Mathematics 4010: Mathematics for Elementary Teachers I  
Fall 2020

Course Section: Math 4010-001  
Location & Meeting Times: Zoom Meetings at MWF: 1:25-2:45 pm, Lab W: 3:05-3:55 pm

Instructor: Rebecca Noonan Heale  
Email: rebecca@math.utah.edu  
Office/Office Hours: for Fall 2020 -- online by appointment  
Accessibility & Support: For general questions about the course of mathematical content, please post in Canvas discussions. For individual questions, please message me in Canvas mail or e-mail. I do most of my correspondence in the early morning and will likely respond at that time; (I try to respond with 1 day). I’m also happy to talk before or after most classes.

Course Homepage: Online via Canvas, https://utah.instructure.com  
Official announcements and homework assignments will be posted there. Check Canvas regularly for announcements and updates. You’re encouraged to forward Canvas messages/announcements to your Umail to receive announcements efficiently (this can be arranged in your Canvas settings).

Learning Assistant: Naomi Lunt (she/her/hers), e-mail provided in Canvas  
○ Naomi is a peer mentor and has the official title “LA” for learning assistant. Her job is not to offer you answers, but rather to help you figure out how to problem solve, and how to learn from your classmates. If you have a question during class and it doesn’t feel like the right time to ask it aloud, you may send a chat to Naomi and/or the class. Naomi will be monitoring the chat. You may also check in with Naomi during class and in the lab. Outside of class and lab, please direct questions to the discussion or to Rebecca. This respects Naomi time, since she is a busy student too.

Lecture and Lab Format:  
This class is listed as an IVC course in the university catalog, which stands for Interactive Video Conferencing. This means that the class will be delivered “synchronously”, i.e. live and at the time listed but entirely online. We will meet via the Zoom video conferencing software. If you don’t have Zoom you can download it for free from zoom.us/download. To fully participate in the class, you need a webcam, microphone, and good internet connection. It is also possible to dial in to hear the audio with just a phone. The Zoom meeting details for lectures and labs (Meeting ID and passwords) will be available on Canvas. The same Meeting ID will be used for all lectures and labs.

The lecture portion of class will consist of pre-made slides which will be annotated during class discussions and posted to Canvas after class on the same day. Lecture will include whole-group and small-group discussions as you work through various class activities, utilizing both inquiry-based and explicit instructional methods. The lab portion of class will be comprised of small group work that provides either extra practice or classroom puzzles relevant to lecture topics. Assessments for the lecture and lab components of class will be described below.

Attendance:  
Zoom recordings will be available for students who need to miss class due to illness or other adversities. There will also be daily check-in assignments, short 3-5-minute writing reflections. While attendance on any given day is not mandatory, it is highly encouraged because class relies heavily on small group work via Zoom breakout rooms, wherein you will be expected to engage in discussions, share your arguments and representations, and practice articulating your questions and understandings verbally as a future elementary teacher.

Late work due to illness or general life adversity will be accepted and scheduled on a case-by-case basis; similarly, exceptions may be made in extreme situations; early communication is appreciated when possible. Note that late work may not receive the level of detailed feedback that would be received otherwise. Lecture notes (annotated slides) will be posted to Canvas after each class meeting, as well as any annotated handouts or activities.
Course Details:

• **Content:** This course is the first in a two-semester sequence of required mathematics courses for elementary school teachers. The sequence is designed to help K-6 preservice teachers develop a conceptual framework for mathematics, especially for those aspects typically experienced in elementary school, as well as some grade 7/8 material. Students briefly examine the vertical alignment of mathematics standards throughout the Utah Core Curriculum, consider both mathematical and pedagogical facets of elementary teaching, but the focus of this class is content. Methods of teaching the content addressed in this course are discussed in EDU 5360, which utilizes Math 4010/4020 as foundation. Math 4010 topics include number and operation—with emphasis on fraction and decimal representations—ratio, and proportional reasoning. Making mathematical connections between multiple arguments and representations is a focus.

• **Manipulatives:** Students will be directed to online manipulatives. Some of the sites require enabling flash player or cookies.

• **Practicum:** Students engage in a six-hour practicum as a required component of this course. Under nonpandemic circumstances, this practicum would occur in local schools; clearly, an in-person practicum cannot be expected this semester. Alternatives will be discussed during class and details will be provided in Canvas, in accordance with Utah State Board of Education guidelines. Completion of the practicum is required to pass Math 4010.

• **Prerequisites:** “B-” or better in MATH 1010 OR "C" or better in (MATH 2000 OR MATH 2015 OR MATH 1050) OR Accuplacer AAF score of 250 or better OR Accuplacer CLM score of 65 or better OR ACT Math score of 24 or better OR SAT Math score of 580 or better. Corequisites: Lab section corresponding to lecture (Math 4010-004). This course meets QR and QI requirements. Credit Hours: 4.0

**COVID-19 Considerations:** Students must self-report if they test positive for COVID-19 via [coronavirus.utah.edu](http://coronavirus.utah.edu).

Course Materials and Technical Requirements:

• **Textbook:** Mathematics for Elementary Teachers with Activities by Sybilla Beckmann, (5th Edition). ISBN-13: 978-0134392790. Any format (eBook, paperback, hardcover, loose leaf) of this book will suffice. For face-to-face classes in the past, we recommend the loose-leaf book because the textbook is huge and the loose-leaf allows students to bring only the relevant portions of the book to class. Furthermore, the book contains a “Classroom Activities” section which is consumable (meant to be written in), so a paper version may be preferable. However, especially during the pandemic, the eBook will suffice, especially if you can write on it via a tablet (and participate with Zoom with another device) or if you print pages off ahead of time. You will be informed ahead of time what to print/or hand-copy. Homework will be assigned from the exercises in this book. We will cover a subset of Chapters 1-8 in Math 4010. Note that this textbook is also used for Math 4020, so please keep it for next semester.

• **Device for Video conferencing.** Courses will be conducted via Zoom, and recorded in case of absences. You should have access to a sufficiently strong internet connection, camera and microphone to support this video conference. In case of lower bandwidth, you may turn off your local video, but my preference is that we see each other.

• **Internet/Zoom Access, Camera and Microphone:** Since class will be conducted via Zoom and Canvas, and since you will be engaging with your colleagues in small breakout groups, it is crucial to have a stable internet connection and a reliable device conducive to the Zoom environment. Fluency in the Canvas and Zoom environments are important; for technical assistance, help getting up-to-speed, or technical questions, review the Canvas Getting Started Guide for Students or contact TLT, or the Knowledge Commons. In addition to Canvas and Zoom, we’ll regularly be using live-interactive web-based tools such as Padlet, Jamboard, and Flipgrid.
• **Scanning/Uploading Device:** Assignments and assessments will need to be uploaded to Canvas. A device that allows you to scan any hand-written work, convert it to a Canvas-friendly file type (PDF is preferable). Students have had good luck with CamScanner, which is free and easy to use app for a smart phone or tablet.

**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://union.utah.edu/covid-19/](https://union.utah.edu/covid-19/)

**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 required topics. This will be further explained below. Here is a complete list of the topics to be mastered:

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

**Objective #4**
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**
Find fractional amounts of an object, collection, or quantity or identify the whole corresponding to the fractions. Justify reasoning using representations, in particular tape diagrams, arrays, and cakes.
Objective #6
Represent, compare, and answer questions about fractions and decimals using number lines that fit with the definition of the fraction.

Objective #7
Compare fractions using a variety of methods and representations.

Objective #8
Identify and write Add To, Take From, Put Together/TakeApart, and Compare problems of all subtypes, write equations and make math drawings to represent the problems.

Objective #9
State and use pictures to explain the associative and commutative properties of addition.

Objective #10
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
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
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
Write and solve fraction addition and subtraction word problems; justify solutions with reasoning and math drawings.

Objective #14
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
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
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
Explain the standard multiplication algorithm in terms of arrays, partial products, and expanded forms.

Objective #18
Explain the procedures for multiplying fractions and decimals and justify why these make sense using math drawings and other reasoning.

Objective #19
Solve and write fraction multiplication word problems; justify solutions with reasoning and math drawings.

Objective #20
Determine if a given word problem is best modeled by fraction addition, subtraction, multiplication or division and write the corresponding fraction expression.

Objective #21
Explain addition, subtraction, and multiplication with negative numbers using math drawings, properties of arithmetic, reasoning, and connecting to real-life scenarios.

Objective #22
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
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
Explain the connection between division, fractions, and decimals.

Objective #25
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
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
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
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
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
Solve percent increase and percent decrease problems by reasoning about quantities using a variety of representations/strategies.

Objective #31
Analyze the divisibly 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
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
Recognize that keywords alone are not effective for problem solving problems and situations where keywords can be misleading.

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 held every Monday, Wednesday and Friday via a Zoom conference beginning promptly at the class starting time. Class will be a blend of direct instruction and group activities. Groups will be assigned randomly as Zoom breakout rooms. The Zoom meeting for each class will begin promptly at the class starting time. There will also be a “check-in” during each class, a short, written reflection which you submit online. The instruction part of class will be recorded to watch later if you must miss a class for a good reason, but there is no substitute for the group work/activity portion (the activities worked on will be posted.) Zoom meeting information will be posted in Canvas.

Homework will be assigned each class day and will be due on the next class day. Students will need to use a HW template and the scan and upload HW online. HW due on Monday and Friday is due at 11:59 pm on those days. 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 may be some HW questions 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.

Labs will be conducted in Zoom. 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 expect 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 whom you are sheltering-in-place, 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.

There will be 5 exams given during class time in zoom. These will be delivered in Canvas and proctored in Zoom. Students are required to be logged into Zoom with their camera and microphone on (though they may later be muted).
The camera should show the students head, hands, and workspace. When finished, students should scan their work and upload it online. Further directions will be given.

These exams will consist of problems representing the learning objectives listed above. Students will be graded on how well they have mastered the learning objectives. Students will be at least two opportunities to show master of the objective. For example, a topic not mastered on Exam 1 may reappear on Exam 2. On the final, students can choose to do topics for which they want to improve their mastery score. A student who has mastered the material before the final exam does not need to take the final exam.

CLASS SCHEDULE & IMPORTANT DATES

Exam Dates: There will be five midterms, held during class on Mon 9/14, Wed 9/30, Fri 10/16, and Wed 11/4 and Fri 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.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Notes</th>
<th>Sections:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>8/24-8/28</td>
<td>1.1 Counting Numbers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Carmel Factory,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2 Decimals and Negative Numbers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.3 Reasoning to Compare Numbers in Base 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.4 Reasoning about Rounding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1 Problem Solving</td>
</tr>
<tr>
<td>Week 2</td>
<td>8/31-9/4</td>
<td>2.2 Defining and Reasoning about Fractions</td>
</tr>
<tr>
<td></td>
<td>9/7-9/11 Labor Day Holiday</td>
<td>2.3 Reasoning About Equivalent Fractions</td>
</tr>
<tr>
<td>Week 3</td>
<td>9/14-9/18 Exam 1 Fri 9/18</td>
<td>2.4 Reasoning to Compare Fractions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.1 Interpretations of Addition and Subtraction</td>
</tr>
<tr>
<td>Week 4</td>
<td>9/21-9/25</td>
<td>3.2 The Commutative and Associative Properties of Addition, Mental Math,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and Single-Digit Facts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.3 Why the Standard Algorithm for Addition and Subtraction in Base 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>works</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.4 Reasoning about Fraction Addition and Subtraction</td>
</tr>
<tr>
<td>Week 5</td>
<td>9/28-10/2</td>
<td>4.1 Interpretations of Multiplication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.2 Why Multiplying in Base 10 is Special</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.3 The Commutative and Associative Properties of Multiplication, Areas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>of Rectangles, and Volumes of Boxes</td>
</tr>
<tr>
<td>Week 7</td>
<td>10/5-10/9 Exam 2 Mon 10/5</td>
<td>4.4 The Distributive Property</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.5 Properties of Addition, Mental Math, and Single-Digit Multiplication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Facts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.6 Why the Standard Algorithm for Multiplying Whole Numbers Works</td>
</tr>
<tr>
<td>Week 8</td>
<td>10/12-10/16</td>
<td>5.1 Making Sense of Fraction Multiplication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.2 Making Sense of Decimal Multiplication</td>
</tr>
<tr>
<td>Week 9</td>
<td>10/19-10/23 Exam 3 Wed 10/21</td>
<td>3.5 Why do we Add and Subtract Negative Numbers the Way we Do?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.3 Extending Multiplication to Negative Numbers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.1 Interpretations of Division</td>
</tr>
</tbody>
</table>
Week 10 10/26-10/30 | 6.2 Division and Fraction Division with Remainder  
6.3 Why Division Algorithms Work  
6.4 Fraction Division from the How-Many Groups Perspective  

Week 11 11/2-11/6 Exam 4 Fri 11/6 | 6.5 Fraction Division from the How-Many-Units-in-1-Group Perspective  
7.1 Motivating and Defining Ration and Proportional Relationships  

Week 12 11/9-11/13 | 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 11/16-11/20 | 7.6 Percent Revisited: Percent Increase and Decrease  
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 14 11/23-11/25 Thanksgiving break  

Week 15 11/30-12/3 Reading Day, Friday 12/4 Review  

Finals Week Fri 12/11, 1-3 pm Final Exam  

MASTERY GRADING RUBRIC  

Homework and Exam questions will be graded on this Mastery scale:  

- 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.  

ASSIGNMENTS, ASSESSMENT & GRADING  

The course grade consists of these components:  

<table>
<thead>
<tr>
<th>Components of the Course</th>
<th>Percentage of Grade</th>
<th>Comments/Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery (Tested with the exams and the final exam)</td>
<td>64%</td>
<td>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.</td>
</tr>
<tr>
<td>Homework</td>
<td>10%</td>
<td>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 three lowest assignment scores are dropped.</td>
</tr>
<tr>
<td>Lab Preparation/Participation</td>
<td>10%</td>
<td>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 two lowest lab scores are dropped.</td>
</tr>
</tbody>
</table>
Daily Check-ins (Short writing assignments given each class) 4%  You must be present at the Zoom meeting to complete the check-in. Completing a check-in when you are not present is academic misconduct. 20% of the lowest check-in grades are dropped.

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:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-92.99%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89.99%</td>
<td>B+</td>
</tr>
<tr>
<td>83-86.99%</td>
<td>B</td>
</tr>
<tr>
<td>77-79.99%</td>
<td>C+</td>
</tr>
<tr>
<td>73-76.99%</td>
<td>C</td>
</tr>
<tr>
<td>67-69.99%</td>
<td>D+</td>
</tr>
<tr>
<td>63-66.99%</td>
<td>D</td>
</tr>
<tr>
<td>0-59.99%</td>
<td>E</td>
</tr>
</tbody>
</table>

It is the student’s responsibility to ensure the accuracy of all recorded homework, quizzes, online assignments, and exam grades. Also you should keep a record of 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:

The course is designed to provide flexibility if you occasionally cannot turn work in on time. Late work due to illness or general life adversity will be accepted and scheduled on a case-by-case basis; early communication is appreciated when possible. Note that late work may not receive the level of detailed feedback that would be received otherwise. To keep Rebecca’s grading schedule and your workload manageable, please turn in any late work within one week of the original due date.

The University of Utah student code allows for making up exams in advance for “officially sanctioned University Activities …, or government obligations, or religious obligations”. Please contact me at least one week in advance of any such obligations to arrange accommodation.

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.

Content Accommodations:

Consistent with principles of academic freedom, the faculty, individually and collectively, has the responsibility for determining the content of the curriculum. Students are expected to take courses that will challenge them intellectually and personally. Students must understand and be able to articulate the ideas and theories that are important to the discourse within and among academic disciplines. Personal disagreement with these ideas and theories or their implications is not sufficient grounds for requesting an accommodation (see https://regulations.utah.edu/academics/6-100.php).

COMMUNICATION

- All course materials, such as lecture slides, assignments, solutions, grades, etc. will be posted on the Course Canvas site. Class announcements will be done via email through the Canvas server. You will be responsible for any information contained in them as well as the information announced in class.
- It is your responsibility to check your Canvas messages regularly; there will be occasions during the semester that we may need to reach out to you individually (e.g. regarding a grade or assignment) and it is in your best interest to respond promptly.
- I will always do my best to ensure the communication relevant to the course is clear and transparent, it is your responsibility as well to keep yourself updated by regularly checking: the announcements on Canvas, the posts on the Discussions Board, and pay attention to the announcements given in class and Lab.
- Course Canvas Page: Include expectations for Canvas monitoring (e.g. Students are expected to log in and check canvas every day for posted announcements and assignments. Students are also strongly advised to set up notifications for Canvas so they do not miss any important notifications.)

**NETIQUETTE - EXPECTATIONS FOR ONLINE LEARNING ENVIRONMENT**

- Classroom equivalency: Respectful participation in all aspects of the course will make our time together productive and engaging. Zoom lectures, discussion threads, emails and canvas are all 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

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. My intent is 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. 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

Emerging Multilingual 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.

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.

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.

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.
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). 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).

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

University Counseling Center The University Counseling Center (UCC) provides developmental, preventive, and therapeutic services and programs that promote the intellectual, emotional, cultural, and social development of University of Utah students. They advocate a philosophy of acceptance, compassion, and support for those they serve, as well as for each other. They aspire to respect cultural, individual and role differences as they continually work toward creating a safe and affirming climate for individuals of all ages, cultures, ethnicities, genders, gender identities, languages, mental and physical abilities, national origins, races, religions, sexual orientations, sizes and socioeconomic statuses.

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.