

## Mathematics 4010-1: Mathematics for Elementary Teachers I Fall 2021

### Course Description:

- **Course Number and Title:** Math 4010-001 (Class) and 4010-2 (Lab), Math for Elementary School Teachers 1
- **Semester and Year:** Fall 2021
- **Course Overview:** This is the first course in a two-course sequence for prospective elementary school teachers. This is a content course that provides teachers with a deeper understanding of the real number system and arithmetic operations for whole numbers, fractions, and decimals. This provides the conceptual framework that allows teachers to analyze and correct common student misunderstandings in Grades K-6. See the Utah State Core Curriculum at [www.usoe.k12.ut.us](http://www.usoe.k12.ut.us). Teaching methods pertaining to this material are discussed in EDU 5360.
- **Days and Times:** MWF: 1:25-2:45 pm in LCB 225, Lab W: 3:05-3:55 pm
- **Course Type:** (In-person) in **LCB 225-LCB 121** (note the change in location)

### Instructor Information:

- **Instructor:** Rebecca Noonan Heale (she/her/hers)
- **Email:** [rebecca@math.utah.edu](mailto:rebecca@math.utah.edu)
- **Accessibility & Support:** I want to provide lots of opportunities for you to talk about math or talk with me and with your classmates. I try to come to class 5-10 minutes early, so there is time to ask about HW and past material. Please also ask questions in class. Outside of class, I encourage you to post questions, especially about HW, and responses in online Canvas Discussions. I look them over almost daily, but wait 24-36 hours after a post is made hours to respond to encourages all members of our class to participate. You are also welcome to e-mail me or contact me through Canvas mail. I try to respond to messages in the early morning, the morning after they come in.
- **Office Hours:** I have one hour of drop-in office hours per week (anyone can drop by to talk about anything) and one hour where students can sign up for individual slots. My office hours will be a mixture of in-person and on Zoom. If the times I offer aren't convenient, let me know and we can set up something that works for you.

### Learning Assistants (LAs)

- **LA:** Makensie Gomez
- **Contact Information:** TBA
- **What is an LA?** LAs are undergrad students who are here to support you as you take this course. In particular, they are there to help you make connections with other students (because education research shows, that when students talk with their classmates about course ideas, they understand them better) and talk with you about how you are learning, to make sure it's effective. Our LA is Makensie Gomez. She will lead the weekly lab, facilitate group discussions in class, support the Canvas discussion board, and host sessions for students to get together and review for exams. You can also meet with her to talk about how things in the class are going.

### COURSE DETAILS & POLICIES

- **Prerequisites:** Starting in Summer 2021, the Math Department will not be using prerequisites to place students in math classes. Students are responsible for determining whether they are ready for the course they select. The former prerequisites for Math 4010 are listed below. These are still recommended as guidelines to determine if you have the background to be successful in this course (without a lot of additional work on your part):
  - "B-" or better in MATH 1010 OR "C" or better in (MATH 2000 OR MATH 2015 OR MATH 1050)
  - Accuplacer AAF score of 250 or better or Accuplacer CLM score of 65 or better
  - ACT Math score of 24 or better
  - SAT Math score of 580 or better.
- **Course Materials:**
  - **Textbook:** Mathematics for Elementary Teachers with Activities by Sybilla Beckmann, (5th Edition). ISBN-13: 978-0134392790. We will use this book a A LOT. It's written explanations are very good, we will do activities

from the book frequently (the book is designed to be written in/drawn on), and homework will be assigned from this book. The book is being sold to student in E-book form through the inclusive access program, so as to reduce the price of the book. You can access the E-book through the bookshelf link in Canvas. (You can also write on the e-book, if your computer has tablet capabilities). An email will go out to all Math 4010 students prior to the first day of class with information on what Inclusive Access is and instructions on how to access the digital course materials. Essentially, students will be billed for the book along with their tuition, and they won't need to do anything else to get access to the online book with this option.

If you'd prefer using a physical copy of the textbook, a loose-leaf version and hardback version are available. I recommend the loose-leaf version of the textbook, because it allows you to write in it and you can bring only the relevant portions of the book to class. (The book is very heavy). If you choose the loose-leaf book (or the hard-backed textbook) do opt out of the e-book within the first two weeks of class.

We will cover a subset of Chapters 1-8 in Math 4010. This textbook is also used for Math 4020, so please keep it for next semester. (If you have the inclusive access e-book, you will need to access it through your current Math 4010 Canvas site.).

- **Additional course materials:**

- The course website is in Canvas.
- I may use the online site, Gradescope, for grading and giving feedback on assessments. There is a link in Canvas to Gradescope. You may be asked to submit some assignments directly to Gradescope.

- **Technical requirements:**

- Access to the Internet – to access course materials
- A scanning device – to turn in assignments (There are many scanning apps that work. Suggestions will be given in Canvas.)

- **Attendance & Punctuality:** Do your best to come to class and be on time. Attendance is not counted as part of the final grade, but should be considered necessary for course success. If you do miss a class, you should review the class notes and read the corresponding material in the textbook. Since the point of the lab is to discuss ideas, you need to attend the lab to get full credit for it. There is more about the late/make-up policies later in the syllabus.

- **Communication:** All course materials, such as lecture slides, assignments, grades, etc. will be posted on the Course Canvas site. Class announcements will be done via email and in the Canvas announcements page. You will be responsible for any information contained in them as well as the information announced in class. Students are also strongly advised to set up notifications for canvas so they do not miss any important notifications. Please regularly check your Canvasmail (make sure you set up forwarding if you do not check it regularly). Feel free to contact me by Canvas mail or email for questions, I will do my best to answer emails within 24 hours.

- **Equipment Help:**

- The UofU has a laptop and mobile hotspot loan program – laptops, mobile hotspots mailed to current U students on a first-come, first-served basis. You can find out more information about this through this link: <https://lib.utah.edu/coronavirus/checkout-equipment.php>
- For technical assistance, review the [Canvas Getting Started Guide for Students](https://community.canvaslms.com/docs/DOC-10701) <https://community.canvaslms.com/docs/DOC-10701> and/or contact TLT, Knowledge Commons, etc.

- **COVID-19 Logistics:** I'm very excited to be teaching in-person again (as are many of you, I suspect). With that said, there are some procedures and precautions I hope we can take as a class to ensure everyone's safety and our continuing ability to learn in-person. The University leadership urges all faculty, students, and staff to model the vaccination, testing, and masking behaviors we want to see in our campus community. These include:

- Vaccination: Get a COVID-19 vaccination if you have not already done so. Vaccination is proving highly effective in preventing severe COVID-19 symptoms, hospitalization and death from coronavirus. Vaccination is the single best way to stop this COVID resurgence in its tracks. Visit <http://mychart.med.utah.edu/>,

<http://alert.utah.edu/covid/vaccine>, or <http://vaccines.gov/> to schedule your vaccination.

*(If you need to miss class in order to get vaccinated or to deal with side effects, email me and I'll make sure to catch you up on anything you missed.)*

- Masking: While masks are no longer required outside of Health Sciences facilities, UTA buses and campus shuttles, CDC guidelines now call for everyone to wear face masks indoors.  
*(I plan to wear a mask in class and to any in-person office hours; I urge you to do the same.)*
- Testing: If you are not yet vaccinated, get weekly asymptomatic coronavirus tests. This is a helpful way to protect yourself and those around you because asymptomatic individuals can unknowingly spread the coronavirus to others. Saliva based testing is available at [alert.utah.edu/covid/testing](http://alert.utah.edu/covid/testing)
- Self-Reporting: All of us, including faculty, students, and staff, must self-report if we test positive for COVID-19 via this website: <https://coronavirus.utah.edu/>.  
*(Please also contact me (your instructor) to discuss whether accommodations are needed. Also, I am required to report to the same site if students tell me they have COVID or have been exposed to COVID.)*
- Attendance & Seating Chart:  
*(The university has asked that we take attendance with a seating chart for the purposes of potential contact tracing.)*
- General Help: You can find information about COVID-19 and related topics on financial assistance, counseling, the food pantry, and much more at <https://coronavirus.utah.edu/#students>

**Course Expected Learning Outcomes:** Overarching goals for this course include the following.

1. Students demonstrate understanding of number and operation in base ten, considering how base-ten structure is exploited in multi-digit computational procedures and contrasting it to computations in other bases.
2. Students will demonstrate conceptual understanding and procedural fluency in visual, intermediate, and standard algorithms of the four basic operations, drawing connections between representations.
3. Students connect the four basic operations to word problems, both by solving and writing problems. Students can group word problems by type.
4. Student extend their use of representations and properties to explain why the algorithms for fractions, decimals, and negative numbers work.
5. Student identify how the associative, commutative, and distributive properties can be used to explain concepts and perform calculations.
6. Students will demonstrate conceptual understanding of proportional percentage relationships.

### **Mastery Learning Objectives.**

These are more fine-grained than the ELOs above. This course will largely be graded based on mastery of these objectives. This will be further explained below.

### **Mastery Learning Objectives.**

These are the objectives you will be tested on. They are more fine-grained than the course ELOs. For all objectives, you may be asked to solve problems OR explain student reasoning/misunderstanding related to the objective.

Objective 1 (Sections 1.1, 1.2, 1.3)

Represent, compare, and answer questions about whole and decimal numbers using math drawings of bundled objects (grouped in a way that fits with base-ten representation).

Objective 2 (Section 1.2, 1.3)

Represent, compare, and answer questions about whole, decimal and negative numbers using number lines that show the structure of the base 10 system.

Objective 3 (Section 1.4)

Explain how to round a given number to a given place, justifying the explanation with a number line.

Objective #4 (Carmel Factory Supplement (done end of Week 1/start of Week 2); Can create problems for yourself and check answers here: <https://www.rapidtables.com/calc/math/base-calculator.html>; Section 3.3 )

Represent and do calculations with numbers in bases other than 10 and use bundled objects and regrouping in the appropriate base to explain these calculations. Explain how this gives insight into the base 10 system.

Objective #5 (Sections 2.2 and 2.3)

Solve problems in which a quantity is described using two different fractions, each with a different whole. Identify the wholes and justify reasoning using representations, in particular tape diagrams, arrays, and cakes.

Objective #6 (Sections 2.2 and 2.3)

Solve problems involving expressing quantities as equivalent fractions. Use number lines to justify/explain reasoning.

Objective #7 (Section 2.4)

Compare fractions using a variety of methods and representations.

Objective #8 (Section 3.1)

Identify and write Add To, Take From, Put Together/Take Apart, and Compare problems of all subtypes, write equations and make math drawings to represent the problems. Analyze problems for misleading key words.

Objective #9 (Section 3.2)

State and use math drawings to explain the associative and commutative properties of addition.

Objective #10 (Section 3.2)

Use a variety of alternative methods to perform mental addition and subtraction calculations; identify which properties (associative, commutative) are being used in the calculations. Write correct equations to represent the steps taken.

Objective #11 (Section 3.3)

Explain the addition and subtraction algorithms in terms of (base-10) bundled objects expanded forms of numbers. Relate these representations to the standard algorithm. (Note similarity to Objective #4)

Objective #12 (Section 3.4)

Describe how to add or subtract fractions, explaining why the process makes sense. In particular, explain why we give the fractions common denominators.

Objective #13 (Section 3.4)

Write and solve fraction addition and subtraction word problems.

Objective #14 (Section 4.1)

Identify and write Array, Ordered Pair, and Multiplicative Comparison word problems of and solve problems, justifying answers with a corresponding representation (i.e. and array, tape diagram, or tree diagram.)

Objective #15 (Sections 4.3, 4.4)

State and use representation (i.e. area and volume models) to explain the associative and commutative properties of multiplication and the distributive property of multiplication over addition and subtraction.

Objective #16 (Sections 4.3, 4.4, 4.5)

Use the commutative, associative, and distributive properties to perform multiplication calculations; identify which properties are being used in the calculations. Write correct equations to represent the steps taken.

Objective #17 (Section 4.6)

Explain the standard multiplication algorithm in terms of arrays, partial products, and expanded forms.

Objective #18 (Sections 5.1, 5.2)

Explain the procedures for multiplying fractions and justify why these make sense using math drawings and other reasoning.

Objective #19 (Section 5.1)

Solve and write fraction multiplication word problems; justify solutions with reasoning and math drawings.

Objective # 20 (Sections 3.4, 5.1, 6.5)

Determine if a given word problem is best modeled by fraction addition, subtraction, multiplication or division and write the corresponding fraction expression.

Objective # 21 (Sections 3.5, 5.3)

Explain addition, subtraction, and multiplication with negative numbers using math drawings, properties of arithmetic, reasoning, and connecting to real-life scenarios.

Objective #22 (Sections 6.1, 6.4, 6.5)

Recognize and write whole number division word problems for the How-Many-Groups and the How-Many-Units-In-1-Group interpretations of division.

Objective # 23 (Section 6.1; combines with HMG/HMU1G from 6.1)

In multiple ways and referring to the meaning of division, explain why we can't divide by 0, but why we can divide 0 by a nonzero number.

Objective #24 (Section 5.2, 6.6)

Explain why the algorithms for decimal multiplication and division work.

Objective #25 (Section 6.2)

In word problems, interpret quotients and remainders appropriately. Recognize the distinction between doing a division calculation that is related to a word problem and solving the word problem. Write word problems that are best answered with different information from the division calculation.

Objective #26 (Section 6.3)

Explain the scaffold method division and non-standard methods of division, justify why they work and connect them to the standard method of division.

Objective #27 (Section 6.4, 6.5; Also be able to use area model (class notes))

Solve How-Many Groups and How-Many-Units-in-1-Group fraction division word problems with the aid of math drawings, tables, and double number lines. Know how to interpret drawings appropriately.

Objective # 28 (Sections 7.1-7.3)

Solve proportion problems by reasoning about quantities using a variety of representations to explain reasoning. Different representations include: strip diagrams, ratio tables, and double (Or triple) number lines.

Objective # 29 (Sections 2.5)

Solve percent problems by reasoning about quantities using a variety of representations/strategies to explain reasoning. Different representations and strategies include working with equivalent fractions; using a percent table; going through 1%, going through 1, and using math drawings, benchmark fractions, and mental calculations.

Objective # 30 (Section 7.6)

Solve percent increase and percent decrease problems by reasoning about quantities using a variety of representations/strategies.

Objective # 31 (Sections 8.1-8.4)

Analyze the divisibility of a number. Use trial division to determine if a given counting number is prime. Explain why you have to divide only by prime numbers when using trial division and when you can stop dividing.

Objective #32 (Section 8.5)

Write and solve word problems that can be solved by finding a GCF or an a LCM, explaining the reasoning in the solution.

## **Objectives that will be covered in class, and possibly in labs or HW, but will not be on exams.**

### Objective A

Explain the (number of groups) \* (number of units in 1 groups) understanding of multiplication and identify this structure in word problems. (This is in preparation for Objective #22.)

### Objective B

Use the how-many-units-in-I-group interpretation of division to explain Why the invert and multiply procedure for dividing fractions is valid. (This is related to Objective #27)

### Objective C

Explain the connections and differences between fractions and division.

### Objective D

Identify unit rates and explain what they mean in terms of a context. Use unit rates in solving problems.

### Objective E

Use correct language to describe percent increase and percent decrease relationships.

### Objective F

Use the Sieve of Eratosthenes, and explain why it produces a list of prime numbers. Use the slide method to determine GCFs and LCMS and give a rough idea of why the method works. (The methods can help with Objectives #31 and #32.)

## **COURSE FLOW**

Class will be a blend of direct instruction and group activities. You will submit a short, graded check-in at most classes.

Homework will be assigned each class day and will be due on the next class day. HW due on Monday and Friday is due at 11:59 pm on those days (with a grace period through 5 am the next morning). HW due on Wednesday should be submitted twice. A draft of the HW should be submitted on Wednesday by 1:15 pm (ten minutes before class starts; this ensures it is in by the lab and that you can focus on class.) A final version of the HW should be submitted by Wednesday, 11:59 pm. Note, there will be a HW question about the lab that you will not be able to fill out until after the lab.

If you have homework questions or insights to help you fellow students, I encourage you to take part in the discussion forum on Canvas. Extra credit (0.1% per post up to 1% of your course grade) will be given for making posts which show your mathematical thought. You earn credit for both asking questions (showing your work is a way off showing math thought) or responding to your peers.

In lab, you will spend time discussing and presenting material related to the Wednesday HW. You will receive a grade for each lab, one third of the grade is for preparation (i.e. attempting all HW problems and submitting them on time) and two thirds for participation.

In Math 4010, Students engage in a six-hour practicum. Since we cannot require you to directly participate in local schools this semester due to the pandemic, there will be several practicum options available, ranging from watching classroom videos, working with an elementary school student (with parental permission), video conferencing with an elementary student whom you know (with parental permission), to varying levels of approved practicum protocol specified by the Utah State Board of Education. You will spend a total of six hours engaged in practicum work this semester, and the write about it in your reports. Two reports on your interactions will be due before the end of the semester and there are peer review components for each. You must complete the practicum to pass this class. Details provided in Canvas and will be discussed during class.

We will use a master-based approach to testing in this course. Your goal is to master all of the objectives in the course and you will get a score for each objective (not a score on the exam.) At each exam opportunity, you'll be given a selection of problems, each representing an objective. For most objectives, there will be TWO in-class opportunities to show mastery of each objective and ONE out-of-class opportunity, if needed. If you have shown mastery of a topic on a previous

assessment, you do not need to repeat it on future assessments. You may also choose to answer one objective through an alternative medium (like a presentation or video) (You can decide this before the first opportunity, after attempting it three times, or any time in between.)

This Mastery Rubric will be used for Homework and Exam Objectives:

- 5 -- topic mastered (concept understood and well-communicated);
- 4.9 -- topic mastered (concept understood and well-communicated, but with some small error that should be reviewed);
- 4 – mathematical/pedagogical understanding good, but communication needs work;
- 3 -- slight mathematical/pedagogical errors, decent communication;
- 2 -- serious mathematical/pedagogical errors, but moving in the right direction;
- 1 -- little or no understanding shown of the topic.

## CLASS SCHEDULE & IMPORTANT DATES

**Exam Dates:** There will be five midterms, held during class on Fri 9/18, Mon 10/5, Wed 10/21, and Fri 11/6 and Mon 11/23. The final exam is according to the University of Utah Final Exam Schedule and will be on Fri 12/11 from 1-3pm in Zoom. Those who have mastered all topics before then need not take the final exam.

**Official Drop/Withdraw Dates:** The last day to drop classes is Friday, September 4; the last day to withdraw from this class is Friday, October 16. Please check the academic calendar for more information pertaining to dropping and withdrawing from a course. Withdrawing from a course and other matters of registration are the student's responsibility.

**Holidays:** There will be no class on Monday, September 7 (Labor Day) and November 26-29 (Thanksgiving break).

**Schedule:** This is my best estimate of the pacing of the course, which is subject to change. The numbers represent section numbers from the textbook.

	Dates	Notes	Sections:
Week 1	8/23-8/27		1.1 Counting Numbers Carmel Factory, 1.2 Decimals and Negative Numbers
Week 2	8/30-9/3		1.3 Reasoning to Compare Numbers in Base 10 1.4 Reasoning about Rounding 2.1 Problem Solving
Week 3	9/6-9/10	Labor Day Holiday Exam 1 Fri 9/10	2.2 Defining and Reasoning about Fractions 2.3 Reasoning About Equivalent Fractions
Week 4	9/13-9/17		2.4 Reasoning to Compare Fractions 3.1 Interpretations of Addition and Subtraction 3.2 The Commutative and Associative Properties of Addition, Mental Math, and Single-Digit Facts
Week 5	9/20-9/24	Exam 2 Fri 9/24	3.3 Why the Standard Algorithm for Addition and Subtraction in Base 10 works 3.4 Reasoning about Fraction Addition and Subtraction
Week 6	9/27-10/1		3.5 Why do we Add and Subtract Negative Numbers the Way we Do? 4.1 Interpretations of Multiplication 4.2 Why Multiplying in Base 10 is Special 4.3 The Commutative and Associative Properties of Multiplication, Areas of Rectangles, and Volumes of Boxes
Week 7	10/4-10/8		4.4 The Distributive Property 4.5 Properties of Addition, Mental Math, and Single-Digit Multiplication Facts 4.6 Why the Standard Algorithm for Multiplying Whole Numbers Works

	10/11-10/15		
Week 8	10/18-10/22	Exam 3 Fri 10/22	5.1 Making Sense of Fraction Multiplication 5.2 Making Sense of Decimal Multiplication
Week 9	10/25-10/29		5.3 Extending Multiplication to Negative Numbers 6.1 Interpretations of Division 6.2 Division and Fraction Division with Remainder
Week 10	11/1-11/5		6.3 Why Division Algorithms Work 6.4 Fraction Division from the How-Many Groups Perspective 6.5 Fraction Division from the How-Many-Units-in-1-Group Perspective
Week 11	11/8-11/12	Exam 4 Mon 11/8	6.6 Fraction Division and Decimals 7.1 Motivating and Defining Ration and Proportional Relationships
Week 12	11/15-11/19		7.2 Solving Proportional Problems by Reasoning with Multiplication and Division 7.3 The Values of Ratio: Unit Rates and Multipliers 2.5 Reasoning about Percent
Week 13	11/22-11/24	Exam 5 Mon 11/22 Thanksgiving Break	7.6 Percent Revisited: Percent Increase and Decrease
Week 14	11/29-12/2		8.1 Factors and Multiples 8.2 Even and Odd 8.3 Divisibility Tests 8.4 Prime Numbers 8.5 Greatest Common Factor and Least Common Multiple
Week 15	12/5-12/8	Exam 6 Wed 12/7 Reading Day, Friday 12/9	Review
Finals Week		Mon12/13, 1-3 pm	Final Exam

## ASSIGNMENTS, ASSESSMENT & GRADING

The course grade consists of these components:

Components of the Course	Percentage of Grade	Comments/Accommodations
Mastery (Tested with the exams and the final exam)	64%	This part of the grade will be based on mastering topics listed above as learning outcomes. The master rubric will be used. There will be problems testing all of the outcomes given before the final exam. Additionally, a topic not mastered on Exam 1 may reappear on Exam 2 to give you another chance. The final exam will be an optional and individualized opportunity to show mastery on unmastered topics.
Homework	10%	Much of the work in this course is homework. However, it only constitutes a small percentage of the course grade. The practice obtained through homework lays the foundation for mastery. Homework will be graded using the mastery scale. The five lowest assignment scores are dropped.
Lab Preparation/ Participation	10%	One third of the lab score is based on preparation. Two thirds of the lab score is based on participation, which will be measured using surveys given at the end of the lab. The three lowest lab scores are dropped.
Daily Check-ins (Short writing assignments given each class)	4%	These are short writing assignments to be completed in class. Nine will be dropped at the end of the semester.
Practicum	12%	More details will be given in a separate document. There will be a peer-review component to the practicum.
Extra Credit	1-2%	For participating in Canvas Discussions or other Opportunities

## Grade Breakdown by Percent/ Regrading policies:

	93-100%: A	90-92.99%: A-
87-89.99%: B+	83-86.99%: B	80-82.99%: B-
77-79.99%: C+	73-76.99%: C	70-72.99%: C-
67-69.99%: D+	63-66.99%: D	60-62.99%: D-
0-59.99%: E		

It is the student's responsibility to ensure the accuracy of all recorded homework, quizzes, online assignments, and exam grades. Also you should keep as record all your graded assignments. If you see any error in your grades, reach out to me as soon as possible. Please take action promptly, at the latest within two weeks from when the assignment was returned.

## Late Assignments/Missed Assignments/Regrading Policies:

### Home Work, Check-Ins, Labs

Instead of having make-ups for homework, check-ins and labs, a certain number of scores will be dropped at the end of the semester. If you'd like the feedback you would have gotten by completing the assignment (but not a grade), please let me know and we can make arrangements for this.

### Make-up Policy for Exams:

If you are absent for an exam, you will have the opportunity to retake the objectives in a future exam or outside of class. If you have an excused, planned absence (like University excused activities like band, debate, student government, intercollegiate athletics, etc., military duty or religious obligations) please inform me 1-week ahead of the actual exam date, so that I have time to arrange the make-up and you have time to prepare. If you miss your exam because of illness or an extreme situation which arises suddenly, talk to me as soon as you are aware of your situation to plan for a make-up.

If you miss an exam, but it is not due to an extreme situation, also contact me. You will be given a chance to test on the missed objectives, but the missed test will count as one attempt (you get 2 in-class attempts and one out-of-class attempt).

Make-ups will be done with University of Utah Exam Services at the Marriot Library. This center is typically open from 9am-5pm Monday-Friday, and have some hours on Saturday, but the hours will vary week to week. It is students' responsibility to check the center's hours. Students must register for a time-slot to take their quiz or exam.

Location: Marriott Library, Room 1704

Phone: 801-581-6112 (option 3)

Website: <https://testingcenter.utah.edu/>

### Extreme Situations:

If you have an extraordinarily severe situation, contact me, your instructor. We can discuss adjustments to the above policies.

### Incompletes:

According to university policy, to be considered for an incomplete, a student must have 20% or less of the course work remaining and be passing the course with a C or better. You must request an incomplete grade and I will consider giving that grade only under exceptional circumstances.

## NETIQUETTE - EXPECTATIONS FOR INTERACTIONS ON CANVAS AND ONLINE

- Classroom equivalency: Respectful participation in all aspects of the course will make our time together productive and engaging. Any zoom lectures, Canvas discussion threads, emails etc. are considered equivalent to classrooms and student behavior within those environments shall conform to the student code. Specifically:
  - Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting.
  - Disrespectful language and photos are never appropriate.
  - Using angry or abusive language is not acceptable, and will be dealt with according to the Student Code. The instructor may remove online postings that are inappropriate.
  - Do not use ALL CAPS, except for titles, or overuse certain punctuation marks such as exclamation points and question marks.
  - Course e-mails, e-journals, and other online course communications are part of the classroom and as such, are University property and subject to the Student Code. Privacy regarding these communications between correspondents must not be assumed and should be mutually agreed upon in advance, in writing.
- Other expectations for online communication (on Discussion Board, Emails, Zoom chat etc):
  - Treat your instructor, teaching team and classmates with respect in email or any other communication.
  - Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
  - Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
  - Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or be offensive to others.
  - Be careful with personal information (both yours and others).
- Electronic or equipment failure: It is your responsibility to maintain your computer and related equipment in order to participate in the online portion of the course. Equipment failures will not be an acceptable excuse for late or absent assignments.
- Online submissions: You are responsible for submitting the assignment with the required naming convention, correct file extension, and using the software type and version required for the assignment.

## ACADEMIC CODE OF CONDUCT

Students are encouraged to review the Student Code for the University of Utah: <https://regulations.utah.edu/academics/6-400.php>. In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating. A student who engages in academic misconduct as defined in Part I.B. may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.

## ADDITIONAL POLICIES AND RESOURCES

**Plagiarism and Academic Integrity:** Academic integrity means that scholars, including students, conduct their work ethically. This includes taking credit only for work they themselves perform. Violations of academic integrity undermine the principle of fairness, devalue your degree, and leave you underprepared for applying what you have been taught. In this way, it defrauds you, your classmates, the university, and the people you will serve with your education after graduation. It includes cheating on tests and other assessments, collaborating on projects when not permitted to, presenting other people's work as yours (whether they agree to that), and more. Plagiarism is a serious offense against academic integrity that could

result in failure for the test or paper, failure for the course, and expulsion from the university. Plagiarism usually involves passing off the work, words, or ideas of others as your own without giving proper credit.

**Privacy Policy:** FERPA, the federal law that guards student privacy, prohibits me from discussing your performance in this class with anyone except you without your permission, which must be on file with the university, not simply told to me. To ensure compliance with this law, send e-mail with a university e-mail address or via Canvas mail.

Out of respect for the privacy of your classmates, do not record or screenshot any part of this class for use outside of this class, even if you omit identifying information about the speaker or poster. You may not circulate or share images, clips, or other course materials with individuals who are not enrolled in this class. Doing so is a serious violation of our class ethical code and will result in a charge of academic misconduct.

**Inclusivity Statement:** It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, and veteran status, and other unique identities. gender, sexuality, disability, age, socioeconomic status, ethnicity, race, culture, and other unique identities. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

**Discrimination and Harassment:** If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or Office of the Dean of Students, 270 Union Building, 801-581-7066. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS). Please see Student Bill of Rights, section E <http://regulations.utah.edu/academics/6-400.php>. I will listen and believe you if someone is threatening you.

**Names/Pronouns.** Canvas allows students to change the name that is displayed AND allows them to add their pronouns to their Canvas name. Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account, which managed can be managed at any time). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Resource Center. [https://lgbt.utah.edu/campus/faculty\\_resources.php](https://lgbt.utah.edu/campus/faculty_resources.php)

**English Language Learners.** If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

**Undocumented Student Support.** Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit [dream.utah.edu](http://dream.utah.edu).

**Veterans Center.** If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

**Wellness Statement.** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at [www.wellness.utah.edu](http://www.wellness.utah.edu) or 801-581-7776.

**Student Success Advocates:** The mission of Student Success Advocates is to support students in making the most of their University of Utah experience ([ssa.utah.edu](http://ssa.utah.edu)). They can assist with mentoring, resources, etc. Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact a Student Success Advocate for support (<https://asuu.utah.edu/displaced-students>).

**The Americans with Disabilities Act:**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Building, 801-581-5020. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability & Access.

**Addressing Sexual Misconduct:** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted on the basis of your sex, including sexual orientation or gender identity/expression, you are encouraged to report it to the University's Title IX Coordinator; Director, Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or to the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to police, contact the Department of Public Safety, 801-585-2677(COPS) ,<https://police.utah.edu/>.

**Campus Safety:** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu)

**University Counseling Center** The UCC staff is committed to supporting the mental health needs of our campus community. Their phone number is 801-581-6826. Their hours are Monday-Friday, 8:00am-5:00pm. For after-hours emergencies, contact the 24/7 Crisis Line: 801-587-3000. More information is at <https://counselingcenter.utah.edu/>.

**Office of the Dean of Students** The Office of the Dean of Students is dedicated to being a resource to students through support, advocacy, involvement, and accountability. It serves as a support for students facing challenges to their success as students, and assists with the interpretation of University policy and regulations. To contact the Office of the Dean of Students, please email [deanofstudents@utah.edu](mailto:deanofstudents@utah.edu) or call 801-581-7066. There is more information at <https://deanofstudents.utah.edu/>.

**Syllabus subject to change:** This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas