MATH 1010-030
INTERMEDIATE ALGEBRA
FALL 2019 SYLLABUS

INSTRUCTOR: John Nordstrom, Associate Instructor, Continuing Education

LEARNING ASSISTANT: Nathan Gordan

TIME & PLACE: MTWF 12:55 – 1:45 PM Room 335 John A. Widtsoe Building (JWB 335)

REQUIRED MATERIALS: The Math 1010 Course Packet, *Fall 2019, A Workbook for Math 1010, A Functional Approach to Intermediate Algebra*. Purchasing information will be sent out by e-mail before the semester starts and will be available on Canvas once the semester starts.

A Turning Technologies QT2 Response Card, also known as a "clicker", and an active license to use it. (You are not allowed to use a mobile phone instead of a clicker device. Follow the link on Canvas to register your clicker and license. Clicker points start counting towards your grade in Week 2.)

OFFICE HOURS: Being adjunct faculty, I don't have a University office; not having an office, I don't have office hours. I generally try to be available both before and after class to answer any questions you have. I can also be reached by any of following methods (email is preferred):

Phone:	801-918-3974	(between 9:00 AM and 9:00 PM)
Email:	nordstro@math.utah.edu	(anytime) *Note the missing 'm' in my name!*
Website:	Canvas	

PREREQUISITES: "C" or better in MATH 990 or MATH 980 OR Accuplacer EA score of 54 or better OR ACT Math score of 18 or better OR SAT Math score of 470 or better.

A scientific calculator is recommended for this course. Scientific calculators are available for around $10 that will suffice for this course. Note that graphing calculators and cell phones are <u>not</u> allowed on the exams.

AFTER MATH 1010: Math 1010 is designed to prepare students who are entering STEM, business, and education fields for their future math classes. Math 1010 is also a prerequisite for such courses. The following grades in Math 1010 are needed to proceed:

- C in Math 1010 for Math 1050 (College Algebra) or Math 1090 (Business Algebra)
- B– in Math 1010 for Math 4010 (Mathematics for Elementary School Teachers I)
- B in Math 1010 for Math 1080 (Precalculus which is an accelerated College Algebra-Trig course)

Note, Math 1010 is not the ONLY prerequisite. You can also enter the above courses with certain ACT or Accuplacer scores or other class scores.

If you are in a major with no math requirement other than the university's QA requirement, then MATH 1030 (Introduction to Quantitative Reasoning), is likely the best math class for you. Note that the prerequisite cut-offs for Math 1010 and Math 1030 are close to each other: an ACT score of 18 gets you into Math 1010; an ACT score of 19 gets you into Math 1030. If you were able to register for Math 1010 based on your ACT score but want to be in Math 1030, consider taking the Accuplacer placement exam, and trying to test into Math 1030 using your Accuplacer score (the Accuplacer placement exam is used by and given at the University of Utah.) You can find information about it

here: testingcenter.utah.edu/students/placement-tests/newstudents.php. Also, to do your best on the Accuplacer, do use the review material (also available from the link).

If you are intending to take Math 1030 (Intro to Quantitative Reasoning) or Math 1040 (Intro to Statistics and Probability), and would like to use a course as your prerequisite, it is suggested that you take Math 980 instead of Math 1010. While Math 1010 is a prerequisite for these classes, it also covers many topics that will not be used in Math 1030 or Math 1040. Either Math 980 or Math 1010 can be used to meet the prerequisite for Math 1070 (Introduction to Statistical Inference) and Math 1090 (Business Algebra).

If you have any questions about which math class to take, you should check with your advisor or meet with a math department advisor. The math department advisors are there for all students at the university who have questions about math classes, not just math majors. You can find information about them at www.math.utah.edu/ugrad/advising.php.

| **COURSE DESCRIPTION:** | Mathematics is a sense making activity to understand the world we live in. Scientists, social scientists, engineers, business leaders, health care providers, and politicians require a high degree of quantitative literacy to accomplish their goals. In this course, students will become adept at working with linear, exponential, basic logarithmic, quadratic, square root, and power functions, and see how these functions can be used to describe and analyze some of the most difficult problems our society faces. Along the way, functions are used to motivate important topics including evaluating expressions, solving equations and inequalities, graphing, and analyzing graphs. |

EXPECTED LEARNING OUTCOMES:

Upon successful completion of this course, a student should be able to:

1. Work with functions presented in tables, graphs, with algebraic expressions, or in words. Determine if relations presented in any of these formats are functions. The functions covered in this course are linear, exponential, logarithmic, quadratic, square root, power, and nth-root.

2. Find the domain, x-intercepts, y-intercepts, output given input, and input given output for all functions presented with tables, graphs, or algebra. Find the range of functions presented graphically.

3. Know the shapes of the graphs of all the above functions. Be able to recognize when a sufficient portion of the graph is sketched in order to indicate the graph shape.

4. Decide if a given function is linear, quadratic, exponential, or none of the above for functions presented algebraically, graphically, or in tables.

5. Graphing Techniques Vary by Function
   a. Graph linear functions using either two points or one point and a slope.
   b. Graph quadratic functions using either of these approaches:
      i. the x-intercepts and the vertex (or line of symmetry);
      ii. the vertex and an efficient table (be able to use symmetry and possibly the y-intercept).
   c. Graph logarithmic functions with no transformations using the meaning of the logarithm.
   d. Graph exponential and square root functions, when given in transformation form, using efficient tables.
   e. Graph power functions and nth-root functions with no transformations using tables.

6. Solve linear, quadratic, exponential, logarithmic and square root equations.
   a. Solve quadratic equations using factoring and the zero-product property, completing the square, and the quadratic formula.

7. Solve linear inequalities and give answers in inequality, interval, and graphical (number line) format.

8. Determine the slope of a line; find the equations of lines given information about them. Decide if lines are parallel, perpendicular, or neither.

9. Solve 2x2 systems of linear equations and functions using graphical and substitution methods.

10. Be able to factor quadratic expressions or decide if they cannot be factored; complete the square.

11. Perform composition of functions presented with tables, graphs, or algebra.

12. Decide if a function presented with a table or graph is invertible and give the inverse in the same format.

13. Find the algebraic inverse of a linear function presented algebraically.

14. Make sense of exponent rules, negative exponents, and rational exponents. Use exponent rules to simplify exponential expressions.

15. Understand nth-roots, rational exponents and the connection between the two. Simplify nth roots and exponential expressions with rational exponents.

16. Construct algebraic models to describe real life situations. Be able to decide what type of model fits a situation best:
    a. Use linear functions to model constant rates of growth.
    b. Use exponential functions to model constant percent change.
    c. Use quadratic functions to model constant acceleration.

17. Analyze linear, exponential, and quadratic models to answer questions about the situations they represent. In particular, relate graphical features (like the x- and y-intercepts of all functions or the vertex of a parabola) to specific aspects of the situation being modeled. For quadratics, be able to rewrite the function appropriately in order to find the information desired.

COURSE STRUCTURE: The class schedule lists this class as being a lecture course, and that is true as far as it goes. But like any mathematics course, this course will require your active participation to be effective. You will have to do much of the heavy lifting yourself, both in and out of class. You are expected to do the assigned homework, not for any points you might earn, but because:

You *learn* math by *doing* math.

We will spend the first part of every class going over questions from the homework; if you haven't done the homework you won't know what questions to ask. I will expect you to be active participants in the class, working problems and asking questions as we will be work through the course packet in class. Each class you can expect to:

- Work with your partner(s) on the problems in class.
- Have whole class discussions and short lectures on pertinent material.
- Engage in problem solving during class. During these sessions you will work together in groups of two or three. I will be available during each session to help you as necessary. On occasion you may be asked to turn in your work.
- Think about and work on material ahead of time.
- Respond individually to *clicker questions*. These questions, answered using the Turning Technologies "clicker," will be frequently used to check in-class comprehension and to lead the discussions.

These activities are organized for your benefit. Work in class is meant to train you to become better problem solvers, inform you of how well you are understanding the material, and to inform me what we need to focus on. You are required to be in class and engage actively to maximize the benefits of class work. If you prefer to work in your own time, we recommend taking an on-line class that allows this flexibility.

Please don't be afraid to ask questions, either in or out of class. If there is something you do not understand, you can be assured there are other students who are also lost and will appreciate your question.

APPROXIMATE GRADING:		
Clicker Questions:	7%	
Labs	10%	
Weekly Quizzes:	10%	
Homework:	8%	
Three Midterms:	35%	
Comprehensive Final:	30%	

Please note that this is the *approximate* weight given to each of the components you will be graded on. In particular, I typically give more weight to your final if you do especially well on it.

My grading scale is the standard one as follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
>93%	90-93%	87-90%	83-87%	80-83%	77-80%	73-77%	70-73%	67-70%	63-67%	60-63%	<60%

I find that I rarely need to curve grades. If I find I need to I will simply shift the scale by a point or two. Note that you must receive at least a 50% or higher on the final exam to receive a grade of 'C' or better for the course.

Unusual circumstances may dictate that we deviate from either the planned number of assignments and tests, or the grading and scoring guidelines as described. Any changes will be announced and discussed in class.

CLICKER QUESTIONS:

Scoring is as follows: A total of 4 points will be awarded for a correct answer. A total of 3 points will be awarded for an incorrect answer. A total of zero points will be awarded if no answer at all is entered. Therefore, it is in your best interest to try to answer each question correctly, but enter your best guess regardless. At the end of the semester, those students who have accumulated 85% of the total clicker points will get the maximum points added to their overall score at the end of the semester. Those falling below the 85% threshold will receive a proportional amount of the maximum points.

LABS:

In addition to coming to class every day, you are expected to attend a lab on Thursdays. Labs are conducted by the learning assistant(s) and during the lab sessions, you will work in small groups on problems that are given to you in the lab. There will be time for discussion of the lab material and feedback. At the end of the lab period, you will turn in every problem set along with the names of your group members, even if you don't finish. You must attend a lab to turn in a lab-sheet and you cannot turn in the lab-sheet late. Blank lab sheets and solutions will be posted at the end of the week so that you can keep working on the assignments for your own benefit (not for a grade). It is highly recommended that you finish each assignment.

Scoring is as follows: 5 points for making a reasonable effort and being mostly correct, 3 points for a reasonable effort or for missing more than 10 minutes of lab (unless you are dismissed early by your LA), 1 point for making a really weak effort, and zero points for not attending the section of lab you registered for or for not turning in the worksheet. The lowest three lab scores will be dropped at the end of the semester.

HOMEWORK:

Working through problems and getting feedback on whether your process and calculations are correct is an important part of understanding material. WeBWorK is an online homework website that gives you instant feedback on your work. It will allow you as many tries as you need to complete most problems, with the exception of multiple-choice questions that typically only allow you one attempt. We will answer questions you have about the homework in class if time permits. There will be several sections due each

month with due dates announced in class. You will be able to access WeBWorK using links in Canvas.

There are certain topics where there are not sufficient WeBWorK problems to practice the material. Paper-based supplements may be assigned and collected in class. Grades on these will go to your WeBWorK grade. There may be occasional graded surveys and quizzes in Canvas that will also count towards your WeBWorK grade. Due dates for these will be available on Canvas and announced in class.

WEEKLY QUIZZES: Short quizzes will be given weekly. These quizzes will be based on the course packet content, WeBWorK, and labs. If you have questions about concepts or problems in any of these, ask about them! The quizzes provide feedback on your understanding of the course material and ability to explain this understanding. Use this feedback to prepare for exams. The lowest three quiz scores will be dropped.

MIDTERMS: There will be three one-hour midterms. These tests will be taken in class on the days listed in the Exam Schedule at the end of this syllabus. You can take an alternate midterm if you talk to me about it before the exam occurs. If you miss an exam due to an unforeseeable emergency, contact me as soon as possible with documentation of what happened. Depending on the situation, you may be allowed to makeup the exam.

FINAL: There will be a two-hour comprehensive final. See the Exam Schedule at the end of this syllabus for the date and time of the final.

ONLINE GRADES: I will put your scores online in Canvas. I do my best to update the grades on a regular basis and keep everything accurate. However, I would advise you to check your grades often to make sure there were no data entry mistakes. I'm always happy to correct any mistakes I've made. You just need to let me know. Please realize that while Canvas is pretty good at giving you an average of how you are doing, it always just presenting you with a snapshot of your scores up to that point in time. Each exam, especially the final, can cause major shifts in how you are doing.

If you are new to Canvas, please let me know and I can assist you in logging onto the system.

GETTING HELP: You may find that you need some extra help beyond what the class can provide. The math department has a free tutoring center located on campus in the T. Benny Rushing Mathematics Center (www.math.utah.edu/undergrad/mathcenter.php). For more personalized attention, the ASUU Tutoring Center (www.sa.utah.edu/tutoring) provides both individual and group tutoring at reasonable rates.

RESPONSIBILITIES: All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. You have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, collusion, fraud, theft, etc. Students should read the Code carefully and know you are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

1. It is your responsibility to be ready for class. This means you will have your clicker and the course packet with you at all times. No make-up clicker questions will be allowed, no written responses to clicker questions will be accepted, and answers submitted through the clicker's messaging mode will not be graded. If your clicker is not registered with an active license by the end of Week 4 of the semester, it is your responsibility to notify your instructor when you register your clicker so the list of clicker registrations can be updated. If your clicker is not correctly registered with an active license by the last day of class this semester, you will not receive any credit for clicker questions for the semester. Clicker

points that are missed due to technical problems cannot be made up retroactively, so contact your instructor as soon as you notice an issue in order to resolve the problem as soon as possible.

2. You will receive regular communication from me in Canvas about the assignments and other information. I expect you will read those in a timely manner. (If you do not check Canvas mail regularly, forward it to an address you do check often). I am happy to respond to any questions you have, but check my previous communication to make sure they were not answered already. All correspondence should be considered a formal means of communication. Please be thoughtful of your tone, grammar, and sentence structure. You may expect me to respond to emails between 9 and 4 on school days. I am happy to use email to respond to questions that have short answers. Please see me in office hours or make an appointment for more involved discussions.

3. In an effort to create a vibrant learning community, extraneous use of cell phones and other electronic devices is not allowed. Turn them off and put them away. Use of electronic devices distracts you, those around you, and me. If you are using a computer to take notes, it must lie flat on the desk. (No computers with open screens). If you need to use your phone during class, please leave the classroom. You will be asked to leave if your phone is visible, or if you are using a computer to do anything other than take notes.

4. You will be allowed to use a scientific calculator on all exams and most quizzes. A graphing calculator will not be allowed on quizzes or exams. You are not allowed to use a cell phone or any other device that can connect to the internet for its calculator in class or on exams.

5. If you have questions about any exam/quiz/homework grade, or you want to appeal the grading of the exam/quiz/homework, you must bring it to me within one week of the first day the exam/quiz/homework was available to be picked up. I am happy to look over your appeal and/or questions and give my feedback in order to benefit your learning.

6. If you do not write both your first and last name on an assignment, you may not receive credit for it.

7. If you cheat on any lab, quiz, exam, or day of clicker questions, you will automatically get a zero for that grade and the incident will be reported to the Dean of Students. Depending on the severity of the cheating, the consequences may be more severe, and I may decide to fail you from the class. Also, if you exhibit any other behavior that are unethical, like offering me a bribe to give you a better grade (even if you later claim you were joking), I will report your behavior to the Dean of Students. Please note that the use (or even just pulling it out of your pocket) of a cell phone, smart watch, or any other electronic device during any in-class exam or quiz is considered cheating and cause for receiving an automatic zero.

8. If your cell phone or another electronic device belonging to you makes noise (including vibrate) during an in-class exam or quiz, you will lose points on that assignment. Make sure that your devices are on silent during class.

9. If a student registers for this section of Math 1010 after the first day of the semester, the assignments that were missed due to adding the class late do not qualify to be made up or excused. For this reason, students considering adding the class after the first day of the semester should talk to their instructor BEFORE registering for this class to learn how many assignments they have missed, so that they can make an informed decision about whether or not to register for the class.

10. The syllabus is not a legally binding contract. As the instructor, I reserve the right to change any portion of the syllabus provided you are given enough notice.

ACCOMMODATION: 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

Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

If you have any special needs or requests, please let me know. There is a good chance that we find a solution that meets your needs. Please let me know, discreetly, if you have any sort of phobia, anxiety disorder, TBI, PTSD, C-PTSD, or other challenge that would cause psychological harm to be called on in class. While I want students to feel mentally stretched during class, especially while working on problems as a large group, I definitely don't want to cause any human being harm. So, please tell me if that is the case for you and I will confidentially accommodate your request.

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, 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 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 the police, contact the Department of Public Safety, 801-585-2677(COPS).

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 or 801-581-7776.

CLASSROOM SOCIAL EQUITY: I strive to be ethical, kind, fair, inclusive, and respectful in my classroom and expect students to behave similarly. Please let me know if there is a name you prefer to be called by. Likewise, please inform me of whichever pronouns you prefer me to use for you. I will put great effort into honoring your request and ask that you correct me if I do happen to make a mistake.

I would greatly appreciate if you would let me know if I inadvertently offend you in any way. I will take corrective action immediately. While I want this semester to be a challenging semester, I do not want it to be a painful semester for anyone.

SAFTTY STATEMENT: 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.

MATH 1010 MAKE-UP POLICY

EXAMS: There are three types of absences for which midterm exams can be made up:

- university-excused absences that are known ahead of time (e.g. officially sanctioned University activities (e.g., band, debate, student government, intercollegiate athletics), or government obligations (e.g., military duty), or religious obligations);
- personal absences due to reasons beyond the control of the student that are known in advance (like required surgery, but not vacation or work schedules);
- absences that arise suddenly due to extreme reasons beyond the control of the student (for example, illnesses, deaths in the family, or last-minute university-related sports activities.)

For absences known in advance, a student must submit third-party documentation to their instructor early in the semester. For absences that arise suddenly, the student should notify their instructor of the situation as soon as possible. Documentation is preferred, but students should contact their instructor to describe the circumstances even if documentation is not available.

If possible, please send the documentation by e-mail (scanning and attaching documents works well). This creates a record that both the student and instructor can refer back to.

Students with planned absences when exams are given must take an alternate exam BEFORE they go. Usually these will be taken at the Exam Services at the Marriott Library. This center is typically open from 9am-5pm Monday-Friday, from 9am-8pm on Thursday and from 9:30am-1:30pm on Saturday. Students must register for a time-slot to take their exam. If it is convenient for both the student and instructor, other times and locations can also be used for make-up exams.

For planned absences, students must send their instructor notification of the absence by e-mail between 5 and 10 business days before their last day on campus. This gives the instructor 3 days to prepare alternate materials, 1 day for Exam Services to set up the online registration, and 1 day for the student to register for the exam. If a student does not send the notification to their instructor 5 days in advance, they can still contact their instructor and explain the circumstances, but they may get a 0 for the exam.

For unplanned absences, students should notify their instructor as soon as they are able. The student and instructor will discuss options.

QUIZZES: Since several quizzes are dropped during the semester, quizzes can only be made up for university-excused absences. Usually these will be taken at the Exam Services at the Marriott Library. For planned absences, students must provide documentation and send their instructor notification of the absence by e-mail between 5 and 10 business days before their last day on campus. This gives the instructor 3 days to prepare alternate materials, 1 day for Exam Services to set up the online registration, and 1 day for the student to register for the exam. If a student does not send the notification to their instructor 5 days in advance, they can still contact their instructor and explain the circumstances, but they may get a 0 for the quiz.

If a student misses more than the number of dropped quizzes for compelling reasons that are not university-excused absences, they should contact their instructor to discuss options.

LABS: Since several labs are dropped during the semester, labs can only be made up for university-excused absences. One of the main points of the lab is for students to talk about the material with other students and their Learning Assistant (who leads the lab). If a student is unable to attend a lab due to a university-excused absence, they should go to Canvas 1 to 2 days after the lab has happened and print the lab (if it has not been posted there, the student should e-mail their instructor). The student should then complete the lab, getting help from Math 1010 instructors, LAs, and the tutoring center if necessary.

The student should then bring the <u>completed</u> (please do not bring a half-finished lab) lab to their Math 1010 LA's or a Math 1010 instructor's office hours. The instructor or LA will ask the student to explain one or two problems from the handout and answer further questions about them (similar to discussion questions that an LA might ask during the lab). This should take 10 to 15 minutes. Students can go to the office hours of their LA, or of any Math 1010 instructor; however if they do not go to their instructor, they should bring their instructor's e-mail address and ask the person they meet with to e-mail their instructor and confirm the meeting. Students will then get full credit (5 points) for completing the lab this way.

If a student has not already submitted documentation of the excused absence that led to missing the lab, they must send this to their instructor. Completing the lab and meeting about it must be done within 1 week of the student's return to school, unless other arrangements are made between the student and instructor.

If a student misses more than the number of dropped labs for compelling reasons that are not university-excused absences, they should contact their instructor to discuss options.

CLICKER POINTS: The clicker points are worth a small percentage of the course grade (usually 8%). This part of the grade is for participation in class and cannot be made up outside of class. All students can miss up to 15% of their clicker points from absences or not getting questions right, with no effect on their clicker grade.

Both students and instructors should track documented university-excused absences. For each excused absence, a student should send an e-mail to their instructor to find out about the number of clicker points lost on that day. At the end of the semester, the student should calculate whether the impact of their excused absences on their clicker grade led to a lower course letter grade. If this is the case, they should contact their instructor after final exam grades are posted in Canvas, but before course letter grades are posted in CIS. The instructor will confirm the calculation and adjust the letter grade to what it would be if the student had gotten full credit on the excused days. However, no adjustment will be made to the clicker points. Instead, only the final letter grade will be adjusted.

ONLINE HOMEWORK: Most homework assignments are open for windows of several weeks. Students with planned absences (which interfere with completing online homework), should try to turn assignments in early, within the given time window. If they need access to it earlier, they should contact their instructor to have assignments opened early. Work should be completed prior to their absence.

Students with unplanned absences (or life events preventing them from meeting homework deadlines) should contact their instructor. Extensions will be considered on a case-by-case basis. Since extensions cannot be guaranteed in advance, it is recommended that students finish the homework early.

IMPORTANT DATES: Be sure to consult the official Academic Calendar for other important dates and to make sure there are no changes from these dates.

First class... Monday, August 19

Last day to add/drop................................... Friday, August 30

Labor Day holiday....................................... Monday, September 2

Last day to withdraw.................................. Friday, October 18

Fall Break .... October 6 – 13

Thanksgiving holiday.................................. November 28 – 29

Last class .... Thursday, December 5

EXAM SCHEDULE: Midterm 1.. Monday, September 16

Midterm 2.. Monday, October 21

Midterm 3.. Monday, November 18

Final (comprehensive)................................ Thursday, December 12
                                                                              from 3:30 – 5:30 PM

This is a departmental final, which means all students in all Math 1010 classes, both on and off campus, take the final exam on the same day and at the same time, instead of during the slot that is assigned based on class meeting time. You are required to take it at this time, unless you have multiple finals scheduled for the same time slot. If this applies to you, inform me by the deadline given in class. (Tardy notification of your instructor may result in a penalty on your exam). For all other students, make school/work/family arrangements at the start of the semester to be able to take the common final.