Math 4010  
Mathematics for Elementary School Teachers I  
University of Utah – Fall 2020

**Course Section:** Math 4010-003  
**Meetings:**  
- **Lecture:** Monday & Wednesday 4:35 – 6:30 PM, IVC - Online Synchronous via Zoom  
- **Lab:** Wednesday 6:45-7:25 PM, IVC - Online Synchronous via Zoom

**Instructor:** Amanda Cangelosi (she/her/hers)  
**Email:** cangelos@math.utah.edu (note the missing “i”)  
**Office:** JWB 217  
**Phone:** (801) 851-5231 (but don’t bother—Amanda will rarely be in the office due to the pandemic)  
**Office Hours:** Monday & Wednesday 3:30-4:30, or by appointment. Office hours will be held via Zoom. Office hours Zoom Meeting ID and password will be available on Canvas. Note that the Meeting ID for office hours is different from that of class lecture and lab.  
**Contacting Amanda:** Email is the best way to contact Amanda. She won’t be in her office much this semester. Amanda can typically respond to email or Canvas messages within 24-48 hours. Amanda is always happy to arrange a Zoom meeting with you, so please never hesitate to ask.

**Course Homepage:** Online via Canvas, [https://utah.instructure.com](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:** Daniel Anderson (he/him/his)  
**Email:** [provided via Canvas]  
Daniel is an undergraduate with a passion for teaching mathematics. Daniel will be facilitating the lab section of class and will help during lecture sections to facilitate student learning. He will be available via email and IVC for student questions outside of class time. Daniel is not responsible for grading assignments and can be thought of as peer mentor.

**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](https://zoom.us/download). It is strongly suggested that you have a webcam and microphone to fully participate in the class but you should not need anything else. 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. Please note that while attendance 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; 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 engage in activities involving physical mathematical manipulatives (e.g., base ten blocks), which will be sanitized and provided for students in pre-made bags for pick-up on the first day of class. Use of physical manipulatives is optional, as virtual manipulatives will be provided as an alternative. Bags of manipulatives must be returned later in the semester (logistical details regarding manipulative bag pick-up and returns will be provided in Canvas).

- **Practicum:** Students engage in a six-hour practicum as a required component of this course. Under non-pandemic 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.

- **Technical University Things:** 
  - **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 QL requirements.  
  
**Credit Hours:** 4.0

**COVID-19 Considerations:** Students must self-report if they test positive for COVID-19 via 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. 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.**

- **Manipulatives:** A bag of sanitized math manipulatives will be provided (described above). Bring these materials with you to class each meeting. We will use them regularly and spontaneously.

- **Notebook:** Bring something in which to take notes and document your work during class activities. You want to bring this with you each class meeting, as we will often refer to past discussions and activities, and it will be convenient to keep your notes organized for quick reference.

- **Scanning/Uploading Device (recommended):** 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.
If you prefer to type your assignment and homework responses, you are welcome to do so, in which case a scanning device would not be necessary. However, there are several instances in Math 4010 when hand-drawing representations might be more convenient than using a word processor.

- **Internet/Zoom Access:** 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. While a camera and audio cannot be required, they are both highly recommended, with audio more important than video. 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.

**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.

2. Students demonstrate understanding of actions and situations modeled by the four basic operations on whole numbers, revisiting operations in the context of rational numbers and integers.

3. Students demonstrate understanding of various interpretations of the four basic operations and connect these interpretations in context of story problems.

4. Students will distinguish between the concepts of number and numeral, and articulate advantages and challenges of various representations of numbers and operations, acknowledging the role of human history.

5. Students will demonstrate conceptual understanding and procedural fluency in visual, intermediate, and standard algorithms of the four basic operations, drawing connections between representations.

6. Students will demonstrate conceptual understanding of ratio and proportional relationships, distinguishing part-to-part from part-to-whole ratios.

**Assignments, Assessment & Grading:**

- **Homework (15%):** Starting the second week of class, a homework assignment comprised of textbook problems or other activities from class will be due Mondays at 4:30 via Canvas (traditional homework) or Flipgrid (video explanation). Homework is posted to Canvas and your responses should be uploaded to Canvas. A subset of each assignment will be scored for correctness and pedagogical structure, as well as completion. Here, “pedagogical structure,” refers to the way in which you explain your solutions, as if you were classroom teacher explaining your solutions to your students, with attention to wording, sense-making, and representation. Though we will occasionally discuss homework questions during class, we won't be able to spend much class time on homework, so please plan accordingly.

- **In-Class Work (10%):** Roughly every class meeting, you'll have various mini-assignments that regard activities discussed and explored in class, and will typically be due by midnight on the class day they were assigned, though you could be asked to post something during class time. Often, an in-class assignment will be a quick post of a snapshot of your work from a small-group activity (posted to Padlet or Jamboard) or an exit ticket (submitted to Canvas) reflecting on what you learned. These serve the purpose of building an online community and sharing your mathematical arguments and representations, approximating the good ol' days of the face-to-face classroom.

- **Quizzes (15%):** Starting the second week of class, there will be a quiz roughly every other week at the end of class. These are open-note, open-book, open-resources, and open-colleague. However, you must write your own, unique responses and explanations to receive credit. Quiz responses will be uploaded to Canvas.

- **Labs (10%):** Lab activities count toward your lecture grade and occur every Wednesday following lecture. Lab session provides an opportunity to engage in collaborative problem-solving, develop procedural fluency from conceptual understanding, and practice communicating mathematics with a focus on connecting arguments and representations. Your lab work will need to be uploaded to Canvas. One of the lab exercises will be scored for correctness, while the rest of them will be scored for participation. The exercise scored for correctness will be specified during the lab.
• **Practicum (10%)**: Practicum details and rubrics will be specified in Canvas. 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 this semester. Two reports on your interactions will be due before the end of the semester. You must complete the practicum to pass this class. Details provided in Canvas and will be discussed during class.

• **Exams (20%)**: There will be three exams (in addition to the final exam). Exams will be open-note, open-book, open-resources, and open-colleagues. However, you must write your own, unique responses and explanations to receive credit. Exam responses will be uploaded to Canvas. As these exams roll out, they will not be comprehensive. The exams will be published on the specified dates below, and class will be designated to providing a collaborative space in which to work on those dates. However, you will have a three-day window to complete each exam and upload your unique responses to Canvas. The exam dates are as follows:


• **Final Exam (20%)**: Our final exam is technically scheduled for Monday, December 7 from 6:00-8:00 pm, so we will have an optional Zoom meeting during this time to work on the exam together. Since our final exam will be an open-note, open-book, open-resources, open-colleague experience, it will be published on Canvas *after class* on Wednesday, December 2nd and due on Wednesday, December 9 at 11:59 pm to provide extra flexibility at the end of the semester. This exam will be comprehensive, and since it will be your second opportunity to demonstrate understanding of material covered on previous assessments, more attention to precision will be expected than on prior assessments. Think of the final exam as an opportunity to perfect your craft.

**Grade Breakdown by Percent:**

- A (100-93);
- B+ (92-90);
- B (89-87);
- B- (86-83);
- C+ (79-77);
- C (76-73);
- C- (72-70);
- D+ (69-67);
- D (66-63);
- D- (62-60);
- E (59-0).

It is your responsibility to ensure the accuracy of all recorded homework, quizzes, online assignments, and exam grades. Please keep all of your graded assignments for your records. If you see any error in your grades on Canvas, reach out to Amanda as soon as possible, preferably within two weeks from when the assignment was returned.

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 Amanda's grading schedule and your workload manageable, please turn in any late work within one week of the original due date.

**Mandatory Online Instruction Periods**: All classes will be online the weeks of September 28 - October 10 and November 30-December 3. Since our class is synchronous online for the entire semester, this doesn't affect our schedule.

**Official Drop/Withdraw Dates**: The last day to drop classes is September 4; the last day to withdraw from this class is 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), nor November 26-29 (Indigenous Peoples’ Day). Note that our class will be cancelled on the evening of Wednesday, November 25 to allow for flexibility in holiday planning.
Tentative Class Schedule:

Tentative Schedule: Homework information and all assignment due dates are posted on Canvas.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Tentative Topic</th>
<th>Notable Event</th>
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<tbody>
<tr>
<td>Aug 24</td>
<td>No Zoom Meeting — Pick-up manipulatives</td>
<td>Details in Canvas</td>
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<tr>
<td>Aug 26</td>
<td>1.1: numbers &amp; numerals</td>
<td>Caramel Factory</td>
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<tr>
<td>Aug 31</td>
<td>1.2-1.3 base-ten place value; decimals; opposites</td>
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<tr>
<td>Sept 2</td>
<td>1.4: rounding</td>
<td>Quiz 1</td>
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<tr>
<td>Sept 7</td>
<td>NO CLASS</td>
<td>Labor Day</td>
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<td>Sept 9</td>
<td>2.2-2.3: fractions &amp; equivalence</td>
<td>Practicum plan “due”</td>
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<td>Sept 14</td>
<td>2.4-2.5: comparing fractions; percents</td>
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<td>Sept 16</td>
<td>review</td>
<td>Exam 1</td>
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<tr>
<td>Sept 21</td>
<td>3.1-3.3: addition &amp; subtraction; properties &amp; algorithms</td>
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<td>Sept 23</td>
<td>3.3-3.4: fraction addition &amp; subtractions</td>
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<td>Sept 28</td>
<td>4.1-4.3: multiplication</td>
<td>Quiz 2</td>
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<td>Sept 30</td>
<td>4.3-4.4: models &amp; properties</td>
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<td>Oct 5</td>
<td>4.4-4.5: algorithms</td>
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<td>Oct 7</td>
<td>5.1-5.2: fraction &amp; decimal multiplication</td>
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<td>Oct 12</td>
<td>6.1: division</td>
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<tr>
<td>Oct 14</td>
<td>6.1: more division practice</td>
<td>Quiz 3</td>
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<tr>
<td>Oct 19</td>
<td>6.2: fraction division</td>
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<tr>
<td>Oct 21</td>
<td>review</td>
<td>Exam 2</td>
</tr>
<tr>
<td>Oct 26</td>
<td>6.3: division algorithm(s)</td>
<td>Practicum I “due”</td>
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<tr>
<td>Oct 28</td>
<td>6.4: HMG fraction division</td>
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<td>Nov 2</td>
<td>6.5: HMU1G fraction division</td>
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<tr>
<td>Nov 4</td>
<td>6.6: decimal division; review</td>
<td>Quiz 4</td>
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<tr>
<td>Nov 9</td>
<td>3.5, 5.3: integer operations</td>
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<tr>
<td>Nov 11</td>
<td>7.1: ratio &amp; proportion</td>
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<td>Nov 16</td>
<td>8.5: GCF and LCM</td>
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<tr>
<td>Nov 18</td>
<td>review</td>
<td>Exam 3</td>
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<tr>
<td>Nov 23</td>
<td>No Zoom Meeting — Return manipulatives</td>
<td>Details in Canvas</td>
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<tr>
<td>Nov 25</td>
<td>NO CLASS</td>
<td>Indigenous Peoples’ Day</td>
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<tr>
<td>Nov 30</td>
<td>review &amp; solidify</td>
<td>Cumulative Quiz 4 due</td>
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<tr>
<td>Dec 2</td>
<td>review &amp; practice</td>
<td>Final published; Practicum II “due”</td>
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<tr>
<td>Dec 7</td>
<td>FINAL EXAM – due Dec. 9</td>
<td>Optional Zoom 6:00-8:00 pm</td>
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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).

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. 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 Students.** 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.

- **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 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). 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.

- **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. Please consider reaching out to the Office of Dean of Students for any questions, issues and concerns. 200 South Central Campus Dr., Suite 270. Monday-Friday 8 am-5 pm.

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