Welcome to Math 105!

Math 105 isn’t your typical math class. This course doesn’t focus on rote memorization or rote practice. This is because as your instructors, we want you to really understand math and apply it to your personal and career interests. That’s why math at the University of Michigan focuses on conceptual understanding, real-world applications, and collaborative learning. We set high standards in our introductory math courses because we know every Wolverine is capable of mastering math—and this includes you! Because Michigan math is different, we want you to know there might be times when you struggle with the material, are confused or frustrated, or make mistakes. That’s okay! These are experiences everyone has when they learn and grow. We’ve seen students succeed in this course semester after semester, and we are here to help you succeed too.

As your instructors, we also learn and grow. We’ve been improving the introductory math sequence since the 1990s, and have developed a nationally recognized team and active learning based program for teaching math. We’re committed to finding ways to improve the student experience. Most recently, we’ve shifted the course to center on “mastery learning”, and this semester, due to the challenges of COVID-19, we’ve had to make some other changes in order to ensure we can still provide you with a high quality learning experience. This means you’ll be given the information you need to succeed—and multiple chances to succeed on mastery assessments (read more below).

You’re in control of earning the grade you want! Because of these changes, we’ll be asking for your feedback during the semester. Your input is key to helping us continue improving Math 105 in ways that give future students an even more positive experience.

- Your Math 105 Teaching Team
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Welcome to Math 105!

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1. What does it mean to learn math at Michigan?

Learning math means doing math. Research shows you learn more when working through material with others than when you passively sit through a lecture. That’s why this course features group work and highlights different forms of communication. These skills are valuable for your future. Even if you never work with a trigonometric function again, you’ll work with other people, persevere through solving difficult problems, and communicate ideas. To succeed and make the most of your learning in Math 105, you’ll need to:

1. **Demonstrate conceptual understanding.** You’ll learn how to find the right answer, but also how to choose an approach, describe why the approach works, evaluate if your answer is correct or reasonable, and explain what your answer means.

2. **Collaborate.** You’ll work with classmates in class and on team homework assignments. Working in groups gives you the chance to share ideas and see different approaches. Explaining math to your group also improves your own understanding.

3. **Interpret.** You’ll think about mathematical topics in real-world contexts, explain what the math means in those contexts, and translate between mathematical expressions and English sentences.

4. **Represent information in multiple ways.** When you hear the word “function”, you likely think of it symbolically, like \( f(x) = 5x - 2 \). In this course, you’ll also represent functions graphically, numerically (with tables of data), and verbally.

5. **Explain.** “Getting the answer” is only one part of solving math problems in this course. You’ll also explain your mathematical ideas, both verbally and in writing. The more carefully and clearly you explain your ideas, the more likely they are to be correct, and the more likely you will be to remember them.

6. **Solve problems.** Figuring out how to approach a problem is an important part of the problem-solving process. Not all problems are solved in only one way or with just a few minutes of thought. You’ll be given many non-routine problems in this course, and an important step in solving them will be thinking carefully about how you’ll solve them.
2. What is mastery learning?

Everyone learns at a different pace. One person might learn one topic faster (or slower) than another. **Mastery learning** is an educational philosophy that accounts for people learning at different paces. One of its core principles is that *everyone* can master a new concept or skill when given enough time and support. As your instructors, we know that Math 105 students are capable of mastering the course content *and* that it's normal to master content at different paces. That's why we have adopted mastery learning into this course—and why you'll be given chances to retake assessments in a given time frame after each unit. We want you to have more time to focus on learning the course content and worry less about cramming for exams that are individually worth a large part of your grade.

A focus on mastery learning also means that we want you to connect concepts and practice across the different activities you'll engage in throughout the term. Everything from group classwork to individual practice assessments are designed to help you succeed on mastery assessments and really learn math in the ways we described in Section 1 on “What does it really mean to learn math?” Learn more about how mastery learning is integrated into the course in the next section on course components and grading.
3. Course Components & Grading

This section provides an overview of the course components and grading, and you can find more specifics about what it means to succeed in these course components in Section 4. In Math 105, you earn your grade (out of 100 points) based on your demonstration of learning in three areas: the learning component (15 points), mastery assessments (55 points), and midterms (30 points).

Your final course grade is based on 2 criteria:

- How many mastery points you’ve earned on mastery assessments and
- How many total points you’ve earned across the learning component, mastery assessments, and midterms.

<table>
<thead>
<tr>
<th>Total Points: What are course components?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Component (15 points)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Mastery Assessments (55 points)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Midterms (30 points)</td>
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<td></td>
</tr>
</tbody>
</table>

Your course grade is based on 2 criteria: your number of mastery points & total points

<table>
<thead>
<tr>
<th>Course grade</th>
<th>Mastery Points</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A range</td>
<td>≥ 51</td>
<td>≥ 85</td>
</tr>
<tr>
<td>B range</td>
<td>≥ 45</td>
<td>≥ 70</td>
</tr>
<tr>
<td>C range</td>
<td>≥ 39</td>
<td>≥ 55</td>
</tr>
<tr>
<td>D range</td>
<td>≥ 27</td>
<td>≥ 40</td>
</tr>
</tbody>
</table>
How will I earn my grade in Math 105?

- **The learning component** of this course refers to web homework, team homework, and classwork you will do to begin mastering the content you are introduced to in class. We don't know something as soon as we are first introduced to it, and this part of the course recognizes the effort it takes to grapple with new material—both individually and with others.

- **Mastery assessments** refer to the tests you will take to demonstrate that you have mastered each of the unit's learning objectives. Each mastery will be open for a set amount of time so you can both a) take the mastery when you are ready and b) learn from your mistakes and retake a mastery. There are some important facts for you to know about the mastery assessments. First, there are 9 masteries throughout the term. These masteries each have 5 questions and are scored out of 5 points. At the end of the semester, there is a final mastery that lets you show us what you've learned in the course of the term. The final mastery has 10 questions and is scored out of 10 points.

<table>
<thead>
<tr>
<th>Level of Mastery (% correct on mastery)</th>
<th>Mastery Points (out of 5)</th>
<th>Final Mastery Points (out of 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastered: You've got it! (90-100% correct)</td>
<td>5 points</td>
<td>9 or 10 points</td>
</tr>
<tr>
<td>Progressing: Almost there! (70-80% correct)</td>
<td>4 points</td>
<td>7 or 8 points</td>
</tr>
<tr>
<td>Introduction: Keep Working! (&lt; 70% correct)</td>
<td>0 points</td>
<td>0 points</td>
</tr>
</tbody>
</table>

Because the purpose of mastery assessments is to recognize when you've mastered content, **mastery points are only earned when you get a certain percentage of questions correct.** We set high standards for these assessments because we want you to demonstrate that you have mastered the material. And we are giving you multiple opportunities to take these mastery assessments so you have the opportunity to learn and grow.

- **Midterms** are longer tests that allow you to demonstrate expertise in the different ways of communicating math, such as explaining, interpreting, and representing information in
Learning math takes effort, and you can do it!

- You’ve almost there! Keep practicing, and you’ll have it mastered.
- It can be frustrating here. Make a plan & use the Math 105 resources. Talk to your instructor if you’re stuck. Don’t give up!
- Congratulations! You’ve mastered it!

**Important Notes about Grades:**

- “A range” means A, A+, or A-. You can generally expect that the cutoff for the grade without the minus will be 5 total points higher than the cutoff for the range given in the table above.
- No grade of C- is given unless a student's lack of participation in the learning component causes their grade to be lowered (see below).
- You are not in competition with your classmates: if every student satisfies the requirements for a C or higher, then every student will receive a C or higher. We want you working with your classmates and helping each other succeed in the course!
- Participating in class and Team Homework is crucial to your success and the success of your classmates. This semester, we understand that students may miss classes for reasons beyond their control, such as internet difficulties and illness, and we will be generous about excusing absences when students communicate with their instructor about their situation. Students who have repeated unexcused absences from class or who do not participate in team homework may have their final course grade reduced by up to a full letter grade. Instructors noticing a lack of participation in class or Team Homework will make every reasonable attempt to contact the student and give them an opportunity to change their behavior.

multiple ways. Remember that learning math is more than getting the right answer--it also means being able to understand mathematical concepts conceptually.
4. Course Activities

Overview of Course Activities

Activities in this course can be broken in two groups: **Learning Activities** and **Assessment Opportunities**. Math isn't learned by memorization—rather, it's learned by using it. This course is designed around you having many opportunities to learn, practice what you've learned, and demonstrate your mastery. Additionally, we have created many **opportunities to get help** as you learn—we don't expect you to learn and study by yourself. The chart below gives a visual overview of the activities you'll engage in throughout the course to help you remember what you need to do.

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Assessment Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before Class</strong></td>
<td><strong>Take during open windows</strong></td>
</tr>
<tr>
<td>Textbook and Videos</td>
<td>Mastery Assessments (x9)</td>
</tr>
<tr>
<td>Pre-class Work (WeBWorK/Canvas)</td>
<td>Final Mastery assessment</td>
</tr>
<tr>
<td><strong>During Class</strong></td>
<td><strong>Take on scheduled dates</strong></td>
</tr>
<tr>
<td>Come prepared to ask questions, take notes, and participate in solving problems with your classmates!</td>
<td>Midterm Exams (x2)</td>
</tr>
<tr>
<td><strong>After Class</strong></td>
<td><strong>Learning, Review, and Practice Opportunities</strong></td>
</tr>
<tr>
<td>Practice Opportunities to help you get ready for assessments.</td>
<td><strong>Getting Help</strong></td>
</tr>
<tr>
<td>Keep trying!</td>
<td>We believe in you!</td>
</tr>
<tr>
<td><strong>Submit Activity for Credit</strong></td>
<td>Learning math is tough, but you can do it! Don't be afraid to take advantage of all the help support that is available to you!</td>
</tr>
<tr>
<td><strong>MathLab</strong></td>
<td><strong>Team Mates</strong></td>
</tr>
<tr>
<td><strong>Office Hours</strong></td>
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</tr>
</tbody>
</table>

**Expectations**

**Expect to be challenged.**

Our courses set expectations that are high but achievable for University of Michigan students like you. If you never feel challenged, you’re not learning as much as you could be. When you're not sure how to solve a problem, or when you get something wrong, remind yourself that this is normal and to be expected, and a sign that you are stretching yourself to learn and grow as much as possible. In fact,
any mathematician or scientist will tell you that we spend a lot of time feeling “stuck” when doing our own work, and often learn more from our errors than from getting things right!

**Expect to spend at least 8 hours a week outside of class working on mathematics for this course.**

The general expectation at the University of Michigan is that students will spend a minimum of two hours outside of class for each credit hour, and this is a 4 credit hour course. If you find you are spending more time than that, work with your instructor, a math lab tutor, or your advisor to help you manage your time and efforts.

**The Learning Process**

Learning any new concept or skill is a complicated process, requiring multiple steps. It is crucial that you stay on top of assignments, and start early on tasks that allow multiple attempts, so that you have time to identify anything you’re struggling with and get help on it before the deadline.

Many students are in the habit of treating classes like a series of sprints: cramming intensely before each exam, then recovering and focusing elsewhere between exams. One Math 105 instructor observed that this course is now more like a marathon: you will be expected to work hard over a long period of time. It is important to pace yourself so that you are able to make continuous progress throughout the semester.

If possible, it would be a good idea to schedule in some time during the week for the various components of the course. For example, you might schedule time:

- 40 minutes the day before each class to watch videos and read the textbook in order to prepare for class.
- 30 minutes the day of or the day after each class to begin working on WeBWorK. This may not be enough time to finish the assignment, but it should give you time to get started and figure out what questions you want to ask your instructor.
- 60 min each Monday or Tuesday to start working on the newest Mastery Assessment (on the weeks that a new assessment opens) and review the problems you did not answer correctly. Many students in Winter 2020 reported that the most important piece of advice they would give future students is to **start the masteries early**.
- One of your instructor's office hours, to ask them questions, or an hour during the week set aside to get help from the Math Lab.
• One hour a week to meet with classmates to study together.

You may want to meet with your instructor to talk about scheduling your time, and other strategies you can use to stay on top of your classwork.

**Learning Components**

Learning components will follow a regular pattern, with some initial study and preparation before class, participation during class, and review and practice opportunities after class. You will not be able to just cram for exams or take mastery assessments at the last minute - when asked to give advice to new students, the most common advice shared by former Math 105 students is to start *early* on the mastery assessments! Plan to spend some time working each day, and pay close attention to what you are required to submit before, during, or after each class session.

**Before Class - Textbook, Videos, and Web Homework**

Before class begins, you are expected to read the assigned sections of the *textbook* and watch any assigned instructional *videos*. As you read or watch, take notes and write down any questions you might have. Additionally, you will be assigned a number of problems through *WeBWorK*; practicing these problems and studying will help prepare you for class.

**NOTE**: These WeBWorK assignments are how you earn the “Web Homework” portion of your grade.

**During Class - Practice Problems with classmates**

In a typical semester, students in Math 105 spend a significant portion of class time working in small groups, either sitting at tables or writing on chalkboards, to solve problems together. This semester, due to COVID-19, we had to think carefully about what we thought was most important to preserve while deciding how to adjust class sessions. Ultimately we chose a format that would still allow this collaboration, which is vital to your learning in the course. This is why so much of class time will be spent working in small groups.

Your classmates are counting on you to be prepared. This doesn't mean that you've mastered the concepts yet - just that you should have done the prework, and if you don't understand, come with questions. You may also be assigned quizzes during class. If you will be unable to attend class for any reason, contact your instructor and your teammates as soon as possible.
NOTE: The work you do and are assigned in your section is how you will earn points for the “Section Classwork” portion of your grade. Your instructor may assign a variety of tasks, including quizzes and additional homework assignments.

Communication Norms during Class
Students in Math 105 have a variety of backgrounds and strengths. You might be better at coming up with new ideas, carefully performing calculations, drawing excellent diagrams, explaining ideas to classmates, finding flaws in others’ reasoning, or asking the important questions that get everyone thinking. Our course’s emphasis on collaboration and analyzing problems from multiple perspectives means that **everyone plays an important role in Math 105**. To build a space where everyone feels comfortable contributing and learning from one another, we have developed the following community guidelines for our online communications. Please remember these norms as you interact with your class and your group members.

1. **Patience:** We are all learning how to use new tools and technology while struggling to focus in a difficult, stressful time. Do your best and be patient with everyone (including yourself).

2. **Using video during class:** We encourage you to use your video, as it can make interacting with one another easier, but please do what is comfortable and turn off video when you need to. We strongly encourage you to add a profile picture to your Zoom account--a photo of yourself if you’re willing to do that, a bitmoji image if you’d prefer, or even a photo of a pet or cartoon character--just an image that we can associate with you.

3. **Use the chat feature.** The chat is a place where you can thoughtfully raise questions, make points, and communicate needs related to the discussion. When using the chat, be conscientious that written ideas might not translate the same as if they were said verbally. For example, typing in ALL CAPS CAN COME OFF AS YELLING, and written jokes and sarcasm can be easily misunderstood.

4. **Edit name on screen:** If you would like, you can change the name on your Zoom display to reflect how you’d like to be addressed. For example, you might include your pronouns or pronunciation of your name.
5. **Respect everyone’s privacy:** To create a space where everyone feels comfortable learning, please refrain from taking screenshots during class and sharing publicly. If you want to take a screenshot of someone else’s work, please ask for their permission first.

6. **Make space and take space.** In this class, we all share responsibility for including all voices in the conversation. If you tend to have a lot to say, leave space to hear from others. If you tend to stay quiet, challenge yourself to contribute. If you notice someone has been quiet during groupwork, invite them into the conversation and make sure they are able to speak without being interrupted.

7. **Be thoughtful and respectful when you listen and speak (and write).** Respect the contributions of your classmates. Listen actively without interrupting, and with the goal of really understanding what the other person is saying. When writing a response or question, review what you have typed to make sure it captures what you want to share before submitting.

**After Class - WeBWorK, Team Homework, and Mastery Practice**

**WeBWorK**
These are more online problems about recently covered topics. You can keep practicing the basics with these problems, and receive immediate feedback. You’re still expected to be learning, so you’ll get 6 attempts on each problem, and it doesn’t matter if you get it right on the first attempt or the sixth. Most students eventually get most of the problems correct.

**Team Homework**
These are more challenging problems requiring collaboration and deep conceptual thinking to solve. They provide further practice with solving complex problems and explaining ideas. Some of these questions will be similar to problems on the exam. To get the most out of this work, everyone in your group should understand and be able to explain how to solve every problem.

**NOTE:** This is how you will earn points for the Team homework portion of your grade. Your team will hand in detailed explanations of your solutions to every problem.
Mastery Practice

While you’re working on passing the mastery assessments for points, you can take as many practice assessments as you like, from any internet-enabled device, though it is designed for a computer screen and may be hard to see on a phone.

Assessment Components

Mastery Assessment

Each of the 9 mastery assessments covers material from about one chapter of the course textbook. Each assessment is online, takes up to 30 minutes, and has 5 questions, selected from a problem bank. You must get every part of a question correct to receive credit.

- You can take the proctored assessment up to twice per day. Each mastery assessment will be open for 9 days or so. More time will be given toward the end of the term.

- Calculators are not allowed on the proctored assessments. In fact, problems often expect you to enter answers in exact form, which means that if the answer is something like “2/3”, .667 would not be accepted, because it is a decimal approximation.

- Start early so that you give yourself plenty of time to pass!
- You will receive points corresponding to your highest score on a proctored mastery assessment:
  - 5 points if you answer all 5 questions correctly. You've mastered the concepts!
  - 4 points if you answer 4 questions correctly. You're getting close to achieving mastery. Think about whether you're ready to move on to the next topic, or you want to go for 5 points and reach for an A!
  - 0 points if you answer 3 or fewer questions correctly. Don't be discouraged or give up. We're happy to help you work through things if you get stuck!

Final Mastery Assessment:

The Final Mastery assessment is similar to the other online mastery assessments, except:

- There are 10 questions, chosen from all of the topics covered in the course
- You will have one hour.
You will receive points corresponding to your highest score on a Final mastery assessment:

- 10 points if you answer all 10 questions correctly.
- 9 points if you answer 9 questions correctly.
- 8 points if you answer 8 questions correctly.
- 7 points if you answer 7 questions correctly.
- 0 points if you answer 6 or fewer questions correctly.

The final mastery assessment **closes at the end of the final exam period** for the semester.

**Midterm Exams**

You will have 2 evening midterm exams, **90 minutes** each, taken by all 105 students at the same time. These will occur on specific dates and times. They consist of **free-response questions** where you will be expected to justify your answers and show your work.

- These focus on skills that are less comprehensively tested on mastery assessments: explanations, computations, drawing graphs, writing sentences that interpret mathematical expressions in context, combining multiple concepts
- Team Homework problems will be taken into account when writing these exams; **there will be at least one Team Homework lookalike on each exam**.
- Unlike the mastery assessments, we don't expect students to get 100% correct on these exams.

**Getting Help**

**Expect to receive support.** We want every student to succeed in this course. In addition to being able to ask questions during class, here are some resources available to help you to succeed.

- **Your instructor** is one of your most important resources, and they are the first person you should go to for help and to get answers to any questions you have. You should think of your instructor as a coach. Their job is to provide you with guidance, assign work that will help strengthen your skills, and give you feedback on your work that will identify and focus your attention on the things you especially need to work on improving.
- **Office Hours.** Your instructor will hold three weekly office hours, one of which will be through the Math Lab. High school may have accustomed you to the idea that going to the office is something students do when they’re in trouble, but college office hours are
different. These are times instructors have set aside specifically to meet with students from their classes, and you can come to part or all of these hours without making an appointment. (If you cannot attend office hours, you should talk to your instructor about scheduling an appointment for another time.) Office hours are an opportunity to talk about many things:

- Ask questions about homework.
- Discuss any questions you have about material covered in class (or go over it again).
- Go over graded work to discuss what you got wrong.
- Talk about related topics you are interested in but were not able to discuss during class.
- Get advice on things like study skills and how to prepare for exams.
- Get advice about future math courses and career possibilities.
- Get to know your instructor a little more. For example, you could ask: Why did they decide to pursue an advanced degree in math? Where did they go to college, and what was it like? What were their favorite courses? What did they find most difficult?

- **Math Lab.** In a typical semester, this is a free drop-in tutoring center in the basement of East Hall for students in Math 105, 115, 116, 215, and 216. It is staffed in part by instructors of these courses. You can use this for the same sorts of questions you might ask at office hours. This semester, there will be online tutoring hours through the Math Lab. You can find hours and additional information at the Math Lab website:

  https://lsa.umich.edu/math/undergraduates/course-resources/math-lab.html

- If you have a problem or concern that you do not feel comfortable discussing with your instructor, talk to the course coordinator or your academic advisor.

5. Policies

**Course Policies**

**Online Technology & Resources:**

Because we are learning online together this semester, you will need access to several online resources to engage in and complete course activities, assignments, and assessments. These include:
• **Device with access to the internet**: Because this course is conducted online, you will need a device with connection to the internet to access the materials and resources you need to participate in and complete class activities.

• **Zoom**: Your class sessions with your peers and instructor will be done synchronously (or “live”) at the time you’ve signed up for with the registrar. Instructions for downloading and using Zoom through the University of Michigan are available at: https://its.umich.edu/communication/videoconferencing/zoom.

• **A method for sharing your mathematical ideas**: Because we want you to be able to collaborate with classmates, and because our assignments will often require you to draw diagrams and graphs, and write in ways that are difficult to do in typical word processing programs, you are encouraged, but not required, to get a drawing tablet and stylus (which will connect to your computer and can be used in a manner similar to a mouse). The University has some tablets available to be borrowed, available here: https://lsa.umich.edu/technology-services/services/equipment-loans-reservations/equipment-catalog.html.

If you do not have a drawing tablet, you still have options for sharing: for example, you can write on paper and take pictures with a phone, or you may find it useful to have a small whiteboard to write on and share.

• **Math 105 website**: http://math.lsa.umich.edu/courses/105/. This site will have important information, including Team Homework assignments, as well as other course-wide information like the dates of exams.

• **WeBWorK**: Many assignments, including online homework and mastery assessments, will be administered through the WeBWorK, an open-source online homework system. You can access these assignments, and certain other important course resources, by going to https://instruct.math.lsa.umich.edu/.

• **Canvas**: There will be a Canvas page for your section, which will contain the information you need to know that is specific to your section, as well as links to other important course resources.

• **Email**: Your instructor might email you during the term to discuss your progress or share important announcements. Be sure to check your email regularly.

• **Desmos**: This is an online graphing calculator that will be very useful for exploring the mathematical ideas we will be learning about in this course. Desmos can be accessed either through a browser, or on an app on a smartphone or tablet. One thing to note: while
graphing calculators have been used in this course in the past, they will **not** be required this semester. Exams will be written in such a way that calculators aren't needed.

- **eCoach:** Because we know that everyone learns at their own pace, we want to provide you with some tools to help you reach your goals for this course. eCoach is a personal online coach that will help you stay on track throughout the term. There will be opportunities to earn extra credit by working with eCoach.

- **GradeScope:** Gradescope will be used to submit your work on exams.

If you experience—or anticipate having—challenges with **attending class or accessing any of the above resources** because of your time zone, technology access, or other circumstances, **please** let your instructor know as soon as possible. We are here to help you work through these challenges.

**Attendance & Absences:**

Because collaborative work is a core part of this class, we expect students to attend class. Your instructor can reduce a student's course grade if unexcused absences become excessive; that is, more than 2-3 unexcused absences during the semester. However, we know that this semester, things are complicated, and emergencies will happen. If you need to miss class for any reason, it is vital that you keep in contact with your instructor. Email them before class or as soon as you are able. You do not need a doctor's note to excuse you from class if you are ill. There will also be allowances made for internet troubles, but please let your instructor know as soon as possible when you are experiencing these issues. Repeated absences will require discussion with your instructor to make sure you are able to make up the missed work.

**Conflicts With Midterms:**

The two midterm exams are scheduled in the evenings to make it possible for all students to attend, but we are aware that there can be conflicts with other scheduled academic activities such as a class or another evening test. If this happens, notify your instructor immediately—we need to know about such conflicts at least two weeks in advance—so that we can clear up the problem.

**University policies**

**Class Recordings:**

Course lectures may be audio/video recorded and made available to other students in this course for their learning. As part of your participation in this course, you may be recorded. If you have concerns about this, or if you do not wish to be recorded, please contact your instructor during the
first week of class to discuss alternative arrangements. Respecting privacy is an important part of this course, and we ask that students not record or distribute any class activity (visual or written) without written permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student’s own private use.

**Accommodations for Students with Disabilities**

If you think you need an accommodation for a disability, please let your instructor know at your earliest convenience. Some aspects of this course, including the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. You will need to work with the Services for Students with Disabilities (SSD) office to get a Verified Individualized Services and Accommodations (VISA) form in order to receive accommodations on assessments. SSD (734-763-3000; [http://ssd.umich.edu](http://ssd.umich.edu)) has the expertise to determine appropriate accommodations for a wide range of temporary or ongoing disabilities. You can get a VISA form at any point during the semester. In order to receive accommodations on a written midterm, you will need to provide a VISA form at least **two weeks** in advance, so that we have time to make appropriate arrangements. It can sometimes take some time to gather the information you’ll need and schedule the appointment with SSD, so make sure to start this process **as soon as possible**. If you think you have an undiagnosed disability, the SSD office can advise you on where you can go for a diagnosis, including low-cost options. Any information you provide is private and confidential and will be treated as such.

**Mental Health and Wellbeing:**

If you are (or someone you know is) overwhelmed, anxious, depressed, and/or in need of support, please talk to someone. The University of Michigan has a free, confidential counseling center just for students called Counseling and Psychological Services (CAPS), which provides services for many things, including academic concerns like test anxiety. You can contact CAPS at [https://caps.umich.edu/](https://caps.umich.edu/) or 734.764.8312. In a crisis situation, you’ll be able to see or talk to someone at CAPS without an appointment. Please call them at any time at (734) 764-8312. You may also consult University Health Service (UHS) at 734.764.8320 and [https://www.uhs.umich.edu/mentalhealthsvcs](https://www.uhs.umich.edu/mentalhealthsvcs). For alcohol or drug concerns, see [https://www.uhs.umich.edu/aodresources](https://www.uhs.umich.edu/aodresources). A listing of other mental health resources available on and off campus, is also available at [http://umich.edu/~mhealth/](http://umich.edu/~mhealth/). Additional
resources for managing mental health and wellness during COVID-19 are available here: 

**Academic Integrity**

The University of Michigan community functions best when its members treat one another with honesty, fairness, respect, and trust. Each College has its own standards for treating cases of academic misconduct, but in all Colleges there can be serious consequences for academic misconduct. Sanctions can include: suspension, disciplinary probation, and receiving a failing grade. Some examples of cheating, as stated in the LSA Community Standards of Academic Integrity, include:

- Obtaining work or information from someone else and submitting it under one's own name.
- Using, or attempting to use, unauthorized notes, or study aids, or information from another student or student’s paper on an examination.
- Using electronic devices (e.g., phones, watches, calculators) that provide answers or other unauthorized information for exams.

**Sexual Misconduct Policy**

Title IX prohibits discrimination on the basis of sex, which includes sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students’ academic success and we encourage anyone dealing with sexual misconduct to talk to someone about their experience, so they can get the support they need. Confidential support and academic advocacy can be found with the Sexual Assault Prevention and Awareness Center (SAPAC) on their 24-hour crisis line, 734.936.3333 and at sapac.umich.edu.

**COVID & Course Continuity/Contingency Plan**

We recognize you are learning in a time of difficulty and uncertainty. Please reach out to us, especially if your circumstances change. Your safety and health are our primary concern and we want to support you in any way we can. We will adapt this course as best as we can to maintain a positive and productive learning experience. We will also do our best to communicate any changes we may need to make to the course to account for unforeseen circumstances. You can learn more about Michigan's Culture of Care at https://campusblueprint.umich.edu/care/. Together we will navigate through these extraordinary and challenging times. Remember, you are not alone!