Mathematics 1220
Spring, 2021

Instructor: Rebecca Hardenbrook
she/they pronouns
preferred name/address: Rebecca

Class Mission Statement: This is a kind, inclusive, and failure-tolerant classroom.

Class Time and Place: This is a virtual, asynchronous class, meaning that this class will not have a regular meeting time. Instead, students are expected to watch lecture videos and read related material. The central webpage for this course will be on Canvas. All necessary links and materials for the class will be provided through the Canvas webpage.

Office Hours: TBA

Office Location: All office hours/meetings will be held through Zoom

E-mail address: rebeccah@math.utah.edu


Course Information: Math 1220, Calculus 2 is a 4-credit semester course.

Prerequisite: “C” or better in (MATH 1210 OR MATH 1250 OR MATH 1270 OR MATH1311 OR MATH 1310) OR AP Calculus AB score of at least 4 OR AP Calculus BC score of at least 3.

Course Description: Geometric applications of the integral, logarithmic, and exponential functions, techniques of integration, conic sections, improper integrals, numerical approximation techniques, infinite series and power series expansions, differential equations (continued).

Expected Learning Outcomes:
Upon successful completion of this course, a student should be able to:
• Compute derivatives and integrals for exponential, logarithmic, hyperbolic functions, and inverse trigonometric functions.
• Integrate integrable functions using integration by parts, u-substitution, trigonometric substitutions, rationalizing substitutions, partial fraction decomposition, and trigonometric identities. This includes knowing which techniques to apply to a given integral.
Use L’Hôpital’s Rule to calculate indeterminate-type limits and also know what limits are the non-indeterminate forms and how to compute those limits.

- Compute improper integrals.
- Understand the difference between an infinite sequence and infinite series and determine if a sequence converges or diverges.
- Determine whether or not an infinite series of numbers converges or diverges using a variety of tests.
- Understand what it means for a Power Series to converge or diverge, and be able to find the Taylor Series for a given function. Determine how closely a Taylor polynomial approximates a function using Taylor’s Remainder Theorem.
- Differentiate and integrate functions in polar coordinates.

**Additional Learning Outcomes (for this particular course instructor):**

- Collaborate, analyze and address mathematical problems with colleagues.
- Articulate and discuss mathematical ideas, via written, oral and/or video expression.
- Engage in diverse problem-solving with other classmates.
- Expand your knowledge, skills and attitudes about how mathematics can prepare you to be global citizens.

**Tutoring Lab:**

T. Benny Rushing Mathematics Student Center (adjacent to JWB and LCB), Room 155, M - Th 8 a.m. - 8 p.m. and F 8 a.m. - 6 p.m.
The tutoring is happening online right now: https://utah.instructure.com/courses/613503/

**Private Tutoring:**

University Tutoring Services, Marriott Library (they offer inexpensive tutoring). There is also a list of tutors at the Math Department office in JWB 233.

**Grading:**

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<tr>
<td>Homework</td>
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<td>Written Analysis</td>
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<td>Midterm</td>
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*Note: There will be 4 midterms. Your highest midterm score will count for 20% of your final grade and your lower three midterm scores will each count for 15% of your final grade.*

**Course Structure Overview (adapted from Kelly MacArthur):**

There is much research to date regarding active-learning classrooms in STEM courses, at the collegiate level, that suggests strongly that active-learning classrooms can provide a more equitable class, particularly for typically underserved students, including womxn, students of color and first-generation
students. The research I've read, as well as many conversations I have had with experienced educators, also is suggestive that no one is not well-served in this way. In other words, an active-learning classroom, statistically, serves students much better than traditional lecture courses. Compared to a traditional lecture format, literally any amount of active, engaged learning that happens in class is better, for STEM courses. Much research continues to prove that claim. Due to this research and mentoring I have received from many educators, our class will be one where you are doing mathematics every day in class, not just copying down what I write.

(Note: womxn is spelled this way intentionally, to include cis-women, trans-women, women of color, Native women, etc. It's intended to be an inclusive term.)

Growth Mindset, Making Mistakes and Failure (adapted from Kelly MacArthur):
The best mathematicians, engineers and scientists fail big and fail often. I will kindly challenge you in class and will push you into perhaps an uncomfortable zone with the intention of helping you grow mathematically. Sometimes you'll be able to solve the problems we are working on and sometimes you won't. Sometimes you'll be able to solve the problems on your own and other times, you'll need the support of your class colleagues to get the work done. This is the nature of doing mathematics. I ask that you do not get discouraged by this process and instead choose to adopt a growth mindset by actively focusing on your own growth and improvement. As a professor once said to me: mathematics is not a passive activity. Instead, understanding mathematics requires persistent effort and work.

Student Rights in a Mathematics Classroom:
Every student in this class has a right to
- (1) be confused,
- (2) claim a mistake,
- (3) speak, listen and be heard, and
- (4) write, do, and represent only what makes sense.

(These student rights are taken from Kalinec-Craig, C. A. (2017). The Rights of the Learner: A Framework for Promoting Equity through Formative Assessment in Mathematics Education. Democracy and Education, 25 (2), Article 5. Available at: https://democracyeducationjournal.org/cgi/viewcontent.cgi?article=1298&context=home)

Lecture Videos:
Each week departmental lecture videos will be linked in the corresponding module for you to watch. These are incredibly important as they will function as a major part of the learning material, so please be sure to watch them. I will also be uploading original videos regarding particular topics, especially those that come up in office hours, and going over problems.
Suggested Homework:
Each week I will suggest a list of homework problems for the benefit of your learning. It is important to do at least some of the homework problems even though I will not ask you to turn them in. These problems are provided for you to practice and maximize your success in the course. This practice is the best way to be prepared for the weekly quizzes and exams.

Required Homework:
For our required mathematical homework assignments, we will be using WebWork. These assignments will be due more or less weekly and will utilize the WebWork environment. You can access the WebWork assignments by clicking on the Assignments tab in Canvas. For specific due dates and times, please consult the course calendar. The number of questions per assignment and hence the total points each assignment is worth will vary. The introductory assignment in WebWork is graded. The lowest score will be dropped.

Please also note that there will be a “Syllabus Quiz” and “Getting to Know You” assignment in Canvas, which are required. Please look for these in the Assignments tab in Canvas.

Written analysis:
There will be assigned written problems roughly weekly, due on either Wednesday or Thursday. For specific due dates and times, please consult the course calendar. These will be completed with groups using the Discussions tab in Canvas, and you are given 48 hours to do them. The assignments themselves can be found in the Assignments tab in Canvas. Questions on these assignments will be more conceptual than homework through WebWork. Each member of the group is required to make a post within 24 hours of the assignment being unlocked, and each member of the group is required to respond to a post made by another group member within 36 hours of the assignment being unlocked. Your group may elect to have discussion through any other medium, but you are required to post screenshots of the group’s discussion (if you use a video or conference call program like Zoom or Discord, a screenshot is still required). Each member of the group must turn in their own assignment, i.e. the group may not turn in one assignment for everyone. I will drop your lowest two scores on these assignments.

Midterm Exams:
Four 60-minute exams will be given during the semester. Your highest midterm score will account for 20% of your grade while the other three will account for 15% each. Midterm exams will be given through the computer and will be composed of a multiple-choice portion and a written answer file upload portion. Exams will be given at a common time to be determined by availability via When2Meet polls. These polls can be found in the Announcements in Canvas and have been created for equity purposes. You are responsible for filling out all four When2Meet polls provided in Canvas. Exams will be proctored, either through
ProctorU or Zoom, so a webcam will be required. If you fill out a poll and are unable to make the determined time, you may schedule a personal proctored exam time through either ProctorU or Zoom **(however, you are responsible for setting this up with me via email)**. If you do not fill out a poll and are unable to make the determined time, you may only schedule a personal proctored exam time through ProctorU **(and you are still required to set this up with me via email)**. Due to my availability limitations, I will only be proctoring a limited number of separate exams over Zoom.

The use of the textbook, notes, and a calculator will be allowed during the exam. Online resources and communication with others (either in-person or electronically) will not be allowed during the exams.

**Final Exam:**

There will be **no** cumulative final exam in this class.

**Extra Credit:**

Opportunities for extra credit will only arise in two forms: post-exam self-evaluation and discussion outside of the written analysis assignments. For self-evaluations, sheets for you to fill out will be provided in Canvas under the Files tab when you have completed the exam. Self-evaluations must be completed within a week of taking the exam in order to receive a maximum of 2 points of extra credit per evaluation. For discussion outside of the written analysis assignments, I will keep track of how many times you are participating in the Discussion tab. Each original post or comment will be worth 0.5 points. You can receive a maximum of 5 points for discussion. This may not seem like much, but if you do all of this you can add around 3% to your grade! All extra credit will be applied to the Homework section of your final grade.

**Online Grades:**

I will put your grades online on Canvas. You can get there easily from the main University of Utah website [www.utah.edu](http://www.utah.edu). To log in, you use the same student ID and password that you use for Campus Information System. My graders and I will do our 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 that have been made. You just need to let me know about them.

**Calculators:**

You may find it helpful to have a graphing calculator for your own personal use. However, I will only allow scientific calculators (no graphing or programmable calculators will be allowed ever).

**Grading Scale:**

Although I'm not completely opposed to curving grades, I find it's rarely necessary and often harms more than it helps. The grade scale will be the usual:
A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (63-66), D- (60-62), E (0-59).

If I do see the need to “curve” the grades, I will simply shift everything down by a few points (whatever is necessary).

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

ADA Statement:
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 (CDA), 162 Olpin Union Building, 581-5020 (V/TDD). CDA will work with you and me to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to CDA.

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 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. http://regulations.utah.edu/academics/6-400.php

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, veterans 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.

Dean of Students Office:
The Dean of Students Office is dedicated to being a resource for student through support, advocacy, involvement, and accountability. It serves as a support for students facing challenges to their success as students, and assist with the interpretation of university policy and regulations. Please consider reaching out to the Office of the Dean of Students for any questions, issues and concerns. https://deanofstudents.utah.edu/ or 801-581-7066.

Safety Statement (as required by the university):
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.

Lauren’s Promise:
Lauren McCluskey, a 21-year-old honors student athlete, was murdered on Oct. 22, 2018, by a man she briefly dated on the University of Utah campus. We must all take actions to ensure that this never happens again. If you are in immediate danger, call 911. If you are experiencing sexual assault, domestic violence, and stalking, please report it to me, and I will connect you to resources or call the Utah Domestic Violence Coalition at 1-800-897-5465 (a 24-hour crisis hotline). If you do not feel comfortable disclosing this kind of information to me and do not wish to speak to the police, that is ok. There are other resources on our campus and in our community that may be better trained and equipped to help you based on your specific situation and needs. You deserve to feel safe and comfortable in seeking help, and you may find that in other resources, such as the following:

- University Victim-Survivor Advocates
  - Provide free, confidential and trauma-informed support services to students, faculty, and staff who have experienced interpersonal violence (domestic and dating violence, sexual assault and rape, sexual harassment, stalking, etc.)
• 801-581-7776, https://wellness.utah.edu/victim-survivor-advocacy/

- University Center for Student Wellness
  - Provides a number of resources and services for the campus community, including workshops and trainings, victim-survivor advocacy services, STI/HIV testing, student involvement opportunities and more.
  - 801-581-7776, https://wellness.utah.edu/

- University Counseling Center
  - Provides individual and group counseling, classes, and workshops at a lower cost to help students resolve existing problems, prevent potential problems, and develop new skills that will enrich their lives.
  - 801-581-6826, https://counselingcenter.utah.edu

- SafeUT
  - Statewide service that provides real-time crisis intervention to youth through live chat and a confidential tip program right from your smartphone.

- Utah Domestic Violence Coalition
  - Offers trauma-informed support and connects survivors, friends, family, service providers and others to local resources.
  - 1-800-897-LINK, https://www.udvc.org/

- YWCA
  - Offers family violence services and opportunity with leadership and education programs while advocating for the advancement of the well-being of women in Utah through safety.

- Rape Recovery Center
  - Provides crisis counseling, therapy, hospital accompaniment for rape/sexual assault forensic exams, and the 24-hour crisis line below.

Any form of sexual harassment or violence will not be excused or tolerated.

**Statement in Support of BIPOC Students:**
I stand in solidarity with the Black Lives Matter movement, with BIPOC faculty, staff, and students, and with all who have experienced racism, ancestral trauma, and all other forms of injustice. I refuse to let this statement be performative and will actively work to make this class one in which all students are supported in their educational goals. Please note that I say this in the context that I will not tolerate any instance of racial bias or harassment and will take the appropriate steps to report this behavior with actionable outcomes.

If you are looking to connect with your community, please consider reaching out to the following student organizations and offices at our university:
• **American Indian Resource Center**  
  o Works to increase American Indian student visibility and success on campus by providing and advocating for programs and tools to enhance academic success, promote personal wellbeing, and develop leadership skills.  
  o [https://diversity.utah.edu/centers/airc/](https://diversity.utah.edu/centers/airc/)

• **Asian American Student Association**  
  o Stands toward its goals of supporting, educating, celebrating, and uniting Asian and Asian American students.  
  o [https://getinvolved.utah.edu/organization/asian-american-student-association-aasa](https://getinvolved.utah.edu/organization/asian-american-student-association-aasa)

• **Black Student Union**  
  o Serves as a holistic resource to foster a sense of community and promote ethnic pride and to increase cultural unity and leadership opportunities for Black students.  
  o [https://getinvolved.utah.edu/organization/black-student-union](https://getinvolved.utah.edu/organization/black-student-union)

• **Black Cultural Center**  
  o Seeks to holistically enrich, support, and advocate for faculty, staff, and students through Black centered research, culturally affirming educational initiatives, and service.  
  o [https://getinvolved.utah.edu/organization/bcc](https://getinvolved.utah.edu/organization/bcc)

• **Center for Ethnic Student Affairs**  
  o Committed to providing programming that assists students in navigating cultural, economic, social, and institutional barriers in order to achieve academic excellence and develop advocacy skills.  
  o [https://getinvolved.utah.edu/organization/cesa](https://getinvolved.utah.edu/organization/cesa)

• **Dream Center**  
  o Works holistically with undocumented students and mixed-status families from college access to graduation.  
  o [https://dream.utah.edu](https://dream.utah.edu)

• **Inclusive Excellence**  
  o Works to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community.  
  o [https://inclusive-excellence.utah.edu](https://inclusive-excellence.utah.edu)

• **Movimiento Estudiantil Chican@ de Aztlan**  
  o Seeks to promote Chicanx unity and empowerment through political action and promotes higher education to high school students in hopes of allowing them and providing them resources to proper educational rights.  
  o [https://getinvolved.utah.edu/organization/movimiento-estudiantil-chican-de-aztlan](https://getinvolved.utah.edu/organization/movimiento-estudiantil-chican-de-aztlan)

• **Office of Equity, Diversity, and Inclusion**  
  o Works to enhance the success of diverse faculty, staff, and students in order to enrich the educational experiences and success of all members of our university community.
Land Acknowledgement:
The University of Utah is located on the stolen lands of the Goshute and Eastern Shoshone peoples. As we take part in this course, it is important to understand the history that has brought us to enjoy our many privileges on this land. While we seek to educate ourselves through our studies, we must to seek to understand our place within the history of the land that we do so on. Land acknowledgements do not exist in a past tense, or historical context. Colonialism is an ongoing process, one that we continue to live within, and we need to build our mindfulness of our participation in that process. We make this land acknowledgement as an active part of our work, not as a way to appease our own guilt, and we must continue to reevaluate our intentions each time that we assess our role in these acknowledgements.

Student Names and Pronouns:
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). 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, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronouns are respected. If you need assistance getting your preferred name on your U-ID card, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

Teaching Philosophy:
My job as your instructor is not only to provide you with information of mathematical tools that will help you in your future studies and careers but is also to advocate for your learning. I believe that the most positive way that I can advocate for you while I am in the classroom is to constantly remind you that mathematics is not purely analytical. Rather, it requires a great amount of courage, imagination, and creativity. The beauty of mathematics can only be seen when one recognizes that the field is one of art, philosophy, science, and lived experience which we use to understand the natural and man-made issues which most affect us. I am most concerned with your learning and growth process in this course, not with your ability to memorize equations. The ability to solve problems is crucial no matter what you wish to do in your future, and I hope to promote your own innate sense of curiosity to solve these problems.

Classroom Social Equity: I strive to be ethical, kind, fair, inclusive and respectful in my classroom and expect students to behave likewise. In this regard, I have these requests of you, my student:
1. Please do tell me if you have any sort of anxiety disorder, TBI, PTSD, C-PTSD, or any other challenge that would cause psychological harm to you by me calling on you in class. I want students to feel a little uncomfortable and stretched during class, while working on problems as a large group, but I definitely don't want to cause any human being harm. I will hand out a “getting to know you” type assignment on the first day of class which will give you space to do this.

2. If your preferred name is different than your legal first/last name (the preferred name you chose does indeed show up in CIS on my roll sheet, but not yet in Canvas), please let me know (possibly also on the “getting to know you” assignment). It also helps if you log into Canvas and go to Account (on the far left), then Settings, and change your Display Name to be the name you prefer to be addressed by.

3. If you are a first-generation student and are unsure of who to contact for resources, getting transcripts, paying tuition, obtaining scholarships or grants, etc., please let me know and I will put you in contact with the appropriate folx on campus.

4. If there is ever a time that you feel this course or the curriculum is not equitable, please email me or meet with me to discuss your concerns so I have a chance to address that.

Additional Policies: From experience, I have decided to make some additional policies regarding my classroom administration and grading.

- Cell phones should be put away during class. If there is an emergency situation, let me know. If you need to use your phone during class, please leave the classroom.

- There will be no retakes of exams, for any reason.

- If you have crisis-level extenuating circumstances which require an alternate exam, it is completely your responsibility to communicate with me as soon as possible so I can help you in some manner. The longer you wait to communicate with me, the less I can and am willing to do to help. I reserve the right to make alternate exams more difficult than the scheduled exam. I only give alternate exams EARLY, never late.

- I will kindly demand respectful behavior in my classroom.

- There will be no cursing nor negative ranting (for example, “math sucks”) on any written work turned in. The penalty for such things on written work will be a zero score on that assignment or test.

- 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 a week of it being returned. I'm happy to look it over with you, answer any questions you have, and fix any grading issues when appropriate.
• Please make sure you do your best throughout the semester, knowing the grading scheme and what's expected of you, and come talk to me if you need further study strategies. I am happy to brainstorm ideas to help you maximize your study strategies and improve your mathematical understanding. Extra credit is available on each exam, but no extra credit will be offered at the end of the semester. Please talk with me early on about any concerns with your grade.

• I would advise you to set your notifications in Canvas so you are always up-to-date with information on Canvas. I will post weekly announcements in Canvas, and I will hold you accountable for the information contained in those announcements.

• I keep all the grades in Canvas. There are rare occasions when I or one of my graders makes a data entry error, an arithmetic error or some other unintentional mistake in Canvas grades. Please take responsibility to check your grades in Canvas often and report any mistakes to me as soon as you see them. I'm happy to fix them immediately! Additionally, please keep all written work returned to you, including homework, tests, quizzes, etc. If there is some mistake in Canvas, I will need your written work to fix the error. It is your responsibility as a student to keep that written work.

• Please make sure you do your best throughout the semester, knowing the grading scheme and what's expected of you, and come talk to me if you need further study strategies. I will be happy to brainstorm ideas to help you maximize your study strategies and improve your mathematical understanding. I will offer an extra credit opportunity on every midterm and final exam, to help make up for arithmetic mistakes. I will not offer any additional extra credit at the end of the semester or any other way for you to improve your grade at that time. No exceptions. Please respect this and do not ask for special favors or extra credit when you realize you don't like your grade. Emails at the end of the semester (or anytime really) asking to change your grade or offer you late options of extra credit are disrespectful, in my opinion, and unethical. I will either NOT respond to your email or I will forward your email request to the Dean of Students office for them to meet with you and counsel you on appropriate student behavior.

• If you cheat on any homework, project, quiz or exam, I will automatically give you a zero for that grade. Depending on the severity of the cheating, I may decide to fail you from the class. Please note that the use (or even just pulling it out of your pocket) of a cell phone or any other electronic device is considered cheating and cause for receiving an automatic zero on any in-class exam. Also, if you exhibit any other behaviors 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.

• I often know students who take my classes, most often because I am a recent undergraduate alumna of the University of Utah or because I am involved with various student groups across campus (I am a graduate student). Please do not hesitate to ask me questions about how to access resources or to get involved on our campus in ways that may be outside of the scope of this course. However, I ask that you respect student-educator boundaries and recognize that I am your instructor.
I reserve the right to change my policies stated in this syllabus at some point in the semester. If I do make a change to a policy, I will announce it in class and send the change in email or post an Announcement on Canvas.