication:

### What I Expect From You

- Study; attend class and participate
- Come prepared to discuss the material
- Be respectful of others and their ideas
- Participate fully in group work.
- Complete assignments/exams on time
- Communicate with me if you have problems or issues with the course
- Laugh at my jokes

### What You Can Expect From Me

- Be available via email (I will try to respond with 1 business day), after class, and during office hours
- Be respectful of you and your ideas
- Try to return assignments/exam essays within a reasonable timeframe—please give me time to do so—it is labor intensive work!!
- Always try to answer your questions unless it is in the syllabus.
- Laugh at your jokes

**Disclaimer:** Any typographical errors and the schedule in this Course Outline are subject to change and will be announced in class.

## HUM DEV 344/544: Dying, Death, and Loss

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**COURSE SCHEDULE AND READINGS:  
TOPIC: INTRODUCTION: THINKING ABOUT DEATH**

DATE	READINGS	COMMENTS
(T) September 5	Introduction to Course Corr & Corr: Chapter 2	Familiarize yourself with the syllabus
(Th) September 7		Bring in a recent picture of yourself (write your name on the back)
(T) September 12	CC: Chapter 4 (pp. 94-102) Death Café Information and Organization	
(Th) September 14	Death Anxiety	
(T) September 19	Death Anxiety	
(Th) September 21 <b>Online Class</b>	Learning How to Do Research in Thanatology Project Guidelines Read Plopper & Ness (1993)	See video of Project Guidelines online.
(T) September 26	The Death System Corr & Corr Chapter 4 (pp. 70-78) Hmong Perspectives on death Reading: Bliatout (1993)	

**TOPIC: DEVELOPMENTAL DIMENSIONS OF DEATH AND DYING**

DATE	READINGS	COMMENTS
(Th) September 28	Stevenson (2017)	Post Information (within your groups) About Death Cafes Including Venues on D2L Discussion Section
(T) October 3	Sandberg & Grant (2017) Chapters 1 & 2 Reading: Cain & Lafreniere (2015)	
(Th) October 5		Guest Speaker- Child Life Specialist, St. Vincent Hospital
<b>TAKE EXAM 1 ANYTIME FROM TUESDAY OCT 3 (12:00 am) – FRIDAY OCT 6 (11:59 pm)</b>		
(T) October 10	Sandberg & Grant (2017) Chapters	

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	3 & 4	
(Th) October 12	Moore, Magee, Gamreklidze and Kowaleswski (2017)	
(T) October 17	Sandberg & Grant (2017) Chapters 5 & 6	<b>EARLY BIRD PROJECT PLANS DUE</b>

### TOPIC: BEREAVEMENT AND GRIEF & FUNERALS

DATE	READINGS	COMMENTS
(Th) October 19	Introduction to Grief Corr & Corr Chapter 9	
(T) October 24	Death Café Day! – No classes	
(Th) October 26	Leming & Dickinson, Chapter 11	<b>Final Due Date for Extra Credit Papers</b>
(T) October 31	Funeral Home Tour Blaser (2004)	Proko-Wall Funeral Home 1630 E. Mason (920-468-4111)
(Th) November 2	Reading: Boss (1999); McRitchie et al. (2014)	<b>FINAL DUE DATE FOR PROJECT PLANS</b>
(T) November 7	Death Café Presentations	
(Th) November 9	Complicated Grief (Worden, 2017)	
<b>TAKE EXAM 2 BETWEEN TUESDAY NOV 7 (12:00 am) AND FRIDAY NOV 10 (11:59 pm)</b>		

### TOPIC: THE EXPERIENCE OF DYING & MEDICAL ETHICS

DATE	READING	COMMENT
(T) November 14	DeSpelder & Stricklund Chapter 7	
(Th) November 16	Grant & Sandberg (2017) Chapters 7 & 8	
(T) November 21	Grant & Sandberg (2017) Chapters 9 & 10	Option B Activity
(Th) November 23	<b>THANKSGIVING!!!</b>	
(T) November 28	Reading: Song et al. (2007)	Guest Speaker from Unity Hospice

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DATE	READING	COMMENT
(Th) November 30	Despelder & Stricklund Chapter 6	
(T) December 5		<b>Projects Due Dec 5 (11:59 pm)— Upload in Discussions on D2L</b>
(Th) December 7		<b>Comments on projects due @ 11:59 pm</b>
(T) December 12	Course Wrap-Up	

**TAKE EXAM 3 BETWEEN TUESDAY DEC 12 (12:00 am) AND FRIDAY DEC 15 (11:59 pm)**

# Syllabus for HWM 750 Planning and Evaluation for Wellness Managers

**Important Note:** The course site does not offer a way to compile pages and print them out. The information under the Syllabus heading in your course is all on separate pages. This document provides the syllabus information in one single document, but with one caveat: For the majority of the courses in this program, **all** of the information on those separate pages is repeated in this compiled document. However, lengthy guidelines, detailed rubrics and policies, and other very detailed information are not included in this document. **Please always check the course pages to make sure you have all of the information you need.**

## Instructor Information

Lora Warner, PhD

**E-mail:** warnerl@uwgb.edu

## Course Description

The purpose of this course is to examine planning and evaluation as inter-related, cyclical activities. Students will examine major activities and processes involved in planning and evaluating wellness programs.

## Course Learning Outcomes

At the end of the course, students should be able to:

1. Apply generalized planning model to prepare complete proposal for wellness program.
2. Clarify the need for and focus a program using evaluation techniques.
3. Develop effective measurement tools to use in program planning and evaluation.
4. Build the program using change theory, logic models, goals and objectives, and budgets.
5. Discuss the methods to manage program implementation.
6. Differentiate between formative, process, outcome, impact, and summative evaluation.
7. Discuss the ethical standards and risks inherent in evaluation and how to address them.
8. Construct an evaluation approach to measure and improve program effectiveness.

## Course Materials

- McKenzie, J. F., Neiger, B. L., & Thackeray, R. (2016). *Planning, implementing, & evaluating health promotion programs: A primer (7th Ed.)*. Pearson.

## Course Requirements

**Readings/Viewings:**



Readings come from the textbook, *Planning, implementing, & evaluating health promotion programs* (7th ed.) (McKenzie, Neiger & Thackeray, 2016). Additional resources include articles, videos, and other interactive content interspersed throughout the course.

**Assignments:**

The assignments provide opportunities to apply the skills and knowledge required for successful completion of the course. Assignments must be well organized, use scholarly tone, follow APA style, be consistent with graduate-level writing/communication style, and be turned in on time. All individual and group assignments should be uploaded via the Dropbox. Check your grades in D2L for feedback on assignments, and refer to the Course Calendar for all due dates.

**Participation in Discussions:**

Your instructor strives to foster an inclusive, comfortable environment where students are encouraged to participate whether in the form of class discussions, small group activities, or simply personal engagement with the material. Students bring with them a rich diversity of experiences and perspectives. Sharing your views and ideas in class is encouraged as it often adds to the richness of the learning environment and in some cases may spark thoughtful discussion or debate. Differences of opinion are to be expected, but students must be respectful of their fellow students (and instructor) regardless of how you may view their opinions.

A discussion rubric will be used to grade the required discussion assignments. This rubric focuses on categories that define and describe the important components of the discussion. Each category contains a gradation of levels of completion or competence with a score assigned to each level and a clear description of what criteria need to be met to attain the score at each level. In addition, please pay attention to grammar and spelling.

**Group Project:**

For each part of the semester project, it will be necessary for you to collaborate with your group members. The exchange of ideas between colleagues engaged in scholarly inquiry is a key aspect of graduate-level learning and a requisite activity in this course. You are expected to interact with your peers in a meaningful, respectful, and professional manner. Please participate in your semester project discussions with an open mind and a willingness to share your thoughts with others. A fundamental principle of learning is the sharing and acknowledgement of others' ideas. That includes respecting the opinions of others even if your own opinions differ from theirs. Please keep in mind that a diversity of opinions makes for an enriched learning environment. The format of the final paper will be discussed in class. You will be asked, confidentially, to rate the participation of your group members (individual project component assignment).

**Policy on Late Assignments:**

Students are expected to submit assignments by the due dates noted in the course. In extenuating circumstances, the student must contact the instructor as soon as possible to discuss the situation. In those circumstances, the appropriate course of action will be discussed.

**Support for Students with Disabilities:**

My highest priority is for our class and course work to facilitate participation and exchange. I am eager to make accommodations to guarantee persons with disabilities access to any of the class content. Please let me know as soon as possible if you have a disability for which accommodations will be needed.

### Grading Policy

Semester Group Project	150
Semester Group Project Individual Components	30
Discussion Posts (4)	31
Applied Learning Activities (4)	200
Analyses (3)	120
Total	531 Points

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 59 or less %

Professional Project  
**MANAGMNT 796-9582**  
Fall 2016

INSTRUCTOR: Dr. Meir Russ  
OFFICE: Wood Hall 470  
OFFICE PHONE: 465-2757  
OFFICE HOURS: **By appointment**  
E-mails russm@uwgb.edu meir.russ@gmail.com

### Introduction

The course is designed to provide the students an opportunity to engage in a culminating educational experience, where the student, under the supervision of the instructor, conducts an individual study employing theory, concepts and methods learned in the Masters of Management program to solve a problem of significant importance from a practical and/or theoretical standpoint. The project should involve a synthesis of theory, concepts and methods learned in more than one course, and demonstrate knowledge of previous academic and practical work in the area of study.

This course is an intense application experience that requires considerable personal investment. It is a very individual process and the student is responsible to bring it to fruition. The role of the instructor is to mentor the learning process.

### Course Outcomes

Upon completion of this course, the student will be able to:

1. Demonstrate graduate level ability to identify a significant and manageable project framework that is derived from a complex issue. This includes, the focal issue, the scope and depth of the components associated with the project, and justification of the practical and learning contributions derived from the project – both individual and the for the organization for which the project is being conducted.
2. Demonstrate graduate level ability to apply the appropriate theories and tools to understand and to resolve a complex organizational issue.
3. Exhibit graduate level ability to conduct primary and/or secondary research as appropriate for the issue identified.
4. Present information (including tables, figures, and other appropriate techniques) in a manner consistent with management writing at the mid to upper executive level and grounded in the editorial guidelines established by the American Psychological Association.

## Prerequisites

- Graduate standing
- 21 graduate credits completed

## Course Grading

A	-- 93-100%	A/B	-- 88-92.9
B	-- 80-87.9		
C	-- <b>70-79.9</b>	<b>D</b>	-- <b>60-69.9</b>
		<b>F</b>	-- <b>below 60%</b>

## Expectations:

### The student

- To find a project topic
- To properly plan the project (use the Guidelines for Preparing the Thesis Proposal at UWGB's Office of Graduate Studies web site, and previously submitted "good" projects- available from the instructor or from the program coordinator, for additional guidelines)
- To set up, and submit in writing, the prospectus for the project, including the topic, the time frame and the deliverables
- To carry out the research
- To schedule appointments as needed (if feedback from the instructor is expected, the draft needs to be sent at least 72 hours prior to the meeting)
- To write the project report according to the appropriate format
- To submit all deliverables in a timely manner as agreed
- To inform the instructor of any deviations from the project prospectus and delays in the process

### The instructor

- To guide the student through the learning process
- To provide the student with background information and/or to act as a contact person with an expert on the subject matter
- To check the quality of the proposed project topic
- To approve the project prospectus
- To provide timely feedback as needed
- To provide the final grade

### The Project

- Must be authentic
- Must be theory based
- Must be verifiable
- Must be (at least in principle) reproducible
- Must be completed at least at graduate level "B" to be considered acceptable to present and submit to the Graduate Office

## Completion Requirements

1. 20% Process (meetings, etc. 15%).

The NIH training regarding "Protecting human research participants" must be taken during the semester, available at <http://phrp.nihtraining.com/users/login.php>

Provide a copy of the certificate of training completion no later than when submitting your final paper, on or before Dec 5, 2016.

This will account as 5% for your final grade.

2. 80% Individual written project paper

- 2.1 Prospectus for the Professional Project Paper (due week 2) (5%).

- 2.2 Final Professional Project Paper (due no later than **Dec 5<sup>th</sup>, 2016**) (75%).

### Guidelines for written academic work

It is expected that your written assignments will be completed in a professional graduate level manner. Your written papers should have perfect grammar, spelling and punctuation. They should communicate ideas clearly, concisely and completely within the context of the subject matter.

Your paper should follow the guidelines of the most recent version of the Publication Manual of the American Psychological Association. They must be typed and spell-checked. Hand written papers will NOT be accepted.

Some APA sources that you may find helpful are:

<https://owl.english.purdue.edu/owl/resource/560/01/>

<http://www.webster.edu/academic-resource-center/writingcenter/writing-tips/apa.html>

[https://www.library.cornell.edu/sites/default/files/apa\\_2010.pdf](https://www.library.cornell.edu/sites/default/files/apa_2010.pdf)

### Guidelines for writing the professional project final paper

The following sources could be helpful in writing the final paper. The guidelines are consistent with the paper's outline listed below (p. 4).

<http://www.jou.ufl.edu/grad/forms/Guidelines-for-writing-thesis-or-dissertation.pdf>

[http://www.communication.uottawa.ca/eng/pdf/Guide-english\\_DEPT.pdf](http://www.communication.uottawa.ca/eng/pdf/Guide-english_DEPT.pdf)

<http://www.csus.edu/coe/academics/graduate/handbooks/assets/eds-master-thesis-project-guideline.pdf> pp. 12-24

<http://www.oxbridgeessays.com/blog/dissertation-writing-2/>

You also may want to look into:

[http://www.liberty.edu/media/1136/Introduction%20to%20Graduate%20Writing%20\(full%20text\).pdf](http://www.liberty.edu/media/1136/Introduction%20to%20Graduate%20Writing%20(full%20text).pdf)

[http://faculty.chicagobooth.edu/john.cochrane/research/papers/phd\\_paper\\_writing.pdf](http://faculty.chicagobooth.edu/john.cochrane/research/papers/phd_paper_writing.pdf)

Your paper should include the following signed Authenticity Declaration.

### **Authenticity Declaration**

I hereby declare that (the title of your paper in bold) is my own work. This paper has not been submitted previously for any other class, degree or examination in this, or in any other university. I also declare that all the sources I have used or quoted have been indicated and acknowledged properly as complete references.

Your name  
Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Professional Project  
**MANAGMNT 796**  
INDIVIDUAL FINAL PAPER

Grade: You will be graded on each of the following parts:

- Part:
- 1) Abstract-5%
  - 2) Table of contents, Tables, etc-5%
  - 3) Ch. 1-Introduction-10%
  - 4) Ch. 2-Literature review-10%
  - 5) Ch. 3-Methodology-10%
  - 6) Ch. 4-Application results-10%
  - 7) Ch. 5- Learning Conclusions and Implications -10%
  - 8) References-5%
  - 9) Appendices-5%

Scale: The points for parts 1-9 will be awarded based on the following scale:

- 0 - Responded to none of information requested.
- 1 - Responded to very little of information requested.
- 2 - Responded to little of information requested.
- 3 - Responded to some of information requested.
- 4 - Responded to most of information requested.
- 5 - Section is a complete response to information requested.

Due Dates: Week 2 Hand In: Prospectus for the Paper  
Week 14 Hand In: Final Paper (no later than Dec 5<sup>th</sup>, 2016)

**PROSPECTUS**

Specifications:

1. Contain written approval from the "project owner" (if applicable).
2. Covers as a minimum:
  - a. Project title, identification of the local organization and "project owner" if applicable.
  - b. Description of the issue.
  - c. Information collection approach.
  - d. Plan for project completion.
  - e. "Project owner's" (if applicable) phone and fax numbers.

Due Date: Week 2 Hand In: Prospectus for the Professional Project

**Math 667 – Applied Regression Analysis**  
Fall 2017  
Syllabus

**Instructor:** Saeid Amiri, Ph.D.  
**Office:** LS 407

**Time:** 12:45PM – 2:05PM, MWF

**Telephone:** 465-2266  
**Office Hours:** MWF 3:40– 5:00 or by appointment.  
**Email:** [amiris@uwgb.edu](mailto:amiris@uwgb.edu)

**Room:** IS-1129B PC Lab

**Course Website**

I will post announcements, lecture notes, and other course information in UWGB website.

**Course Description and Objectives**

The main objective of this course is to learn basic methods required for data analysis and interpretation with statistical software (primarily R). This includes learning the methods listed below, as well as learning how to draw conclusions and communicate analysis results. Topics will include: simple and multiple linear regression, transformations, ANOVA, dummy variable regression, model selection and checking, diagnostics, and logistic regression. Other topics may also be covered, as well.

Through hands-on experience in lab and homework. Upon completion of the course students are expected to acquire a strong foundation in the fundamentals of statistical inference.

**Office Hours:** My office hours are MWF from 3:40– 5:00 pm. I should be in my office at those times listed if you need help. No appointment is necessary. You can just stop by. If these times are not convenient for you, you can make an appointment with me through email.

**Textbooks**

Applied Regression Analysis & Generalized Linear Models, 3rd edition, 2015, by John Fox. <https://us.sagepub.com/en-us/nam/applied-regression-analysis-and-generalized-linear-models/book237254>

An R Companion to Applied Regression, 2nd edition, 2011, by John Fox and Harvey Sanford Weisberg. <http://socserv.mcmaster.ca/jfox/Books/Companion/index.html>

**Grades:** Your semester grade will consist of the following components:  
Your exam\quiz scores are averaged and are worth 45% of your grade.  
Homework assignment: 15%.  
Project: 15%.  
The final exam is worth 25% your grade.



**Grading Scale:** The grade scale for all assignments and for the course grade is

92-100% for an A

86-91% for an AB

80-85% for a B

77-79% for a BC

70-76% for a C

67-69% for a CD

60-66% for a D

and below 60% for a F.

### **R Software**

R is open-source statistical software and freely available at <http://www.r-project.org>.

### **Exams**

The final will be comprehensive. You may bring four one-sided pieces of paper to the final for handwritten notes.

### **Attendance**

Attendance is very vital to your success in this class. Regular attendance is expected and roll will be taken on random dates. Students who are absent from class without acceptable excuse should not seek help regarding missed lectures during office hours.

In class, please refrain from talking on cell phones or texting, using laptops/tablets etc. (not for note-taking purpose), and prolonged conversation with a fellow student.

### **BE ON TIME!**

If you must leave class early for any reason, please let me know this before class and choose a seat that will allow you to exit the room with minimum disruption.

**Accommodations Policy:** As required by federal law and UW-Green Bay policy for Individuals with Disabilities, students with a documented disability who need accommodations must contact the Disability Services Office at 920-465-2841 or 920-465-2849. Reasonable accommodations can be made. Contact the instructor and Disability Services Coordinator in a timely manner to formulate alternative arrangements.

## Course Schedule

Schedule: Below is my best guess of the schedule of topics by textbook chapters for this semester.

Weeks	Section	Exam\quiz
9/4-	Chapter 1. Statistical Models and Social Science	
9/11-	Chapter 2. What Is Regression Analysis?	
		9/15: Exam\quiz 1.
9/18-	Chapter 3. Examining Data	
9/25-	Chapter 4. Transforming Data	
		9/29: Exam\quiz 2.
10/2-	Chapter 5. Linear Least-Squares Regression	
10/9-	Chapter 6. Statistical Inference for Regression	
		10/13: Exam\quiz 3.
10/16-	Chapter 7. Dummy-Variable Regression	
10/23-	Chapter 8. Analysis of Variance	
		10/27: Exam\quiz 4.
10/30-	Chapter 11. Unusual and Influential Data	
11/6-	Chapter 13. Collinearity and Its Purported Remedies	
		11/10: Exam\quiz 5.
11/13-	Chapter 17. Nonlinear Regression	
11/20-	Chapter 22. Model Selection	
11/27-	Advanced nonparametric model	
		12/1: Exam\quiz 6.
12/4-	Project presentation	

# N741 Theories of Organizational Behavior and Leadership in Health Systems

Fall 2017

3 Credits

Janet Reilly, DNP, APNP-BC, RN

Online graduate course

## Faculty Contact information

E-mail: reillyj@uwgb,.edu

Telephone number: 920-465-2365(offices), -920-284-9205 (cell)

Office location: Rose Hall 325L

Office hours: by appointment

## Course Description

This course provides an opportunity to learn about, apply, and reflect on theories of organizational behavior and leadership. A major aim of the course is to give you opportunities to apply theories to real situations. In working through scenarios using traditional and contemporary theories, valuable experience in [thinking as a leader](#) will be gained. This knowledge will be useful to you in daily interactions with colleagues and administration. For example, you will learn ways to better understand human behavior in work-related situations (e.g., motivations, attitudes). Self-assessments will help you to understand more about yourself as a leader too.

## Student Learning Outcomes

1. Articulate an in-depth understanding of organizational behavior
2. Apply theories of motivation to improve organizational performance
3. Analyze fundamental concepts and theories of contemporary leadership
4. Apply leadership theories and complexity science to healthcare management situations
5. Integrate a personal philosophy of leadership into nursing practice

## Course Materials

Borkowski, N. (2016). *Organizational behavior in health care* (3rd ed.). Boston: Jones & Bartlett Publishers

Crowell, D.M. (2011). *Complexity leadership: Nursing's role in health care delivery*. Philadelphia: F.A. Davis Company.

Microsoft Office 2010 or higher

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington D.C.: Author.

## Course Organization/Outline

The course is broken into five units, with 2-4 lessons in each unit. One lesson will be covered in each week of the course:

- Unit 1: Organizational Behavior (lessons 1-2)
- Unit 2: Theories of Motivation (lessons 3-4)
- Unit 3: Leadership Theories (lessons 5-8)
- Unit 4: Complexity Science (lessons 9-12)
- Unit 5: Personal Being and Awareness (lessons 13-14)

This course met Quality Matters Review Standards, 2017.

[https://www.qmprogram.org/qmresources/courses/certification\\_info.cfm?id=13848&program=2](https://www.qmprogram.org/qmresources/courses/certification_info.cfm?id=13848&program=2)

## Evaluation Methodology/ Assignments

This section describes evaluation methodologies (including grading rubrics) and the grading scale.

Graded weekly discussions	40% (60 points)
Critique Theory paper	20% (30 points)
Leadership Journal	15% (22 points)
Personal Philosophy of Leadership paper	25% (38 points)
<b>Total points</b>	<b>150 points</b>

### 1. Weekly discussions (40%)

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Post answer to first weekly question by **Wednesday** at midnight of each week. Post the remaining 3 postings by **Saturday** at midnight of the same week. Discussions are set up so that you must post your reply to the first weekly question before you have access to the discussion (postings from other students).

To receive full credit for posting 1 and posting 2, references are required. Opinions and personal experiences are valuable to share.

DISCUSSION RUBRIC

Indicator	Full Credit	Partial Credit	No Credit
<p><b>Quality of Post</b></p> <p>(includes appropriate language, grammar, etc)</p>	<p>Appropriate comments: thoughtful, reflective, and sufficient coverage/ depth of content</p>	<p>Responds but with minimum effort and/or depth</p>	<p>No posting</p>
<p><b>Relevance of Post</b></p> <p>(includes citing of references as required)</p>	<p>Postings relate to discussion topic and consider relevant literature and/or experience; Prompts further discussion of topic</p>	<p>Posts topics which are short, superficial, or do not closely relate to the discussion content</p>	<p>No posting</p>
<p><b>Contribution to the Learning Community</b></p>	<p>Aware of the needs of the learning community: Attempts to motivate and significantly contribute to group discussion; Presents creative perspectives</p>	<p>Limited effort to participate in the learning community as it develops</p>	<p>No feedback given to fellow students</p>

**2. Critique Leadership Model or Theory Paper (20%) - Due Week 8**

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Select **two leadership theories to compare and contrast.**

- Describe each theory and analyze theories by noting similarities and differences.
- How effective do you believe each theory is or is not in leading today's workforce.

Paper is to be 10 pages in length including title page and references. APA format required (but you do not need to do an abstract!). Do not exceed 10 pages. Performance on this paper relates to mastery of course outcomes #3 & 4.

CRITIQUE LEADERSHIP MODEL OR THEORY PAPER RUBRIC

Criteria	Possible Points	Earned Points	Comments
Description of each theory	5		
Differences and Similarities	10		
Application of each to today's workforce demographics and diversity	10		
Grammar, clarity, page limit, APA format	5		
<b>Total</b>	<b>30</b>		

**3. Leadership Journal (15%) - Due Weeks 3, 7, & 12**

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A journal prompt will be given each week. Document weekly reflections on organizational and leadership theories and how theory impacts leadership practices that you observe and/or in which you participate. For example, critically observe communication channels, change initiatives, employee satisfaction, employee development opportunities, conflict management, employee empowerment and any other events that speak to the assigned readings each week. These reflections can focus on your own organization as well as other situations in which you are observing formal and informal leadership, such as social organizations, church, family, and current events in the media.

Your reflections should be an *analysis* of observations and events accompanied by references to support your analysis. The journal is a private conversation with faculty and not shared with others in the class. Be candid and very self-reflective. Specific instructions noted in weekly assignments will be given to guide you, but feel free to expand your reflections beyond those suggestions.

JOURNAL RUBRIC:

Indicator	Full Credit	Partial Credit	No Credit
Response to prompt	Addressed discussion prompt	Minimally addressed discussion prompt	No posting
Self-reflection	Presence of self-reflection	Minimal reflection on one's thoughts, actions, motives, etc.	No posting

**4. Personal Philosophy of Leadership paper (25%) - Due Week 14**

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Develop your personal nursing leadership philosophy using what you have learned in this course (.e.g., theories in unit 3), your self-reflection journal, and the discussion board discussions. Use **at least one**

**leadership theory** covered in the course. Include a minimum of three references in addition to the required course textbooks.

A philosophy is a set of principles or beliefs about a phenomenon. It is a world view explaining that phenomenon. Leaders use their personal philosophy as a basis for thinking and acting in all situations. Your personal philosophy of leadership should reflect your own **beliefs and values, key concepts and theories** as well as the **beliefs and values that are important to the profession**. In the analysis and synthesis section of your philosophy, consider in more detail the parts of your philosophy (**analysis**) and how you developed your philosophy and how the elements in your philosophy go together (**synthesis**). Connect course content and professional experiences to your leadership philosophy. Consider how your philosophy will apply to the rapidly changing landscape of healthcare.

Self-assessments (e.g., leadership questionnaire in Lesson 5) throughout the course and instructor feedback on discussions and journals will help you in developing your leadership philosophy (and Personal Philosophy of Leadership paper). Performance on this paper relates to mastery of course outcome #5.

Paper is to be a maximum length 10 pages including title page, and references. An abstract is not needed for this paper. Appendix not included in page limit.

**PERSONAL PHILOSOPHY OF LEADERSHIP PAPER RUBRIC**

Criteria	Possible Points	Earned Points	Comments
Description of your leadership philosophy	15		
Analysis and synthesis of your philosophy supported with references	15		
Grammar, clarity, page limit, APA format	8		
<b>Total</b>	<b>38</b>		

**Grading Scale**

Letter Grade	Percent	Points
A	94-100	141-150

AB	90-93	135-140
B	85-89	127-134
BC	80-84	120-126
C	75-79	112-119
CD	71-74	106-111
D	65-70	97-105
F	<65	<97

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## Course Policies

### Statement of Student Time Commitment

For each course credit, students are expected to spend a minimum of 3 hours/week on course work. Therefore, for a four-credit course, at least 12 hours/week are expected. This is a general guideline which may vary depending on the assignments and/or quizzes.

### Class Participation

Many assignments in this course require that you read each other's work to post a peer reply. Please do not read the work of other students prior to posting your original or first post on any assignment. The reason for this is to encourage original thought and creativity, and to avoid what is known as "group think." In group think students seem to follow along with the first posts and reply similarly; this puts an undue responsibility on the person who had the courage to post first, and it may actually reduce the quality of your post if you structure yours like others already there. It is required that you view other students' postings in order to post your peer replies. The instructor reserves the right to grade students differently based on their participation in discussions and their failure to post their work prior to viewing the work of peers.

### Late Assignment Submission

Late submission of assignments is discouraged. The instructor reserves the right to take partial or full points off for late assignments. If you are going to be away, it is suggested you get the assignments done and posted ahead of time to avoid losing points for late submissions.

### APA Style

Complete APA format is required for all formal papers submitted through the dropbox. APA format specifies format for title page, running head with pagination, abstract, levels of headings, in-text citations, and reference list. Discussions do not require APA format unless you are using information from a reference source (your textbook, other books, journal articles, etc.), in which case you must properly use APA format for in-text citations and references. All documents must be submitted in Word (.doc or .docx) or Rich Text Format (.rtf).



For assistance with APA formatting, please refer to the narrated PowerPoints and the APA Sample Paper (under Resources) included on the Professional Program in Nursing website, at <http://www.uwgb.edu/nursing/resources/apa.asp>.

## Academic Integrity Policy

Students who engage in academic misconduct are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. Academic misconduct includes but is not limited to cheating, plagiarism, collusion, and submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such act.

University of Wisconsin System Code (UWS Ch. 14-14.03 (2) provides specific examples of academic misconduct and reads in part: "Examples of academic misconduct include, but are not limited to: cheating on an exam; collaborating with others in work presented, contrary to the stated rules of the course; submitting a paper or assignment as one's work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the source of those ideas ... knowingly and intentionally assisting another student in any of the above ..." The code is available at [http://docs.legis.wisconsin.gov/code/admin\\_code/uws/14.pdf](http://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf).

University of Wisconsin campuses have specific procedures to investigate and deal with academic misconduct.

## Plagiarism

Because of paper mills selling reports, web pages, and full-text online databases, instances of plagiarism are increasing on campuses. Using someone's words without quoting the person is plagiarism. Using someone's ideas, even though the person's words are different from your words, without citing the source is plagiarism. Use in-text citations to cite your sources. For example, if you use the ideas cited in an article, place the author and publication year (e.g. Smith, 2010) at the end of the sentence. UW-System has subscribed to software that helps detect instances of plagiarism. Plagiarism will result in a failing grade. Reports of plagiarism are also made to University administration. The Cofrin Library Plagiarism Guide, available at <http://libguides.uwgb.edu/plagiarism>, is a good resource. Click on the tabs at the top of that website for an introduction to the concept of plagiarism, strategies for avoiding plagiarism, UW-Green Bay policy on plagiarism, and information on citing sources.

## Netiquette

All members of the class are expected to follow the rules of common courtesy with all online and social communications. Be careful of the tone and content of online communication. Without facial expressions and voice inflections, misunderstandings can occur and the comments can be deemed as inappropriate or offensive. Unacceptable online conduct includes, but is not limited to, postings that are racist, derogatory, inflammatory, condescending, rude or in any way offensive. Persistent abuse of online etiquette may result in disciplinary action.

Refer to [The Core Rules of Netiquette](http://www.albion.com/netiquette/corerules.html) (at <http://www.albion.com/netiquette/corerules.html>).

## Confidentiality

When communicating information online or face to face based on personal or work-related experiences, keep in mind that the University of Wisconsin-Green Bay adheres to the rules and policies of Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is expected that students will judiciously protect the privacy of patients, peers, family, or agency/institution by not disclosing confidential information outside of the course. To maintain anonymity, methods such as alias or initials should be used.

For more information on these laws, please refer to the following websites for information on:

- FERPA: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>
- HIPAA: <http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html>

## Social Media Policy

To be consistent with UWGB social media guidelines (<http://www.uwgb.edu/webdev/standards/social-media.asp>) and the American Nurses Association (ANA) principles for social media, keep content appropriate and confidential matters private. Whatever is posted on a social media site (e.g., Facebook, Twitter, YouTube, LinkedIn, Flickr, etc.) instantly becomes available to the public. Regardless of the privacy settings, content can easily be made available to those outside of the user's preference settings. Be aware that all University and legal guidelines, such as Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA), also apply in social media sites.

The following is adapted from the **American Nurses Association (ANA) Principles for Social Networking**:

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient-nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.

For more information, see:

<http://www.nursingworld.org/FunctionalMenuCategories/MediaResources/PressReleases/2011-PR/ANA-NCSBN-Guidelines-Social-Media-Networking-for-Nurses.pdf>

## Student Bereavement Policy

Students who experience the death of a loved one should contact the faculty to arrange an excused absence.

## Disability Policy

Any student seeking accommodations under the Americans with Disabilities Act (ADA) should contact the [Disability Services](http://www.uwgb.edu/ds/) office (<http://www.uwgb.edu/ds/>) within the first week of the semester so that appropriate accommodations may be arranged.  
Remaining syllabus grading and policies to be included per 2017 course template.

**ADMINISTRATIVE LAW**  
POL SCI 314, POL SCI 514,  
PU EN AF 314, PU EN AF 514  
Wood Hall WH-213

Fall 2016  
R 6:00 – 9:00 p.m.  
Office Hours: R 5:30 – 6:00 p.m.  
(and by appointment)

Timothy F. Nixon  
Office: MAC Hall B321  
Phone (c): (920) 360-0015  
(W): (920) 436-7693  
e-mail: nixont@uwgb.edu  
or  
tnixon@gklaw.com

**Disclosures:**

1. The tests are very hard.
2. The class will push you beyond your comfort level.
3. Most of you will like it – 1 or 2 will not.

**Course Description**

This course is designed to teach legal principles that govern and limit every aspect of public administration. It explores legal constraints on the executive branch agency discretion. The use of power by unelected public officials with delegated authority to write rules, enforce them, distribute benefits and resolve disputes has been controversial since our Republic's earliest days. There are fundamental disagreements over the wisdom of the broad power delegations that have occurred during the past seventy years. These disputes litter court dockets and provide material for administrative law textbooks. The issues are important because they have real implications for public managers and citizens. This course provides a background and an introduction to the aspects of administrative law that are important for those who choose to work in and with the public sector.

**Required Texts**

Steven J. Cann, Administrative Law, Fourth Edition

Other Readings as Assigned.

**Course Requirements**

There are two exams during the semester, a midterm and a final. Both exams are open notebook. The midterm is on **October 27**, although this is subject to change depending on class progress. The final exam is **Thursday, December 15 at 6:00 – 8:00 p.m.**

Part of your grade is determined by your class participation. Although this is not a traditional "law" class, you need to understand cases and interpret their relationship to management or policy development. Therefore, you must be prepared to discuss the cases. In order to prepare yourself for these case discussions, write a brief summary of the cases identified in the syllabus

in plain (non-legal) English. It is more outline than essay. The following is the format for your legal briefs:

1. The facts of the case.
2. The question or issue before the court. State this in the form of a question. There may be more than one.
3. The holding of the court (“yes” or “no”). What is the court’s response to this question?
4. The order of the court (“affirmed”, “remanded” or “reversed”). What did the court do with the lower court’s decision?
5. The court’s reasoning. What were the major points as to why they ruled the way they did?
6. Dissents, if any.

**Throughout the semester, I will randomly collect these legal briefs to ensure they are being done.**

The weights for your grade and the percentage required for each letter grade appear below:

Midterm	40%	A	-	93 or above
Final	40%	A/B	-	88-92
Participation/ alternate assignments, assigned readings and briefs	20%	B	-	82-87
		B/C	-	78-81
		C	-	70-77
		D	-	60-69
		F	-	59 or lower

In addition, if you receive an “A” on the midterm and an “A” as well for participation and briefs, you will not have to take a final exam.

**Hint: It is very hard to do well in this class if you read only the cases and not the assigned text in Cann.**

### **Guest Lecturers/Speakers:**

I have also arranged for other people to come in and share their viewpoints and perspectives. These are experienced people with respect to bureaucracy and administrative law. While attendance is required for every class, unless excused, I will take a very negative view of anyone who does not attend when a speaker is coming into class.

**The Hon. William C. Griesbach** is the Chief Judge for the United States District Court for the Eastern District of Wisconsin. President George W. Bush nominated Judge Griesbach on January 23, 2002. The U.S. Senate confirmed the nomination on April 25, 2002. Prior to that, he was law clerk to the Hon. Bruce Beilfuss of the Wisconsin Supreme Court, a staff attorney for U.S. Court of Appeals for the Seventh Circuit, a private practice attorney, a Brown County Assistant District Attorney, and a Brown County Circuit Court judge. As a testament to Judge Griesbach's integrity, Senator Russell Feingold and Governor Tommy Thompson both supported Judge Griesbach's nomination. Judge Griesbach will address issues from the perspective of an Article III judge. You should be prepared to discuss:

1. Standing.
2. Statutory Interpretation.
3. Scope of review and deference to agencies.
4. Law v. fact distinction.
5. Jurisdiction.
6. Court Structure.
7. Choice of Law.

Prior to his speaking I will send two additional cases to review. Consider how judges deal with these theoretical constraints in light of making decisions in specific situations. *This is an extremely rare opportunity. Article III judges usually do not speak to groups.*

**Celestine Jeffreys** earned her Bachelor of Arts in Behavioral Science, from the University of Chicago in 1986. In the 1990's she became a long-term substitute teacher in the Chicago Public Schools. She spent a year teaching at the Beethoven School located in one of the most economically deprived areas in Chicago. The following year, she became a freshman algebra and biology teacher at Hales Franciscan High School, an all-boys private high school. Hales educated young men from difficult neighborhoods and family situations, and sent most of them to college. Jeffreys was also a conversational English instructor at Mahidol University, Bangkok, Thailand, from 1998-1999 and a guest Lecturer in the UWGB Department of Social Change and Development, and Humanistic Studies Department from 2004-2008.

Since moving to Green Bay in 2000, she has been an active member of the community, serving on many boards including NeighborWorks, the Fox River Navigational Authority, and A Woman's Place Advisory Board. She served on the City of Green Bay City Council representing District 7 from 2006-2010. In that role she was Chair of the Improvement and Service Committee as well as a member of the Parks Committee and the Economic Development Authority. In 2010, Celestine was elected to and currently serves on the Green Bay Area Public Schools District Board. She also was the diversity program manager for the Green Bay Area Chamber of Commerce. She currently serves as the Chief of Staff for Green Bay Mayor, James J. Schmitt.

You should be prepared to discuss:

1. How an elected official interacts with administrators
2. How a staff member interacts with administrators.
3. How an administrator/staff member/elected official/ appointed official interacts with experts, associations, and individuals.
4. How as a non-lawyer you try and follow and deal with the law and regulations.

<b>Class</b>	<b>Topic</b>	<b>Readings and Briefs</b>
Sept. 8	<p>Introduction to Administrative Law</p> <p>Theory of Administrative Law and a One-Day Preview of the Entire Class</p> <p>U.S. Court Structure</p> <p>History of the Administrative State – What do Administrative Agencies do?</p>	<p>Cann “Legal Lingo” and Ch. 1</p> <p>John Stuart Mill’s Theory of Bureaucracy Within Representative Government by Beth E. Warner</p> <p><b>Brief:</b>  <b>ABKA Limited Partnership v. Wisconsin DNR</b>  <a href="http://www.wicourts.gov/ca/opinion/DisplayDocument.html?content=html&amp;seqNo=15941">http://www.wicourts.gov/ca/opinion/DisplayDocument.html?content=html&amp;seqNo=15941</a></p>
Sept. 15 - 22	Executive Control of the Bureaucracy	<p>Cann Ch. 2</p> <p><b>Brief:</b>  <b>Wiener v. U.S.</b>  <b>Dole v. U.S.W.A.</b>  <b>Morrison v. Olson</b>  <b>Clinton v. City of New York</b></p>
Sept. 22	Legislative Control of the Bureaucracy	<p>Cann. Ch. 3</p> <p><b>Brief:</b>  <b>Industrial Union v. API</b>  <b>FDA v. Brown &amp; Williamson Corp.</b>  <b>Statutory Interpretation - Wikipedia</b>  <a href="http://en.wikipedia.org/wiki/Statutory_interpretation">http://en.wikipedia.org/wiki/Statutory_interpretation</a>  <b>INS v. Chadha</b></p>



Sept. 29 – Oct. 6	Courts and Administrative Law  How does a lawsuit work?	Cann. Ch. 4  <b>Brief:</b> <b>Lujan v. Defenders</b> <b>Massachusetts v. EPA</b> (To be provided) <b>Traynor v. Turnage</b> <b>Lincoln v. Vigil</b> <b>Kucana v. Holder</b> <a href="http://www.law.cornell.edu/supct/pdf/08-911P.ZO">http://www.law.cornell.edu/supct/pdf/08-911P.ZO</a> <b>Norton v. Southern Utah Wilderness Alliance</b> <b>Citizens v. Volpe</b> <b>Heckler v. Chaney</b> <b>State Employees v. I.A.C.</b> <b>Citizens v. Volpe (second part)</b> <b>Thomas More High School v. Burmaster</b> <a href="http://caselaw.findlaw.com/wi-court-of-appeals/1269026.html">http://caselaw.findlaw.com/wi-court-of-appeals/1269026.html</a>
Oct. 6	<b><u>Speaker</u></b>	Judge William Griesbach
Oct. 6 – 13	Government and Information	Cann Ch. 5  <b>Brief:</b> <b>Shapiro v. U.S.</b> <b>FTC v. American Tobacco</b> <b>Marshall v. Barlows</b> <b>Wyman v. James</b> <b>INS v. Delgado</b> <a href="http://laws.lp.findlaw.com/getcase/US/466/210.html">http://laws.lp.findlaw.com/getcase/US/466/210.html</a> <b>Dow Chemical v. U.S.</b> <b>NLRB v. Sears</b> <b>USDOJ v. Reporters</b> <b>Ferguson v. City of Charleston</b> <b>National Archives v. Favish</b>
Oct. 20 – Nov. 3	Informal Agency Activity	Cann Ch. 6  <b>Brief:</b> <b>Federal Crop v. Merril</b> <b>Office of Personnel Management v. Charles Richmond</b> <b>Heckler v. CHS</b> <b>D.O.C. v. U.S. House</b>
<b>Oct. 27</b>	<b>MIDTERM</b>	

Nov. 3 - 10	Rulemaking and Adjudication	Cann Ch. 7  <b>Brief:</b> <b>Bi-Metallic v. State Board</b> <b>Chevron v. NRDC</b> <b>Morton v. Ruiz</b> <b>Heckler v. Campbell</b> <b>Vermont Yankee v. NRD.C.</b> <b>Motor Vehicle v. State Farm</b> <b>City of Arlington v. FCC</b> (To be provided) <b>Christopher v. Smithklein Beacham</b> (To be provided)
Nov. 10 – 17	Law of Public Employment	Cann Ch. 8  <b>Brief:</b> <b>Bd. of Regents v. Roth</b> <b>Pickering v. Board of Ed</b> <b>Cleveland Board v. Loudermill</b> <b>Board of County v. Umbehr</b> <b>National Treasury v. Van Raab</b> <b>Gilbert v. Homar</b> <b>Pennsylvania State Police v. Nancy Drew Suders</b>
Nov. 17 – Dec. 1  <b>No Class on Nov. 24</b>	Due Process of Law	Cann Ch. 9  <b>Brief:</b> <b>Wisconsin v. Constantineau</b> <b>American Manufacturers v. Sullivan</b> <b>Goldberg v. Kelly</b> <b>Matthews v. Eldridge</b> <b>Board of Curators v. Horowitz</b> <b>Walters v. National Association</b> <b>Philip Morris USA v. Williams</b> <a href="http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=US&amp;vol=000&amp;invol=05-1256">http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=US&amp;vol=000&amp;invol=05-1256</a>
Dec. 1	<b><u>Speaker</u></b>	Celestine Jeffreys
Dec. 8	Suing the Government  Review	Cann Ch. 10 and 11  <b>Brief:</b> <b>US v. Varig</b> <a href="http://caselaw.lp.findlaw.com/scripts/getcase.pl?navby=case&amp;court=us&amp;vol=467&amp;page=797">http://caselaw.lp.findlaw.com/scripts/getcase.pl?navby=case&amp;court=us&amp;vol=467&amp;page=797</a> <b>U.S. v. Gaubert</b> <b>Bivens v. Six Unnamed Agents</b> <b>Butz v. Econonou</b> <b>DeShaney v. Winnebago Cty</b>
<b>Dec. 15</b>	<b>FINAL EXAM @ 6:00-8:00 p.m.</b>	

## **PU EN AF-615/415: PUBLIC AND NONPROFIT BUDGETING**

University of Wisconsin-Green Bay

Fall 2017

Three Credits

Method of Delivery: Online

**Professor:** Dr. Ross C. Alexander  
**Phone:** 765-277-1225  
**Email:** [alexandr@uwgb.edu](mailto:alexandr@uwgb.edu)  
**Virtual Office Hours:** Sunday 600-800 pm CDT  
Tuesday 600-800 pm CDT

### **UWGB Undergraduate Catalog Course Description**

The purposes and attributes of major public budgetary systems: principles and methods in designing and managing relationships among program planning, policy planning and budgetary operation; applications of analytical and decision-assisting tools in public budgetary operations.

Prereq: Pol Sci 101 or 202 or Pu En AF 202 or 215.

### **Course Learning Outcomes**

Upon completion of this course, the student will be able to:

1. Relate how budgeting and financial management influence political and public policy priorities
2. Describe various public budgeting strategies and techniques used by professionals and public/nonprofit administrators
3. Analyze the relative health of a public/nonprofit agency through its budgetary processes
4. Compare and contrast public/nonprofit and private sector budgeting and financial management
5. Relate the prevailing trends and developments in public and nonprofit sector budgeting

### **About the Professor**

I have been a university professor since 1999, teaching graduate and undergraduate courses in political science and public administration, in both face-to-face and online formats. In addition, I have created numerous online courses for several universities. I have held several professor and administrator positions at several universities across the country. I possess a Ph.D. in Political Science from Northern Illinois University with emphases in public administration, American politics, and political theory in addition to an MPA from Arizona State University. I have written a book, several book chapters, and numerous peer-reviewed journal articles in the areas of state and local government, public budgeting and finance, public personnel administration, gambling policy, information literacy, and American politics. I enjoy spending time with my wife, physical fitness, and watching college football.

### **Instructor Availability**

I strive to be accessible to your needs, concerns, questions, suggestions, and comments. I will be active in the class five days per week, probably more. I will return your emails within 24 hours (48 hours on the weekends), probably sooner. I will grade your assignments as quickly as possible, providing feedback on your work. The internal classroom email tool is the best method of contacting me, although you may call me or contact me at my private email if necessary (e.g. if you have technical problems and cannot access the class).

### **Expectations of Students and Success in this Course**

As students working in the online environment, you are expected to:

- 1) actively participate in course discussions in each and every learning module
- 2) access the course several days per week to monitor and participate in discussions, check announcements, and submit assignments
- 3) familiarize yourself with the technology and course expectations at the outset of the class
- 4) respect your classmates and maintain a professional and respectful tone in discussions and communications
- 5) substantiate your detailed discussion postings with proper academic evidence (i.e. peer-reviewed journal articles)
- 6) submit assignments on time and meet guidelines of the assignments (i.e. page length and minimum number of sources)
- 7) have an open mind and have fun!

### **Required Text**

Rubin, Irene S. 2014. *The Politics of Public Budgeting: Getting and Spending, Borrowing and Balancing*. 7<sup>th</sup>. Thousand Oaks, CA: Sage.

### **Discussion Guidelines**

Your active and involved participation in each discussion in each module is integral to your success in this course. To be successful, therefore, you must provide detailed posts that are properly substantiated with academic evidence in APA format. As a major-level class, you are preparing for careers in the public and nonprofit sector and/or graduate programs. Therefore, proper etiquette, tone, and writing style are important. In each discussion, you must provide a detailed initial posting, with proper citations to support your points, arguments, contentions. Then, you must provide a minimum of two (2) responses to your classmates, beyond “you’re right,” or “I agree.” All of your posts, for each discussion forum, must have substance and clarity. Do not wait until the last day of the module to participate in the discussion. I will notice and your grade will be adversely affected. Discussions, and this course, are ultimately about interaction among all of us. Your initial post for each module should be completed and uploaded by day four (4) of the week.

## **Assessments**

**Discussions**—there will be ten discussions in this course. You must post a minimum of three (3) posts per discussion, including a detailed initial post containing appropriate citations in APA format. Do not wait until the last day to complete your discussions. Your initial post should be completed and uploaded by day four (4) of the module. All posts must be submitted no later than 1159 pm on the last day of the module (Sunday). 10 points per discussion. 100 points total.

**Analysis Paper**—you will write a six (6) to eight (8) page essay in APA format (***12-15 pages for graduate students***). Note that Title page, Abstract, and References do not count toward page totals. This essay is not necessarily a formal research paper, but is rather an analysis of an issue that pertains to public and nonprofit budgeting. You will choose your own topic, but be sure it is narrow enough to substantively analyze in this relatively brief paper. Approximately one-third (33%) of the paper will be a summary and overview of the issue and its relevance to the class. Approximately two-thirds (67%) of the paper will be an analysis of your issue. I want your opinion and analysis of your chosen issue. I want you to offer solutions, prescriptions, and outcomes to your chosen issue or problem. All material and arguments should be substantiated and bolstered with academic evidence. As such, ***you must utilize a minimum of four (4) peer-reviewed journal articles in your essay (8-10 articles for graduate students)***. 100 points.

**PowerPoint Presentations**—you will craft two (2) detailed PowerPoint presentations in this course. Each presentation must address some topic pertaining to public and nonprofit budgeting in depth. Each presentation must be 8-10 slides total, with ***detailed speaker notes*** at the bottom of each slide. You must utilize and properly cite ***at least three (3) peer-reviewed journal articles*** in each presentation. Write these presentations as if you would be presenting them to a class or public body. Be professional be detailed, and be concise. Your presentations must be uploaded to the assignment dropbox. 50 points per presentation. 100 points total.

**Final Exam**—there will be a comprehensive, essay, open-book, take-home final exam in this course addressing the major themes from the course. Your final exam must be uploaded to the assignment dropbox. 100 points.

<b>Assignment</b>	<b>Points</b>
Discussions	10@10 points each=100
Analysis Paper	1@100 points=100
PowerPoint Presentations	2@50 points each=100
Final Exam	1@100 points=100
<b>Total Points for the Course</b>	<b>400</b>

### **Grading Scale**

A=	92-100
AB=	88-92
B=	82-87
BC=	78-82
C=	72-77
CD=	68-72
D=	60-68
F=	below 59

### **Late Assignments**

Late assignments will not be accepted except due to dire circumstances, such as a documented medical, personal, or professional emergency. If legitimate, I will work with you, but you must notify me in advance. If your reason is legitimate, I will levy either no penalty or a minimal penalty for late assignments (except for discussions). Late discussion postings will not be accepted under any circumstances.

### **Note to Graduate Students**

Because you already possess an undergraduate degree, I will be holding you to a higher standard in this course with regard to level of participation and grading. I expect you to be heavily involved in the discussions and to produce high-level, graduate-quality scholarship on all assignments.

### **Course Schedule**

<b>Module</b>	<b>Dates</b>	<b>Assignments</b> <i>*all assignments due at 1159 pm on last day of module</i>
Module One	Tuesday, September 5 to Sunday, September 10	Discussion #1
Module Two	Monday, September 11 to Sunday, September 17	Rubin, Chapter One Discussion #2
Module Three	Monday, September 18 to Sunday, September 24	Rubin, Chapter Two Discussion #3
Module Four	Monday, September 25 to Sunday, October 1	Rubin, Chapter Three Discussion #4
Module Five	Monday, October 2 to Sunday, October 8	PowerPoint Presentation #1
Module Six	Monday, October 9 to Sunday, October 15	Rubin, Chapter Four Discussion #5
Module Seven	Monday, October 16 to Sunday, October 22	Rubin, Chapter Five Discussion #6
Module Eight	Monday, October 23 to Sunday, October 29	Rubin, Chapter Six Discussion #7

Module Nine	Monday, October 30 to Sunday, November 5	PowerPoint Presentation #2
Module Ten	Monday, November 6 to Sunday, November 12	Rubin, Chapter Seven Discussion #8
Module Eleven	Monday, November 13 to Sunday, November 19	Rubin, Chapter Eight Discussion #9
Module Twelve	Monday, November 20 to Sunday, December 3 (longer module due to Thanksgiving Break)	Rubin, Chapter Nine Discussion #10
Module Thirteen	Sunday, December 4 to Sunday, December 10	Analysis Paper
Module Fourteen	Monday, December 11 to Sunday, December 17	Final Exam

### **Changes to the Course**

The professor reserves the right to make changes to the course with regard to due dates, schedule, and assignments as necessary. All students will be notified of any changes to the course.

# Syllabus for MSMGT 760 Geopolitical Systems FA17

## Instructor Information

Michael Kraft

**Phone:** (920) 465-2531

**E-mail:** kraftm@uwgb.edu

## Course Description

This course examines decision making and public policy for sustainability at the national, state, and local levels. It emphasizes the social, economic, and political factors that affect decisions within the public, nonprofit, and private sectors, and in particular decisions that are designed to foster achievement of sustainability. Special attention is given to formal American policymaking processes at all levels of government; informal activities by citizens, organizations, and businesses that are designed to influence public policy and sustainability; public and community engagement with sustainability issues and policies; corporate sustainability activities and reporting; the potential for public-private partnerships and collaboration in environmental and sustainability decision making; and practical examples of successful decision making for sustainability at all levels.

The course draws from work in political science, public policy, public administration, environmental policy and administration, and the emerging field of sustainability studies and sustainable management.

## Course Learning Outcomes

- Become knowledgeable about decision making and public policy for sustainability at the national, state, and local levels.
- Understand the social, economic, and political factors that affect decisions within the public, nonprofit, and private sectors that foster achievement of sustainability.
- Become familiar with the formal American policymaking processes at all levels of government.



- Understand the informational activities of citizens, organizations, and businesses that are designed to influence public policy and sustainability, and to become capable of influencing these activities effectively.
- Understand and be able to foster public and community engagement with sustainability issues and policies.
- Understand and be capable of critically reviewing corporate sustainability activities and reporting, and the potential for public-private partnerships and collaboration in environmental and sustainability decision making.
- Become capable of analyzing case studies and practical examples of successful decision making for sustainability at all levels.
- Become proficient in designing and fostering sustainability actions at all levels of government and in the public and nonprofit sectors.

### Course Materials

1. Michael E. Kraft, *Environmental Policy and Politics*, 7th ed. (2018).
2. Daniel A. Mazmanian and Michael E. Kraft, eds., *Toward Sustainable Communities: Transition and Transformation in Environmental Policy*, 2nd ed. (2009).
3. Kent Portney, *Taking Sustainable Cities Seriously: Economic Development, the Environment, and Quality of Life in American Cities*, 2nd ed. (2013).

Other readings will be made available in this course. They include book chapters, articles, and various case studies and reports from cities, nonprofit organizations, and businesses.

### Course Requirements

**Module Outlines:** For each module in the course, there will be a brief video outline and a more detailed written outline. They summarize the importance of the topic and discuss some of the most significant issues raised in the readings. The outlines also will pose several key questions that are related to the discussion forums for each module. It might be most effective to view/read these outlines before turning to the readings and discussion forums, since they will put each set of readings into a larger context of sustainability decision making and environmental policy.

**Readings:** The readings have been selected to survey the basic issues and concepts in sustainability management and decision making. Some of the texts, particularly *Environmental Policy and Politics*, will serve as a core set of readings to

provide sufficient background on decision making and policymaking processes in government, and to cover core environmental, energy, and natural resources issues and policies. Other readings will focus much more on sustainability issues and case studies at all levels of government, particularly on how cities address sustainability challenges, and administration.

**Discussions:** You should post a minimum of two comments: **one by Friday of each week** and a second one **responding to at least one student's posting**, so a total of **two postings minimum per week**, with no upper limit. Discussion forum grades reflect the number of posts, the number of posts made by others that you read, and the quality of the posts (e.g., something substantial versus one that says merely "I agree" with another post). Note that some of the course modules include up to three sessions of readings and discussion forums, and the expectation is that you complete the readings each week and join the discussions for that week. Generally there are either three or four questions posted for each session.

Grading of contributions to the discussion forums will be based in part on the number of comments submitted, the length and quality of the comments, and engaging with others in the class by reading and commenting on their contributions to the forums.

**Short Papers:** The three short papers (two to three pages each, double spaced) are designed to build a capacity for evaluating how well selected chapter authors have made their case. See the document How to Critique an Article or Book Chapter in the course. These short critiques are due at approximately equal intervals during the semester. For these short papers you may choose any of the chapters in *Toward Sustainable Communities*, *Environmental Policy*, or *The Oxford Handbook of U.S. Environmental Policy* (do **not** choose a chapter from the two single-authored texts: Kraft's *Environmental Policy and Politics*, or Portney's *Taking Sustainable Cities Seriously*).

**Research Paper:** The research paper will permit each student to customize the course to fit her or his particular needs. Review the Research Paper Guidelines in the course to learn about the expectations for the paper and guidelines on how to begin your research.

**Midcourse Exam:** The midcourse exam will consist of a combination of short-answer questions (seven total) dealing with key concepts and arguments in the readings and an essay (you can choose one you want to answer). An exam guide with sample short-answer questions and a list of seven essay questions from which four will be selected for the exam is included in the course.

The exam will be open for over several days. The exact timing may change from one semester to another. The exam must be completed within the allotted time.

## Grading Policy

Course grades will be based chiefly on the three short papers (6.7% each or 20% total), a midcourse exam (20%), the final version of the research paper (40%), and contributions to the discussion forums (20%).

Grade	Percentage Range
A	94% -100%
A-	89% - 93%
B+	84% - 88%
B	79% - 83%
B-	74% - 78%
C+	69% - 73%
C	64% - 68%
C-	59% - 63%
D+	54% - 58%
D	49% - 53%
D-	44% - 48%
F	0 - 43%

# Syllabus for MSMGT 790 Capstone Preparation Course FA17

## Instructor Information

Steve Dunn

**Phone:** (920) 539-8830

**E-mail:** dunns@uwosh.edu

## Course Description

The course builds on the methods used in sustainability management research covered in MSMGT 720 to help students develop a research proposal for their MSMGT Capstone course project (792). Typically this project will involve an in-depth look at a sustainability issue applicable in their place of employment or in a local not-for profit organization.

Course topics include:

- Review of organizational research methodologies (MSMG 720)
- Literature reviews
- Types of qualitative and quantitative research
- Writing the research proposal
- Presentation of the research proposal

## Course Learning Outcomes

At the end of this course, you should be able to:

- Apply a holistic sustainability perspective to an organization's specific problem.
- Formulate and write a well-defined and feasible research proposal for the capstone course project.
- Compare the strengths and limitations of various project study designs.
- Identify and apply the appropriate literature to support your proposal.
- Identify potential limitations of the proposal.
- Assess the potential implications of your proposal.

## Course Materials

The two textbooks are the same as the ones for MSMGT 720 Applied Research and the Triple Bottom Line. They are not required.

- Sekaran, Uma, and Bougie, Roger. *Research Methods for Business: A Skill-Building Approach*, 6th ed. United Kingdom: Wiley, 2013. ISBN: 978-1-119-94225-2
- Savitz, Andrew, and Weber, Karl. *The Triple Bottom Line: How Today's Best-Run Companies Are Achieving Economic, Social and Environmental Success - and How You Can Too*, 2nd ed. United Kingdom: Wiley, 2014. ISBN: 978-1-118-22622-3
- Other readings as assigned.
- **This course requires a video recorder.** Cell phones with video cameras may suffice, and most laptops today have a camera and microphone. Please contact your instructor for more information. You will not need the device until the second half of the semester.

### Course Requirements

This course will include an online discussion of the various course topics the first couple of weeks. The balance of the semester is an independent individual exploration of potential capstone projects based upon your experience in the degree program applied to a specific work issue. Note that the course uses the textbooks from your research course SMGT 720. This is done to help you with the development of your research methodology.

**There will be four written assignments related to the research proposal (1 page each). In addition, you will have to complete the following two major projects:**

1. Individual written research proposal for MSMGT 792:

Students will complete a project proposal paper of between 8 and 10 pages (typed, double-spaced). The paper should describe, in detail, a proposed project to study in your Capstone Experience (MSMGT 792). The paper should include:

- An **introduction**, in which you describe your project
- As summary of the relevant **research literature** (including a full bibliography)
- A **methods** section, which describes how you will obtain the information for your project,
- A **results** section in which you outline expected results, and
- A **discussion** section in which you expound upon the potential ramifications of your project.

## 2. A video presentation of the proposal:

A video presentation will be posted to the course site for other students to assess. This presentation will consist of a description of your project and why you chose your topic, a brief summary describing what is known about the topic and what you believe needs to be known next. Presentations will describe all aspects of the proposed study. See course for specifics, including the presentation rubric.

### Grading Policy

Grading is based on completeness and quality of the research proposal. Of particular importance will be a careful definition of the research design and the appropriateness of the data gathering technique selected. The final product of this course should be a study that can be successfully conducted during the 792 course and provide value to the organization being studied.

One-page written assignments (4@25 pts each)	100
Written project proposal	300
Video presentation	100
<b>Total</b>	<b>500</b>

# Syllabus for MSMGT 792 Capstone FA17

## Instructor Information

Steven Dunn

**E-mail:** [dunns@uwosh.edu](mailto:dunns@uwosh.edu)

**Phone:** (920) 539-8830

## Course Description

The capstone course promotes a synthesis and integration of learning gained from the courses in the MS Sustainability Management program. It also is designed to provide an opportunity to apply that learning in a professional context. As such, you will implement the area of investigation designed in the MSMGT 790 Capstone Preparation Course relevant to your current professional needs and interests under the guidance of a faculty member. The capstone project is not to be merely a lengthy term paper. Instead, it should be a synthesis—a combining of separate elements to form a coherent whole. Research is, to be sure, an indispensable part of the project; but you will be expected in addition to construct arguments and to analyze and synthesize your research in order to justify your conclusions. In other words, research is more than gathering raw data. What is most important is the synthesis of this data into a meaningful whole, which, if done properly, will be greater than the sum of its parts.

## Course Learning Outcomes

- Apply a holistic sustainability perspective to an organization-specific problem.
- Evaluate and utilize academic literature within an applied context.
- Conduct an applied research project to address the previously identified problem in an organization.
- Present the results in a written and oral format that enables future action by the specific firm(s) involved in the project and meets the quality expected for a master's level project.

## Course Materials

- Highly recommended, but not required: *Surviving Your Dissertation*, by Kjell Erik Rudestam and Rae R. Newton, Sage Publications
- Assorted readings provided in the course

## Course Requirements

### Updates

A one-page biweekly summary of the project status is required. The purpose of these email updates is a project update, consult or other questions that you may have or the instructor may have. The instructor reserves the right to grade students differently based on their level of promptness and quality of their updates.

### Capstone Project

The capstone project requires a substantial research paper summarizing the completed activities. This paper has no maximum number of pages, should be double-spaced, in 12-point Times Roman. Follow standard rules of citing per MMA. There should be a cover sheet, subsections, and a bibliography included. Tables, photos, and charts should be in proper format and have a title. A minimum estimate would be 35 pages, not including appendices. You will be assessed on the following general criteria:

*Applicability and Completion of Project:* In this case it is important that you have gained the technical and business knowledge to produce either a plan or proposal applicable to the situation posed. This may be proven through completion of the MSMGT 790 Capstone Preparation course and utilizing techniques presented in the MSMGT 720 Research course. A minimum of two SMGT professors will be reading your final project, the lead professor and one other.

*Quality of Writing:* This is fundamental to communicating in any business as well as in an academic program. Please follow the MMA manual guidelines.

*Clarity and Succinctness of Thought:* This can be a challenge. This does not mean write what you want to say in as few words as possible. Rather, what will be sought after is that you provide clear ideas, reasons for the ideas, and any primary or secondary support or analysis for your ideas in a clear and understandable manner. Quantity does not mean quality in this case.

*Proof of Your Ability to Think Critically:* This will be evidenced through the development of your project and through participation. Demonstrate a good understanding of the SMGT course material throughout the program by utilizing applicable concepts and discussing them in the final paper.

*Quality of Your Analysis, Ideas, and Positions:* How much better do we understand the subject you are critiquing or writing about? How well supported are your ideas? Did you adequately research your topic and conduct the due diligence necessary for a comprehensive plan or proposal? Do you gain any insights or understanding? Do you add knowledge to the area of study through your own research and experiences? Does



the evidence and support you give adequately provide reasoning for your ideas and conclusions? Note: When taking positions, it is important to have those positions supported through research/experts and scholarly writings, and of course cited appropriately.

*Presentation of Results:* This assignment requires you to present your research in a video and Powerpoint format. Instructions for how to do this are posted in the content section of the course.

### Grading Policy

Grade	Percentage Range
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C	70-79%
D	60-69%
F	<60%

Assignment	Points
Updates	50
Written Project	350
Project Presentation	100
<b>Total Points</b>	<b>500</b>

**UNIVERSITY OF WISCONSIN - GREEN BAY  
MSW PROGRAM**

**Fall, 2017**  
**Soc Work 700-0001 (2 credits)**  
**Course E-mail: See D2L**  
**Wood Hall 324**  
**Tuesdays, 5:00-7:00pm**

**Instructor: Gail Trimberger**  
**Office: Rose Hall, Suite 310**  
**Phone: 920-465-2049**  
**Email: [trimberg@uwgb.edu](mailto:trimberg@uwgb.edu)**

**Gateway to the Profession of Social Work**

I. Course Description

This course focuses on understanding the multi-level facets of the social work profession. The course addresses social work values, ethics, competencies, standards, and professional behaviors across practice settings. The role of teamwork and collaboration in practice is emphasized and reinforced through a variety of hands-on activities. This course provides a framework for students to develop and strengthen their professional identities as advanced practice social workers.

II. Relationship to Other Courses:

This is the initial course taken by MSW foundation students. As an introductory graduate level course, it sets the framework upon which subsequent courses and learning experiences are built. Students must pass this course with a “C” or better before entering Field I or continuing into Field II.

III. Course Objectives

The following course objectives flow from and relate to one or more of the core competencies on which the social work curriculum is based. Each objective is listed below, followed by the relevant competency/competencies it is intended to measure. At the conclusion of this course, students will be able to:

1. Understand the guideposts for social work education and practice, including competencies, values, principles, ethics, and conduct.

*Competency 1: Professional Self*

*Competency 2: Standards and Ethics*

2. Demonstrate attitudinal and behavioral professionalism across settings.

*Competency 1: Professional Self*

*Competency 5: Social Justice*

3. Analyze the impact of personal values on professional behavior and attitudes.

*Competency 1: Professional Self*

*Competency 4: Diversity*

4. Demonstrate the ability to work effectively in collaborative efforts.

*Competency 1: Professional Self*

*Competency 10: Change Process*

5. Enhance self-assessment skills to determine strengths and learning needs for on-going social work academic and professional development.

*Competency 1: Professional Self*

Course objectives and competencies related to particular learning units and assignments may be designated in parentheses throughout the syllabus to help you identify how they are integrated into this course. For example, “(O2-1)” would refer to the second course **O**bjective and competency 1).

IV. Course Format

This course includes interactive in-class and distance learning discussions as well as small group activities within and outside the classroom.

V. Course Materials

A. Required Reading

The following text is required for this course:

Young, D. J., Tamburro, A., & Harris, M. (2014). *The writer's handbook: A guide for social workers*. Ogden Dunes, IN: Writer's Toolkit Publishing LLC.

Additional required readings and resources posted on D2L:

Chang, V., Scott, S., & Decker, C. (2013). *Developing helping skills: A step-by-step approach to competency*. (2<sup>nd</sup> ed.). Belmont, CA: Brooks/Cole.

Chavez, V. (2012). *Cultural humility* video. Retrieved from <https://www.youtube.com/watch?v=SaSHLbS1V4w>

Chew, S. (2015). *How to get the Most out of Studying* video series, <https://www.youtube.com/watch?v=RH95h36NChI&list=PL85708E6EA236E3DB>

Franz, T. (2012). *Group dynamics and team interventions: Understanding and improving team performance*. Malden, MA: Blackwell Pub.

Glicken, M. D. (2011). *Social work in the 21st century: An introduction to social*

- welfare, social issues, and the profession* (2nd ed.). Thousand Oaks, CA: SAGE.  
Retrieved from <https://us.sagepub.com/en-us/nam/social-work-in-the-21st-century/book234012#preview>
- Wisconsin Marriage and Family Therapy, Counseling, and Social Work Examining Board. (2015). *Chapter MPSW 19-Continuing Education*. Retrieved from [https://docs.legis.wisconsin.gov/code/admin\\_code/mpsw/19.pdf](https://docs.legis.wisconsin.gov/code/admin_code/mpsw/19.pdf)
- Wisconsin Marriage and Family Therapy, Counseling, and Social Work Examining Board. (2011). *Chapter MPSW 20-Conduct*. Retrieved from [https://docs.legis.wisconsin.gov/code/admin\\_code/mpsw/20](https://docs.legis.wisconsin.gov/code/admin_code/mpsw/20)
- MSW Student Handbook (2017). Retrieved from <http://www.uwgb.edu/social-work/msw-program/courses,-schedules,-forms,-handbooks/>
- National Association of Social Workers (NASW) Code of Ethics (2008). Retrieved from <http://socialworkers.org/pubs/code/default.asp>
- NASW Standards and Indicators for Cultural Competence in Social Work (2015). Retrieved from <https://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf>
- NASW, CSWE, ASWB, & CSWA (2017). Standards for Technology in Social Work Practice. Retrieved from <https://www.socialworkers.org/practice/standards/review/tech/0605/techStandards0605.pdf>
- Neff, K. Self-Compassion. Located at <http://self-compassion.org/>
- Okun, T. (June, 2017). *From white racist to white anti-racist: The life-long journey*. Retrieved from <http://meh.religioused.org/ladderofempowerment.pdf>
- Ontario Centre of Excellence for Child and Youth Mental Health (March, 2014). *Evidence- informed practice* video. Retrieved from <https://www.youtube.com/watch?v=Xiv75BLGtrs>
- Segal, J. & Smith, M. (2017). Conflict resolution skills. Retrieved from <https://www.helpguide.org/articles/relationships-communication/conflict-resolution-skills.htm?pdf=true>
- Sidell, N. L. (2011). *Social work documentation: A guide to strengthening your case recording* (2<sup>nd</sup> ed.), Washington, D.C.: NASW Press.
- The New Social Worker Journal (ethics section)  
<http://www.socialworker.com/feature-articles/ethics-articles>

Wiggins, G. (Sept., 2012). Seven keys to effective feedback. *Educational Leadership*, 70(1), 10-16. Retrieved from <http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx>

Wisconsin Department of Safety and Professional Services (DSPS). Located at <http://dsps.wi.gov/Licenses-Permits/Credentialing/Health-Professions>

Young, D. (2015). *The writer's handbook: 12 workshops for effective writing*. Ogden Dunes, IN: Writer's Toolkit Publishing LLC.

## VI. Course Expectations

### A. Learning Contexts

As developing professionals, students need to be cognizant of the policies and procedures of the University of Wisconsin-Green Bay (via the university handbook). Students who do not have a copy of the handbook can access the policies and procedures at: <http://www.uwgb.edu/policies/>.

Furthermore, the Social Work Professional Program has unique policies (e.g., non-academic retention standards), as well as policies that build off of University policy (e.g., confidentiality policy). These can be found in the *MSW Student Handbook*, a required resource available on the UWGB MSW Program website. Students are asked to reference these materials as needed throughout the semester and to direct any general questions to their Program advisor. All course specific questions go to the instructor of a course.

Additionally, the *Code of Ethics* for the National Association of Social Workers provides a framework for professional action grounded in the values and ethics that must govern all work in the Social Work program. This includes course work outside this course.

Students are evaluated, in part, against such 'practices and standards' to determine their ongoing readiness for advanced practice social work.

### B. Grading

Students will receive a numerical grade on most assignments. Numerical grades represent letter grades as detailed on the chart below. The numerical grades for all assignments will be weighted and added to arrive at a final grade. Numerical grades correspond to letter grades as follows:

<u>Letter Grade</u>	<u>Numerical Grade</u>	<u>Category</u>
A	94-100	Excellent
AB	88-93	Very Good
B	83-87	Good

BC	78-82	Needs Improvement
C	70-77	Needs Major Improvement
CD	65-69	Unacceptable
D	60-64	Unacceptable
F	Below 60	Unacceptable

### C. Academic Honesty

Academic honesty is expected in all areas of student work. As developing professionals, students will incorporate the policies and procedures of both the University of Wisconsin System (see “Academic misconduct” section of administrative code: <https://www.uwgb.edu/dean-of-students/files/uws-14.pdf> and the MSW Program (see “Academic Honesty” section of *MSW Student Handbook*: <http://www.uwgb.edu/UWGBCMS/media/social-work/files/MSW-Student-Handbook-2017-18.pdf>)

Demonstrations of academic dishonesty (i.e., plagiarism, cheating, etc.) will be dealt with according to UWGB Academic Disciplinary Procedures. Possible consequences include a failing grade for the assignment, as well as the potential for expulsion from the university. Contact the Dean of Students office, <https://www.uwgb.edu/dean-of-students/>, for more information about these and other procedures.

### B. Assignments

#### Professional Behavior and Participation 55%

The process of teaching and learning is an educational partnership. At the graduate level, students are expected to take a lead role in their educational efforts. As this course is highly interactive, regular attendance, preparedness, and participation is an essential component for success. Lack of attendance, habitual tardiness, and marginal participation will impact the final grade for this course. In addition, students are expected to be attentive listeners, engage in self-reflection, and remain respectful of diverse opinions.

#### Critical Analysis Papers 30%

This course has three written assignments each worth 10% of the final grade. Specific details for each assignment will be provided in class.

- Unit I: Values and Assumptions
- Unit 2: Writing a Case Note
- Unit 3: Developing a Task Group

#### Group Project 10% presentation; 5% teamwork

Working in small groups, students will research, analyze, and present an assigned Wisconsin statute. This portion of the group project constitutes 10% of the final grade and is a group grade. The remaining 5% is an individual grade and is based on peer and instructor feedback concerning teamwork. Further details will be provided in class.

The ability to write clearly, fluently, and in standard grammatical English is a minimum expectation of a college educated person as well as a prerequisite for effective social work practice. As such, students are expected to comply with the standards for “acceptable writing”. It is expected that when writing errors are brought to your attention, you will not repeat them in subsequent papers.

VI. Learning Units

	<b>Topic</b>	<b>Discussions/Activities</b>	<b>Assignments/Readings</b>
<b>Unit I Weeks 1-5</b>	<b>Introduction to the Profession</b>		
Sept. 5	Introduction to the Course and Graduate-level Education	-Syllabus Review -Competencies -Practice Areas -Expectations	<i>Readings/Videos:</i>  -MSW Student Handbook, 2017 -Chew videos, 2015
Sept. 12	Historical View of the Profession	-The Past -The Present -Role of Oppression	<i>Readings/Videos:</i>  -Glicken, 2011 -Okun, 2017 -Chavez video, 2012 <a href="http://www.dismantlingracism.org/">http://www.dismantlingracism.org/</a>
Sept. 19	Guideposts for the Profession	-Laws, Statutes, Codes -Evidence Based Practice	<i>Readings/Videos:</i>  -NASW Code of Ethics -NASW Cultural Standards -Ontario Center for Excellence video, 2014
Sept. 26	Ethical Practice	-Informed Consent -Mandatory Reporting -Confidentiality	<i>Readings/Videos:</i>  -Chang, 2013, Ch. 3 -MPSW 20 -NASW et al Technology Standards -Student-Selected (from The New Social Worker journal)
Oct. 3	Personal/Professional Identity	-Values -Professional Development	<i>Readings/Videos:</i>  -Chang, 2013, Ch. 3
<b>Unit II</b>			

Weeks 6-8	Communications		
Oct. 10	Writing for the Profession	<ul style="list-style-type: none"> <li>-Basic writing skills</li> <li>-Informal communications</li> <li>-Person-first language</li> </ul>	<i>Readings/Videos:</i> <ul style="list-style-type: none"> <li>-Young, Tamburro, &amp; Harris, 2014, pp. ix-xxii and 310-311, Ch. 7 and 17</li> </ul>
Oct. 17	Academic Writing	<ul style="list-style-type: none"> <li>-APA</li> <li>-Formal papers</li> <li>-Self-reflections</li> </ul>	<i>Readings/Videos:</i> <ul style="list-style-type: none"> <li>-Young, Tamburro, &amp; Harris, 2014, Ch. 1, 5, and 6</li> </ul> <p><b>-Values and Assumptions paper due October 22</b></p>
Oct. 24	Professional Writing	<ul style="list-style-type: none"> <li>-Correspondence</li> <li>-Social Media</li> <li>-Case Notes</li> </ul>	<i>Readings/Videos:</i> <ul style="list-style-type: none"> <li>-Young, Tamburro, &amp; Harris, 2014, Ch. 2</li> <li>-Sidell, 2011</li> </ul> <p><b>Writing a Case Note paper due October 29</b></p>
<b>Unit III Weeks 9-11</b>	<b>Collaboration and Professionalism in Social Work</b>		
Oct. 31	Professional Conduct	<ul style="list-style-type: none"> <li>- Supervision</li> <li>-Relationships with Colleagues</li> <li>-Professional Boundaries</li> </ul>	<i>Readings/Videos:</i> <ul style="list-style-type: none"> <li>-MPSW 20</li> <li>-Chang, 2013, Ch. 4</li> <li>-NASW Code of Ethics</li> </ul>
Nov. 7	Groups and Teams	<ul style="list-style-type: none"> <li>-Group Dynamics</li> <li>-Conflict Resolution and Mediation</li> </ul>	<i>Readings/Videos:</i> <ul style="list-style-type: none"> <li>-Franz, 2012, Ch. 1</li> <li>-Segal &amp; Smith, 2017</li> <li>-Young, 2015, pp. 159-171 and 177</li> </ul>
Nov. 14	Foundations for Working Together	<ul style="list-style-type: none"> <li>-Feedback</li> <li>-Organization</li> <li>-Communication</li> </ul>	<i>Readings/Videos:</i> <ul style="list-style-type: none"> <li>-Franz, 2012, Ch. 6</li> <li>-Wiggins, 2012</li> <li>-Young, 2015, pp. 171-176</li> </ul>



			<b>Developing a Task Group paper due November 19</b>
<b>Unit IV Weeks 12-14</b>	<b>Stepping Up</b>		
Nov. 21	Wisconsin Statutes	No Class: Group Work	<b>Group Outline and Team Evaluations due November 26</b>
Nov. 28		Group Presentations	
Dec. 5	Next Steps	-MSW Curriculum, etc. -Licensure -Professional Affiliations -Self-Care -Course Evaluations	<i>Readings/Websites:</i> -MPSW 19 -MSW Student Handbook, 2017 -NASW website -Wisconsin DSPS website <a href="http://www.self-compassion.org">-www.self-compassion.org</a>

The instructor reserves the right to alter components of this syllabus at any time, including assignments and scheduling. Students will be given fair notice if such changes occur.

#### **UW System Policies and Procedures Regarding Students with Disabilities**

Consistent with the federal law and the policies of the University of Wisconsin, it is the policy of the University of Wisconsin – Green Bay to provide appropriate and necessary accommodations to students with documented physical and learning disabilities. If you anticipate requiring any auxiliary aids or services, you should contact the instructor or the Coordinator of Disability Services at 920-465-2841 as soon as possible to discuss your needs and to arrange for the provision of services.

## VII. References

- Avao, B. and Clemens, K. (2013). *The art of effective facilitation*. Sterling, VA: Stylus Publishing.
- Bransford, J. D., Brown, A. L., & Cocking, R. R. (September, 2000). *How people learn: Brain, mind, experience, and school*. National Academies Press. Retrieved from <https://cft.vanderbilt.edu/guides-sub-pages/how-people-learn/>
- Tannenbaum, N. & Reisch, M. (2001, Fall). From charitable volunteers to architects of social welfare: A brief history of social work. *Ongoing*, 6-11. Retrieved from <https://ssw.umich.edu/news-and-events/ongoing>
- Young, D. (2015). *The writer's handbook: 12 workshops for effective writing*. Ogden Dunes, IN: Writer's Toolkit Publishing LLC.

# UNIVERSITY OF WISCONSIN - GREEN BAY

## MSW PROGRAM

### Fall Term 2017

**SOC WORK 711:** (3 credits)

**Course E-mail:** C10133

**Building & Room:** Wood Hall 215

**Days and Times Meet:** Thursdays, 5-8 PM

**Instructor:** Terrance Mapes; MSSW LCSW

**Office:** Rose Hall 320M

**Phone:** 920-465-2773

**Fax:** 920-465-2824

**Email:** [mapest@uwgb.edu](mailto:mapest@uwgb.edu)

## FOUNDATIONS OF SOCIAL WELFARE

### CATALOG DESCRIPTION

This course examines the origin and change of social welfare arrangements in the U.S. to meet human needs. It traces the evolution of the social work profession and social welfare efforts in relation to major economic, social, and political forces over time. Students are introduced to the processes of policy development and policy change and evaluate contemporary social policies affecting poor and disenfranchised groups in the U.S.

#### I. Course Description

This course begins with an orientation to the competencies for MSW practice that constitute the core of the graduate program at the University of Wisconsin–Green Bay. These competencies are integrated throughout various class activities and related assignments.

This course will then closely examine those factors that have historically shaped the development of social welfare initiatives in the United States. It reviews major theories related to social welfare change over time and how these ideas have persistently defined the debate over whose needs are met—and whose needs are not met—and the social mechanisms employed. Social welfare policy has historically centered on deciding the point at which individual responsibility becomes a collective responsibility and the form and shape that collective responsibility takes. Our focus is on understanding how social welfare efforts originated, how and why they changed over time, and how this impacts current and future social welfare policy. It emphasizes a critical approach to present social welfare institutions and highlights the role of social workers and the social work profession in humanizing these institutions and promoting social justice.

Students are then introduced to the processes of policy development and change, and how they can influence the development and direction of policy. Students will analyze contemporary social policies in the U.S., including Title IV-E policies which impact individuals, families, and children who are affected by multiple life challenges including vulnerability, poverty, and oppression. Students will trace the impact of these policies on social work practice with individuals, groups, families and children.

#### II. Relationship to Other Courses

This is a core course in the generalist foundations sequence. Students enroll in this class during their first semester in the Program. This course prepares students for *Advanced Policy: Leadership, Advocacy and Practice*, which is taken during the Advanced year and guides students in political advocacy and other types of intervention approaches useful in developing and changing social policies.

### III. Course Objectives

The following course objectives flow from and relate to one or more of the ten core competencies on which the MSW curriculum is based. Each objective is listed below, followed by the relevant competency/competencies and practice behavior(s) it is intended to measure. At the conclusion of this course you will be able to:

1. Use knowledge obtained from other courses or outside the classroom to extend understanding of the core competencies for social work practice.
  - Competency 1—Professional Self: Identify as a professional social worker and conduct oneself accordingly.
    - 1.1 *Utilize personal reflection to evaluate strengths and learning needs related to professional development.*
  - Competency 3—Critical Thinking: Apply critical thinking to inform and communicate professional judgments.
    - 3.1 *Critique and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.\**
2. Identify how social work evolved as a profession and its leadership role in providing for human needs and influencing larger systems for change.
  - Competency 9—Service Delivery: Respond to contexts that shape practice.
    - 9.1 *Assess the strengths and limitations of social service delivery systems in the context of social and environmental change.\**
    - 9.4 *Articulate the role of local, state, and federal policies in shaping service delivery systems.\**
3. Articulate the ideological and cultural bases of politics and social welfare policies in the United States.
  - Competency 5—Social Justice: Advance human rights and social and economic justice.
    - 5.1 *Understand the forms and mechanisms of privilege, oppression and discrimination and their impacts on clients/systems.*
  - Competency 9—Service Delivery: Respond to contexts that shape practice.
    - 9.1 *Assess the strengths and limitations of social service delivery systems in the context of social and environmental change.*
    - 9.4 *Articulate the role of local, state, and federal policies in shaping service delivery systems.*
4. Articulate the processes of public policy formation in the United States.
  - Competency 8—Social Policy: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
    - 8.1 *Analyze social policies and identify opportunities for advancing social well-being.\**

5. Assess the impact of social policy on diverse populations; including but not limited to children and families applying knowledge of the patterns, dynamics and consequences of discrimination, economic deprivation, and oppression.

Competency 3—Critical Thinking: Apply critical thinking to inform and communicate professional judgments.

*3.1 Critique and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.*

Competency 4—Diversity: Engage diversity and difference in practice.

*4.2 Recognize and communicate understanding of the importance of difference in shaping life experiences.*

Competency 5—Social Justice: Advance human rights and social and economic justice.

*5.1 Understand the forms and mechanisms of privilege, oppression and discrimination and their impacts on clients/systems.\**

Competency 8—Social Policy: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

*8.1 Analyze social policies and identify opportunities for advancing social well-being.*

6. Analyze social policy using a framework that considers the content of historical and contemporary factors that shape policy and applies the principles of social and economic justice.

Competency 3—Critical Thinking: Apply critical thinking to inform and communicate professional judgments.

*3.1 Critique and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.*

Competency 5—Social Justice: Advance human rights and social and economic justice.

*5.2 Engage in practices that advance human rights and social and economic justice.\**

Competency 8—Social Policy: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

*8.1 Analyze social policies and identify opportunities for advancing social well-being.*

Course objectives, competencies, and practice behaviors related to particular learning units and assignments are designated in parentheses throughout the syllabus to help you identify how they are integrated into this course. For example, “(O2-1.1)” would refer to the second course **O**bjective and practice behavior 1.1 (which is associated with competency 1). An \*indicates the practice behavior is measured through an embedded assessment assignment.

#### IV. Course Format

This is a hybrid course that requires interactive learning, self-directed readings, discussion posts, and assignment completion.

#### V. Course Materials

##### A. Required Reading

The following text is **required** for this course:

Barusch, A. S. (2014). *Foundations of social policy: Social justice in human perspective* (5<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

The following readings **may** be required:

Karger, H. J., Midgley, J., Kindle, P. A., Brown, C. B. (2007). *Controversial issues in social policy* (3<sup>rd</sup> ed.). Boston, MA: Pearson.

Additional readings may be posted on D2L.

B. Required Posted Readings on D2L:

Council on Social Work Education. (2008). *Educational policy and accreditation standards*. Retrieved from <http://www.cswe.org/File.aspx?id=13780>

National Association of Social Workers. (2008). *Code of ethics*. Author: Washington D.C.

VI. Course Expectations

A. Learning Contexts

As a developing professional you will need to be cognizant of the policies and procedures of the University of Wisconsin-Green Bay (via the university handbook). If you do not have a copy of the handbook, you can access the policies and procedures at: <http://www.uwgb.edu/policies/>.

Furthermore, the Social Work Professional Program has unique policies (e.g., non-academic retention standards), as well as policies that build off of University policy (e.g., confidentiality policy). These can be found in the *MSW Student Handbook*, available on the UWGB MSW Program website. You are asked to reference these materials as needed throughout the semester and to direct any general questions to your Program advisor. All course specific questions go to the instructor of a course.

Additionally, the *Code of Ethics* for the National Association of Social Workers provides a framework for professional action grounded in the values and ethics that must govern your work in the Social Work program. This includes course work outside this course.

You are evaluated, in part, against such 'practices and standards' to determine your ongoing readiness for advanced practice social work.

B. Grading

Students will receive a numerical grade on most assignments. Numerical grades represent letter grades as detailed on the chart below. The numerical grades for all assignments will be weighted and added to arrive at a final grade. Numerical grades correspond to letter grades as follows:

<u>Letter Grade</u>	<u>Numerical Grade</u>	<u>Category</u>
A	94-100	Excellent
AB	88-93	Very Good
B	83-87	Good
BC	78-82	Needs Improvement
C	70-77	Needs Major Improvement
CD	65-69	Unacceptable
D	60-64	Unacceptable
F	Below 60	Unacceptable

C. Academic Honesty

Academic honesty is expected in all areas of your work. As developing professionals, students will incorporate the policies and procedures of both the University of Wisconsin System (see “Academic misconduct” section of administrative code: [http://www.uwgb.edu/deanofstudents/judicial\\_affairs/uws14\\_17\\_18/index.html#14](http://www.uwgb.edu/deanofstudents/judicial_affairs/uws14_17_18/index.html#14)) and the MSW Program (see “Academic Honesty” section of *MSW Student Handbook*: <http://www.uwgb.edu/socwork/files/pdf/MSW%20Student%20Handbook%20202015-16.pdf>).

Demonstrations of academic dishonesty (i.e., plagiarism, cheating, etc.) will be dealt with according to UWGB Academic Disciplinary Procedures. Possible consequences include a failing grade for the assignment, as well as the potential for expulsion from the university. Copies of these procedures can be found at: [http://www.uwgb.edu/deanofstudents/judicial\\_affairs/how\\_it\\_works/index.html](http://www.uwgb.edu/deanofstudents/judicial_affairs/how_it_works/index.html).

D. Assignments (*NOTE: \*indicates practice behavior measured by this embedded assessment assignment*)

<b>Assignment</b>	<b>% of Final Grade</b>	<b>Objectives and Practice Behaviors</b>
Focus Paper I	5%	O1-1.1; 3.1*
Focus Paper II	5%	O1-1.1; 3.1*
Focus Paper III	10%	O1-1.1; 3.1*; O2-9.1; O5-5.1
In-Class Essay Exam	20%	O2-9.1*, 9.4*; O3-5.1, 9.1, 9.4; O4-8.1*
Discussion Posts, Facilitation, and Participation (D2L & F2F)	30%	O1-3.1; O5-3.1; O6-3.1

Social Policy Analysis Paper	30%	O3-5.1, 9.1, 9.4; O5-3.1, 4.2, 5.1*, 8.1; O6-5.2*, 8.1
<b>TOTAL</b>	<b>100%</b>	

The ability to write clearly, fluently, and in standard grammatical English is a minimum expectation of a college educated person as well as a prerequisite for effective social work practice. As such, students are expected to comply with the standards for “acceptable writing” outlined in the UWGB Writing Policy (<http://www.uwgb.edu/writingcenter/handouts/policy.pdf>). It is expected that when writing errors are brought to your attention, you will not repeat them in subsequent papers.

### **Assignments (Writing and D2L)**

#### **D2L AND In-Class Assignments:**

**D2L AND Face to Face Discussions (15% of total grade):** Four to five (4-5) small groups will be formed. Students will respond to student facilitator(s) posted discussion prompts/questions and in-class discussion prompts/questions taken from Barusch (2015) and other sources as assigned. Group and class members are to engage in critical analysis about the topic by responding with at least two postings per D2L discussion weeks AND ongoing, attentive in-class week dialogue. The depth and quality of the discussion will determine the grade for each student for each discussion. Critical thought and analysis is expected.

**D2L AND Face to Face Student Facilitator(s) (15% of total grade):** Each student is responsible for facilitating one group D2L discussion during the semester from his/her assigned section of Barusch (2015), with a possible limited second opportunity. The student facilitator(s) will provide a brief synopsis of the assigned reading via a D2L posting or power point presentation (up-loaded to D2L) which, at its conclusion will provide discussion prompts and/or specific questions to engage peers in critical, in-depth dialogue. Students facilitating during class sessions will provide a synopsis of the assigned readings/topics via lecture or PowerPoint and will at its conclusion engage peers in an in-depth, critical discussion. In-class facilitators can engage class individually and/or collectively with other members of their assigned week cohort, or both. In-class discussions will primarily be student-facilitator driven, giving students the opportunity for interactive learning and engagement.

#### **Writing Assignments:**

All written assignments are due on due date before class, via the D2L Dropbox. No hard copies necessary!

##### **Focus Paper I:**

**Due: 7 September 2017**

Please develop a succinct argument based on the two questions below. This brief reflective paper is based on your current understanding as you enter the profession of social work. This paper should be no more than two pages long.

**Why should Social Workers care what happens at the government level?  
Why Care for a Stranger?**



**Focus Paper II****Due: 5 October 2017**

Please develop a succinct argument based on the two questions below. This brief paper is not only reflective, but also based on learning from readings, D2L discussions, and class room lectures. This paper should be no more than four pages long.

**What sets us apart as a profession? What are our obligations as social work professionals?**

**Essay Exam****In-Class: 19 October 2017**

Students will read a scenario and answer question(s) in essay form. Students will integrate social work values and critical thinking throughout the essay.

**Focus Paper III****Due: 9 November 2017**

Please develop a succinct argument based on the two questions below. This brief paper is not only reflective of **Focus Paper I**, but also based on learning from readings, D2L discussion, and class room lectures. This paper is a clear demonstration of new learning gleaned since the beginning of the semester. This paper should be no more than five pages long.

**Why should Social Workers care what happens at the government level?  
Why Care for a Stranger?**

**Policy Analysis Paper****Due: 4 December 2017**

Please analyze a social welfare policy in no more than 12 pages (not including the cover page and reference page/s).

Your paper should include the following elements:

- 1) A clear description of the problem or need being addressed by the policy
- 2) The policy itself
- 3) A brief history of the policy's development and implementation, including its strengths and weaknesses, along with a discussion regarding how the mechanisms of privilege, oppression and discrimination influence the policy
- 4) An analysis of the policy via the use of one of several models (Institutional Model, Rational Model, Process Model, Group Theory Model, Elite Theory Model, and Incremental Model).
- 5) The results/impact to date associated with the policy with recommendations for future changes/adjustments/refinements of the policy, and how these recommendations will

**UW System Policies and Procedures Regarding Students with Disabilities**

Consistent with the federal law and the policies of the University of Wisconsin, it is the policy of the University of Wisconsin – Green Bay to provide appropriate and necessary accommodations to students with documented physical and learning disabilities. If you anticipate requiring any auxiliary aids or services, you should contact the instructor or the Coordinator of Disability Services at 920-465-2841 as soon as possible to discuss your needs and to arrange for the provision of services.

**Learning Units:  
COURSE SCHEDULE/OUTLINE**

**In-Class & D2L Sessions & Presentations/Assignments**

DATE(S)	OBJECTIVES & ACTIVITIES	ASSIGNMENTS & READINGS
Sept 7, 2017 Face to face	<p>Introductions / Who We Are Review / Examine Syllabus Review / Examine SW Competencies D2L groups &amp; assignments (make sure you know which group you're in) Why care for the stranger: a framework for understanding a reluctant welfare state – Discussion</p> <p>Learning Objectives: (01-1.1; 3.1) At the completion of this learning unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify expectations and key assignments for the course</li> <li>• Share initial comments and/or concerns regarding the course.</li> <li>• Reflect on the role of Social Work in social issues.</li> </ul>	<p>Course Syllabus Discussion Focus Paper I DUE</p>
Sept 11-17, 2017 D2L	D2L Discussion	Barusch Chapters 1 & 2
Sept 21, 2017 Face to face	<p>Early roots for social welfare and the beginning of assumption of responsd. From Poor Law to Welfare State. Urbanization, immigration and Industrialization Title IV-E</p> <p>Learning Objectives: (O2-9.1, 9.4; O3-5.1, 9.1, 9.4; O4-8.1) At the completion of this module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the role of social work in the development of social welfare history</li> <li>• Identify the process of public policy formation</li> <li>• Compare and contrast various ideologies of politics and social welfare policy (e.g. Title IV-E, TANF, Affordable Care Act, etc.).</li> <li>• Gain an understanding of EPAS and the NASW Code of Ethics</li> </ul>	<p>Student Facilitated Discussion: We Are All on Welfare &amp; We Are All Still on Welfare NASW Code of Ethics and EPAS</p> <p>Lecture</p>
Sept 25-Oct 1, 2017 D2L	D2L Discussion	Barusch Chapters 4 & 5
Oct 5, 2017	<b>Off-campus or Recorded Video Viewing</b>	Focus Paper II DUE

<i>No Class Meeting</i>	<b>Community Government Assignment</b> <ul style="list-style-type: none"> <li>BECAUSE OF THE EXTENDED NATURE OF THIS WEEK'S ADDITIONAL EXERCISE, CLASS WILL NOT MEET ON THURSDAY, OCTOBER 5TH AS SCHEDULED. YOUR TIME INVOLVED WITH EITHER CHOICE 1 OR CHOICE 2 WILL COMPENSATE YOUR IN-CLASS TIME.</li> </ul>	
Oct 9-15, 2017 D2L	D2L Discussion	Barusch Chapters 6 & 7
Oct 19, 2017 Face to face	Debrief Community Government Assignment Learning Objectives: At the completion of this module, students will be able to: <ul style="list-style-type: none"> <li>Apply critical thinking to inform and communicate professional judgments.</li> <li>Advance human rights and social and economic justice</li> <li>Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</li> </ul>	ESSAY EXAM in class  Student Facilitated Discussion: Barusch Ch. 12  <i>Be prepared to come with your discussion questions and material from the Community Government Assignment week.</i>
Oct 23-29, 2017 D2L	D2L Discussion	Barusch Ch. 3
Nov 2, 2017 Face to face	Lecture and Discussion Child welfare policies Learning Objectives: (O1-1.1; O6-3.1, 5.2, 8.1) At the completion of this module, students will be able to: <ul style="list-style-type: none"> <li>Apply policy analysis framework to understand the historical and contextual influences on a current social policy</li> </ul>	Focus Paper III DUE  Student facilitated Discussion: Barusch CH. 11  Lecture/Discussion
Nov 6-12, 2017 D2L	D2L Discussion	Barusch Ch. 9
Nov 16, 2017 Face to face	Lecture and Discussion Learning Objectives: (O2-9.1, 9.4; O3-5.1, 9.1, 9.4; O4-8.1). At the completion of this module, students will be able to: <ul style="list-style-type: none"> <li>Identify and investigate social policies that intersect with social work</li> <li>Compare and contrast social work values and principles with public policy and policy initiatives</li> </ul>	Student facilitated Discussion: Barusch Ch. 8  Lecture/Discussion
Nov 20-26, 2017 D2L	D2L Discussion	Barusch Ch. 10

Nov 30, 2017 Face to face	Lecture and Discussion Learning Objectives: (O3-5.1, 9.1, 9.2; O5-3.1, 4.2, 5.1, 8.1; O6-5.2, 8.1)  At the completion of this module, students will be able to: <ul style="list-style-type: none"> <li>Analyze the impact of social policy on underrepresented populations</li> <li>Suggest policy alternatives that protect and support underrepresented populations</li> </ul>	Student Facilitated Discussion: Barusch Ch. 13  Video  Lecture: <i>Controversial issues in social policy</i>
Dec 4-10, 2017 D2L	D2L Discussion	Barusch Ch.14  Policy Analysis Paper DUE: before <b>12/4/17</b> .
Dec 14, 2017 Face to face	<b>Final Exam Time: 6:00 PM – 8:00 PM (Tentative)</b> Wood Hall 215 Open discussion	Reflection & Discussion Pulling It All Together/Synthesis  Course evaluations

VIII. References:

Clayton, M. & Williams, A. (2004). *Social Justice*. Malden, MA: Blackwell.

Deardorff, D. K. (2009). *The SAGE handbook of intercultural competence*. Thousand Oaks, CA: SAGE.

Harrison, B. C. (2011). *Power and society: An introduction to the social sciences* (12<sup>th</sup> ed.). Boston, MA: Wadsworth.

Jansson, B. S. (2011). *Becoming an effective policy advocate: From policy practice to social justice* (6<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

Jansson, B. S. (2012). *The reluctant welfare state: Engaging history to advance social work practice in contemporary society* (7<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

Loeb, P. R. (2010). *Soul of a citizen: Living with conviction in challenging times* (2<sup>nd</sup> ed.). New

York, NY: St. Martin's Press.

Midgley, J. & Livermore, M. (2009). *The handbook of social policy* (2<sup>nd</sup> ed.). Los Angeles, CA: SAGE.

Popple, P. R. & Leighninger, L. (2011). *The policy-based profession: An introduction to social welfare policy analysis for social workers* (5<sup>th</sup> ed.). Boston, MA: Pearson.

Zastrow, C. (2010). *Introduction to social work and social welfare: Empowering people* (10<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

**UNIVERSITY OF WISCONSIN - GREEN BAY  
MSW PROGRAM**

**Fall 2017**  
**Social Work 712/714:** (4 credits each)  
**Course E-mail:**11430/3368  
**Agency Based**  
**Schedule TBD**

**Instructor:** Nina Powell, MSW, LCSW  
**Office:** Rose Hall, Suite 310M  
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**FOUNDATION FIELD I AND II**

I. Course Description

The foundation field sequence (Foundation Field I and Foundation Field II) is designed to allow students direct generalist practice experience in an agency setting. Through a collaborative process led by the Field Coordinator, students are assigned to a specific field setting and supervised by an agency field educator. Over the course of the foundation field sequence, students are expected to have direct, “hands on” responsibility for performing typical agency social work functions that reflect generalist practice expectations.

Because a goal of field is to offer students opportunities to apply skills learned in the classroom to the real world of daily practice in human service settings, students must be concurrently enrolled in the Generalist Practice course sequence and Field Seminar. By completion of the foundation field sequence, students will demonstrate capacity to perform at the generalist level practice situations.

II. Relationship to Other Courses:

The field practicum is considered one of the integrative experiences in the graduate social work curriculum. Therefore students are required to take their generalist practice and skills courses concurrently with Field I and Field II unless such course(s) were waived during the admission process. Students must, throughout the foundation year, demonstrate mastery of the 10 competencies in field experiences to move to the advanced year.

Students accepted for the foundation level admission to the MSW program must meet the admission requirements. If pre-requisites have not yet been obtained, completion is required prior to entering the advanced year of studies.

III. Course Objectives

Because the field experiences provide integrative experiences, merging the application of social work knowledge, values, and skills, all of the student learning competencies will

be addressed and need to be demonstrated in field courses. At the conclusion of this course students will be able to:

1. Apply learning from throughout the curriculum to daily experiences as generalist level social workers in the field;
2. Examine implications of practice experiences for serving clients from diverse cultures, social classes and communities;
3. Integrate findings of research into their daily practice in the field
4. Develop and strengthen generalist practice social work skills through agency-based interactions.
5. Self-assess strengths and challenges in the development of proficiency in the foundation level competencies and practice behaviors.

The ten core competencies for social work as developed by the Council on Social Work Education are listed below. Within the field setting, students will gain experience to develop competence in each of the practice behaviors.

Competency 1—Professional Self. Identify as a professional social worker and conduct oneself accordingly.

Competency 2—Standards and Ethics. Apply social work ethical principles to guide professional practice.

Competency 3—Critical Thinking. Apply critical thinking to inform and communicate professional judgments.

Competency 4—Diversity. Engage diversity and difference in practice.

Competency 5—Social Justice. Advance human rights and social and economic justice.

Competency 6—Research. Engage in research-informed practice and practice-informed research.

Competency 7—Interdisciplinary Knowledge. Apply knowledge of human behavior and the social environment.

Competency 8—Social Policy Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Competency 9—Service Delivery. Respond to contexts that shape practice.

Competency 10—Change Process. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

#### IV. Course Format

This agency-based experience requires students to remain in a single agency throughout the foundation field sequence. Students will complete a total of 210 hours for Foundation Field I. Students will have the option of enrolling for the full four credits in the fall semester (requiring approximately 16 hours per week to meet the hour requirements). At completion of the 210 hours of placement, students must be progressing satisfactorily in professional development and competency achievement. Students are expected to develop and maintain a regular schedule hours at their field agency to meet the hours as defined in the learning contract. This schedule should meet student needs in that it does not conflict with other required course work; it should also meet agency needs, allowing students, whenever possible, to attend staff meetings and other essential agency meetings. Completion of routine agency paperwork and case documentation is also required. An end-of-semester evaluation is completed by the student, agency field instructor, and faculty field liaison to determine progress in field.

#### V. Course Materials

##### A. Required Reading

University of Wisconsin-Green Bay, *Social Work Professional Programs MSW Program Student Handbook* (2017-18). Retrieved from <https://www.uwgb.edu/UWGCMS/media/social-work/files/MSW-Student-Handbook-2017-18.pdf>

#### VI. Course Expectations

##### A. Learning Contexts

As a developing professional, you will need to be cognizant of the policies and procedures of the University of Wisconsin-Green Bay (via the university handbook). If you do not have a copy of the handbook, you can access the policies and procedures at: <http://www.uwgb.edu/policies/>.

Furthermore, the Social Work Professional Program has unique policies (e.g., non-academic retention standards), as well as policies that build off University policy (e.g., confidentiality policy). These can be found in the *MSW Student Handbook*, Retrieved from <http://www.uwgb.edu/socwork/files/pdf/MSW%20Student%20Handbook%202015-16.pdf> or purchased through the University Book Store. You are asked to reference these materials as needed throughout the semester and to direct any general questions to your Program advisor. All course specific questions go to the instructor of a course.

Additionally, the *Code of Ethics* for the National Association of Social Workers provides a framework for professional action grounded in the values and ethics



that must govern your work in the Social Work program. This includes course work outside this course.

You are evaluated, in part, against such ‘practices and standards’ to determine your ongoing readiness for advanced practice social work.

C. Grading

Students will receive a numerical grade on each assignment. Numerical grades represent letter grades as detailed on the chart below. The numerical grades for all assignments will be weighted and added to arrive at a final grade. Numerical grades correspond to letter grades as follows:

<u>Letter Grade</u>	<u>Numerical Grade</u>	<u>Category</u>
A	94-100	Excellent
AB	88-93	Very Good
B	83-87	Good
BC	78-82	Needs Improvement
C	70-77	Needs Major Improvement
CD	65-69	Unacceptable
D	60-64	Unacceptable
F	Below 60	Unacceptable

The grade for field courses is based on several components including observations and documentation in the agency, classroom, and formal or informal meetings. Feedback from field instructors (FI) and other agency staff as well as self-assessments from the student are used to inform the mastery of competencies and professional behaviors portion (50%) of the field grade. Ultimately, the faculty field liaison (FFL) is responsible for assigning the official points and letter grade for all field assignments.

Any individual competency or professional behavior resulting in a rating of less than 7, will be further developed with a Practicum Improvement Plan, monitored by the Faculty Field Liaison.

**9-10:** The student excels at the competency/professional behavior. The student has actively sought opportunities to observe (fall) or practice (spring) the competency as described in their learning plan, and/or has initiated additional opportunities to demonstrate competence and professionalism. The student frequently asks critical questions; and/or thoroughly articulates knowledge of concepts, policies, or methods related to the competency or professional behavior in supervision and/or field logs.

**8-8.9:** The student demonstrates proficiency in the competency/professional behavior. The student has observed (fall) or practiced (spring) the competency as described in their learning plan, and/or may have initiated alternative

opportunities to demonstrate competence and professionalism. The student asks appropriate questions; and/or articulates knowledge of concepts, policies, or methods related to the competency or professional behaviors in supervision and/or field logs.

**7-7.9:** The student is below expectations in the area. The student has not sought opportunities to observe (fall) or practice (spring) the competency as described in their learning plan, nor has the student sought alternative activities for professional development. The student may not be able to clearly articulate knowledge of concepts, policies, or methods related to the competency or professional behavior in supervision and/or field logs.

**Below 7:** The student's performance is unacceptable in the area. The student has refused and/or avoided opportunities to observe (fall) or practice (spring) the competency as described in their learning plan. The student has not completed alternative activities nor followed professional improvement suggestions. The student may engage in unethical/unprofessional behaviors.

D. Academic Honesty

Academic honesty is expected in all areas of your work. As developing professionals, students will incorporate the policies and procedures of both the University of Wisconsin System (see "Academic misconduct" section of administrative code: [http://www.uwgb.edu/deanofstudents/judicial\\_affairs/uws14\\_17\\_18/index.html#14](http://www.uwgb.edu/deanofstudents/judicial_affairs/uws14_17_18/index.html#14)) and the MSW Program (see "Academic Honesty" section of *MSW Student Handbook*: <http://www.uwgb.edu/socwork/files/pdf/MSW%20Student%20Handbook%202015-16.pdf>)

Demonstrations of academic dishonesty (i.e., plagiarism, cheating, etc.) will be dealt with according to UWGB Academic Disciplinary Procedures. Possible consequences include a failing grade for the assignment, as well as the potential for expulsion from the university. Copies of these procedures can be found at: [http://www.uwgb.edu/deanofstudents/judicial\\_affairs/how\\_it\\_works/index.html](http://www.uwgb.edu/deanofstudents/judicial_affairs/how_it_works/index.html)

E. Assignments/Evaluation

Learning Contract	15%
Field Logs	25%
Self-Assessments	10%
Progress Towards Competencies	<u>50%</u>
	100%

### The Learning Contract

**Due 10/02**

Students and Field Instructors will identify tasks and activities to be undertaken within their field agencies that will support meeting the MSW Foundation Year Competencies. Contractual agreement for the field hours and activities leading toward development of competence are outlined using the established form for the field learning contract. Each learning goal must be specific, measurable, and achievable. Details around the contract will be discussed further.

### Field Visits and Meetings

**October**

Each student will meet with the instructor for a face-to-face meeting sometime during the month of October. This meeting will be set with every intention of accommodating the student and instructor's schedules. This is a meeting to better meet the learning needs of the student and review the learning contract in their field setting. A final agency visit will occur before the end of the fall semester only if follow-up is needed.

### Field Logs

**Every two weeks (see schedule)**

Students are expected to document their practicum experiences throughout the semester in the foundation MSW field log. Documentation should preserve client confidentiality and focus on student activities and behaviors rather than client actions, behaviors and progress. Students are to submit the field log as a word document to D2L and are expected to proofread their papers and correct errors. The instructor will provide additional details regarding this assignment. See schedule below for schedule of hours and due dates of field logs.

### Field Log Due Dates:

Field Log # & Dates	Field Hours	Field Log Due Date
<b>Orientation</b>	<b>4</b>	
1: 09/18-10/01	36	10/05
2: 10/02- 10/15	68	10/19
3: 10/16-10/29	100	11/02
4: 10/30-11/12	132	11/16
5: 11/13-11/26	164	11/30
6: 11/27-12/10	196	12/14
7: 12/11-12/17	<b>210 *</b>	12/21
8: 12/25-01/08	Complete any unfinished hours	01/08**

\*Final week is 14 hours

\*\*Last day of Field/Field Hours Due: 01/08

40 hours may carry over into Spring Semester

**Self-Assessment:****Due 12/07**

This assignment will provide students the opportunity to analyze and rate success in field activities and tasks. Details around this assignment will be discussed further.

**Progress Towards Competencies****Due 12/14**

Students and Field Instructors will meet together and complete the end of semester field evaluation feedback form. Feedback from field instructors (FI) and other agency staff (including mid-semester evaluations) as well as self-assessments from the student are used to inform the mastery of competencies and professional behaviors portion of the field grade. Ultimately, the faculty field liaison (FFL) is responsible for assigning the official points and letter grade for all field assignments. Additional details around this will be provided by the instructor.

**VII. Learning Units**

This agency-based experience requires students to remain in an agency throughout the fall and spring semesters for a total of 420 hours (or 210 for Foundation Field I and 210 for Foundation Field II). Placement time in the agency must be completed at a level that demonstrates satisfactory progress in professional development and competency achievement. This is determined by the faculty field liaison in consultation with the agency field instructor, field coordinator, and the student.

Since this is an agency-based course, specific time in the practicum site is by mutual agreement between student and agency field instructor(s), but within the parameters outlined in the field portion of the student handbook.

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**References**

- Baird, B. (2011). *The internship, practicum and field placement handbook: A guide for the helping professions*. (6<sup>th</sup> ed.) Boston, MA: Prentice Hall.
- Cooper, F. (2012). *Professional boundaries in social work and social care: A practical guide to understanding, maintaining and managing your professional boundaries*. Philadelphia, PA: Jessica Kingsley Publishers.
- Cox, K. & Steiner, S. (2013). *Self-care in social work: A guide for practitioners, supervisors, and administrators*. Washington DC: NASW Press.

- Danowski, W. (2012). *In the field: A guide for the social work practicum*. (2<sup>nd</sup> ed.) Boston, MA: Pearson Publishers.
- Garthwait, C. L. (2011). *The social work practicum: A guide and workbook for students*. Boston, MA: Allyn & Bacon.
- Green W. & Levy-Simon, B., eds. (2012). *The Columbia guide for social work writing*. NY: Columbia University Press.
- National Association of Social Workers. (2008) *Code of Ethics*. Washington DC: Author.
- Royse, D., Dhooper, S. & Lewis-Rompf, E. (2012). *Field instruction: A guide for social work students (Updated edition)*. (6<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.
- Sidell, N. (2011). *Social work documentation: A guide to strengthening your case recording*. Washington DC: NASW Press.
- Strom-Gottfried, K. (2007). *Straight talk about ethics*. Chicago, IL: Lyceum.
- Thomlison, B.& Corcoran, K. (2008). *The evidence-based internship: A field manual*. NY: Oxford University Press.
- Ward, K. & Sakima-Mama, R. (2010). *Breaking out of the box: Adventure-based field instruction*. (2<sup>nd</sup>. Ed.) Chicago, IL: Lyceum Books.

*The Instructor reserves the right, with notification, to alter the syllabus at any time.*

**UNIVERSITY OF WISCONSIN-GREEN BAY  
MSW PROGRAM**

**Fall/Spring 2016/17**  
**SOC WORK 716/718 (4 credits each)**  
**Course E-mail: [higginsd@uwgb.edu](mailto:higginsd@uwgb.edu)**  
**Agency Based**  
**Schedule TBD**

**Dr. Doreen Higgins, PhD**  
**Office: Rose Hall, Suite 320G**  
**Phone:(920) 465-2567/ (920) 819-6644**  
**Fax: (920) 465-2824**  
**Email: [higginsd@uwgb.edu](mailto:higginsd@uwgb.edu)**

**ADVANCED FIELD III AND IV**

**I. Course Description**

In the advanced field sequence (Advanced Field III and Advanced Field IV), students are assigned to a specific field setting where they are supervised by an agency field educator for the duration of their practicum. Students have direct “hands on” responsibility for performing typical agency social work functions, across all levels from micro to mezzo to macro. Students are assigned to positions commensurate with those given to MSW practitioners who are beginning their work at the agency.

The purpose of these courses is to provide students with opportunities to obtain and enrich their skills as social workers under the guidance of qualified master’s level social workers, referred to as agency field educators, who are employed in those settings. A primary goal is to offer students opportunities to apply knowledge, values and skills learned in the classroom to the real world of daily practice in human service settings. Another primary goal is to offer students the opportunity to demonstrate their capacity to perform in advanced level practice situations and to demonstrate leadership skills within the agency and larger community.

**II. Relationship to Other Courses:**

The field practicums are considered capstone experiences in the graduate social work curriculum; thus, they are taken during the final two semesters of academic work. Students are expected to utilize their evolving generalist base in practice, integrating prior and concurrent academic work which demonstrates application and integration of theoretical models, methods, and skills underpinning agency-based social work experiences. Students are concurrently enrolled in a one-hour seminar course (Seminar III and Seminar IV) while they are engaged in their field practicums.

Students must, throughout the advanced year, demonstrate mastery of the ten competencies and accompanying practice behaviors in order to complete their graduate degree.

Students must have completed Advanced Field III prior to enrollment in Advanced Field IV. The expectation is that field hours for both field placements are completed according to the student’s learning plan.

### III. Course Objectives

Because the field experiences provide integrative experiences, merging the application of social work knowledge, values, and skills, all of the student learning competencies will be addressed and need to be demonstrated in field courses. At the conclusion of this course students will be able to:

1. Apply knowledge and skills learned throughout the curriculum to daily experiences as advanced practice social workers in the field.
2. Examine implications of practice experiences for serving clients from diverse cultures, social classes, and communities.
3. Integrate research findings into daily practice in the field.
4. Develop and strengthen advanced practice social work skills through agency based interactions.
5. Self-assess strengths and challenges in the development of proficiency in the advanced level competencies and practice behaviors.
6. Promote effective learning from one another, from social work colleagues, and agency supervisors.
7. Develop leadership skills in the field and the classroom.

The ten core competencies for social work as developed by the Council on Social Work Education are listed below. Within the field setting, students will gain experience to develop competence in each of the practice behaviors.

#### Competency 1: Professional Self

- 1.1 Demonstrate ability to independently engage in activities that advance the core values of the social work profession.
- 1.2 Contribute to the advancement of the profession by disseminating emerging knowledge obtained through professional development.
- 1.3 Utilize self-reflection to identify and enhance own professional compportment.

#### Competency 2: Standards and Ethics

- 2.1 Identify and critique ethical decision-making processes in practice.
- 2.2 Demonstrate moral courage (the ability to utilize critical thinking to recognize ethical dilemmas and develop appropriate action plans) in practice situations.
- 2.3 Engage in professional development opportunities directed at challenging personal biases and enhancing professional values.

#### Competency 3: Critical Thinking

- 3.1 Differentially apply principles of logic and reasoning to inform professional decision making.
- 3.2 Engage in critical consumption of research and practice literature.
- 3.3 Demonstrate effective written communication appropriate to contexts.
- 3.4 Demonstrate effective oral communication appropriate to contexts.

#### Competency 4: Diversity

- 4.1 Demonstrate cultural humility when working cross-culturally in practice and professional settings.

4.2 Utilize empowerment and strengths-based strategies appropriate to client's identity status(es) and acculturation-level across the systematic change process.

4.3 Critically assess the congruence of social work principles of diversity with the mission, goals, and organizational climate of social service delivery system(s).

Competency 5: Social Justice

5.1 Analyze the congruence between social service delivery systems and social work values relative to social justice.

5.2 Engage in macro-level advocacy on behalf of oppressed populations.

Competency 6: Research

6.1 Investigate current Evidence-Based Practice (EBP) and introduce in professional settings.

6.2 Evaluate service effectiveness and efficiency through synthesis of outcome data from multiple methods and sources.

Competency 7: Interdisciplinary Knowledge

7.1 Using an empowerment framework, apply interdisciplinary perspectives with client systems and professionals within and across social service delivery systems.

7.2 Identify and critique examples of the application of human behavior theories within practice settings from micro to macro levels.

Competency 8: Social Policy

8.1 Critique social policy relevant to area of emphasis using a policy analysis model as a framework.

8.2 Assess the micro to macro implications of social policy relevant to area of emphasis within the context of social work values and principles.

Competency 9: Service Delivery

9.1 Demonstrate ability to work effectively within and across coalition groups.

9.2 Identify and assess the role of political influences on social service delivery systems in area of emphasis.

Competency 10: Change Process

10.1 Identify factors across systems levels that impact the development of helping relationships in area of emphasis.

10.2 Differentially apply engagement strategies in consideration of diverse client needs, characteristics, contexts, and changing practice dynamics.

10.3 Demonstrate ability to apply bio-psycho-social-spiritual-cultural assessments across systems levels grounded in strengths-based perspectives.

10.4 Critique assessment methods in area of emphasis using a process of continual modification and application.

10.5 Apply strategically chosen, critically evaluated interventions relevant to area of emphasis.

10.6 Utilize empowerment principles to enhance the capacities of clients and social service delivery systems.

10.7 Evaluate effectiveness of intervention strategies, practice, and conscious use of self across systems levels.

10.8 Demonstrate use of evaluation to inform the change process from micro to macro levels.



#### IV. Course Format

This agency-based experience requires students to remain in a single agency throughout the advanced field sequence. Students will complete a total of 240 hours for each of the semester in field. At completion of the advanced field placements, students will have completed a total of 480 hours in the advanced field agency setting. (This equates to 15 weeks at 16 hours per week.) Completing extra hours in field cannot compensate for missed time in the Advanced Seminars.

Students must master competency in the practice behaviors through an end-of-semester evaluation completed by the student, agency field instructor, and faculty field liaison in order to successfully complete the advanced field sequence.

Any exceptions to this procedure must be approved in advance with the field coordinator and program coordinator. The decision-making for alterations to this process does not rest with the seminar instructor.

#### V. Course Materials

##### Required Reading

The UW Green Bay MSW Student Handbook that governs the advanced level field practicum

<http://www.uwgb.edu/socwork/files/pdf/MSW%20Student%20Handbook%202015-16.pdf>

National Association of Social Workers – Code of Ethics

<http://www.socialworkers.org/pubs/code/code.asp>

National Association of Social Workers – Standards for Cultural Competence

[http://www.socialworkers.org/sections/credentials/cultural\\_comp.asp](http://www.socialworkers.org/sections/credentials/cultural_comp.asp)

#### VI. Course Expectations

##### A. Learning Contexts

As a developing professional you will need to be cognizant of the policies and procedures of the University of Wisconsin-Green Bay (via the university handbook). If you do not have a copy of the handbook, you can access the policies and procedures at: <http://www.uwgb.edu/policies/>.

Furthermore, the Social Work Professional Program has unique policies (e.g., non-academic retention standards), as well as policies that build off of University policy (e.g., confidentiality policy). These can be found in the *MSW Student Handbook*, available on the UWGB MSW Program website. You are asked to reference these materials as needed throughout the semester and to direct any

general questions to your Program advisor. All course specific questions go to the instructor of a course.

Additionally, the *Code of Ethics* for the National Association of Social Workers provides a framework for professional action grounded in the values and ethics that must govern your work in the Social Work program. This includes course work outside this course.

You are evaluated, in part, against such ‘practices and standards’ to determine your ongoing readiness for advanced practice social work.

## B. Grading

Student performance in the field will be evaluated using a pass/no pass system. All required field components must be completed at the level noted in order for the student to receive a “passing” field grade. A “no pass” grade would mean that required field components were not met; this could include that the student did not engage in contracting or evaluation meeting at the expected professional level and/or evaluation in field demonstrates unsatisfactory progress toward student competencies and the agency field instructor and faculty field liaison believe that given an additional semester in the field, the student will most likely not be at the level for advanced social work practice.

## C. Academic Honesty

Academic honesty is expected in all areas of your work. As developing professionals, students will incorporate the policies and procedures of both the University of Wisconsin System (see “Academic misconduct” section of administrative code: [http://www.uwgb.edu/deanofstudents/judicial\\_affairs/uws14\\_17\\_18/index.html#14](http://www.uwgb.edu/deanofstudents/judicial_affairs/uws14_17_18/index.html#14)) and the MSW Program (see “Academic Honesty” section of *MSW Student Handbook*: <http://www.uwgb.edu/socwork/files/pdf/MSW%20Student%20Handbook%202015-16.pdf>).

Demonstrations of academic dishonesty (i.e., plagiarism, cheating, etc.) will be dealt with according to UWGB Academic Disciplinary Procedures. Possible consequences include a failing grade for the assignment, as well as the potential for expulsion from the university. Copies of these procedures can be found at: [http://www.uwgb.edu/deanofstudents/judicial\\_affairs/how\\_it\\_works/index.html](http://www.uwgb.edu/deanofstudents/judicial_affairs/how_it_works/index.html).

## D. Assignments

### **Attendance and Participation**

Students are expected to develop and maintain a regular schedule of hours at their field agency in order to complete the requisite hours as defined in the learning contract. This schedule should meet student needs in that it does not conflict with

other required course work. It should also meet agency needs and allow students, whenever possible, to attend staff meetings and other essential agency meetings. Completion of routine agency paperwork and case documentation is also required.

### **Field Activities/Learning Contract**

Students develop a learning contract at the beginning of the advanced year practicum. The learning contract consists of tasks and activities that will be performed during the field practicum to address each of the ten competencies and accompanying practice behaviors. These tasks and activities along with the student's plan to meet the required 240 hours per semester will be documented on the Field Evaluation Form. The learning contract will be discussed at a contracting appointment that is held at the beginning of each semester, and subsequently evaluated at the end of each semester. Examples of a learning contract will be discussed in the seminar course. The template for the learning contract is provided on the course D2L site.

## VII. Learning Units

The advanced field practicum is an agency-based course. As such, specific attendance at field-related activities is established through mutual agreement between the student and agency field instructor(s), and within the parameters outlined in the field portion of the student handbook.

### **UW System Policies and Procedures Regarding Students with Disabilities**

Consistent with the federal law and the policies of the University of Wisconsin, it is the policy of the University of Wisconsin – Green Bay to provide appropriate and necessary accommodations to students with documented physical and learning disabilities. If you anticipate requiring any auxiliary aids or services, you should contact the instructor or the Coordinator of Disability Services at 920-465-2841 as soon as possible to discuss your needs and to arrange for the provision of services.

## VIII. References

Baird, B. (2011). *The internship, practicum and field placement handbook: A guide for the helping professions*. (6<sup>th</sup> ed.) Boston, MA: Prentice Hall.

Cooper, F. (2012). *Professional boundaries in social work and social care: A practical guide to understanding, maintaining and managing your professional boundaries*. Philadelphia, PA: Jessica Kingsley Publishers.

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- Danowski, W. (2012). *In the field: A guide for the social work practicum*. (2<sup>nd</sup> ed.) Boston, MA: Pearson Publishers.
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- Green W. & Levy-Simon, B., eds. (2012). *The Columbia guide for social work writing*. NY: Columbia University Press.
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- Royse, D., Dhooper, S. & Lewis-Rompf, E. (2012). *Field instruction: A guide for social work students (Updated edition)*. (6<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.
- Sidell, N. (2011). *Social work documentation: A guide to strengthening your case recording*. Washington DC: NASW Press.
- Strom-Gottfried, K. (2007). *Straight talk about ethics*. Chicago, IL: Lyceum.
- Thomlison, B. & Corcoran, K. (2008). *The evidence-based internship: A field manual*. NY: Oxford University Press.
- Ward, K. & Sakima-Mama, R. (2010). *Breaking out of the box: Adventure-based field instruction*. (2<sup>nd</sup> Ed.) Chicago, IL: Lyceum Books.

**UNIVERSITY OF WISCONSIN - GREEN BAY  
MSW PROGRAM**

**Fall 2017**  
**Soc Work 751: (3 credit)**  
**Office Hours: By Appointment**  
**Wood Hall 317**  
**Monday, 5:00-8:00 pm (hybrid)**  
**See D2L for Hybrid Schedule**

**Instructor: Margaret Kubek, MSW, MS**  
**Office: Rose Hall, Suite 310**  
**Phone: 920-465-2395**  
**Email: [kubekm@uwgb.edu](mailto:kubekm@uwgb.edu)**

**SOCIAL WORK PRACTICE IN SCHOOLS**

**I. Course Description**

This course is designed to provide MSW Advanced students with the conceptual and practical foundation to understand their role and area of expertise as a School Social Worker on an interdisciplinary team in a school setting. Students with an Individualized Area of Emphasis in School Social Work will have the opportunity to demonstrate the skills and knowledge necessary for licensure. This course focuses on the following topics: the history of education and social work; pupil services standards; values and ethics specific to school social work; social and economic factors that contribute to risk and resiliency of oppressed populations in the educational setting; and, assessment and effective intervention / prevention strategies with individuals, families, schools, and communities from a school social work perspective. This course satisfies partial requirements to become a Wisconsin Department of Public Instruction (DPI) licensed School Social Worker.

**II. Relationship to Other Courses**

This is an elective course in the UW-Green Bay MSW program. Students are required to complete all foundation courses before enrolling in this class. Students take this course prior to, or concurrent with, Field III and Seminar III.

**III. Course Objectives**

The following course objectives flow from and relate to one or more of the content guidelines that further delineate knowledge, skills and dispositions that must be demonstrated in order to be certified to work in Wisconsin public schools. At the conclusion of this course students will be able to:

1. Demonstrate knowledge of the history of social work and educational systems, educational policy, and state and federal laws related to school social work practice
  - Competency 3: Critical Thinking
  - Competency 5: Social Justice
  - Competency 7: Interdisciplinary Knowledge
  - Competency 8: Social Policy

2. Identify standards, ethics and values specific to the role of school social worker
  - Competency 1: Professional Self
  - Competency 2: Standards and Ethics
  - Competency 3: Critical Thinking
  
3. Understand the social and economic systems that contribute to risk and resiliency factors for populations at risk\*
  - Competency 3: Critical Thinking
  - Competency 4: Diversity
  - Competency 5: Social Justice
  - Competency 10: Change Process
  
4. Demonstrate the ability to outline advocacy strategies for populations at risk while working as part of an interdisciplinary team in a public school setting
  - Competency 1: Professional Self
  - Competency 4: Diversity
  - Competency 5: Social Justice
  - Competency 7: Interdisciplinary Knowledge
  
5. Critically assess the interaction of individuals, families, schools, and community and each system's impact upon student behavior and learning
  - Competency 3: Critical Thinking
  - Competency 4: Diversity
  - Competency 5: Social Justice
  - Competency 6: Research
  - Competency 10: Change Process
  
6. Apply effective prevention and intervention strategies for populations at risk.
  - Competency 3: Critical Thinking
  - Competency 4: Diversity
  - Competency 6: Research
  - Competency 9: Service Delivery
  - Competency 10: Change Process

\*Populations at risk include, but are not limited to, children with disabilities, school age parents, homeless youth and families, students affected by mental health and AOD issues, GLBTQ students, abused and neglected students, students living in poverty, children of color, adjudicated and incarcerated youth, gifted and talented students, English-language learners, students whose families are in crisis, and other marginalized groups of students.

#### IV. Course Format

The course will be a hybrid format that will include lecture and directed class discussions, guest speakers, small group discussion and exercises, large group discussions, student presentations, and the use of D2L to facilitate online learning and discussions. As this is an advanced course in an Individualized Area of Emphasis,

students will be expected to actively participate in classroom and electronic discussions, critically analyze course readings, and discuss how class materials relate to their experience in field.

V. Course Materials

The following texts are required for this class:

Massat, C., Kelly, M., and Constable, R. (2016). *School Social Work: Practice, Policy, and Research* (8<sup>th</sup> ed.). New York: Oxford University Press.

Additional readings are posted on D2L or will be distributed in class.

The instructor reserves the right to introduce readings after the semester has begun; these will be provided in class or posted on D2L.

VI. Course Expectations

A. Learning Contexts

As a developing professional you will need to be cognizant of the policies and procedures of the University of Wisconsin-Green Bay (via the university handbook). If you do not have a copy of the handbook, you can access the policies and procedures at: <http://www.uwgb.edu/policies/>.

Furthermore, the Social Work Professional Program has unique policies (e.g., non-academic retention standards), as well as policies that build off of University policy (e.g., confidentiality policy). These can be found in the *MSW Student Handbook*, available on the UWGB MSW Program website. You are asked to reference these materials as needed throughout the semester and to direct any general questions to your Program advisor. All course specific questions go to the instructor of a course.

Additionally, the *Code of Ethics* for the National Association of Social Workers provides a framework for professional action grounded in the values and ethics that must govern your work in the Social Work program. This includes course work outside this course.

You are evaluated, in part, against such ‘practices and standards’ to determine your ongoing readiness for advanced practice social work.

B. Grading

Students will receive a numerical grade on each assignment. Numerical grades represent letter grades as detailed on the chart below. The numerical grades for all assignments will be weighted and added to arrive at a final grade. Numerical grades correspond to letter grades as follows:

Letter Grade	Numerical Grade	Category
A	94-100	Excellent
AB	88-93	Very Good
B	83-87	Good
BC	78-82	Needs Improvement
C	70-77	Needs Major Improvement
CD	65-69	Unacceptable
D	60-64	Unacceptable
F	Below 60	Unacceptable

C. Academic Honesty

Academic honesty is expected in all areas of your work. As developing professionals, students will incorporate the policies and procedures of both the University of Wisconsin System (see “Academic misconduct” section of administrative code:

[http://www.uwgb.edu/deanofstudents/judicial\\_affairs/uws14\\_17\\_18/index.html#14](http://www.uwgb.edu/deanofstudents/judicial_affairs/uws14_17_18/index.html#14)) and the MSW Program (see “Academic Honesty” section of *MSW Student Handbook*:

<http://www.uwgb.edu/socwork/files/pdf/MSW%20Student%20Handbook%202015-16.pdf>).

Demonstrations of academic dishonesty (i.e., plagiarism, cheating, etc.) will be dealt with according to UWGB Academic Disciplinary Procedures. Possible consequences include a failing grade for the assignment, as well as the potential for expulsion from the university. Copies of these procedures can be found at: [http://www.uwgb.edu/deanofstudents/judicial\\_affairs/how\\_it\\_works/index.html](http://www.uwgb.edu/deanofstudents/judicial_affairs/how_it_works/index.html).

D. Attendance

Attendance is expected and required as this is a course designed to prepare students for licensure as a School Social Worker in the state of Wisconsin. Formal attendance will not be taken; however, class participation is taken into account when determining the final grade.

E. Assignments

Students will be evaluated based on their performance for each of the following assignments. All papers and assignments should be written in APA Style (Times New Roman, 12-point font, double-spaced, one inch margins).

**Class Participation 20%**

Students are expected to come to class and engage in distance learning activities fully prepared, attentive, and participatory. Readings are to be completed when designated and assignments are to be completed on time. Each student will select and present materials from their field placement (e.g., a school social work-related



assessment or intervention tool), or related content, to share with the class. These materials may be presented and materials may be shared in face-to-face class sessions or on D2L, as assigned by the instructor. Further details to be provided in class.

While students may wish to incorporate information from their field placement into assignments, the time spent developing and writing assignments should be distinct from the field placement. In other words, students should work on assignments outside of their field placement hours.

Professional behavior, in the classroom and in interactive distance learning activities, is an expectation for all students in the MSW program.

**Policy Paper 15% - Due October 2<sup>nd</sup>**

Each student will select a federal, state, or local policy related to education or school social work for the policy paper. The paper will incorporate at least two elements from the WI DPI School Social Work Standard 1: Social Work and Educational Policy (See D2L for standards or follow this link: [https://dpi.wi.gov/sites/default/files/imce/tepd/pdf/lpg\\_ps\\_50.pdf](https://dpi.wi.gov/sites/default/files/imce/tepd/pdf/lpg_ps_50.pdf).)

Students are expected to provide a critical analysis of the policy and related school social work practice, and provide written synthesis of information from readings, class discussion, and the field placement.

The paper should be a minimum of 4 pages in length and written in APA-style (Times New Roman, 12 point font, double-spaced, one inch margins, references).

Further details about this assignment are posted on D2L and will be provided in class.

**Literature Review 20% - Due November 27<sup>th</sup>**

Each student will choose a topic related to school social work and conduct and write a literature review. Students may wish to focus the literature review on the same topic chosen for their research poster presentation for the MSW Capstone Project due in May.

The paper should provide a review for at least 10 academic papers or books, and focus on a specific topic. The paper should be a *minimum* of 6 pages in length and written in APA-style (Times New Roman, 12-point font, double-spaced, one inch margins, references).

Further details about this assignment will be shared the first day of face-to-face class and, subsequently, posted on D2L.

**Community School Assessment 30% (Presentation 20%, Notes 10%) – Due December 11<sup>th</sup>**

Throughout the semester students will gather evidence and data (quantitative and qualitative) for the community school assessment. Students will present their findings via a PowerPoint presentation the final day of face-to-face class.

The presentation will include the following components:

- Demographics and School / Community Description
- Leadership and Decision-making
- Resources
- School Priorities
- Implications for School Social Work

Students will be graded on the content and presentation of the PowerPoint, and notes provided for each slide.

Further details about this assignment will be shared the first day of face-to-face class and, subsequently, posted on D2L.

**D2L Discussion Posts 15% (Discussion Leader – 10%, Discussion Responses – 5%) – Posted bi-weekly for distance learning classes**

Each student will have the opportunity to lead at least two discussion posts for distance learning classes. The posts will focus on one of the WI DPI School Social Work Standards and should synthesize information from readings, outside materials, face-to-face class discussions, and the field placement. Each discussion post will include at least three discussion questions posed by the discussion leader. Discussion post topics are provided on the weekly schedule posted on D2L.

Respondents are required to provide a comprehensive response to at least two discussion posts each distance learning class.

Further details about this assignment are posted on D2L and will be shared the first day of face-to-face class.

The ability to write clearly, fluently, and in standard grammatical English is a minimum expectation of a college educated individual as well as a prerequisite for effective social work practice. As such, students are expected to comply with the standards for “acceptable writing” outlined in the UWGB Writing Policy (<http://www.uwgb.edu/writingcenter/handouts/policy.pdf>). It is expected that when writing errors are brought to your attention, you will not repeat them in subsequent papers.

## VII. Learning Units

### UNIT 1: EDUCATIONAL POLICY, SCHOOL SOCIAL WORK ROLES, ETHICS

#### WEEK 1:

The School Social Worker's role; educational policy and history

##### Required Readings:

- Allen-Meares, pp. 158 – 161, legislation
- Dane and Simon Article, Resident Guests: Social Workers in Host Settings
- Dibble, School Social Work Practice Guide
- Massat, Kelly, Constable - Chapters 1 and 22
- NASW. (2008). NASW Code of Ethics. Retrieved from <http://socialworkers.org/pubs/code/code.asp>
- NASW. (2012). NASW Standards for School Social Work Services. Retrieved from <http://www.naswdc.org/practice/standards/naswschoolsocialworkstandards.pdf>
- Sosa, Cox, Alvarez – Chapter 1

#### WEEK 2:

Overview of syllabus and orientation to social work practice in schools; policy; state and federal laws that impact School Social Work practice; introduction to the WI DPI-required School Social Work portfolio

##### Required Readings:

- Allen-Meares, pp. 41-45, History of SSW, and pp. 234 – 245, Desegregation
- Massat, Kelly, Constable – Ch. 10, 11, 12 and 21
- Wisconsin State Legislature. (2016). *Teacher Education Program Approval and Licenses: PI 34.02 – Teacher Standards, PI 34.03 Administrator Standards, and PI 34.04 Pupil Services Standards*. Retrieved from [http://docs.legis.wisconsin.gov/code/admin\\_code/pi/34/II/03](http://docs.legis.wisconsin.gov/code/admin_code/pi/34/II/03)
- Department of Education, Every Student Succeeds Act <https://www.ed.gov/ESSA>

#### WEEK 3:

School Social Worker role; standards and ethics; confidentiality in schools; school organization

##### Required Readings:

- Massat, Kelly, Constable – Chapter 2, 3, 17 and 18
- Raines and Dibble – Introduction
- WI DPI. “Student Records and Confidentiality”

- WI DPI. “Confidential Services Available to Youth in Wisconsin”
- WI DPI. “Reporting Requirements for Sexually Active Adolescents”

**Week 4:**  
Ethics

Required Readings:

- Massat, Kelly, Constable – Chapters 5, 6, and 7
- Prepare and Research for Literature Review

GUEST SPEAKER: Beth Wetzel-Gracyalny, School Social Worker, Green Bay East High School

**UNIT II: SOCIAL AND ECONOMIC JUSTICE, POPULATIONS AT RISK, ADVOCACY**

**Week 5:**

An overview of populations at risk as defined by the WI DPI; social and economic justice factors; risk and resiliency factors; diversity

Required Readings:

- Jarolmen, Chapter 7 and 8
- WI DPI. *Populations at Risk*.
- Massat, Kelly, Constable – Chapter 20
- Moyers & Co: Public Schools for Sale?  
<https://fod.infobase.com/PortalPlaylists.aspx?wID=240117&xtid=57694>
- Nance Article, School to Prison Pipeline
- O’Neil Article, Why Are All the Black Kids
- Browse the National Law Center on Homelessness and Poverty website -  
<https://www.nlchp.org/>
- Browse the National Center for Homeless Education website -  
<http://nche.ed.gov/briefs.php#mvlip>

**Week 6:**

Practice strategies to combat discrimination and oppression; School Social Work advocacy; disproportionality; diversity; School Social Work portfolio project

Required Readings:

- Allen-Meares, pp. 5 – 7, poverty
- Allen-Meares, pp. 10 – 14, vouchers and charters
- Berzin, et.al. Article
- Franklin, et.al. Article
- Gorski – Chapter 5 and pp. 24 – 25
- Massat, Kelly, Constable – Chapters 19 and 30
- Tatum – Chapter 6

- Teaching Tolerance Magazine,  
<https://www.tolerance.org/magazine/spring-2013/the-schooltoprison-pipeline>

GUEST SPEAKER: Lisa Merkel, Science Teacher, Green Bay West High School

### **UNIT III: ASSESSMENT, PREVENTION, AND INTERVENTION**

#### **Week 7: Assessment**

Required Readings:

- Massat, Kelly, Constable – Chapters 14 and 15
- Research Articles for Literature Review

#### **Week 8: Assessment**

Required Readings:

- Frey and Dupper Article
- Massat, Kelly, Constable – Chapter 4 and 16
- Research Articles for Literature Review

GUEST SPEAKER, Christina Gingle, School Social Work Coordinator, Green Bay Area Public Schools

#### **Week 9: Effective prevention and intervention strategies**

Required Readings:

- Allen-Meares, Appendix I, Rural Practice
- Kelly, et. al., pp. 14 - 15
- Massat, Kelly, Constable – Chapters 27 and 28
- Research Articles for Literature Review

#### **Week 10: Effective prevention and intervention strategies**

Required Readings:

- Massat, Kelly, Constable – Chapter 24, 25, 26 and 30
- Kelly, Raines, Stone, Frey – Chapter 7
- SAMSHA publication

GUEST SPEAKER: Heather Strayer, School Social Worker, Green Bay Area Public Schools

### **UNIT IV: SPECIAL EDUCATION AND CONTEMPORARY TOPICS IN SCHOOL SOCIAL WORK**

#### **Week 11: Special Education**

Required Readings:

- Massat, Kelly, Constable – Chapters 9 and 31
- School Social Work Association publication, [https://www.wisconsinpbisnetwork.org/assets/files/2012%20Conference/Session%20Material/Roles\\_School\\_Social\\_Workers\\_RTI.pdf](https://www.wisconsinpbisnetwork.org/assets/files/2012%20Conference/Session%20Material/Roles_School_Social_Workers_RTI.pdf)
- Prepare for Community School Assessment Presentation

**Week 12: Evaluation**

Required Readings:

- Massat, Kelly, Constable – Chapter 29
- Kelly, Frey, Anderson-Butcher Article
- Prepare for Community School Assessment Presentation

GUEST SPEAKER: Joanne Folcick, School Psychologist, Green Bay Area Public Schools

**Week 13: Special Topics (Bullying and sexual harassment; mental health in schools; trauma-informed schools)**

Required Readings:

- Massat, Kelly, Constable – Chapters 13, 32 and 33
- Ravitch – Chapter 27
- Sosa, Cox, Alvarez – Chapter 11
- WI DPI Trauma Sensitive Schools Learning Modules <http://dpi.wi.gov/sspw/mental-health/trauma/modules>

**Week 14: Presentation of Final Projects; course wrap up and evaluation**

Required Readings:

- Massat, Kelly, Constable – Chapter 23
- Kelly, Frey, and Anderson-Butcher Article

The instructor reserves the right to alter components of this syllabus at any time, including assignments and scheduling. Students will be given fair notice if such changes occur.

**UW System Policies and Procedures Regarding Students with Disabilities**

Consistent with the federal law and the policies of the University of Wisconsin, it is the policy of the University of Wisconsin – Green Bay to provide appropriate and necessary accommodations to students with documented physical and learning disabilities. If you anticipate requiring any auxiliary aids or services, you should contact the instructor or the Coordinator of Disability Services at 920-465-2841 as soon as possible to discuss your needs and to arrange for the provision of services.

## REFERENCES

- Allen-Meares, P. (2010). *Social Work Services in Schools* (6<sup>th</sup> ed.). Boston, MA: Pearson Education, Inc.
- Berzin, S. C., O'Brien, K. M., Frey, A., Kelly, M. S., Alvarez, M. E., and Shaffer, G. L. (2011). Meeting the Social and Behavioral Health Needs of Students Rethinking the Relationship Between Teachers and School Social Workers. *Journal of School Health, Vol. 81*, Number 8, pp. 493-501.
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- Franklin, C. G., Kim, J. S., Ryan, T. N., Kelly, M. S., and Montgomery, K. L. (2012). Teacher Involvement in School Mental Health Interventions: A Systematic Review. *Children and Youth Services Review, Vol 34*, pp. 973-982.
- Frey, A. J. and Dupper, D. R. (2005). A Broader Conceptual Approach to Clinical Practice for the 21<sup>st</sup> Century. *Children and Schools, Vol 27*, Number 1, pp. 33 – 44.
- Gorski, P. C. (2013). *Reaching and Teaching Students in Poverty*. New York, NY: Teachers College Press.
- Jarolmen, J. (2014). *School Social Work: A Direct Practice Guide*. Los Angeles, CA: SAGE Publications.
- Kelly, M. S., (2008). *The Domains and Demands of School Social Work Practice: A Guide to Working Effectively with Students, Families, and Schools*. New York, NY: Oxford University Press.
- Kelly, M. S., Frey, A. J., and Anderson-Butcher, D. (2011). Writing the Job Description for School Social Workers in 2031. *Children and Schools, Vol 33*, Number 2, pp. 67 – 69.
- Kelly, M. S., Raines, J. C., Stone, S. & Frey, A. (2010). *School Social Work*. New York, NY: Oxford University Press.
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NASW. (2008). NASW Code of Ethics. Retrieved from <http://socialworkers.org/pubs/code/code.asp>

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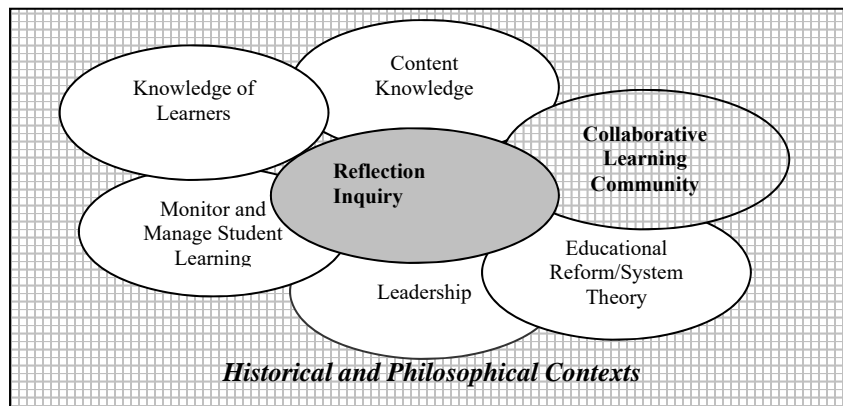
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**Master of Science in Applied Leadership (MSAL)  
For Teaching and Learning  
TCH LRNG 703 Contemporary Issues/Historical Contexts 4 Credits  
Fall 2017  
Saturdays, 8:00 AM -4:00 PM Wood Hall 440**

**Program Standard Matrix**



**Instructor**

Timothy U. Kaufman, Ph.D.  
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**Course Standards**

The MSAL program is based on seven educational standards, which are examined within relevant historical and philosophical contexts (see chart above). While all seven standards are integrated throughout the curriculum, with a strong focus on collaboration, reflection and systematic inquiry, each course highlights one or two standards for its primary focus. This semester's focus is on examining **the historical and philosophical contexts and contemporary issues** that ground education today, and relating those to the candidate's individual line of inquiry. Considerable time will be spent in this course discussing how these standards are situated both in this course and in the overall program.

**MSAL Program Standards**

MSAL graduates who

- are committed to students and their learning.
- know the subjects they teach and how to teach those subjects to students.
- are responsible for managing and monitoring student learning.
- are members of learning communities.
- think systematically about their practice and learn from experience.
- understand system theory and how to initiate and sustain meaningful change.
- are knowledgeable about historical and contemporary educational reform efforts

**Learning Outcomes**

Working individually and within a collaborative community of learners, students will share their achievements and challenges, along with the new questions that have resulted as they progress in their individual research and inquiry. Course readings and learning activities will provide participants with relevant knowledge and multiple perspectives in **historical and philosophical contexts**. In addition, as a class we will explore a number of **critical contemporary issues** that affect education today.

## Learning Outcomes

Upon successful completion of this course, students will:

**Gain relevant knowledge in current contemporary issues:** students will select and analyze an issue in education, and formally present that issue to the cohort group.

**Gain knowledge and insight into some important works in education:** students will continue to inform their lines of inquiry through choosing, analyzing, and presenting a book of their choice related to their interest or line of inquiry (see supplemental text list). Like the cotemporary issue, this should also inform and be connected to your line of inquiry, or research in general. Two sub goals 1) to expand our educational context, and 2) to give you the opportunity to interact and present with a great book in the area of education.

**Gain a broad historical perspective on American education:** As a cohort, we build a context for your educational inquiry work by exploring reoccurring issues in education.

**Produce and refine a review of literature:** To further expand upon and refine your summary of research related to your line of inquiry. Your learning in this course will enable you to articulate a historical context for your inquiry and practice.

**Develop and refine your philosophy of education:** To analyze where you are at as a practioner and graduate student. Reflect on beliefs and their impact on your practice both in your professional setting and in your community

## Required Texts

**Spring, Joel (2013) *American Education (16<sup>th</sup> Ed.)*. New York: McGraw-Hill.** This text provides a clear, concise introduction to the historical, political, social, and legal foundations of education and to the profession of teaching in the United States. You will come away with a strong knowledge of the forces behind the shaping of the American educational system through connecting with the latest topics, issues, and data.

**Machi, Lawrence A. (2010) *The Literature Review: Six steps to success*. Los Angeles: Corwin Press.** A user-friendly text, this work provides a roadmap for developing and writing an effective literature review.

**Hattie, John (2012) *Visible Learning for Teachers: Maximizing Impact on Learning*. New York: Routledge.** This text is the “jury standard” for current research on educational practice.

## Supplemental Texts (recommended)

Each student will choose a text from those listed below, prepare, and deliver a formal classroom presentation on this work. This can be done individually or in pairs, and will be discussed in our initial meeting. You will also be provided with criteria and accompanying questions to help guide your reading.

Dewey, J. (1938) *Experience and Education*

Freire, P (1968) *Pedagogy of the Oppressed*

Snyder, T. (2017) *On Tyranny*

Venkatesh, S. (2008) *Gang Leader for a Day*

Ross, R. (1992) *Dancing with a Ghost*

Dweck, C. (2006) *Growth Mindset*

Payne, R A (2013) *Framework for Understanding Poverty*

Palmer, Parker (2012) *The Courage to Teach*

Journal Articles: The instructor will provide you with a collection of journal articles for discussion

### **Learning Activities**

The learning outcomes will be achieved through the following learning activities:

- Focused discussions and weekly written responses to assigned readings and videos
- Contemporary issue and formal presentation/Discussion
- Book analysis and formal presentation/Discussion
- Development and refinement of *Review of Literature* document.
- Panel discussion of area professional and educational leaders
- Development of personal educational philosophy statement

### **Course Requirements (Deliverables)\***

Attainment of the learning outcomes will be demonstrated in the following manner:

***Active Participation* 30 %**

In discussions and weekly written assignments and D2L/GoogleDocs responses.

***Book Selection Presentation and Document* 20%**

***Contemporary Issue Presentation and Document* 20%**

***Review of Literature Document* 30%**

\*Assessment criteria and specific performance rubrics will be provided for each of the requirements prior to submission. This will include class discussion on all aspects of these specific course requirements and the presentation of models and examples.

### **Course Sessions and Topics/Activities (7 sessions, Saturdays, 8:00-4:00 PM)**

**Total Hours=65** (Contact hours in whole group=49 hours. Additional hours=15 hours)

Additional hours will be scheduled by students to meet with advisor/mentor. The members of the groups will schedule the small learning group meetings and meetings with professionals.

"In our daily work, our reflection, and our writing, [we] have taken seriously the challenge of thinking about education from deep inside its most fundamental structures."

-Clifford and Friesen

#### **Session I "Introduction and Lines of Inquiry"**

**Sept. 23, 2017**

- Introduction/Overview of course
- Group Discussion/Questions
- Historical Exercise I
- Readings: Spring, Chaps. 1-3; Hattie Chaps. 1-2

#### **Session II "Contemporary Issues and Political Contexts"**

**Sept. 30, 2017**

- Presentation Workshop
- Book Selection and Presentation: Criteria and Discussion
- Review of Literature Criteria and Discussion
- Outside Panel Discussion on community/regional educational Issues
- Readings: Spring, Chaps. 4-7; Hattie Chaps. 3-6, assigned readings

**Session IV "Historical Overview of Issues in Education"****Oct. 14<sup>th</sup>, 2017**

- Video series: American Schools
- Inquiry/Follow up Discussion
- Educational Philosophy Exercise
- Literature Review Models/Examples
- Readings: Spring, Chaps. 8-11; Hattie Chaps. 7-10, assigned readings

**Session III "Contemporary Issue Presentations"****Oct. 28<sup>th</sup>, 2017**

- Presentation/Discussion
- Group Questions
- Peer Feedback Assessments
- Readings: Machi pp. 1-96

**Session V "Great Book Presentations"****Nov. 11, 2017**

- Presentations/Discussion
- Article discussion
- Peer Feedback Assessments
- Readings: Machi pp. 97-157

**Session VI "Presentations and Review of Literature"****Dec. 2, 2017**

- Book Presentations (continued)
- Review of Literature draft due
- Gallery walk/assessment
- Readings: Select articles

**Session VII "Synthesis: Historical and Contemporary Perspectives"****Dec. 9, 2017**

- Historical Contexts
- Review of Literature Final Due
- Course evaluation completed
- Synthesis exercise

N.B. The instructor reserves the right to change dates and assignments to meet the needs of the class

Note: If you have any condition or circumstances that may interfere with the successful attainment of the learning outcomes of this course, please consult with the instructor as soon as possible so reasonable accommodations can be arranged.