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Early Warning Instructor Feedback Tool (Detailed Graphical Instructions for Entering Early Warning Feedback into the UWM PAWS System)
What is *U-Pace*?

*U-Pace* is an instructional approach developed at the University of Wisconsin – Milwaukee that uses online technology to personalize student learning. *U-Pace* is a self-paced and **mastery-based** approach that utilizes **Amplified Assistance** throughout the curriculum.

*U-Pace* removes barriers to academic success by:

1. Requiring students to master small units of content before progressing to new material
2. Providing personalized academic support to *each* student *without* the student asking for it

*U-Pace* provides regular, timely, and personalized **Amplified Assistance** to *all* students—without the student asking first, and regardless of where the student is within the curriculum. Supportive emails are sent out at least weekly. Amplified Assistance distinguishes *U-Pace* from other mastery-based courses.

**U-Pace Conceptual Model**
U-Pace deepens students’ perception of control over their learning, allowing them to demonstrate to themselves that they have the ability to succeed. Students’ confidence and expectations for success increase through practice and mastery, increasing the probability of future success.

It is natural to provide attention and praise to the students who perform well. But, teaching excellence is defined by shaping the academic performance of a student with difficulties (academic underpreparedness, life problems, etc.) - providing the means for these students to demonstrate success across their education, teaching them how to learn across settings and subjects.

Gaps persist in academic success and baccalaureate degree completion in higher education particularly for low income, minority, academically underprepared, and first-generation college students. Figure 1 illustrates that these “disadvantaged” student groups, as well as their “not disadvantaged” counterparts, have shown academic gains as a result of the U-Pace instructional approach. Such gains are achieved by implementing U-Pace. U-Pace has improved academic success for all students, increasing students’ likelihood of earning a bachelor’s degree.

Many college students come from families that are at or below the poverty line.

![Chart Title]

**Figure 1:** Percent of U-Pace and Conventionally Taught Introduction to Psychology 101 Students Earning A’s and B’s by Disadvantaged Status
The Mastery-Based Learning Component of U-Pace

A large research base generally supports the efficacy of mastery-based instruction (e.g., Kreiner, 2006; Morris & Kimbrell, 1972) and self-pacing (e.g., Riedel, Harney, & LaFief, 1976), which has been conceptualized as a part of the ‘ideal’ classroom. In a U-Pace section, students cover the same lessons as in the conventionally taught section, but are responsible for learning them in smaller modules, which are equivalent to about half a chapter/lesson. A 10-item multiple choice online quiz corresponds to each module. Students have six minutes to complete each quiz. Students receive an immediate score and get feedback from the instructor on which concepts they have not mastered, but are not told what specific questions they got wrong since the goal is not to learn the answer to a specific question, but to master the critical concepts in the module.

The Mastery-Based Learning Component of U-Pace allows students to progress to new content only after they have mastered the material in a module, as indicated by achieving a 90% or above on the quiz. As in most mastery-based approaches to learning, students can retake quizzes an unlimited number of times without penalty, but they do not get the same questions on retakes and must wait at least an hour (to study the material further) before attempting a retake. A deep level of understanding of the material is required to earn the 90% as the questions were developed using Bloom’s Revised Taxonomy (Anderson & Krathwohl, 2001) as a framework.

Developing mastery at each step in the learning process produces a strong foundation for academic success. The mastery component helps students learn the level of study required to master material in college and strengthens study skills and habits. In turn, strengthened study skills and habits help address the barrier of underpreparedness stemming from impoverished precollege learning environments.

The Amplified Assistance Component of U-Pace

Research from the Pell Foundation and the UW System has shown that even after accounting for academic preparation for college, low income, minority, and first-generation students are still at greater risk for failure in postsecondary education. This suggests that both students’ preparation for college and their experiences during college contribute to their academic success, or lack thereof. Moreover, research at UWM has shown that one of the strongest variables differentiating “high achieving” students of color (earned an A in Introduction to Psychology), from “low achieving” students of color (failed or withdrew from the course), was the availability of social resources and support (i.e., people to provide advice, information, and emotional support). Further, students that withdrew or failed indicated that they received significantly less support and encouragement from their college instructors. Support and encouragement from instructors and teaching assistants (TAs) is imperative and the impact cannot be overestimated. Support and encouragement do matter, and they make a difference!

Amplified Assistance provides students with emotional and tangible support and encouragement, without increasing faculty or TA workloads. Amplified Assistance transforms the student experience, creating a positive learning environment within which the student can continue to succeed. These powerful effects occur because the instructor demonstrates (in email messages) that
he/she believes in the student, by providing not only personalized help with the course concepts, but also constructive encouragement and support, which is critical to persistence and achievement in the course, future courses, and in college.

Amplified Assistance enhances the ability to facilitate success in students, for whom high quality online courses are essential given the nature of their outside commitments (work, family, etc.). Amplified Assistance directly supports student achievement and retention, and enhances the learning experience. Moreover, Amplified Assistance training provides instructors and TAs with clear expectations about how to communicate and actively support their students’ progress.

Observed Outcomes of the *U-Pace* Instructional Approach:

- Greater student academic success
- Greater student learning
- Enhanced sense of control over learning
- Reduced achievement gaps for low income and racial/ethnic minority students

**Effective Communication**

In *U-Pace* instruction, communication with students occurs primarily through email. Frequent contact with students (at least once per week) regarding their progress is an essential component to students’ success.

**What Do U-Pace Emails Look Like?**

**Example - Email with critical and variable features**

- **Make it personal, use first names.**
  
  STUDENT NAME,
  
  Congrats on passing 9 quizzes!!!!

- **Emphasize the positive!**
  
  I am so proud of you for your effort on Quiz 10!!!! You are doing a great job! :)

- **Give tailored advice based on current progress.**
  
  I have a few items for you to review before your next attempt: Classical Conditioning 
  
  Pavlov 
  
  Operant Conditioning 
  
  Skinner 

- **End positively!**
  
  Email any time for anything! Just know that each quiz you pass is bringing you closer and closer to your A! I’ll contact you in the next few days to review your accomplishments. Way to go!
Consider sending feedback written for one student to others who could benefit.

- It shows inactive students that others are working on the material and communicates, without directly saying, that they should “get going!”
- Students on that quiz or any earlier quiz can benefit from the information.
- Regardless of where students are in terms of quizzes, they may also benefit from the constructive support given to another student or from the study tips provided.

**Explaining that the email is being sent to multiple students and why it is being sent can save you time**

Just wanted to share this with all of you...

Two weeks ago one of your colleagues contacted me over her frustration with quiz 2 (see below). She tried making the flash cards described below and is **now on quiz 8!** That's 6 quizzes in 2 weeks! **If they worked for her, they can work for you!** I look forward to your success, too! :)

**EMAIL FROM STUDENT:**
I am having a lot of trouble with the second quiz. I have taken it over ten times and I still can't seem to get a 90%. I have read the book, did all the online reviews and games and I seem to always get an 80% and I am starting to get very frustrated. Any tips you can give me? When I submit the quizzes I feel confident in my answers because I have prepared for the quizzes but apparently I am missing something—Thanks.

**REPLY FROM INSTRUCTOR:**
You are so close; I know how frustrating that can be. I looked over your quiz attempts and it seems like you know your stuff pretty well, but may be mixing up some key terms.

This class is very different from most classes and it sometimes takes many attempts on quizzes to get the hang of things. How have you been studying? You've read the book and worked through the lesson presentation, but have you **taken notes**? I sent out some **study guides** for each chapter last week and they are also on the course site Content page. They are an excellent study tool because they cover concepts that students usually struggle with. I will also give you feedback on the concepts you are specifically struggling with and send it to you tonight. I know you can earn an A on this quiz! Good luck!!!
Because it is easy to miscommunicate, please consider the following suggestions:

- Personalize email as much as possible - students will feel more connected to you and to the course.
- Emails should always highlight accomplishments and be encouraging about the student’s next step. There is always some student action that can be praised.
- Avoid closed-ended (yes/no) questions.
- Make suggestions for study strategies.
- Even if a student has been “behind” or “inactive” for a while, remain encouraging and positive. Be sure to avoid nagging! Nagging does not help build positive behavior.
- If students do not respond directly to your emails, do not assume your email hasn’t been read or it doesn’t matter. What matters is that students respond by engaging in the course more productively. Many students are non-responsive to emails throughout the semester. But, at the end of the course, some send messages regarding how important those encouraging emails were to their success.

**The Objective**

There are high expectations for students in a *U-Pace* course. It will be challenging for most students to earn 90% or better on each quiz, particularly because the quiz questions require students to go beyond simple memorization. To earn at least a 90% on each 10-item quiz in six minutes, students must have a deep understanding of the material and be fluent with concepts being tested.

At the outset, know that the requirement of earning a 90% or better on each quiz is going to cause students frustration. Not only may *U-Pace* provoke negative affect (i.e., frustration and anger) in students, but, because *U-Pace* is a change in pedagogy that touches upon values regarding the use of praise, it may trigger emotional reactions in you as well.

Some may feel it is wrong to give praise for student efforts (e.g., attempts on a quiz). They believe that praise is justified only for major accomplishments, such as completing a substantial portion of the coursework. They believe they should wait for students to do something extraordinary because they fear their praise will lose its power, impact, or otherwise lack credibility. Focusing solely on major accomplishments is flawed; it is only praising the end result. Withholding praise until students achieve the ultimate accomplishment is ineffective because the ultimate accomplishment is predicated on many smaller successful approximations.

An extension of this is another erroneous notion that some students are worthy of praise, support, and encouragement while others are not due to their “lack of accomplishment.” In this viewpoint, there is no real teaching role for the instructor; instructors are reduced to providing information. They set the bar and see who gets over it, without helping the student. From this perspective it is not the instructor’s role to directly support and encourage students’ efforts, particularly if unsuccessful. The *U-Pace* instructional approach reflects a different perspective.

By encouraging students the U-Pace instructor gives them the courage to persist, to maintain their effort. Instructors will not lose credibility if their praise of students is contingent on student
approximations (attempts) of the goal of mastering the material. If instructors do not praise student effort (i.e., quiz attempts), they run the risk that their students will give up and will not reach the goal.

_U-Pace_ focuses on building momentum. Facilitating students’ progress early on is the key to moving students toward academic success. When following the _U-Pace_ approach they will not harm the “good students.” “Good students” benefit, as do “poor students.”

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*Please use the e-mails in this manual as templates.*
Templates for *U-Pace* Email Interventions

Sample templates that you can tailor are presented in this chapter. They are written in ways that have been shown to facilitate success in undergraduates.

**Reinforcing and Motivating Student Progress**

It is imperative to provide praise and encouragement for any indication of student success, especially in the beginning of the course. Effort should be praised, particularly when the student is not experiencing success. By acknowledging and rewarding small steps toward success you can make a difference in your students' ultimate success.

Please use this list (adapted from [www.careerlab.com/99ways.htm](http://www.careerlab.com/99ways.htm)) to vary the specific words you use for praise to prevent being repetitive.

- Congratulations!
- Exactly right.
- FANTASTIC!
- Good for you!
- Good thinking.
- GOOD WORK!
- GREAT!
- I knew you could do it.
- I think you’ve got it now.
- I’m happy to see you working like that.
- I’m proud of the way you worked.
- I’m very proud of you.
- I’ve never seen anyone do it better.
- It’s such a pleasure to teach students like you!
- Keep it up!
- Keep on trying.
• Keep up the good work.
• Keep working on it.
• Look at you go.
• MARVELOUS!
• Much better!
• Nice!
• Nothing can stop you now.
• Now that's what I call a fine job.
• Now you have it!
• Now you have the hang of it.
• Now you've figured it out.
• OUTSTANDING!
• PERFECT!
• Right on!
• SENSATIONAL!
• SUPER!
• SUPERB!
• TERRIFIC!
• That kind of work makes me happy.
• That was first class work.
• That's coming along nicely.
• That's good!
• That's how to handle that.
• THAT'S IT!
• That's really nice.
• That's right!
• That's the best ever.
• That's the best you've ever done.
• That's the way!
• TREMENDOUS!
• Way to go!
• WONDERFUL!
• WOW!
• You are learning fast.
• You are really learning a lot.
• You are really working hard.
• You certainly did well.
• You did that very well.
• You figured that out fast.
• You got it right!
• You must have been studying.
• You outdid yourself today!
• You're doing a great job.
• You're doing beautifully!
• You're doing wonderfully!
• You're getting better every day.
• You're on the right track now.
• You're really going to town.
• You're really improving.
• You've got it made.
• You've got that down pat.
• You've just about got it.
• You've just about mastered it.
BEFORE COURSE STARTS

Instructor Introduction and Course Syllabus, Send to all students

From: Instructor  
BCC: All Students  
Subject: Welcome to Political Science 104! IMPORTANT INFORMATION AND SYLLABUS  
[ATTACH COURSE SYLLABUS]

Welcome Students!

I am Professor [INSERT INSTRUCTOR NAME], your instructor for this course. The course officially begins Tuesday, September 3rd, and I am excited to begin the semester with all of you!

The syllabus (attached to this email) will provide you with important information about the course, so please read it over carefully.

Political Science 104 is a U-Pace course. U-Pace courses combine web-based instruction (on the D2L course site) with the opportunity for one-on-one help. U-Pace courses give you as much help as you need and the flexibility to work at the times best for you each week. You are free to go as fast as you want ahead of the schedule and finish the course early if you want. In a conventionally taught class, you would be responsible for studying 12-15 chapters and taking three to four large exams. In this U-Pace course you will cover the same amount of material, but you will be responsible for learning it in 24 small modules (each equivalent to about half a chapter). You will be taking 24 quizzes, each of which covers information from one of the small modules.

The course site on the UWM D2L page will be where you access all the materials, lessons and quizzes in the course. Pages 8-10 [replace pages if different] of the syllabus provide step-by-step instructions for how to access the D2L site. If you have any questions, you can contact the UWM computer helpline at (414)-229-4040.

Please pay special attention to pages 7-8 [replace pages if different] of the syllabus. Here you will find a schedule that will be your guide as to what assignments and quizzes to complete each week.

My office hours for the semester will be [INSERT DAY] at [INSERT TIME] in [INSERT LOCATION]. I would be more than happy to meet you! The best way to contact me is by email ([INSERT EMAIL ADDRESS]). My office phone number is [INSERT PHONE NUMBER].
Please feel free to email me if you have any questions. I will be sending more emails to review important information about the course in the coming days.

Looking forward to a great semester,

Professor [INSERT INSTRUCTOR NAME]

Course Materials, Send to all students

From: Instructor
BCC: All Students
Subject: Where to Get the Text Book

The book for this course is [INSERT BOOK TITLE, AUTHOR AND PUBLISHER INFORMATION]. It is available at the UWM Bookstore in the UWM Student Union. The UWM Bookstore’s telephone number is (414) 229-4201. If you are an out of town student you may purchase the book by calling the Bookstore or you can purchase it online from them. You want to get the textbook for [INSERT INSTRUCTOR NAME]’s Introduction to American Government and Politics.

Please let me know if you have any trouble obtaining the course materials. Just think, if you can get the textbook right away, you will be able to start the quizzes right away and might even finish in less than 8 weeks, as some previous students have!

Explaining the One Hour Rule, Send to all students

From: Instructor
BCC: All Students
Subject: ONE HOUR RULE FOR QUIZ RETAKES - VERY IMPORTANT!

Dear Students:

In this course you may retake a quiz as many times as you wish without penalty. However, YOU MUST WAIT AT LEAST ONE HOUR BEFORE RETAKING THE SAME QUIZ!

**You can't RETAKE a quiz until you have waited 60 FULL MINUTES!**

Do not violate this rule…you lose if you do!

* Taking the SAME quiz multiple times within an hour will be treated as academic dishonesty:
- The first time you will have your score reset to 0, and will have to take the quiz again after an hour has passed.
- The next time you will receive a permanent 0, which will lower your final grade and you may be asked to remove yourself from the course.
- More severe consequences for academic dishonesty may be pursued.

I strongly recommend you check your cell phone or clock AFTER you submit a quiz, write down the time, use the hour to review the material, and then retake that quiz after 1 hour has passed. If in doubt, wait longer than 1 hour.

****Important Note: Once you have completed a quiz, you may move immediately on to a DIFFERENT quiz. The 60-minute wait is only necessary if you are re-taking the SAME quiz.

WHY THE WAIT?
The one hour wait rule is intended to give you time to go back and review the material in preparation for your next attempt.

Also, a few students would try to cheat the system by repeatedly taking quizzes (like playing a slot machine) hoping to get a good score without studying.

Best,

Professor [INSERT INSTRUCTOR NAME]

Grading in U-Pace, Send to all students

From: Instructor
BCC: All Students
Subject: How Your Grade is Determined

Your grade in this course will be determined from 24 quizzes, each equivalent to about half of a chapter. Each quiz consists of ten multiple-choice questions. You can retake quizzes an unlimited number of times without penalty. The retakes will also consist of ten multiple-choice questions, but they will not be the same questions. When you achieve 9 out of 10 correct on a quiz you may progress to the next quiz/module. The goal is to complete all 24 quizzes (get a 9 out of 10 or higher on each) by the end of the semester.

YOU NEED A 90% OR 100% TO MOVE TO THE NEXT QUIZ. A 90% is the exact same thing as a 100%. So if you finish 24 quizzes with 90% on each, you get an A. Your grade is based on how many quizzes you complete, not whether you completed them with a 90 or 100%. DON'T WASTE YOUR TIME ATTEMPTING TO GET A 100% WHEN YOU HAVE A 90%! 
After quiz 14, your final course grade **increases** every time you complete a quiz! (see below) You will get an A in the course if you complete all 24 quizzes.

You will get a(n):

- A if you complete quizzes 1 - 24
- A- if you complete quizzes 1 - 23
- B+ if you complete quizzes 1 - 22
- B if you complete quizzes 1 - 21
- B- if you complete quizzes 1 - 20
- C+ if you complete quizzes 1 - 19
- C if you complete quizzes 1 - 18
- C- if you complete quizzes 1 - 17
- D+ if you complete quizzes 1 - 16
- D if you complete quizzes 1 - 15
- D- if you complete quizzes 1 - 14
- F if you complete less than 14 quizzes in the semester.

Please note that incompletes will **NOT** be given for failure to successfully complete quizzes.

Completing all 24 quizzes will give you a sense of accomplishment and provide you with a fuller understanding of political science useful to your everyday lives now, performance in future political science related coursework, and in your eventual careers.

Accommodations for Disabled Students, Send to all students

From: Instructor
BCC: All students
Subject: What if I need special accommodations?

This course was designed keeping in mind students with disabilities. Students with disabilities may do better in this course than in one that is conventionally taught because they can go at their own pace. The quiz times can be reset for students who have a recognized disability under the ADA. Please do not hesitate to provide me with documentation from the Student Accessibility Center: Mitchell Hall 112, 229-6287, (http://www.uwm.edu/Dept/DSAD/SAC/). Please drop your VISA form off ASAP in an envelope to my mailbox in the main office of Political Science ([INSERT OFFICE LOCATION]), or scan it and send it by email to me ([INSERT INSTRUCTOR’S EMAIL ADDRESS]) or your teaching assistant ([INSERT TA’S EMAIL ADDRESS]).

I am happy to provide whatever special accommodations the Student Accessibility Center recommends that will allow you to fully participate and perform well in this course. If you have a recognized disability, don't wait and try out the quizzes - get your accommodation set before the course starts.
Work Expected Each Week, Send to all students

From: Instructor
BCC: All students
Subject: Where should I start? What should I do each week?

Here is where to start this week in U-Pace….

**Week 1: Tuesday, September 3rd – Sunday, September 8th**

**Quiz 1 and Quiz 2**

**Psychological Research:** Chapter 2, pages 30 to 36, 37 to 48, 49 to 54, 56 to 57.

Every student should complete **two quizzes each week**. In order to pass the quizzes you will need to master 1-2 chapters from the reading assignments. [NAME ANY ONLINE CONTENT THAT STUDENTS SHOULD ALSO MASTER].

The model schedule is outlined on pages 7-8 [REPLACE IF DIFFERENT] of your syllabus. Please pay close attention to this schedule and stick to it as closely as you can! I have attached a copy of your syllabus, and it can also be found in the content section on the course D2L page.

Please note that incompletes will not be given for failure to successfully complete quizzes, so make sure to stay on schedule!

You are also more than welcome to complete MORE than two quizzes each week to get ahead of schedule. Just think how nice it would be to finish the course early!

**Tips for Studying:**

* Reading and taking detailed notes on the material really helps you do well on the quizzes. Taking detailed notes actually saves you time, cutting down on the number of retakes per quiz.

* Testing yourself on the material is an excellent way to study! Making flashcards, answering the questions at the end of textbook chapter summaries, and quizzing yourself on the key terms (covering up the answers and saying them out loud) lets you learn what you do and don’t know. Keep testing yourself even after you think you know a concept – you’ll remember the concept better, which helps you successfully complete quizzes!

* You decide when to read, study, or take quizzes ANYTIME each week. (If you want to do the work or take quizzes at 3:00 a.m. each day, that's OK – anytime that works for you. Be consistent and make sure you put in hours every week.)

* It will be less stressful for you to stay on schedule than to catch up if you fall behind.

Regards, Professor [INSERT INSTRUCTOR NAME]
Hello Students!!

Welcome to U-Pace Political Science 104! My name is [INSERT TA NAME] and I will be your TA for this class. I am very excited about working with each one of you, and can’t wait to watch you succeed in getting the grade you want!

Throughout the semester, I would love to help each of you in any way that I can! Please feel free to email me anytime, or come visit me in person at my office hours on [insert day] at [insert time] in [insert location].

I went through a lot of training to become a TA for this class, and know very well what helps and hinders your success:

- What helps: deciding RIGHT NOW to remain on schedule or ahead for the entirety of the course.
- What hinders: thinking you can “catch up” or “do it all near the end of the semester.” People fail this course every semester under this logic, when they had fully intended to get an A. I hate to see this happen to my students. I am begging you, please don’t let this be you! The good news is I’ve developed a plan just for you to get you the grade you want!

Here is what I am asking you to do... email me back and let me know:
1) The grade you want to get
2) Whether I can expect you to keep on pace with or ahead of the model schedule
3) What you are willing to do to ensure your success [e.g., “I am willing to put aside X hours a day” or “I am willing to complete X quizzes a week before the model schedule” (so that if something comes up, which it almost always does, you are still in good shape)]

My best advice: PLAN AHEAD! You may have a technical difficulty. You may encounter a chapter that is much harder than the rest, and these may take longer to master (many people find neuroscience and sensation and perception more challenging) [change to reflect any particularly difficult chapters]. You may have some quizzes that take you many attempts. If you plan on completing these quizzes at the last minute before your deadline, you may run into trouble. I STRONGLY recommend completing quizzes way before your self-imposed deadlines, to ensure your success.

YOU CAN EARN AN A IN THIS COURSE. This really is the ONE class where it is up to you! YOU ARE IN CONTROL. It is all about sticking to a schedule, fighting that ever-so-tempting urge to procrastinate, and determination!
You will be getting emails from me throughout the semester. The more you get ahead, the happier these emails will be! If you fall behind, the emails will be LESS happy. Also, if you do fall behind the 2 quizzes a week MINIMUM, I will begin to call you on the phone (at whatever number UW-Milwaukee has one file for you). This begins immediately, so KEEP ON SCHEDULE right from the start! It will be much less work for you to keep on schedule than to talk to me every other week and make individualized plans for how you promise to catch up! I should clarify that this course is U-Pace in terms of you can go as fast as you want... NOT in terms of you can go as slow as you want. The goal is to complete a MINIMUM of 2 quizzes a week beginning now!

I want you to get the best grade with the least amount of stress! And I am here to help you succeed. Let me know ANY questions you have AT ANY POINT so you get your chosen grade.

I am getting my PhD in Political Science [REPLACE PROGRAM], and am in my [INSERT YEAR IN PROGRAM, ex. 2nd, 3rd, 4th] year of school. I know how it is to be a student. I know there are things that will be more exciting, tempting, and seemingly “important” than working on your U-Pace course. But you have paid money to take this course, so let’s give you the most bang for your buck! And the cool thing about political science is the knowledge you learn is applicable to real life, so take it all in!

I can’t wait to hear back from EACH ONE of you with the 3 answers to my questions. Please respond ASAP!

I am very excited to work with each of you, and I know we will have a great semester!

Your TA,

[INSERT TA NAME]

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**Tutoring Information, Send to all students**

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From: TA  
BCC: All Students  
Subject: Tutoring Information  

Hello All,

You are always more than welcome to contact me at [INSERT EMAIL ADDRESS] or [INSERT PHONE NUMBER], or to visit my office hours on [INSERT DAY] at [INSERT TIME] in [INSERT LOCATION], but I also wanted to provide you with the UW-Milwaukee tutoring information in case you want some extra help.
UWM Panther Academic Support Services (PASS) provides free in-person or online tutoring, supplemental instruction, review sessions, study groups, and academic resources. For more information, please visit http://www4.uwm.edu/pass/, call (414) 229-3726, or email pass@uwm.edu.

You can sign up for tutoring in one of two ways:

1. In person at the Student Success Center (Bolton 120)

2. Online at the PASS website: http://www4.uwm.edu/pass/
   - On the left side of the screen, halfway down, click the link that says “Click here to make an appointment”
   - On the next page, click “Cattrack Click Here” with the picture of the paw
   - Log in with your normal Pantherlink information
   - Select “Poli Sci 104” in the drop down menu and click “Go” to view available services

[INSERT NAME] is the Political Science tutor (INSERT EMAIL ADDRESS).

Professor [INSERT INSTRUCTOR NAME], the PASS office and I want to see you succeed, so please don’t hesitate to contact any one of us!

Your TA,

[INSERT TA NAME]
WEEK 1 – QUIZZES 1&2

This Week in U-Pace, Modify and send to all students EVERY WEEK with the current assignment from the model schedule in the syllabus

From: Instructor or TA
BCC: All Students
Subject: U-Pace Political Science 104 INFO FOR WEEK 1 – QUIZZES 1 and 2

Welcome to your first week in U-Pace!

IMPORTANT: If you are not familiar with D2L, please see pages 8-10 [REPLACE PAGE NUMBER] of the attached syllabus for instructions, or email me as soon as possible for some individual help! I'd be happy to walk you through it! :)

As a reminder, on pages 7-8 [REPLACE IF DIFFERENT] of your syllabus you will find the schedule you should follow in order to succeed in the course. The syllabus can be found in the content section on the D2L site. I will also be sending weekly reminders to help you stay on track!

It is the goal to pass QUIZ 1 and QUIZ 2 at a minimum by this Sunday, September 8th. In order to pass the quizzes, please master the first online lesson presentation on the D2L site, as well as the following reading assignment from the text book [replace to reflect D2L content]:

Week 1: Tuesday, September 3rd – Sunday, September 8th
Quiz 1 and Quiz 2
Psychological Research:
Chapter 2, pages 30 to 36, 37 to 48, 49 to 54, 56 to 57.
[REPLACE CHAPTER/LESSON TITLES]

You are always more than welcome to WORK AHEAD in the course. You never know what might come up later in the semester, so it is always a GREAT IDEA to give yourself a bit of a cushion. Additionally, many students have finished the course EARLY, which gives them a chance to focus on their other classes during finals week!

Let’s go conquer some quizzes and send the semester off to a good start! If there is ANYTHING I can do to help you along, please let me know!

Your TA,

[INSERT TA NAME]
Personalized Feedback, Send to students individually

From: TA  
To: Student  
Subject: TREMENDOUS JOB, [INSERT STUDENT NAME]!  

I’m so happy to see that you have begun the course by working on Quiz 1 [REPLACE QUIZ NUMBER]! You have a wonderful start!  

Here are some ideas to focus on for retaking that quiz:  

[INSERT PERSONALIZED FEEDBACK LIKE BELOW]  
-The difference between informed consent (which happens BEFORE study participation) and debriefing (which happens AFTER study participation)  
-Ethics with animals and research (what are some pros and cons of using animals for research?)  

Overall it looks like you have a great grasp of the concepts covered in this quiz! Great job!  

I applaud your efforts so far, and hope that you will keep going! Please let me know if there is anything I can do to help!  

Study Tips, Send to all students

From: Instructor  
BCC: All Students  
Subject: Study tips to help you master the material  

Hello Students!  

Here are some suggestions to keep in mind as you study for this course:  

- Test yourself on the material – you’ll figure out what you still need to study and have a better memory of what you’ve learned. Testing yourself is actually more effective than re-reading the chapter over and over. Try making flash cards on key concepts.  

- Read the information aloud as a strategy to get the information in your head and really learn it.  

It takes most students multiple tries on each quiz and the students who succeed in this course are the students who persist. I know you will persist! Giving up on yourself is the only way students fail. You have unlimited attempts, so go for it!  

Happy Studying!
**WEEK 2 – QUIZZES 3&4**
Example emails appear below for “far behind,” “behind,” and “on schedule” students.

Send to students who have not started

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From: Instructor or TA  
BCC: Students Who Have Not Started  
Subject: Time to Get Started… Help for You!

Alright, U-Pacers! We are 10 days [REPLACE EXACT NUMBER OF DAYS] into our course! That means we have to start passing quizzes to avoid falling behind and I KNOW we can do this!

To get everyone started on a good note, below I have included some information on Quiz 1 topics that other students have found challenging.

[INSERT SOME CONTENT HELP]

Please use this information to help you prepare for the first quiz. I can’t wait to see what you will accomplish!

---

Creating Norms for Success, Send to all students in the course

---

From: TA (or alter email if the instructor is sending)  
To: Instructor  
BCC: All Students  
Subject: U-Pace Political Science 104 Students are off to a great start!

Professor [INSERT INSTRUCTOR NAME],

I wanted to let you know that my students are off to a GREAT START! It seems they understand the importance of keeping on the 2-quiz-a-week schedule, and have had TERRIFIC SUCCESS in the course thus far!

Currently, [INSERT NUMBER] students are AHEAD OF SCHEDULE, and [INSERT NUMBER] students are RIGHT ON SCHEDULE! A big shout out to these fabulous students!

I do hope that ALL of my students will have 4 quizzes completed by next Sunday and be included in these numbers!
I will continue to keep you updated with the growing number of students who are ahead of schedule or on schedule.

[INSERT TA NAME]

Good Cop, Bad Cop Technique, Send to all students

From: TA (or alter if the instructor is sending)
BCC: All Students
Subject: U-Pace Political Science 104 - What if I don't stay on track with the schedule?

Hello Students,

Each week you will receive an email reminder for the quizzes you should be conquering called “This Week in U-Pace.” Here is this week’s assignment:

**Week 2: Monday, September 9th – Sunday, September 15th**

**Quiz 3 and Quiz 4**

**Neuroscience and Behavior:**
Chapter 3, pages 58 to 68, 69 to 76, 77 to 92, 94 to 95.

[REPLACE CHAPTER/LESSON TITLES]

You should have passed 2 quizzes by last night. And you should have 2 more done by next Sunday.

If you do not stay on track…
1) sad emails from Professor [INSERT INSTRUCTOR NAME] and myself
2) letters home encouraging you to catch up
3) recurring phone calls until you are caught up

If you do stay on track…
1) happy emails :)
2) no micromanaging!

KEEP UP THE FABULOUS WORK!
From: Instructor or TA
To: Student Receiving Praise
Subject: FABULOUS JOB!

You are doing wonderfully, [STUDENT NAME]! CONGRATS ON PASSING 2 QUIZZES AND ON YOUR FABULOUS EFFORTS ON QUIZ 3! [REPLACE QUIZ NUMBERS]

Here is some specific feedback based on your recent attempts: [INSERT PERSONALIZED FEEDBACK]

Keep up the GREAT work! I will be checking in on your progress, and I cannot wait to see what you accomplish this week :)
WEEK 3 – QUIZZES 5&6

This Week in U-Pace, Send to all students

From: Instructor or TA
BCC: All Students
Subject: This Week in U-Pace Political Science 104

Hi Students!

According to the schedule on your syllabus, this is what is in store this week:

Week 3: Monday, Monday, September 16th – Sunday, September 22nd
Quiz 5 and Quiz 6
Sensation and Perception:
Chapter 4, pages 96 to 102, 103 to 112, 113 to 118, read recap on pages 125 to 126, 127 to 140, 142 to 143.
[REPLACE CHAPTER/LESSON TITLES]
Your quiz will not cover taste and the skin senses (touch, pressure, temperature, and pain) so you can skip pages 120 to 124.
[REPLACE WITH ANY SPECIAL NOTES FOR THE STUDENTS IF NEEDED]

This material is associated with QUIZ 5 and QUIZ 6, which should both be completed by SUNDAY. Some of you may already be finished with these quizzes, and that is great! For those of you who are still working to get to this point, keep up the good work - I know you can get there! It is very important to stay on or ahead of schedule. All students have the opportunity to catch up and earn their desired grade… do yourself a HUGE favor and go conquer some quizzes!

I am here to help with anything you might need!

Your TA,

[INSERT TA NAME]

Send this email individually to students who have not passed at least 5 quizzes, forewarning them one week before the Early Warning System deadline in Week 4 (See Early Warning Feedback section of this manual for further instructions)
Hi [INSERT STUDENT NAME],

I am required to enter in Early Warning System feedback on Saturday, September 28th [CHECK DATE]. The Early Warning system is a way to share students’ progress in a course with their advisor and begin conversations (if needed) about ways to improve their grade throughout the rest of the semester.

Your U-Pace Political Science 104 progress will be based on the number of quizzes you have passed. By Friday, September 27th [CHECK DATE], students should have already passed Quiz 6 AT A MINIMUM. If you are staying on track with the two quizzes per week model schedule, you will reach this goal.

I am required to enter one of the following statements for the students receiving Early Warning based on quiz progress:

DID NOT PASS QUIZ 1: Please help! This student needs immediate intervention from the advisor. This student has not passed Quiz 1, and should be on Quiz 6. If this inadequate level of work continues, the student will earn a final grade of F.

PASSED QUIZ [1 or 2]: Please help! This student’s work has been minimal. This student has only passed Quiz [1 or 2], and should be on Quiz 6. Please help this student figure out how to get caught up so that we can all see this student succeed before it is too late!

PASSED QUIZ [3 or 4]: This student seems very conscientious and appears to have great motivation to succeed in the course. However, at the present time this student is behind and should be on Quiz 6. We recommend that the student pass 2 quizzes each week, which the student has not done.

PASSED QUIZ [5]: This student has been advancing at a satisfactory level so far. This student’s work has been consistent; the student has been making an effort at attaining at least 9/10 for quiz grades, in order to pass the course successfully.

I am CONFIDENT that you will put yourself in a position to earn GREAT FEEDBACK by the 27th [CHECK DATE]. I am sending you this warning in advance so that you will have a chance to work toward that goal!

Here is SPECIFIC HELP for you, [INSERT STUDENT NAME], on Quiz [INSERT QUIZ NUMBER]: [INSERT PERSONALIZED FEEDBACK]

I HAVE CONFIDENCE IN YOU, AND I KNOW YOU CAN DO IT!
**WEEK 4 – QUIZZES 7&8**
Example emails appear below for “far behind,” “behind,” and “on schedule” students.

This Week in U-Pace, Send to all students

From: Instructor or TA  
BCC: All Students  
Subject: This Week in U-Pace Political Science 104

Hello Students!

This week you should be working on:

**Week 4: Monday, September 23rd – Sunday, September 29th**  
**Quiz 7 and Quiz 8**  
**States of Consciousness:**  
Chapter 5, pages 144 to 160, 161 to 166, 167 to 178.  
[REPLACE CHAPTER/LESSON TITLES]

You should have 8 quizzes completed by this Sunday, September 29th. That means that by this Sunday you will be done with A THIRD of the quizzes! Keep crushing them-show them who is boss!

Have Not Started, Send individually to students “far behind” schedule

From: TA  
To: Student  
Subject: Please get started, [INSERT STUDENT NAME]!

I notice that you haven't started working on the course yet. Please get started! It is important to get started now so that you are not loaded down at the end of the semester. You are capable of getting an A so please get to work now, so that this is possible! Try out a quiz, so that you know what it is like. There is plenty of help that can be sent to you to help you get through quickly!

This is a self-paced course and you can make up for lost time. You can take the quizzes in the course an unlimited number of times without penalty. However, you are taking a very risky approach not even testing the quizzes! I had a senior engineering major with a 4.0 GPA wait to engage in the course, thinking it would be a breeze to pass quizzes when one has unlimited attempts. He ended up earning an F. There is still time for you to get a great grade! But you need to start immediately.
It is important that you stay consistent. You must wait one hour in between each attempt, HOWEVER, PLEASE TAKE THE QUizzes CONSISTently! Set aside a few hours in one day... While you are waiting an hour in between your attempts, study the material again. This way the information is fresh in your mind! This is the best strategy. If you find yourself getting frustrated or just can't pass a quiz, please send me an email right away! I try and respond as soon as I can. I am here to help you out and want to ensure that you can get the grade that you want.

Please take a look at the help below. The help was created by looking at the questions that several students were missing frequently. Please use this email to help you study for the first quiz.

[INSERT PERSONALIZED FEEDBACK]

It is very important that you get started so please take a look and let me know how it goes! I am happy to send you more, individualized help after you get going :) I look forward to hearing from you!

Personalized Feedback, Send individually to students “behind” schedule who have completed some quizzes and are making attempts

From: Instructor or TA
To: Student
Subject: Specific help just for you, [INSERT STUDENT NAME] :)

Hi [INSERT STUDENT NAME].

You are making great progress in the course! I am so proud of you for completing 3 [CHANGE NUMBER OF QUIZZES] quizzes! And I am THRILLED that you are trying hard at Quiz 4 [REPLACE QUIZ NUMBER]. Here is what I recommend you review, based specifically on your quiz attempt:

[INSERT PERSONALIZED FEEDBACK LIKE BELOW]
- Wernicke’s aphasia vs. apraxia
- Which lobe is associated with visual memory and hearing?
- Where is the most common place to find “pleasure centers” in the brain?

Keep up the fabulous work! All of your effort will pay off!
From: Instructor or TA
To: Student
Subject: Keep rocking, [INSERT STUDENT NAME]!

Hi [INSERT STUDENT NAME],

You are doing a PHENOMENAL job in the course! I am so happy that you completed two quizzes [REPLACE NUMBER OF QUIZZES] this week and have been working super hard on Quiz 7 [REPLACE QUIZ NUMBER]! Great work! If you keep this up you will be very successful this semester.

I wanted to give you some feedback on Quiz 7 to keep you rocking:

[INSERT PERSONALIZED FEEDBACK]
**WEEK 5 – QUIZZES 9&10**
Example emails appear below for “far behind,” “behind,” and “on schedule” students.

This Week in U-Pace, Send to all students

From: Instructor or TA  
BCC: All Students  
Subject: This Week in U-Pace Political Science 104

Hi U-Pacers!

This Week in U-Pace…
**Week 5: Monday, September 30th – Sunday, October 6th**  
**Quiz 9 and Quiz 10**  
**Learning:** Chapter 6, pages 180 to 190, 191 to 206, 207 to 212, 214 to 215.  
[REPLACE CHAPTER/LESSON TITLES]

Can’t wait to see some great progress!

Call Me, Send individually to students “far behind” schedule

From: Instructor or TA  
To: Student  
Subject: U-Pace Political Science 104- PLEASE CALL ME ASAP, [INSERT STUDENT NAME]!

Hi [INSERT STUDENT NAME],

I am very concerned that you have not yet attempted the first quiz.

Can you please call me ASAP? If not I will call you... but sometimes the number given to the university is the parents' phone number, so I'll give you a chance to call me today or tomorrow before I try you. My number is [INSERT PHONE NUMBER]; let's discuss a strategy for catching up.

Personalized Feedback, Send individually to students “behind” schedule

From: Instructor or TA  
To: Student  
Subject: Help for you, [INSERT STUDENT NAME] :)

Hi [INSERT STUDENT NAME]!

I have happy that you have completed [INSERT NUMBER] quizzes and that you are working on Quiz [INSERT QUIZ NUMBER]. You are almost there!
Here are a few concepts for you to focus your studying on based on your latest few quiz attempts:

[INSERT PERSONALIZED FEEDBACK LIKE THE FOLLOWING]

1. The SOMATOSENSORY STRIP is located behind the CENTRAL SULCUS
2. Injury to the ASSOCIATION AREA is linked to personality changes and an inability to make moral judgments
3. What are the characteristics of Broca's aphasia?
4. Temporal lobe (not occipital) is associated with visual memory and hearing

Your persistence will pay off! Keep it up!

Personalized Feedback, Send individually to students “on schedule”

From: Instructor or TA
To: Student
Subject: Help for you, [INSERT STUDENT NAME]

Hi [INSERT STUDENT NAME]!

I am so proud of you for your effort on Quiz 10 [REPLACE QUIZ NUMBER]!

You are doing a great job :) I have a few items for you to review to help you prepare to take the quiz again:

[INSERT PERSONALIZED FEEDBACK]

Feel free to email any time for anything! Each quiz you pass is bringing you closer and closer to your A!
**WEEK 6 – QUIZZES 11&12**

Example emails appear below for “far behind,” “behind,” and “on schedule” students.

This Week in U-Pace/Student Success Update, Send to all students and the professor

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From: TA (or alter if the instructor is sending)  
To: Instructor  
BCC: All Students  
Subject: This Week in U-Pace Political Science 104 / Student Success Update!

Hello [INSERT INSTRUCTOR NAME] and U-Pace Students!

This Week in U-Pace…

**Week 6: Monday, October 7th – Sunday, October 13th**

**Quiz 11 and Quiz 12**

**Memory:** Chapter 7, pages 216 to 230, 231 to 240, 241 to 248.  
[REPLACE CHAPTER/LESSON TITLES]

For those of you who are already finished with Quiz 11 and Quiz 12, wonderful job! For those of you who are still working on these quizzes, keep up the great work - I know you can do it!

Many students have already advanced far into the course! Currently, [INSERT NUMBER] students are AHEAD OF SCHEDULE, and [INSERT NUMBER] students are RIGHT ON SCHEDULE!

I hope that all of you will hop on the bandwagon with these students. EACH ONE of you can earn an A in this course! Go get it!

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**Study Tips, Send to students who are “far behind” schedule**

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From: Instructor or TA  
To: Student  
Subject: Study Tips for U-Pace Political Science 104

Hello [INSERT STUDENT NAME]!

Remember, it is perfectly okay to take as many quiz attempts as you want or need to earn a 90% on each quiz. The great news is that the number of quiz attempts that students need to pass with at least 90% goes down as they figure out how to study and learn the material.

The typical student in this course needs to spend 9 hours learning the material in each chapter and online lesson presentation. You must "overlearn" the material so that you don't just recognize the concept, but can READILY say what it means, the definition, or the
point. The best way to really LEARN the material is to test oneself.

One great way to self-test is by making flashcards. Here are some tips for using flashcards effectively:

1. Determine the major concepts for the week’s material. You can determine these concepts yourself from the reading assignment, or use guidance from the online lesson presentation and the bold terms in the textbook.

2. Write down the name of each concept, one on each index card (or slip of paper).

3. On the other side of each index card, write down the definition or description for each concept, highlighting the main point or importance when possible.

4. Test yourself: Go through your pile of index cards. When you look at each concept, try to say the definition/description in 5-10 seconds. If you miss a certain index card, it may be helpful to put it aside to study again before returning it to the pile and going through all of them again.

4. Flip the cards and test yourself again: Now start with the definition/description side of the index cards, and trying to name the concepts. You can also shuffle the cards so that some of them are facing with the concept name forward, and some with the definition/description forward.

5. Keep going through the pile until you can easily answer all of the cards correctly. Remember, “overlearning” is a good thing! The more you practice, the better you will do on the quiz.

This strategy works! [INSTRUCTOR OR TA NAME] and I want to see you succeed in this course! We want motivated students like you to earn an A. So please consider trying this proven strategy to ensure that you get a great grade in this course!

This same strategy will also work well in ALL of your courses, so feel free to use it again and again!

Happy Studying!
From: Instructor or TA
To: Student
Subject: Great Job, [INSERT STUDENT NAME]!

Hi [INSERT STUDENT NAME],

Wouldn't it be great to already have your A in this course? YES! You can work hard NOW so that later on (during finals week) you WON’T HAVE TO WORRY about this course! So keep up the great work!

I am very excited to see that you have successfully passed 12 [REPLACE NUMBER OF QUIZZES] quizzes! Fantastic!

To keep you on a roll, here is help on concepts some students had difficulty with on Quiz 13 [REPLACE QUIZ NUMBER]:

[INSERT FEEDBACK]

My next goal for you is to pass Quiz 14 [REPLACE QUIZ NUMBER] by October 13th. You are so close and I have every confidence that you can meet this goal!

Congratulations on all your progress! Have a wonderful week!

Your Instructor/TA,
WEEK 7 – QUIZZES 13&14

Email Forewarning Students about “Warning Letter” to be Mailed Home (See Warning Letter section in this manual), Send to all students

From: Instructor or TA
BCC: All Students
Subject: U-Pace Political Science 104 Update

Hi Students,

REMINDER: All students should have passed Quiz 12 (minimum) by Sunday, October 13th.

This Week in U-Pace…
Week 7: Monday, October 14th – Sunday, October 20th
Quiz 13 and Quiz 14
Cognition, Language, and Intelligence: Chapter 8 (Cognition and Language), pages 250 to 260, 261 to 274, 275 to 284; Chapter 9 (Intelligence) pages 286 to 306, 307 to 310, 311 to 316. [REPLACE CHAPTER/LESSON TITLES]

I just wanted to give you a heads up. I will be sending a letter to students’ homes on Monday, October 21st. You will be getting a Warning Letter if you have not completed Quiz 12 by that time. If you have already completed 12 quizzes, you are in the safe zone and will not receive a letter. If you are a few quizzes away from completing 12, you still have the rest of this week to catch up and get into the safe zone. Nobody wants to get a letter from their professor, so try your best to get caught up. You can do this!

I continue to be SO proud of all of your hard work! You are showing great dedication, consistency, and perseverance through challenges!

Personalized Feedback, Send to one student at a time

From: Instructor or TA
To: Student
Subject: Specific help for you, [INSERT STUDENT NAME] :)

Hey [INSERT STUDENT NAME],

I am very happy to see that you have been working on Quiz 9 [REPLACE QUIZ NUMBER]! Based specifically on your latest attempt, here is what I recommend you review:
- In the Little Albert study (Watson & Rayner, 1920), the conditioned response was ________?
- What are conditioned stimuli?
- In Pavlov's studies on classical conditioning, the conditioned stimulus was ________?
- Stimulus discrimination vs. stimulus generalization
- What would extinguish a conditioned response?

Keep up the great effort! I am so proud of how hard you are working!
**WEEK 8 – QUIZZES 15&16**

This Week in U-Pace/Student Success Update, Send to all students and the professor

From: TA (or alter if the instructor is sending)  
To: Instructor  
BCC: All Students  
Subject: Political Science 104: This Week in U-Pace / Student Success Update!

Hi Students and [INSERT INSTRUCTOR NAME],

This Week in U-Pace…  
**Week 8: Monday, October 21st – Sunday, October 27th**  
**Quiz 15 and Quiz 16**  
**Development**: Chapter 12, pages 395 to 402, 403 to 410, 411 to 428, 429 to 438, 439 to 448. [REPLACE CHAPTER/LESSON TITLES]

The online materials focus on developmental psychology through infancy. The chapter covers infancy, childhood, adolescence and adulthood. Your quiz questions cover all periods of development (infancy through adulthood). [REPLACE WITH ANY HELPFUL NOTES ABOUT THE MATERIAL]

We are halfway through the course and many students are doing wonderfully! They are on their way to earning “A” grades! [INSERT NUMBER] students are FINISHED WITH ALL THE QUIZZES, [INSERT NUMBER] students are AHEAD OF SCHEDULE, and [INSERT NUMBER] students are RIGHT ON SCHEDULE with 14 quizzes completed!

A BIG CONGRATULATIONS TO THESE STUDENTS! I hope to see more and more of you join them each week! Keep working hard, and you will get there in no time!

Motivation, Send to all students

Top Ten List for completing coursework now as opposed to later is presented below. The list conveys serious information, yet is received favorably by students because the message is delivered in a light way, fashioned after David Letterman’s “Top Ten” list.

From: Instructor or TA  
BCC: All Students  
Subject: Top 10 Reasons to Complete Quizzes Sooner Rather than Later!

♦ TOP 10 REASONS TO COMPLETE U-PACE QUIZZES SOONER RATHER THAN LATER! ♦
10. I will be VERY HAPPY → HAPPY EMAILS!

9. YOU CAN’T CONTROL TECHNOLOGY. Your computer could crash, or the course site could temporarily shut down.

8. You can get my TIME NOW. This is NOT GUARANTEED at very end.

7. NO INCOMPLETES will be given to anyone…for ANY reason.

6. NO TIME EXTENSIONS will be given to anyone…for ANY reason.

5. You PAID tuition to take this course. GET YOUR MONEY’S WORTH.

4. RIGHT NOW, you CAN CONTROL your grade. Up against the end of the semester, YOU CAN’T.

3. LIFE HAPPENS. It is YOUR RESPONSIBILITY to give yourself EXTENSIVE WIGGLE ROOM as INSURANCE for unexpected circumstances.

2. The sooner you finish this class, the more time you will have to focus on FINALS, other classes, and papers.

1. You CANNOT PREDICT HOW LONG any quiz will take TO PASS. They are ALL DIFFERENT. ONE-HOUR RULE VIOLATIONS have SERIOUS CONSEQUENCES.

I hope this MOTIVATES you to complete your U-Pace quizzes ASAP :) If so, the following REWARDS may be yours:
- the grade you want
- increased self-esteem/self-worth
- praise from me and perhaps others (such as parents)
- proof that you are capable of achieving your goals
- success in this course has been linked to success in your college career

And remember…it is a MUCH bigger pain (and waste of your own time and money) to have to retake the course than to just do it right this time!

We are here for anything you need :)
Personalized Feedback, Send to students individually

From: Instructor or TA  
To: Student  
Subject: Wonderful Work, [INSERT STUDENT NAME]!

Hi [INSERT STUDENT NAME],

I would like to compliment you on the terrific work you have been doing. You have been showing consistent effort and you are doing wonderfully!

Here is some feedback on your latest quiz attempts:  
[INSERT PERSONALIZED FEEDBACK]

I hope that you have a great week! Any questions? Please let me know :) 

Personalized Feedback, Send individual to students who have not started

From: Instructor or TA  
To: Student  
Subject: Time to take that first step, [INSERT STUDENT NAME]!

Hi [INSERT STUDENT NAME],

I want to reach out to you to see whether we can work together to help you get started in U-Pace American Government and Politics. It is very important that you begin working right away, so that you will have time to successfully complete the course. It is STILL POSSIBLE for you to earn the grade you would like in this course, but NOW is the time to take action!

It can be overwhelming to get started with an unfamiliar activity like this course when you see all the work ahead of you. However, I PROMISE that once you take that first step, a great weight will be lifted off your shoulders and it will become easier and easier to keep going! So please take just one minute NOW to click on this link https://idp.uwm.edu/idp/Authn/UserPassword to log onto D2L, click on the Content tab, and click on that first set of lecture notes. You could even click Quizzes tab and try Quiz 1 right away just to see what it is like – there is no penalty if you need to take it again later!

Please let me know if there is ANYTHING I can do to help you along. I KNOW that you can do this, and I can’t wait to see you succeed!

Your TA,
From: Instructor or TA  
To: Student  
Subject: Time for your next step toward success, [INSERT STUDENT NAME]!

Hi [INSERT STUDENT NAME],

I am so proud of all you have accomplished in this course! Finishing [INSERT NUMBER OF QUIZZES] quizzes is a wonderful achievement.

I know that all the hard work you have already done will be put to good use – you earning an “A” in this course! In order to make sure this happens, now is the time for you to keep pushing forward with those quizzes. All it takes is one small step to get the ball rolling again! So please take just one minute NOW to log onto D2L at https://idp.uwm.edu/idp/Authn/UserPassword and open up the Module [INSERT APPROPRIATE MODULE NUMBER FOR THIS STUDENT BASED ON THEIR PROGRESS] Lecture Notes. You will be so glad that you did!

I will check in on your progress again soon – I can’t wait to see you succeed! Please let me know if there is ANYTHING I can do to help you along :)

Your TA,

[INSERT TA NAME]
WEEK 9 – QUIZZES 17&18
Example emails appear below for “far behind,” “behind,” and “on schedule” students.

This Week in U-Pace, Send to all students

From: TA
BCC: All Students
Subject: Political Science 104: This Week in U-Pace

Hello Students!

Here is a reminder of what you should be working on this week:

This Week in U-Pace…
Week 9: Monday, October 28th – Sunday, November 3rd
Quiz 17 and Quiz 18
Personality: Chapter 13, pages 450 to 462, 463 to 474, 475 to 482.

As always, if you have already moved beyond this, CONGRATULATIONS! If you are still working to catch up to the schedule, stay motivated and keep working hard! We are over halfway through the semester now, so it is VERY important that you are putting yourself in a good position now, so that you will have time to finish all of the quizzes by the end of the semester!

As a reminder, my office hours are [INSERT OFFICE HOURS] in [INSERT OFFICE LOCATION], so feel free to stop by! I can also meet with you at another time if that would work better - just send me an email to schedule an appointment or with questions.

Happy Studying!

Personalized Feedback, Send to students individually

From: Instructor or TA
To: Student
Subject: I am SO proud of you, [INSERT STUDENT NAME]!

I am VERY proud of you for successfully completing 4 [REPLACE NUMBER OF QUIZZES] quizzes! This shows me you are capable of that A in this course - you just have to schedule in the time sooner rather than later!

Please review the following before your next attempt at Quiz 5 [REPLACE QUIZ NUMBER]:
[INSERT PERSONALIZED FEEDBACK]
I really look forward to checking in on your progress.

Please let me know if there's anything I can help you with to keep things moving along!

Have Not Started/Far Behind Schedule, Send individually to students who have not started or who are “far behind” schedule

From: Instructor or TA
To: Student
Subject: [INSERT STUDENT NAME]: Your Desired U-Pace Political Science 104 Grade!

Hello [INSERT STUDENT NAME],

I am writing this email because it is important that you get caught up in this course. You CAN succeed in this course and have control over your grade! You paid money to take this class, and I want to make sure you get your money’s worth! It is important that you [START or KEEP] working on this course so that you are not loaded down at the end of the semester. You are CAPABLE OF GETTING AN A!

Your JOB FOR TOMORROW (Wednesday [REPLACE DAY OF WEEK]) is to: **EMAIL ME AND LET ME KNOW YOUR GRADE GOAL**
For whatever goal you have set, I will send you more personalized help!

This will ensure that you have a little boost to get you going! I am here to help you out so please email me and I will help you get moving towards your desired grade!
**WEEK 10 – QUIZZES 19&20**

Example emails appear below for “far behind,” “behind,” and “on schedule” students.

This Week in U-Pace/Student Success Update, Send to all students and the professor

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From: TA (or alter if instructor is sending)  
To: Instructor  
BCC: All Students  
Subject: This Week in U-Pace Political Science 104 (with Student Success Update!)

Hello Again, Students and [INSERT INSTRUCTOR NAME]!

This Week in U-Pace…

**Week 10: Monday, November 4th – Sunday, November 10th**  
**Quiz 19 and Quiz 20**

**Health Psychology: Stress, Coping, and Well-Being:** Chapter 14, pages 484 to 498, 499 to 506, 507 to 512.  
[REPLACE CHAPTER/LESSON TITLES]

If you aren’t at this point yet, keep working hard to try to reach this goal as soon as you can. More and more students are on their way to an A!

As of today, [INSERT NUMBER] students are FINISHED WITH ALL QUIZZES IN THE COURSE, [INSERT NUMBER] students are AHEAD OF SCHEDULE, and [INSERT NUMBER] students are RIGHT ON SCHEDULE with 18 quizzes complete!

CONGRATULATIONS to these students! I know all of you are capable of getting to this point!

I hope that everyone will keep up the great work, and remember to contact me if you have any questions!

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Crunch Time, Send individually to students “far behind” schedule

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From: TA  
To: Student  
Subject: U-Pace Political Science 104 – Time to Focus and Stay Positive!

Dear [INSERT STUDENT NAME],

Your hard work and amazing effort will pay off soon! There are just about 5 weeks left in the course [REPLACE NUMBER OF WEEKS IF DIFFERENT], so time is of the essence.
Think of the remaining quizzes as a series of short races. **It isn't a marathon, just a series of short races that you can manage.** Just focus on finishing the next race. Don't let negative thoughts or feelings hinder your performance. Onward to the next race, with only a positive spirit about finishing the challenge!

Focus your mind on the positive thoughts that are true, like...
- I manage to get many things done
- I can get feedback on what I am getting wrong on the quizzes
- I can ask for help
- The more I relax, the better I learn the material and the more quickly I can complete the quizzes

[INSERT INSTRUCTOR NAME] and I are here to help you, so please let us know if you have any questions or concerns. I am happy to meet with you in person at my office hours [INSERT OFFICE HOURS AND LOCATION] or schedule another appointment time. You can also call me at [INSERT PHONE NUMBER].

Now is the time to pass the remaining quizzes to avoid a time crunch. YOU CAN DO THIS!

Personalized Feedback, Send individually to students “behind” and “on schedule”

From: Instructor or TA
To: Student
Subject: Keep up the great work, [INSERT STUDENT NAME]!

AMAZING JOB, [INSERT STUDENT NAME]! You passed [INSERT NUMBER] quizzes since I last emailed you! :)

Here are some things to review, based on the questions you missed on Quiz 8 [REPLACE QUIZ NUMBER]:

[INSERT PERSONALIZED FEEDBACK LIKE THE FOLLOWING]
Cocaine - blocks the reuptake of dopamine, meaning that there is more dopamine floating around the synapses than normal, leading to happier feelings (with brain damage and heart failure, but happier).
Sleep Cycle - on average we go through an entire sleep cycle every 90 minutes With 8 hours of sleep, we spend the first 4 hours with mostly stage 3 and 4, and the second half (the last 4 hours) with mostly REM sleep.

Congratulations on all your progress! I can’t wait to see what you will accomplish this week. As always, I am ready and willing to help!
WEEK 11 – QUIZZES 21&22

This Week in U-Pace, Send to all students

From: TA  
BCC: All Students  
Subject: Political Science 104: This Week in U-Pace

Hello Students!

We officially have 5 weeks left in the course [REPLACE NUMBER OF WEEKS IF DIFFERENT]. (How time flies!) Be sure to plan accordingly, and keep in mind that D2L is typically slow at the end of the semester due to the large quantities of users during this time. Do not plan to take too many quizzes that last week, because you will likely have difficulties accessing the site.

This Week in U-Pace…
Week 11: Monday, November 11th – Sunday, November 17th
Quiz 21 and Quiz 22
Psychological Disorders and Treatment of Psychological Disorders: Chapter 15, pages 514 to 526, 527 to 546, 547 to 552; Chapter 16, pages 554 to 566, 567 to 574, 575 to 582. [REPLACE CHAPTER/LESSON TITLES]
Lots of connected readings to master here - budget your time. [REPLACE ANY SPECIAL NOTES TO STUDENTS ABOUT THE MATERIAL]

Keep up the wonderful work, everyone!

Personalized Feedback, Send to students individually

From: Instructor or TA  
To: Student  
Subject: U-Pace Personalized Feedback for You, [INSERT STUDENT NAME]

Hi [INSERT STUDENT NAME],

You have had such wonderful progress! Here are a few topics to review if you would like to improve upon your already fabulous efforts on Quiz 16 [REPLACE QUIZ NUMBER]:

[INSERT PERSONALIZED FEEDBACK LIKE THE FOLLOWING]
- Focus on Erikson's developmental stage during early adulthood (Intimacy vs. Isolation)  
- How have U.S. Marriages have changed over the years? (e.g., people are getting married at a LATER age, and many people are staying UNMARRIED despite living together and having children.

I hope that helps you so you can get your U-Pace Political Science done and work on other classes before finals week rolls around!
**WEEK 12 – QUIZZES 23&24**

This Week in U-Pace/Student Success Update, Send to all students and the professor

From: TA (or alter if instructor is sending)  
To: Instructor  
BCC: All Students  
Subject: This Week in U-Pace Political Science 104/ Student Success Update!

Hello Students and [INSERT INSTRUCTOR NAME]!

This Week in U-Pace…  
**Week 12: Monday, November 18th – Sunday, November 24th**  
**Quiz 23 and Quiz 24**  
**Social Psychology**: Chapter 17, pages 584 to 596, 597 to 604, 605 to 608, 609 to 618, 620 to 621. [REPLACE CHAPTER/LESSON TITLES]

Students are continuing to excel in this course! I am so proud of their hard work!

[INSERT NUMBER] students have COMPLETED ALL QUIZZES IN THE COURSE and [INSERT NUMBER] students have COMPLETED AT LEAST 14 QUIZZES!

A big SHOUT OUT to these fabulous students!

I am excited to see some HUGE progress from all of my students in this week and the next.

Sincerely, [INSERT TA NAME]

Personalized Feedback, Send to students individually

From: Instructor or TA  
To: Student  
Subject: You should be proud of yourself, [INSERT STUDENT NAME]!

[INSERT STUDENT NAME].  

I am so proud of you for passing 4 [REPLACE # OF QUIZZES] quizzes, and your effort on Quiz 5 [REPLACE QUIZ #] is wonderful! I have a few items for you to review before your next attempt:  
[INSERT PERSONALIZED FEEDBACK LIKE THE FOLLOWING]

In a dark room, your vision is taken over by the rods. Also, your PUPILS will get larger to let every single particle of light into your eyeballs, and this is called dark adaptation
(P.S. your retina never changes size).

So how does the pupil change size? The pupil is surrounded by the iris (that circle of color in our eyes) and this will adjust the size of the pupil to either contract or dilate.

Is it Sensation or Perception? Sensations are the initial experience of the stimuli and Perceptions are when the brain interprets the sensations. In other words, the sensations are the receiving of the information and the perceptions are the explaining of the information.

You have really been doing a great job and have shown steady progress. Let's try to accomplish as much in U-Pace as we can over the next few weeks so that you can focus on your other classes during finals week.

Feel free to email if you have any questions!

Crunch Time, Send individually to students who have not started

To: Students Who Have Not Started (Send Individually)
Subject: You Can Do This, [INSERT STUDENT NAME]!

Hi [INSERT STUDENT NAME],

There are only 4 weeks left in the course, so it is time to dive in! It would be very wise to start working now so you don’t have to complete all the quizzes at the last minute. There is a lot of material to cover, and you never know how long it might take to earn 90% on a particular quiz. Furthermore, D2L tends to run slowly near the end of the semester, which could make it even more difficult to finish the quizzes quickly if you wait until then.

Even though there is only a short time left, I am confident that you can still complete the course successfully! My advice is to set small, manageable goals for yourself and stick to them. Just take it quiz by quiz, keep moving forward, and be patient with the process! Remember, you can take the quizzes as many times as you need (after the one-hour waiting period), so you have absolutely nothing to lose by going for it!

You have until 11:59 p.m. on Saturday, December 21st [INSERT CORRECT DATE] to complete the quizzes. At the end of this email I have included some concepts from Quiz 1 that your classmates have frequently missed, to help you get started TODAY!

I am here to help, so feel free to contact me! YOU CAN DO THIS!!

[INSERT GENERAL CONCEPT FEEDBACK FOR QUIZ 1]
**WEEK 13**

Example emails appear below for “far behind,” “behind,” and “on schedule” students.

Personalized Feedback, Send to students who have not been working

From: Instructor or TA  
To: Student  
Subject: U-Pace Political Science 104 is wrapping up! YOU CAN DO THIS!

Hi [INSERT STUDENT NAME]!

I have missed seeing you work! **Please come back to me :)**

Set small, manageable goals for yourself and stick to them. I know that this is a lot of material to cover, but try to be patient and just **take it quiz by quiz**.

You have until 11:59 p.m. on Saturday, December 21st to complete the quizzes, but you should get started NOW.

Here is some help with Quiz 2 [REPLACE QUIZ NUMBER] concepts to help you get back in the saddle!  
[INSERT PERSONALIZED FEEDBACK AND GENERAL FEEDBACK ON COMMONLY MISSED CONCEPTS]

I am here to help, so feel free to contact me. I will continue to watch your progress closely so that you can receive timely feedback on your quiz attempts.

U-Pace Grading Rubric, Send to students still working

From: Instructor or TA  
To: Student  
Subject: U-Pace Political Science 104 is wrapping up! YOU CAN DO THIS!

Congratulations on passing [INSERT NUMBER] quizzes! You have currently achieved a grade of [INSERT GRADE] in the class, and you still have about 3 weeks to pass more quizzes and **raise that grade up even higher**!

Here is the grading layout, just to refresh your memory:

- A = complete quizzes 1 – 24  
- A- = complete quizzes 1 – 23  
- B+ = complete quizzes 1 – 22  
- B = complete quizzes 1 – 21  
- B- = complete quizzes 1 – 20  
- C+ = complete quizzes 1 – 19  
- C = complete quizzes 1 – 18  
- C- = complete quizzes 1 – 17  
- D+ = complete quizzes 1 – 16  
- D = complete quizzes 1 – 15
As we get into crunch time, you might notice that it takes me a little longer to respond to emails because more students are emailing me for help. I will always respond as SOON as possible, but it is something to keep in mind if you are looking for rapid assistance. I recommend accomplishing as much as you can now, because the sooner you pass the quizzes, the easier it will be to avoid a time crunch in the last week.

YOU CAN DO THIS!

Time Left, Send to all students

From: Instructor or TA  
BCC: All Students  
Subject: Three [INSERT EXACT NUMBER OF WEEKS] weeks left!

Hey Everyone,

I hope you are doing well! I just wanted to remind you that you have about 3 weeks [INSERT CORRECT NUMBER OF WEEKS] left in the course! REMEMBER, THE QUIZZES WILL SHUT DOWN ON SATURDAY, DECEMBER 21ST, AT 11:59PM (CENTRAL TIME).

You should be working on this course DAILY at this point to get ALL your quizzes done ASAP so you can guarantee you get the grade you want while it's still in your control! (If you have not yet completed quiz 14, this needs to be done immediately.) The semester is almost over...so push through it and work really hard. You will be very glad you did!

Each day I look and more and more of you have finished the course! This is WONDERFUL!

Please email me with any questions or concerns; I'm here for whatever you need! You can do it - it's all about putting the time in whenever you get a free minute!

Keep up the great work!
**WEEK 14**

Example emails appear below for “far behind,” “behind,” and “on schedule” students.

Send individually to students finishing the course

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From: Instructor or TA  
To: Student  
Subject: CONGRATULATIONS, [INSERT STUDENT NAME]!

Hi [INSERT STUDENT NAME]!

I see that you were able to successfully pass Quiz 24! You know what that means...you've earned your A! Congratulations! You have been working so hard all semester and it has officially paid off. You should be extremely proud of all of your effort - I know I am!

I have truly enjoyed being your [instructor/TA] and I hope that you have enjoyed the course and will continue on with your studies in Political Science.

Thanks again for all of your hard work, and congratulations!

Best of luck with the rest of your college experience,

[INSERT TA NAME]

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Last Weeks, Send to students who have not passed the course

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From: Instructor or TA  
To: Student  
Subject: Let’s conquer U-Pace Political Science 104, [INSERT STUDENT NAME]!

Dear [INSERT STUDENT NAME],

You can still be successful in this course and get a good grade. You have absolutely nothing to lose (and everything to gain) by going for it. EVERY STUDENT in this course can complete multiple quizzes for each of the remaining days in this course. Experience with many students in this course has shown that this is not only possible, but realistic. Let's do it!

[INSERT PERSONALIZED FEEDBACK]
Here are some tips:
* Don't think about how much time is left; instead, focus on passing one quiz at a time.
* Try to break your goal into small, achievable targets. Instead of spending 10 hours in 2 days to finish multiple quizzes, consider spending at least 2 hours each day to work on the readings and lesson presentations for each quiz and make attempts on the quizzes.
* Choose some rewards for yourself (e.g., go watch a movie, order your favorite snack) and try to enjoy your reward only after you meet your weekly goal.
* Remember the one hour wait in between retakes of the same quiz.
* It is recommended you don't use wireless connections because there is a greater chance of errors, such as your quiz freezing in the middle.

I hope that this information will help you! Stay focused and positive, and email me with any questions or to set up a meeting! Happy Studying!

Student Success Update, Send to all students and the professor

From: TA (or alter if instructor is sending)
To: Instructor
BCC: All Students
Subject: U-Pace Political Science 104 – FINAL STUDENT SUCCESS UPDATE!

Hello Students and [INSERT INSTRUCTOR NAME]!

As the semester is winding down, I wanted to acknowledge the dedication and success of the students in this course!

[INSERT NUMBER] students have COMPLETED ALL QUIZZES, and [INSERT NUMBER] students have COMPLETED AT LEAST [14] QUIZZES!

What an AWESOME job!

I am excited to see amazing progress from all of my students in these final weeks!!

BEST OF LUCK AS THE COURSE NEARS ITS END!
WEEK 15

Personalized Feedback, Send to students individually

From: Instructor or TA
To: Student
Subject: Help for you, [INSERT STUDENT NAME]!

Awesome job working your way up to Quiz [INSERT QUIZ NUMBER]! You are kicking butt!

Here's some feedback on your attempts:

[INSERT PERSONALIZED FEEDBACK LIKE THE FOLLOWING:]

--Bipolar Disorder - is when mood alternates between a state of very high energy (mania or euphoria) and depression.

--Generalized Anxiety Disorder - the state of long term, persistent anxiety and worry which is accompanied by many physical symptoms such as headaches and tension.

--Panic Disorder - is when the individual has panic attacks (often described as the same symptoms of a heart attack, with an intense feeling that you are going to die) and these attacks are very disturbing and severe

The very last day for completing quizzes is Saturday, December 21st at 11:59pm [CHANGE DEADLINE]. Please take the time over the next week to use me as a resource.

You should be so proud of yourself! Keep up the great work :)

Send out to all students at the end of the course

From: Instructor or TA
BCC: All Students
Subject: Farewell, U-Pace Political Science 104!

Hi Students!

I have truly enjoyed being your [instructor/TA] and I hope that you have enjoyed the course and will continue on with your studies in Political Science.

Thanks again for all of your hard work, and congratulations!

Best of luck with the rest of your college experience,

[INSERT INSTRUCTOR/TA NAME]
Feedback Examples and Study Strategies

Throughout the semester, personalized and timely feedback is provided to students to help them master the material. With access to each student's quiz attempts (see Chapter 5 section “Assessing and Encouraging Student Progress”) you can focus your feedback on the concepts that have been the most difficult for that student.

Consider providing general study strategies to all students. Whether the information is new or reinforces their current study approach, study suggestions can lead to improvements in students' mastery and retention of the material.

Example –
Step-by-step advice to succeed

Hello!

I have a few study tips that will help you learn the material.

First of all, it is definitely normal to take the quizzes numerous times...frustrating, but normal. It doesn't matter how many times you have to take the quiz. The only thing that matters is that you keep pushing through.

I have a few ideas for studying material for multiple choice questions (in lecture or online), but the one that makes the most sense to me is:

1st - read the chapter and make a ton of notes in your book.

2nd - quiz yourself briefly with the chapter summaries. Does all of this information make sense? If you find something you are still a little stuck on then re-read that section.
3rd - print out the study guides that are on the course site Content page or use the personalized feedback that I sent you and make flashcards.  
****flashcards are especially helpful for the quizzes****

4th - do the review activities on the course site immediately before you take the quiz.

5th - take the quiz. If you don't pass the quiz, then you should keep studying during the one hour wait and try to take the quiz again ASAP.

You have a couple of study options:
- lesson presentations and review activities (again) on the course site
- email me for more feedback
- re-read the study guides and make your own notes on them with stuff from the book

Repetition in your study methods will help you learn the material and cut down the number of quiz attempts.

Another strategy is to take the quizzes in pairs (5 and 6, 7 and 8). Don't wait too long in between the two quizzes on the same lesson presentation and chapter.

I know you can do it! Have a great night!

**Example — Thinking about completing quizzes without negativity**

Hi STUDENT NAME,

Numerous students have taken these quizzes and have earned an A in the course. People have told me in the beginning of the course that they were slow readers and they too earned A’s. So don't worry about this, but it would be good to try some different strategies. You have to know the material inside and out before you take a quiz.

Please try these strategies.

1. Highlight the key points in your book. Mark the book up.
2. Go over the highlighted points, reading them aloud.
3. Make flash cards on little scraps of paper and test yourself.
4. Some students take notes on the chapter and online lesson presentation. They find this helps get the information in their heads. Take detailed notes, not just highlighted definitions—remember most of the questions in this course aren't going to ask you for a simple definition so don't leave your notes at this level. Taking notes is an active learning strategy.
Now that you have seen what a quiz is like you can use that information to guide and intensify your efforts. Know that you will be successful IF you keep working at the quizzes.

Most students need multiple attempts on each quiz to get the 90%. This is normal because the questions are challenging. Most of the questions require higher order thinking beyond rote memorization. Therefore, more careful reading and studying is necessary in this course.

Most students have to intensify their efforts in this course. This is completely normal. The great news is that the quizzes may be retaken as many times as needed without penalty. It is perfectly fine if it takes you 4 attempts, or 40 attempts. Stick with it and you will get 90% and as time goes on the number of attempts necessary to get 90% will go down. Evidence shows that students' study skills improve in this course.

Finally, it is important not to 'stress out' as you keep working on mastering the material. Stressing out won't help you. Think of the quizzes like a game. Work hard at getting through each level of the game. You know you will get there and your game skills will improve.

Best,

Professor X

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Example –
Tailored study strategies for a “frustrated” student

First of all, you are doing a great job! It might seem frustrating that it takes 7 attempts or so, but people take way more attempts than that sometimes.

It’s all about learning for yourself, what you need to do to better prepare yourself for the quizzes. Many people who take this course develop better studying habits as a result of learning that they need to review material over and over in order for them to retain it. That’s a normal process; people don’t become experts on a topic in an hour or so. :)

Some suggestions I have for you after looking over the time you spent on the course content:
- You could use more time on the review activities.
- Also, I recommend you refresh with the review activities right before you sit down to attempt the quiz.

I just hope you don’t let frustration get in the way of doing well in this course. I assure you that in the long run you will have retained the information and that you will develop reading and studying skills that will benefit you in your future classes. Please feel free to email me with any comments or concerns.
**Personalized Feedback Examples**

Below is a small sample of feedback used in *U-Pace* to help students master the more difficult material in Introductory Psychology. Example feedback has been included for the first chapter, corresponding to Quiz 1 and Quiz 2. These personalized feedback examples can be tailored to your student's particular needs. Feel free to develop your own personalized feedback.

**Quizzes 1 & 2**

If you decide to participate in a psychological experiment, you will have to sign an informed consent BEFORE you start the study. Informed consent is always given before the study starts because we must inform about the benefits and risks of participation.

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**Informed Consent** comes at the very beginning, before the participants can start the study. **Debriefing** comes after the participants have completed the study. Both make sure that participants are fully informed. Participants know the potential benefits and harm from the study, that they can stop at any time if they feel uncomfortable, and who to contact if they have any questions.

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**THEORY VS. HYPOTHESIS** -

**Theories** are well-established principles that have been developed to explain some aspect of the natural world. A theory arises from repeated observation and testing and incorporates facts, laws, predictions, and tested hypotheses that are widely accepted.

- Example: Theory of Evolution

A **hypothesis** is a specific, testable prediction about what you expect to happen in your study.

- Example: A study designed to look at the relationship between study habits and test anxiety might have a hypothesis that states, “This study is designed to assess the hypothesis that students with better study habits will suffer less test anxiety.”

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**Experimental bias** is basically anything that distorts a study and makes it difficult to produce reliable results. Experimenter and participant expectations are a couple forms of bias.

- Example: When the researcher enters the room with the puppies, she smiles more and has a more relaxed body position than when she enters the room with the group of kittens. The experimenter expectation occurs because the participants respond to that researcher's smile and relaxed body language in a 'happier' way than the participant would respond if the researcher entered the room with a frown.

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Experimental Bias: biases can occur in any of the stages of research and ends up distorting the results/findings… Researchers must be careful of their own biases: in reading-up on the field, in specifying and selecting the study sample,
in executing the experimental procedure (or exposure),
in measuring exposures and outcomes,
in analyzing the data,
in interpreting the analysis, and
in publishing the results.

If we find something to be statistically significant, that means it is highly unlikely that the results are due to chance.

- Example: if we find that those children who spend 10 hours a day watching television are also 100 lbs. heavier than their classmates (this is ridiculously exaggerated, but you get the point), we can do statistical tests to find that this is a significant relationship. It is highly unlikely that, as researchers, we just happened to put all of the heavier children in our study by chance and so we assume that there is a real relationship between hours of television and obesity.

Placebo use in research = Fake treatment. This technique is often used in Double-blind procedures because it helps to hide the purpose of the study and avoid any participant or experimenter bias. It is called a double-blind procedure because the experimenter and research participant are “blind” to which experimental treatment or condition the participant was assigned to.

Correlations
- positive: A positive correlation is when both variables go in the same direction.
  - For example, the FEWER hours I study The WORSE my grades get….see both are going in the same direction, in this case down.
- negative: A negative correlation is when the variables go in opposite directions.
  - For example, the MORE frequently people exercise, the LESS they get sick…see one goes down and one goes up.

Correlation coefficients measure the strength and direction of the relationship between two variables.
- **Strength** is determined by the absolute value of the coefficient (e.g. - 0.78 is stronger than +0.50).
- **Direction** is determined by the positive or negative sign.

Correlation does not mean Causation…just because 2 variables are correlated, does not mean that changes in one variable cause changes in the second variable. IMPORTANT: only experimental methods can show causal relationships

**Dependent Variable** is the variable that is Measured
**Independent Variable** is the variable that is Manipulated

**Participant Expectations**: participants try to guess the experimenter’s hypothesis, and behave parallel to their own hypothesis of what the researcher is testing. This may result in biased data because the participants are not behaving in a “natural” way; they are behaving the way they think they are supposed to behave.
Templates for Dealing with Student Frustration and Distress

**Student Frustration and Anger**

You will receive emails from frustrated and angry students. Faculty (and TAs) must not lose sight of their goal to facilitate students’ learning. Students may provoke negative emotions in you. You may feel that you are being disrespected. However, it is counterproductive to allow your emotions to shift you away from your goal – facilitating learning in that student.

Most hostile emails are rooted in students’ reactance over their struggles to pass the quizzes. Students feel they will never progress and will earn a poor grade in the course. It is essential for you to provide help with the material and constructive support and encouragement to angry students. It may be a mistake to respond to every statement the student makes. You want to redirect the students away from negative emotions to productive work on the course, allowing them to regain a sense of control over their learning. It is to your advantage to show unconditional positive regard even to the students who may appear to be showing no regard for you.

**Student Frustration and Anger**

From: Frustrated and Angry Student
To: Instructor
Sent: Thursday, February 4, 2010 9:11:54 AM
Subject: UPACE
“Hi,

I am taking psych 101 UPACE course this semester and want to complain a bit about the course structure that is hindering more than helping. I do not understand why we can only take the quiz once an hour? I have been thinking about it and can not figure out why. I have now spent 7 hours on one quiz because of it and can not pass it for the life of me. The TAs for the class are taking a long time to get back to me. I have been waiting a couple of hours now for my TA to answer my e-mail. Its not like i can't memorize the questions because taking it 7 times i have seen almost every question written for it and remember them. I understand being timed so we don't use the book or notes, but there is no reason we can only take one quiz an hour if we don't pass it. The only reason I can see for this, is to help hinder the students in making them spend more time on the course and making it harder to pass. Much like all beginning classes that are to ween out the students and make more of a profit by making them retake the course. I have no clue which questions i am getting wrong because i can't see them. so, when i take the quiz and get two wrong. i almost have to regard everything i thought to be right, from the quiz, wrong because i am not sure which questions i answered wrong. being able to see the which questions you got right and which ones you got wrong (not the answers, just correct or incorrect) would be most beneficial in helping students retain information that they got correct and point out the areas they need to study. i know we can get this from our TAs, but i cant wait 3 hours to get it when i can only take the quiz once an hour. if i could i would drop this course, but i spent $176.00 on the book which i can not return because i opened it.

I can not possible see how i can pass this course having it taken 7 hours on quiz two. I have done the readings and watched the presentation. I am continuously getting 8/10 on the quiz and each time i know take it i run into a poorly worded question (one about John somebody looking thro magazines, looking for women's bodies and not men's faces) or question based on material I have never come across (control question, critical question...).

I apologize if this e-mail offends you in anyway, I am just pointing out the issues I am having with the course and why I am now extremely frustrated and started to get stressed. I have already taken psych 101 and other psych courses, i know most of this material prior to the readings and is probably why i am stressed, with how poor i am doing (although i wouldnt call 8/10 poor).

Thank you for your time,"

Student
You are doing great in the course!!! I admire your great work ethic!!! Keep it up!!! If you can earn 3 A’s on quizzes like you have – you can earn A’s on all of them and earn a final course grade of A. Persistence pays off.

I want ALL students in the course to not only pass the course, but get A’s and this is entirely possible because your grade is in your control.

Probably the toughest quiz of all (at least for many students) is #4.

I examined what you got wrong.

1. Lateralization = dominance of 1 brain hemisphere for a function
   Related to this, skills or behaviors “lateralized” means located more in 1 brain hemisphere than the other
   
   Right hemisphere = spatial relations
   Left hemisphere = ____? (Look this section over again.)

   Make a list of the brain parts and a quick note about what they are responsible for.
   Limbic system = pleasure centers
   Reticular formation = sleep/arousal
   Thalamus = ____?
   Temporal lobe = visual memory & hearing (not VISION)
   Occipital lobe = vision

2. Injury to association areas = personality changes & inability to make moral decisions
   (remember the story in the text about the person who had a rod jammed through his head)

3. You should have a general idea of the arrangement of the brain – the frontal lobe is not adjacent to the occipital lobe. Where is the somatosensory area?

4. Look over the section on biofeedback. What conditions/problems is it useful for?

   Congrats on you A’s on 1-3 and soon quiz 4.

   If it weren’t for the one hour wait in-between retakes of the same quiz, some students would repeatedly take quizzes over and over without studying as you have. They would repeatedly take quizzes like a slot machine hoping for the payoff.
Your TA will tell you what concepts you got wrong (but, as you know, not what questions you got wrong). This is because the goal is to learn the concept, not the answer to a specific question. Try not to get too frustrated when you have to take many attempts. Do the quizzes in pairs as you are (3&4 are on the same chapter/lesson presentation, 5&6 are on the same chapter/lesson presentation, etc.). Tackle 2 quizzes at a time. 12 short races (1.5 already down for you) and you will be there with an A! Some people haven’t started like you have. Smart students set aside time each week. If you follow this pace, you will be done before the semester is over and your TA and I want to help you do just that. Let me know when you tackle quiz 4 – after that smooth sailing!!!

Best,

Professor X

Student Response

From: Frustrated and Angry Student  
To: Instructor  
Sent: Thursday, February 4, 2010 2:09:31 PM  
Subject: Re:

“thank you for your help. everything you sent me has been very helpful. i see why there is a one hour waiting period, but when i am pressed for time it can be frustrating. i have been study the material, but i will study more in order to complete the quizzes in the quickest amount of time.

thank you for your time and help,”

Student

Student Distress

We must be careful to focus our time and energy on solutions that allow the student to achieve academic success, as this is our number one priority. Of course, we must also take care to avoid appearing insensitive. Please use the following resources and templates to form a constructive response to your students’ distress.
Distressed Student Message 1

This isn't necessarily regarding my U-Pace class, but actually concerning some personal problems that have been reoccurring and gradually getting worse. A few months ago I was diagnosed with Fibromyalgia. My heart races to the point that my chest becomes inflamed and it is very difficult to cool down. I have become very concerned. I don't remember my dreams, so I am not sure if nightmares are causing the panic attacks in my sleep but I wake up with fevers, sometimes shaking, and my heart is just racing! It is really scary. I noticed that you work at an anxiety treatment center and that is why I am contacting you. Do you think I should schedule an appointment to get it looked at? My parents tend to be anti-doctors, especially when it comes to "things that are all in my head," so the bill would be all on me. But I am really just looking for another opinion and maybe some helpful hints! Please and Thanks!

Response to Distressed Student Message 1

Hey Student 1,

I'm very sorry to hear you are having problems due to Fibromyalgia. I have a close friend who has it and I know how difficult it can be. I think you should make an appointment with the psychology clinic. It is very cheap ($5-$15ish a session), and your student therapist is heavily supervised (in the clinic typically evidence-based treatments are used for panic attacks, and cognitive techniques could definitely help you deal with the problems you face from Fibromyalgia). This definitely sounds like something they could help you with. I don't think you should have to deal with this alone, and therapy can definitely help.

Good luck with this and any other questions please feel free to ask,

TA

Distressed Student Message 2

Hi TA,

I just wanted to let you know that my husband had some sort of mental breakdown on Saturday morning that caused me alarm and a feeling of endangerment, so my 19-month old daughter and I have been at my parents' house since this happened, and I have had no
reprieve from her the past few days! I thought that I would have time to tackle this class tonight, but I am exhausted!

The good news is - my husband is moving back with his family to regain his bearings, I will be able to get back to a regular schedule. In the meantime, my mom will be back in town this weekend and will be able to grant me a couple of solid blocks of time to get to this class.

Response to Distressed Student Message 2

Hey Student 2,

Wow, I'm so sorry to hear that you're going through all of that. That is a lot to handle. It's great that you want to keep working to meet the deadline. The next goal to shoot for is to complete quiz 8 by April 25th. That is the next time I will let PROFESSOR NAME know which students have not made it to that point. You have control over your progress and you always have PROFESSOR NAME and myself to help you master the course. When there is chaos all around and you don’t know what to do, just remember, you know exactly what you need to earn your desired grade.

Let me know if I can help in any way and good luck with all that you have going on.

Resources for Distressed Students

Provide information on student counseling and helpful resources and do not hesitate to tell the student that you are concerned. Teaching assistants should always bring any concerning emails to the course instructor’s attention.

There are several Milwaukee area talk-lines and help groups that students can utilize. One valuable website that has a lot of resources is www.suicidehotlines.com/wisconsin.html. However, the inclusion of “suicide” in the address may be off putting for students.

Here are some other options to provide:
**COPE hotline (Ozaukee County): (262) 377-2673.** This is available Mondays through Thursdays 8am - 10pm and on Fridays 8am – 5pm. After hours, the calls transfer to the Milwaukee County crisis line seamlessly so the caller does not have to deal with calling another number.

**Milwaukee County crisis line: (414) 257-7222.** This one is 24/7. It is at the Milwaukee County Behavioral Health Division and professionals take all of the calls. Help can even be dispatched to the caller if needed.

**Norris Health Center: (414) 229-4716.** Full time students may utilize the services on campus during regular business hours. This is not a good resource for emergencies, as the student must schedule an appointment.

**UWM Peer Mentoring:**
http://www4.uwm.edu/current_students/current_student_life/campus_ambassadors.cfm
Course Procedures

Students are often overwhelmed with course information from multiple instructors. We must adjust our emails to be easily digestible and ultimately leave a lasting impact on the students. Bulleted lists, plenty of spacing between paragraphs, and bolded words are important tools for making our emails readable.

Better safe than sorry! Don’t hesitate to send important information more than once throughout the semester.

Try to send information in short emails, to encourage students to read fully. Email examples in this manual can be modified to meet your needs in distributing course information.

Accommodations for Students with Certified Disability

At UWM, students can obtain documentation of their disability, in the form of a VISA, from the Student Accessibility Center (Mitchell Hall 112, 414-229-6287, http://www.uwm.edu/Dept/DSAD/SAC/).

The quiz times can be reset for any student with a certified disability. The typical accommodation is for 1.5x on each quiz. So, in the context of U-Pace the time would be reset from 6 minutes to 9 minutes. For 2x, the time would double to 12 minutes.

Resetting Quiz Times in D2L for Students Needing Accommodation

- Sign on to D2L
- Click on “Quizzes”
- Click on the name of the first quiz.
- Click on the “Restrictions” tab.
- Click on “Add Users to Special Access” on the bottom of the screen (under “Advanced Availability”)
- Check the box next to “Assign special time limit” (under “Access.”)
• Set the time for 9 minutes for 1.5x time, or 12 minu
• Scroll down and check the student’s name (or multiple students’ names) on the class roster.
• Click on the “Add Special Access” button on the bottom of the screen.
• Now the student’s name (or students’ names) and new time limit(s) should appear at the bottom of the screen.
• If you need to set a different time for a different student or students, repeat the above process, setting the time for the appropriate number of minutes.
• Click on “Save and Close.”
• You must repeat this process for the rest of the quizzes.
• Note that a little golden lock will appear by each quiz that you have set
• **Contact the UWM Learning Technology Center at (414) 229-4319 with any questions.**

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**Example – Student Accommodations**

**STUDENT EMAIL ABOUT QUIZ TIME ACCOMMODATION**

Hello,

I’m only on quiz 3 so far and am having a difficult time with this course. The whole time I’m taking each quiz I find myself in a panic over how much time I have left. I suffer from ADHD and anxiety and was wondering if there was any way I could get my time extended? I know I got an e-mail earlier in the semester about a similar offer with a doctor’s excuse but I was going to try to take a shot at it with the standard given time.

Please let me know what I should do.

Thank you,

**RESPONSE TO STUDENT NEEDING TIME ACCOMMODATION**

Thank you for letting me know. We want every student to have an equal opportunity to earn an A and you can still get there! You can definitely have extended time to take the quizzes.

How soon can you get your Student Accessibility Center VISA to me? As soon as I have the VISA we will change the quiz times.
Please drop your VISA form off ASAP in an envelope to my mailbox the main office of Political Science ([INSERT OFFICE]), by email to me ([INSERT INSTRUCTOR’S EMAIL ADDRESS]) or your teaching assistant ([INSERT TA’S EMAIL ADDRESS]).

I want you to have what you need so you can be successful. This is extremely important. If you don't have a VISA yet, you should try and stop by the Student Accessibility Center (Mitchell Hall 112) this week. Personally, I have had wonderful experiences with the office. They are very helpful and friendly. Their phone number is 229-6287 and their website is http://www.uwm.edu/Dept/DSAD/SAC/.

I would love to give you this extended time, so please try your hardest to get the VISA to me ASAP.

One - Hour Rule Violations

If students have not mastered the concepts (scored less than 9/10), they are required to wait one hour before retaking the quiz, in order to review the material. **Check for violations of the one-hour rule periodically (about once per week, and more near the beginning and end of the semester).** If a student violates the one-hour wait rule: (1) any quiz passed before the hour has elapsed should be reset to zero and the student required to retake it, **AND** (2) the student should be warned as soon as possible of their violation.

**Checking for One-Hour Rule Violations in D2L and Resetting Scores to Zero**

- Sign on to D2L.
- Select your Introduction to American Government and Politics course.
- Click on the “Quizzes” tab.
- Find the name of the first quiz, and click on the drop down arrow next to the quiz name.
- Select “Grade.”
- Look at the completion times for each attempt by each student. These attempts must be at least one hour apart.
- **Note:** If you know the date of the last time you checked for hour-rule violations, you now only have to look at new quizzes taken AFTER that date. For this reason it is a good idea to keep track of what dates you are doing the hour-rule violation checks, to save you time when you next do a check.
- If you find an attempt that was completed less than one hour after the previous attempt, click on the name of the violating attempt (e.g. “Attempt 2.”)
- In the box under “Final Score” put in a 0.
- Click “Save” on the very bottom of the screen.
• You will see a pop-up with this message: “Warning— not equal to the sum of the points given for each question. Do you wish to continue anyway?” Click “Yes.”
• When you return to the “Quizzes” tab and again select “Grade” in the drop-down arrow next to the quiz name, the zero score should now show up for that student on that attempt.
• **When the student’s score has been reset to zero for an attempt or attempts, the student MUST be informed of their violation (see examples in next section).**
• Continue checking the completion times for that quiz for all students and attempts.
• Repeat for each quiz.
• Contact the UWM Learning Technology Center at (414) 229-4319 with any questions.

**NOTE:** A student might violate the hour rule on an attempt, but still not pass the quiz with a 90% or greater on that attempt. If this happens, you should still inform the student of their violation. If the student earned at least a 90% on a later attempt after a proper wait period, the student gets to keep their 90% from the legal attempt, and they do not have to retake the quiz (but should still be informed of their violation).

**NOTE:** If a student illegally “passes” a quiz in violation of the hour rule, but then goes on to pass subsequent quizzes after a proper wait period, ONLY the quiz that was taken in violation of the hour-rule should be reset to zero. The student must retake the quiz you reset to zero, but may keep their passing scores on any quiz for which they followed the hour wait rule. The student should still be informed of their violation.

**Informing Students of Their One-Hour Rule Violation**

**Every student should be notified as soon as possible if they violate the one-hour wait rule, even if they didn’t achieve 90% or greater.**

Occasionally, students lose track of time between quiz attempts and may retake quizzes short of the full hour. For example, one student was short by one minute. Another was short by 11 minutes (having waited 49 minutes). They incorrectly counted the one hour from the start of their first attempt rather than the end of their quiz attempt. For these students, it is best not to tell them they are cheating, but clearly tell them they are violating the course rule and get them to confirm they have received the warning.

Some students have also stated, when called about violating the rule, that they couldn’t resist taking a quiz one more time because they were so close to getting their 90%. Again, the term “cheater” probably shouldn’t be applied to them, but they should be firmly warned that this is a course violation. Any completed quizzes during the hour should be reset to a score of 0.
You may use this e-mail as a template (adjusting the wording to fit the nature of the violation; deleting the clause about cheating when a student is just short of an hour)

Example – One Hour Violators

Dear STUDENT NAME,

I'm writing to inform you that you have violated the one-hour wait period after attempting Quiz 2 [REPLACE QUIZ NUMBER].

You must NOT retake a quiz until 1 hour has passed since the END of the last non-passing attempt, violating this rule is considered cheating. Any quizzes completed within the hour wait period will be reset to 0 and will not count. I have reset your score to zero for Quiz 2 [REPLACE QUIZ NUMBER]. You will need to retake the quiz for it to count toward your grade. This policy is clearly stated on your syllabus and on the course site announcements page.

A lot of students find it helpful to set a timer to make sure they do not violate this again.

You can also check your times on the D2L site using the following steps:

On the D2L course page, click on the “Quizzes” tab. Find the quiz you’re working on, and click on the small arrow next to that quiz. Select “Submissions.” Then select your latest attempt to see when you finished it (the entire date and time will be listed), to see when you can start the next quiz.

If you violate this rule again, you will receive a permanent 0 on the quiz and may be asked to remove yourself from the course. I would really hate to see this happen to you, so please be careful about the rule in the future!

Please acknowledge that you received this email by writing to me at [INSERT EMAIL ADDRESS].
1. Check your cell phone or a clock AFTER you submit a quiz, and write down the time and when it is OK to retake that quiz again (1 hour later). If in doubt, wait longer than 1 hour.

2. The one hour wait is only for RETAKES—when you get less than 90% on a quiz.

3. If you score 90% or 100% on the first quiz in a week, you can immediately proceed to the second quiz for that week without waiting.

**Example — Explaining the One Hour rule**

Dear Students:

You can't RETAKE a quiz more than ONCE PER HOUR. You lose, if you do!

* You Must Wait AT LEAST 1 HOUR before you Retake a QUIZ!

* Taking the same quiz multiple times within an hour will be treated as academic dishonesty:
  - You will have your score reset to 0, you may have your grade lowered, and may be asked to leave the course.
  - More severe consequences for academic dishonesty may be pursued.

**Students’ Frequently Asked Questions**

“Why Can’t I See The Questions I Got Wrong?”

It is important not to allow the course management system to give students the answers to the questions. Students are told what concepts they are having difficulty with and are given help weekly or more often as needed, but they never get the answer to a specific question they got wrong. This makes the most sense with the U-Pace approach and, of course, also helps because instructors will not have a limitless pool of questions. Set your course management system so that students get an immediate score and they can be told by the instructor what concepts they haven't mastered yet.
I understand that it can be frustrating, especially for multiple choice questions that force you to make the best decision. However, there is reasoning for why you are not allowed to see your incorrect answers…

Our goal is to get students to master the concepts, not just learn the answer to a specific question. The *U-Pace* course specializes in “mastery-based learning”…which means we want you to use the higher order thinking skills (such as applying, analyzing, and evaluating the material) rather than rote memorization. This makes the course more worthwhile and, frankly, more enjoyable!

Each quiz covers only about a half a chapter's worth of material so this makes it easier to know where to go back and work on the material. Have you tried looking over the study guides I sent? These guides, which are also included in the content for each week, were produced to address the “challenging” concepts in each quiz; so it might be a good idea to conquer them before you attempt another quiz.

Also, I am available to give you feedback on challenging concepts and to work with you to master them. Based on your previous 2 attempts, I suggest you spend a little extra time on the following concepts.  

I am very proud of your work ethic and your efforts will soon pay off.

“*Can I Have An Incomplete?”*

Hi [INSERT STUDENT NAME].

Incompletes cannot be given. You can retake the course and the grade will be replaced with your new grade. Then the F won't count in your GPA. Your transcript will still show the F, however.
I doubt an employer will ever ask to see your transcript. You can explain the F if it ever came up. To get a retroactive withdrawal, students have to show that they had extenuating circumstances that prevented them from doing well in all of their courses during the semester. If a student's grades were acceptable in other courses, then it might be a hard argument to make. It doesn't sound to me that you have a basis for a retroactive withdrawal. Rather it looks like you ran out of time, didn't work on this course consistently or follow the schedule. If this perception is incorrect and you failed other courses too last semester and can mount a case for your extenuating circumstances, then contact your academic advisor for help making an appeal.

In any case, you are welcome to retake this U-Pace course or a face-to-face section of Political Science 104. Either way your grade will be replaced.

**Assessing and Encouraging Student Progress**

The assessment and encouragement of student progress are essential to student success. Below you will find step-by-step instructions for how to track your students’ progress and tips for encouraging progress. In addition, the sample e-mails in previous chapters are available for your use to encourage students’ success.

**Providing Feedback on the Concepts Students are Struggling With**

Checking on students’ quiz attempts (instructions below) can help you guide the students’ studying; however, it is important the exact questions and answers are not given to students. You don't want students to memorize the answers to a specific question. You want them to learn the concepts. When you view a student’s attempts, it is common to see that there are particular concepts they are struggling with more than others (for example, classical conditioning, or the different parts of the brain and their functions). In responding to students it is useful to acknowledge the difficulty of the concepts they are struggling with, but be sure to avoid language that suggests the associated questions are “tricky” or “unfair.” Saying the concepts and questions are “challenging” on a topic is fine. Additionally, reinforce students’ confidence that they will conquer them. Offer suggestions about ways to study the particular concepts. Explain the concept and provide examples so that they can learn the essential points.

**Viewing Students’ D2L Activity using the Event Log**

- Sign on to D2L.
- Select your Introduction to American Government and Politics course.
- Click on the “Grades” tab. Here you will see a list of all of your students with their scores on each of the quizzes. Click on “Last Name” above the list of students to alphabetize the students by last name.
- Click on a student’s name.
• The next page shows the student’s name on the top. To the student’s name and select “Event Log.” A separate window will pop up with the Event Log, showing you exactly which quizzes the student has attempted and when. You can see how many times the student has attempted a particular quiz, and whether they have been working on the course regularly.

• You may see “Page 1 of ___” near the top and bottom of the page, so make sure to look at all of the pages to see all the student’s attempts. If you want all of the attempts to be on a single page, you can increase the number of results per page by selecting the drop down arrow next to “per page” and selecting a higher number.

• Note: Occasionally, the grades listed in the event log can be inaccurate (showing higher scores than the student actually earned). More accurate reporting of the grades can be seen when you view the actual quiz attempts (steps below). However, the event log is very useful to see all of the student’s course activity at once and to find out which quiz the student is currently working on.

• Contact the UWM Learning Technology Center at (414) 229-4319 with any questions.

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**Viewing Students’ Quiz Attempts (with His or Her Answers) on D2L**

• Sign on to D2L.

• Select your Introduction to American Government and Politics course.

• Click on the “Quizzes” tab.

• Find the name of the quiz in which you are interested (i.e. the quiz a student is currently working on) and click on the drop down arrow next to the quiz name.

• Select “Grade.”

• Find the student in which you are interested, and you will see their attempts and scores on that quiz.

• Click on the student’s most recent attempt (at the bottom of the list). Here you will see the responses that the student selected, as well as the correct responses. Use this information to help craft the feedback that you will send to the student. Remember, do not tell the student specific questions that they got wrong or give them answers, but rather give them help with general concepts that they are struggling with.

• Use the drop down arrow at the top of the screen to change to the next most recent attempt. Use the information on this attempt to add to the feedback that you are sending to the student. By viewing the student’s responses from multiple attempts you can see if there are trends in the topics that the student is struggling with. Repeat the process for as many attempts as desired to provide enough meaningful feedback for the student.

• Contact the UWM Learning Technology Center at (414) 229-4319 with any questions.
How to Record Students’ Progress

Recording students’ progress is important because the right encouragement and support can improve performance when they need it most. There are many options to record student progress: writing notes in notebooks, writing notes in word documents, Google spreadsheets, etc. Please use your preferred method.

If you don’t have an account with Google, go to:
https://www.google.com/accounts/Login?continue=http://www.google.com/&hl=en
  □ Click on Create an Account for free on the left of the page.
  □ Fill in the required information.
  □ Once you have an account go back to the main log in page above and log in.
  □ On the top tabs click on More with the down arrow and click on Documents

Creating a Google Document Spreadsheet:
  □ Once you are on Google Documents, click on New on the top left of the page and choose Spread Sheet.
  □ Work on the spread sheet like an excel spread sheet.
  □ Don’t forget to save it.

NOTE: If you’d like, you can share Google documents with your fellow team members. If they are responsible for sending emails to the students, they can update it and you can view the progress online right away.

SPREAD SHEET SAMPLE:

<table>
<thead>
<tr>
<th>Name</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doe, Jane</td>
<td>Sent welcoming email. No quiz attempt. Read introductory material</td>
<td>Passed quiz 1 and made 5 attempts on quiz 2. Sent reinforcement and discussed some mistakes for quiz 2</td>
<td>Student got frustrated on quiz 2. Sent Intervention. Set up meeting during office hours</td>
<td>Student passed quiz 4 and 5 successfully after several attempts. Sent intervention.</td>
<td>No quiz attempt this week.</td>
</tr>
<tr>
<td>Doe, Sam</td>
<td>Sent welcoming email. No quiz attempt.</td>
<td>No quiz attempt. Sent some tips on taking an online class.</td>
<td>No quiz attempt. No response from student.</td>
<td>No quiz attempt. Sent student some encouragement.</td>
<td>No quiz attempt. No response from student.</td>
</tr>
</tbody>
</table>
Each student can be given one page, with room for notes on each student regarding their major, their progress, their emails, etc.

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>EMAIL ADDRESS</th>
<th>FRESHMAN/BUSINESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>Progress</td>
<td>Emailed?</td>
</tr>
<tr>
<td>1</td>
<td>Q1, 7 attempts, 80%</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>Q1, 9 attempts, 100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Q2, 3 attempts, 90%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Q3, 1 attempt, 50%</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>Q3, 3 attempts, 90%</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Early Warning Feedback in the UWM PAWS System**

Instructors of freshmen, Academic Opportunity Center and/or Life Impact Program students are asked to assess these students' progress via a web report on PAWS early in the semester. Instructors with students eligible for reporting in the Early Warning System will see an “Early Intervention Feedback” button on their PAWS class roster. (This class roster can be accessed in PAWS by clicking on “Self Service,” then “Faculty Center,” then “Class Rosters.”)

Beginning as early as September 9, 2013 (the second week of classes), and **no later than October 11, 2013 (the end of the sixth week of classes)**, instructors are requested to enter feedback for eligible students. Although October 11th is the final deadline, the preferred deadline is September 28, 2012 (the end of the fourth week of classes).

When an instructor enters and saves Early Warning feedback, the information appears on a web report sent to the student’s academic advisor, which will assist the advisor in working with the student to improve his/her course performance. Additionally, an email is automatically generated to the student which includes the performance assessment and comments from the instructor.

Once the student’s advisor has made contact with student and entered his/her feedback on the student, this feedback will be accessible to the instructor in the Early Warning System in PAWS. The instructor should be sure to check back on the Early Warning System to see what interventions have been recommended by the student’s advisor. Instructions on navigating the Early Warning System in PAWS are included below.
**Pre-Early Warning Feedback Email for U-Pace**

In U-Pace courses, students should receive a personalized email a week before Early Warning feedback is entered into the system, alerting the students to the process and what is expected of them. This email should be sent early in the week of Monday, September 16, 2013. A template for the email can be found in this manual under Week 3 of the Template Emails for U-Pace Interventions (Chapter 2).

**Instructions for Entering Early Warning Feedback in PAWS**

Detailed step-by-step instructions for how to access and use the Early Warning System can be found at the end of this manual, entitled “Early Warning Instructor Feedback Tool.” A PDF version of these instructions can also be found at [www.earlywarning.uwm.edu](http://www.earlywarning.uwm.edu). If you have technical questions regarding entering feedback into the Early Warning System, please contact the Campus Solutions Center at 229-4040.

When entering the feedback for U-Pace students, a student should be marked as “satisfactory” if they have completed at least 5 quizzes, “needs improvement” if they have attempted the quizzes but have completed fewer than 5, and “unsatisfactory” if they have not made any quiz attempts. “Quiz/Exam” should be checked off under “Instructor Reasons.” Under “Class Comments,” enter one of the following based on the student’s progress:

DID NOT PASS QUIZ 1: Please help! This student needs immediate intervention from the advisor. This student has not passed Quiz 1, and should be on Quiz 6. If this inadequate level of work continues, the student will earn a final grade of F.

PASSED QUIZ [1 or 2]: Please help! This student’s work has been minimal. This student has only passed Quiz [1 or 2], and should be on Quiz 6. Please help this student figure out how to get caught up so that we can all see this student succeed before it is too late!

PASSED QUIZ [3 or 4]: This student seems very conscientious and appears to have great motivation to succeed in the course. However, at the present time this student is behind and should be on Quiz 6. We recommend that the student pass 2 quizzes each week, which the student has not done.

PASSED QUIZ [5]: This student has been advancing at a satisfactory level so far. This student’s work has been consistent; the student has been making an effort at attaining at least 9/10 for quiz grades, in order to pass the course successfully.

Replace the bracketed quiz number with the actual number of quizzes completed by the student, and add any additional comments that you feel would be helpful to the student and his/her advisor as they work together toward developing a successful strategy for the course. Remember, the student will also receive an automatic copy of your assessment and comments.
Involving Teaching Assistants in Entering Early Warning Feedback

Instructors may wish to involved teaching assistants in entering the Early Warning Feedback. In order for TAs to enter feedback, they must be assigned as instructors on the course. If the TAs are not currently assigned as instructors, contact your departmental schedule builder and request that they be added as instructors with an “Instructor Role” of TA and “Access” of Grade. TAs will then be able to enter feedback from that course section. TAs should be careful to only enter feedback for those students with whom they have had contact.

For Questions Regarding Early Warning Feedback

For further information regarding the Early Warning System (including a Frequently Asked Questions section as well as a PDF version of the step-by-step instructions at the end of this manual), please visit www.earlywarning.uwm.edu. For technical questions regarding the Early Warning System, please contact the Campus Solutions Center at 229-4040. For other questions regarding the Early Warning System, please contact the Registrar’s Office, Office of Enrollment Management (Mellencamp Hall 262; 229-3800; regoff@uwm.edu).

Phone Calls to Students Who Are Behind in the Course

The TA or instructor may want to call students who are falling far behind in the course in order to motivate them to start, re-energize them to keep going, or address any concerns that the student may have. The instructor should use his or her judgment as to the timing and frequency of these phone calls, choosing whatever strategy he or she feels will best help the student succeed.

Looking Up Student Phone Numbers in the UWM PAWS System

- Sign in to PAWS
- Click on “Self Service”
- Click on “Faculty Center”
- Click on “Class Rosters”
- Click on “View Class List with Addresses” (bottom of the page)
- You will be asked to re-enter your ID and password
- Scroll to the right of the screen on the address list to see the student addresses and phone numbers

Privacy Considerations for Student Phone Calls

If you call a student and a parent answers, do NOT talk with the parent about the student’s progress. Rather, explain that you are the student’s instructor or TA, and that you are trying to reach the student. You may ask if the parents have a cell phone number for the student that they would be willing to provide to you. If the parent asks if the student is in trouble, say “No, I am just trying to reaching [student name] about the course.’”
If you reach a voicemail box for the student, you may leave a message explaining who you are and that you are trying to reach [student name] about the course. You may add that if you have reached the student's parents, it would be wonderful if they could call you to provide a number for the student.

Warning Letter to be Mailed to Students’ Homes

The Warning Letter extends the Early Warning System that is used at many universities by sending a proactive, personalized letter during Week 8 in the semester to each student at risk of failing. This letter is addressed to the student and mailed to the student’s home address, pointing out to students that they are currently at risk and outlines the steps they can take to turn the situation around. The letter should be mailed the week of October 21, 2012 (Week 8).

The week before the letter is mailed, U-Pace students should receive an email informing them that any students who have not completed 12 quizzes by October 21st will receive a warning letter to their home. This is so the students have a chance to catch up before the letter goes out, if they have fallen behind. A template for this email can be found in this manual under Week 7 of the Template Emails for U-Pace Interventions (Chapter 2).

Your department's support staff may be able to facilitate the personalization of the Warning Letter using the mail merge function on Microsoft Word. When using this approach, it would be best to provide a spreadsheet that includes the following: student first name, student last name, number of quizzes completed. Street Address, city, state and zip code are needed if creating a mail merge for mailing envelopes.

An example letter is shown on the next page.
Dear [STUDENT FIRST NAME] [STUDENT LAST NAME],

You are receiving this letter because you have completed 1 [REPLACE QUIZ #] quiz thus far in Introduction to American Government and Politics.

This greatly concerns me, because by October 20th all students should have completed at least 14 quizzes. From past experience I know that students who have not completed 14 quizzes at this time are in great danger of failing this course.

I would like to reach out to you personally, and strongly encourage you to make this course a priority, and complete the first 14 quizzes as soon as possible.

I have spoken with your TA who is happy to offer you the following support to help you reach this goal:
- Letting you know what topic areas to focus your attention on after any quiz attempt
- Meeting with you
- Speaking with you by phone
- Answering any and all questions you have about the course or course material
- Figuring out a game-plan with you (i.e. how many quizzes you must do each week, what study techniques to try) to ensure you get the grade you want.

It is very important that you contact your TA immediately, and let [INSERT “him” or “her”] know what you will do, and how [INSERT “he” or “she”] can help you, to proceed successfully in this course.

The good news is, it is not too late! Hard work now can ensure that you pass the course, and you can still earn an A! It is all up to you and your choice to work on this course immediately. Succeeding in this course can give you the confidence to succeed in many other aspects of your academic career.

I wish you the very best, and can’t wait to see your progress.

If you have any questions for me please do not hesitate to contact me at [INSERT EMAIL ADDRESS].

Sincerely,

Dr. [INSERT PROFESSOR NAME]
**How to Use Images in Emails**

Different email accounts allow us to attach helpful images and have them show directly in the body of the email. For example, sometimes you can check a small checkbox next to your attachment to “show images in message body.”

**Example**

You have put an amazing amount of effort into *U-Pace* this semester! Hopefully you can get some more in this week and be able to RELAX over Spring Break :) :) After Break is over, we will be in the last half of the semester. Can you believe it?

Do you have any questions about the stuff we went over last week? I am going to give you some more information to help you try Quiz 5 again:

RODS: Well known for black and white, night vision, and periphery vision
CONES: Well known for color, daytime, and foveal vision (our foveas contain the highest density of cones and offer the clearest/sharpest vision)

Fovea gives 100% acuity:

Around the fixation point only four to five letters are seen with 100% acuity.

![Acuity](chart.png)

Hopefully you can take a little time to review these concepts and make another attempt. We can work together to overcome these quizzes!

**Example**

Hey [INSERT STUDENT NAME],

I am VERY happy that you SUCCESSFULLY passed quiz 5!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!! CONGRATULATIONS!!!!!!!!!!! That is wonderful!!!!!!!!!!!!!!!!!!!!

I’m excited you are hard at work on quiz 6. Let’s go through this together!
Closure: group elements to form enclosed or complete figures rather than open ones; we have a tendency to ignore gaps and focus instead on the overall structure.

Proximity: perceive elements that are closer together as grouped together. For instance, the dots in the blue diagram below are perceived as pairs of dots rather than single rows of dots.

Similarity: perceive elements that are similar in appearance as grouped together. For instance, the dots in the yellow diagram below are perceived as alternating rows of pink and white dots rather than a matrix of dots.

Simplicity: observe a pattern, we perceive it in the most basic, straightforward manner that we can.

DON'T GIVE UP!!!!!!! Keep at it and YOU WILL be able to succeed.

I know you can do this! Let's kick it into high gear now to ensure you reach your goal. Please schedule time to work on this course EACH DAY until you meet your goal.

Let me know whenever you have any questions. I hope that you continue with the determination I see from your 5 successfully passed quizzes.
Archive and Share U-Pace Emails

In the U-Pace instructional approach, the emails are archived for future reference. If there is a TA, it is recommended that the TA set up a shared email folder that the instructor also has access to. All emails to and from students can be put into this folder. The instructor can then review the archived emails and provide feedback to the TA to improve the Amplified Assistance email interventions. The instructor can also track which students received interventions, relative to how well they did in the course. Identifying which students received specific emails is important in evaluating processes and outcomes.

Steps to Create Shared Folder in PantherLink Email:

- Right-click on “Inbox” and select “New Folder”
- Name the folder with the course name and section, and click “OK”
- Right-click on the new folder you have created and select “Share Folder”
- Leave “Share with…internal users or groups” selected
- Enter the email address of the person with whom you wish to share the folder
- Select the role you wish the person to have (viewer, manager or admin)
- If you wish to add a note to the request that will be sent to the person you are adding, click the drop-down under “Message” and select “Add note to standard message.” Type your note into the box that pops up.
- Select “OK”
- The person to whom you’ve sent the request will have to accept it in order to be able to view the folder and its contents

For help setting up shared folders, contact the UWM Campus IT Support at 414-229-4040.

Bi-Weekly Reports on Student Progress

The instructor may find it helpful for the TA to report every two weeks with the percentage of students who have passed the minimum number of quizzes suggested by the model schedule in the syllabus.

Considerations for the End of the Semester

☐ As the end of the semester approaches, it is important to remind students when the course will close and that incompletes will not be given for failure to complete quizzes.

☐ When students earn their A in the course, or when the course is finished, you should send students a link to an online course evaluation.

☐ Entering grades is simple because students’ grades are based on how many quizzes they have completed by the time the course shuts down.