

**MATH 1113: PRECALCULUS
COURSE POLICIES AND EXPECTATIONS
FALL 2009**

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1. COURSE INFORMATION AND GOALS

Course	MATH 1113: Precalculus (4.00 Credit Hours)
CRN	A1: 81256, A2: 89693, A3: 89697
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Recitation TA	
Email	
Time/Location	TR 0805–0855 in
Office Hours	in
Text	Axler, <i>Precalculus: A Prelude to Calculus</i> , First Edition, Wiley, 2009. (Using WileyPLUS)
Supplies	<ul style="list-style-type: none"> • Interwrite PRS RF (available at Barnes & Noble at Georgia Tech) • WileyPLUS subscription (separate informational flyer provided), which includes the online textbook (online purchase for \$33.95, no need to buy the physical book)

Teaching philosophy. Over time, I've come to view teaching and learning as a shared journey on which my students and I embark each semester. I am the subject matter expert responsible for providing information and guidance, setting expectations, and assessing how well students meet those expectations. My students are responsible for much hard work, including reading the text, participating in class activities, and doing out-of-class assignments, regardless of whether or not they are graded. There is only so much that can be conveyed in fifty minutes, and my own personal experience and educational research agree that students get far less out of a fifty-minute lecture than their professors hope. Thus, I have chosen to take an approach that is more work both for you and for me but has better results. I endeavor to create an environment that is highly conducive to learning. Yes, I still lecture, but rarely is it for fifty minutes. Instead, I expect that you read before coming to class and provide reactions to that reading. I use that information to develop the plan for the class session, which will likely involve me talking for a while and more time with students working together in small groups to grapple with the material, often after answering a question via PRS. I'll be there to support, guide, and correct misconceptions. Sure, I could expect you to do this alone outside of class, but over time I've realized a few things about working in groups. As a student, I usually understood something better when I went over it with classmates, even if I was the one who thought I understood it completely and explained it to a peer. As a researcher, I am more productive and effective when I collaborate. Friends in industry report that teams are increasingly used to produce the best results. Furthermore, having me there to help in the early stages ensures that we're traveling together on this journey.

Why Precalculus? Georgia Tech is a special place. This is something that every Yellow Jacket knows, but it bears repeating. You won't find many institutions where every student is required to take calculus, but this is one of them. The point of this precalculus class is to prepare you to succeed when you take calculus, whether it's in the form of MATH 1501 or MATH 1712. To me, preparing you for calculus has two components. The first is for you to learn certain pieces of content that your calculus instructors will expect you to know, including functions, graphing, polynomials, rational functions, exponential and logarithmic functions, and trigonometry. The second is for you to acquire the academic skills needed to succeed, including working in groups, reading the textbook, studying, note-taking, and test-taking. You're in this class to help you prepare for calculus, both in terms of mathematical content and study skills. The TAs and I understand this and want to work with you to ensure your success, in both this class and future classes.

Course description and goals. The catalog describes the content of MATH 1113 as "Analytic geometry, the function concept, polynomials, exponential, logarithms, trigonometric functions, mathematical induction, and the theory of equations." That's a reasonably specific list of topics for what we're supposed to do this semester. However, it doesn't say anything about what you as students will be able to do at the end of the semester. Instead, it just tells me what I as your instructor am responsible for telling you about. The aim of this course is to prepare you to succeed in calculus, and in order to achieve that, I have identified the following seven goals for students in this course, and *together* we as instructor, TAs, and students will work to achieve them. Later sections of this document discuss how we will determine if the goals have been met.

The first three goals involve the mathematical skills that you'll have at the end of the semester and relate to the course description. The fourth and fifth emphasize this course's focus on equipping you with transferable skills you'll need in future coursework, and not just math classes. The final two goals relate to the communication of mathematical ideas, emphasizing the importance of gaining mathematical knowledge by reading and of sharing mathematical ideas through writing.

- (1) Students will use algebraic expressions, equations, and inequalities and a variety of types of functions (represented verbally, algebraically, graphically, and numerically) to solve problems.
- (2) Students will recognize, describe in words, and sketch the graphs of a variety of functions by using shifts, reflection, scaling, and properties of inverse functions.
- (3) Students will select and use the most appropriate mathematical technique or formula for a specific situation and explain why they made that selection.
- (4) Students will be more confident in their ability to succeed in mathematics courses.
- (5) Students will improve their test-taking skills by better planning time for test questions and checking their work on them.
- (6) Students will carefully read a mathematics textbook and, based on the reading, identify areas of difficulty and form questions they need answered in order to enhance their understanding.
- (7) Students will communicate mathematical ideas using standard written English.

Instructional methods. I hope the material above has helped you understand that this course will likely be different from others you have taken and are taking. (A math instructor who wants you to write sentences and paragraphs? What is the world coming to?) Getting some extra shut-eye or reading *The Technique* in class is going to be pretty hard, as there will be lots of interaction, even when I'm presenting at the board. Outside of class, I expect that you will spend three hours working on this class for every hour you spend in class. That means at least 15 hours per week working on precalculus outside class, and I expect you to distribute that throughout the week in order to keep up. Procrastinating to the end of the week (or weeks of tests) will likely result in disaster. In class, I'll use clicker questions to check how well you understand something I just explained, and depending on responses, we might move into an activity. Usually an activity will require you to work with three peers to answer a question. It might be an *exercise* that's focusing just on a mathematical concept, or it might be a *problem* that focuses on how the mathematics is applied to another field. These sorts of teaching and learning activities will be chosen to help you prepare for the various assessments in the course and to achieve the course goals.

2. ASSESSMENT AND GRADING

Grade components. Your grade in this course will be based on six categories of work: Preparation and Participation, Homework, Group Project, Quizzes, Tests, and the Final Exam. These categories and their point values are described below.

Preparation and Participation: This category contains three subcategories: reading questions, class participation, and notes.

- To help you achieve goal 6, **reading questions** will be assigned via T-Square prior to most class meetings. You are responsible for reading the assigned section(s) of the text giving short responses to questions. The questions will generally check your understanding of what you've read so that I can tailor the class plan. Thus, reading question responses must be submitted by 2200 the night before the class meeting. In class, we will occasionally discuss student responses to these questions as well to see what others took away from the reading. We will also discuss effective strategies for reading the textbook. Other times, we will start class with a clicker question up to check how the reading went. Each reading assignment will be graded with either a 0 or a 1. A score of 1 will be assigned if you submit the assignment on time and your response reflects that you've read the material, even if you didn't understand it all. A score of 0 will be assigned if you fail to submit the assignment, miss the deadline, or submit the assignment but your response does not sufficiently reflect that you read the material. The reading questions will be worth 50 points, and the number of points you receive will be determined by the total number of reading assignments. You are allowed to miss four (4) reading assignments without penalty. The number of points you earn for reading assignments will be determined using the following formula:

$$50 \times \frac{(\text{Number of reading assignments you got a 1 on})}{(\text{Total number of reading assignments}) - 4}.$$

(If you miss fewer than four reading assignments, this number will be greater than 50, in which case the additional points will count as extra credit.)

- This will be a very active class, so you will receive credit for **class participation**. Your participation points will be based on a perfect score of 100 points. Participation points will be based on several categories of work: a pre-test (10 points for taking it, regardless of score), completing surveys for self-assessment or class feedback (five points per survey), answering clicker questions in class (one point for answering at least 75% of a class session's clicker questions, regardless of if your answer is correct), and participation in the T-Square forums for this class (more information in Section 3 of this document). It is possible to earn more than 100 participation points; however, you will not receive credit for more than 110 participation points regardless of how many you earn.
- To help you develop an important study skill, we will utilize note-taking groups, and you will receive credit for the **notes** you produce. The note-taking assignments will be worth 50 points. More information on this component of the course is provided in Section 3 of this document.

Homework: There will be two types of homework graded in this course: online homework assigned via WileyPLUS and documented problem solving assignments. WileyPLUS homework will assess goals 1–3, while documented problem solving will also assess goal 7.

- **WileyPLUS** homework will be assigned on a schedule to be determined after class discussion. WileyPLUS is an online system to which you must subscribe; more information is provided on a separate flyer. These questions are computer-generated variations on questions from your textbook. Thus, you are likely to get questions that are not identical to the ones your classmates receive, but they will be checking the same mathematical skills. WileyPLUS offers many ways to help you improve your skills, such as hints and worked solutions. You will always be allowed at least three attempts at a WileyPLUS question, although successive attempts will be variations of the previous attempts. This will allow you to work on a skill until you are able to perform it at an appropriate level. WileyPLUS homework will count for 75 points of your

grade. The points you earn will be determined by dividing the number correct WileyPLUS questions by the total number of WileyPLUS questions and multiplying by 75.

- **Documented problem solving (DPS)** is the second class of homework you will have in this class. These will be problems that are less computational in nature and will require that you show your work carefully, explaining all your steps. You will bring your completed solutions to recitation on designated days and exchange solutions within your groups for feedback on both your solution and your explanations. For this reason, you are not to work with anyone else on DPS questions prior to bringing them to recitation for feedback, which will be based on a rubric. After getting feedback from your group members, you are responsible for creating a revised version (on a new sheet of paper) that improves upon your draft based on that feedback. (If the feedback is that no improvements are needed, then you can skip this step.) Participating in the peer feedback process will earn you one point each time. You will accumulate both your first and final drafts of DPS solutions in a portfolio (a pocket folder or small binder would be ideal) that will be turned in for grading on two occasions: 15 September 2009 and 23 November 2009. The first time you turn in your portfolio, we will give you feedback on your progress. Between when you get your portfolio back in September and when you submit the final version in November, you are free to ask me or your TA for feedback at any time. Your draft portfolio will be worth 20 points, and the final portfolio will be worth 45. More information on how his evaluation will be done will be provided closer to the portfolio due dates. Overall, DPS will contribute 75 points toward your final grade.

Group Project: There will be a group project assigned this semester. It will help us address goals 1, 3, and 7. The group project will give you an extended opportunity to apply what you have learned in this course. The project will be described in detail when it is formally assigned. It will require a written report of approximately three typed pages. Most work on the project will be done outside of class. You must submit a draft of your group project via T-Square on 25 November 2009. You will receive feedback from me on 30 November 2009, and the final version of your project is due via T-Square on 4 December 2009. The group project is worth 100 points, and more information about how it will be graded will be provided when it is assigned.

Quizzes: Eight times during the semester, there will be a quiz given in recitation. We will not announce the dates of the quizzes in advance. However, there will not be quizzes given during the weeks of the two midterm tests, and there will not be more than one quiz given in a week. The quizzes will be similar to the homework questions that have been assigned. Quizzes will be used to assess goals 1–3 and will contribute 80 points toward your total grade.

Tests: There will be two tests this semester. They will be given on 24 September 2009 and 29 October 2009 in recitation. These test dates are firmly set. The attached course schedule gives an estimate of the material each test will cover, but that is subject to change as the term progresses. Any changes will be announced in class and on T-Square. Tests will include a take-home component which will be due the day after the test and will allow you more time to tackle applied problems or questions that require you to put the material together into a bigger picture. Each test will be worth 90 points, and each take-home test component will be worth 20 points. Tests will assess goals 1–3, 5, and 7.

Final Exam: The final exam will be held on Tuesday, 8 December 2009, from 1450 to 1740 in Klaus ACB 1456. It will consist of two parts. The first part will cover the material since Test II, primarily trigonometry. This part will be worth 100 points. The second part will be comprehensive and worth 150 points. The final will help me assess goals 1–3, 5, and 7.

Table 1 summarizes the points available for each category of work this semester:

Mastery Exams and Mastery Quiz. To ensure an appropriate level of competency from all students completing the course with a passing grade, in addition to the two scheduled tests and the final exam, two mastery exams and a mastery quiz will be used in this class. The mastery exams will be 20 minutes each. Master Exam I will cover functions, graphing, polynomials, and rational functions (Chapters 1 and 2 of

Category	Due date(s)	Points	Your score
Reading questions	Most classes	50	
Participation	Daily	100	
Notes	Most classes	50	
WileyPLUS Homework		75	
Documented Problem Solving	See Schedule	75	
Group Project	4 Dec 09	100	
Quizzes	Unannounced	80	
Test I	24 Sept 2009	90	
Test I Take-home	25 Sept 2009	20	
Test II	29 Oct 2009	90	
Test II Take-home	30 Oct 2009	20	
Final Part I	8 Dec 2009	100	
Final Part II (Comprehensive)	8 Dec 2009	150	
TOTAL		1000	

TABLE 1. Points possible for each grade component

Axler). Mastery Exam II will cover exponential and logarithmic functions, including their graphs (Chapters 3 and 4 of Axler). The Mastery Quiz will cover the basics of trigonometry (first sections of Chapter 5 of Axler). The first administration of each mastery assessment will be in recitation as shown on the schedule. Each mastery exam will consist of eight (8) questions, and you will have 20 minutes to complete them. You must correctly answer seven (7) of the questions in order to pass a mastery exam. No partial credit will be awarded! The mastery quiz will consist of four (4) questions, and you will have 10 minutes to complete it. You must correctly answer all four questions in order to pass the mastery quiz. Students who do not pass a mastery assessment on its first administration will be able to retake it as many times as necessary to pass it, subject to two conditions: the last day to take mastery assessments is 2 December 2009 and no student will be allowed more than one attempt at a particular mastery assessment in a single calendar day. (Attempting Mastery Exam II and the Mastery Quiz in a single calendar day, for example, is permitted, while taking Mastery Exam I twice in a single calendar day is not.) There will be multiple versions of the mastery assessments, and samples will be posted on T-Square at least one week prior to the first administration in recitation. The number of mastery assessments passed will be used in the computation of your final course grade, as discussed in the next section.

Grade computation. At the end of the semester, your grade will be determined based on the number of points you have accumulated from the various grade components described above and the number of mastery assessments you have passed. Table 2 will be used to determine final letter grades. The column headers reflect the number of mastery exams passed, followed by the number of mastery quizzes passed. To determine your grade, find the appropriate column based on your mastery assessments, and then follow it down to the row whose range contains the number of points you have earned. For example, a student who earns 775 points and passes both mastery exams and the mastery quiz will receive a C, while a student who earns 775 points but only passes one mastery exam will receive a D. I do not anticipate that the point ranges used to determine grades will change, but if they do, they will only be changed by lowering the lower cutoff for a letter grade, and final grades in this course will be determined by the judgment of the instructor.

Make-up tests and late work. I discourage make-ups, and generally will not approve them unless required by Institute policy. Any student with a valid reason for missing a test **must obtain permission from me at least two weeks before the test date**. Please note that our final exam is on Tuesday of finals week. No student will be allowed to take the final exam outside the scheduled time except as established by Institute policy. I encourage you to review the final exam schedule now and ask me if you have any questions.

	Mastery Exams Passed, Mastery Quizzes Passed					
	2,1	2,0	1,1	1,0	0,1	0,0
Points Earned	Grade	Grade	Grade	Grade	Grade	Grade
950–1000	A	A	B	B	C	C
900–949	A	B	B	C	C	D
850–899	B	B	C	C	D	D
800–849	B	C	C	D	D	F
750–799	C	C	D	D	F	F
700–749	C	D	D	F	F	F
650–699	D	D	F	F	F	F
600–649	D	F	F	F	F	F
0–599	F	F	F	F	F	F

TABLE 2. Grade computation table

Late submission of assignments will not be allowed except under extraordinary, unforeseen circumstances. For assignments to be submitted via T-Square, submission will automatically be shut down at the assignment's due date and time. In the event you are unable to come to class on days when assignments to be submitted in class are due, you should email them as Adobe PDF files to keller@math.gatech.edu prior to the end of the class meeting in which they are due. (DPS portfolios should be turned in early if you will not be in class on the due date.)

Feedback. Feedback beyond numerical grades will be given at several times during the semester. This feedback will take several forms such as a comment from your TA or me during an activity or formal feedback on a draft. At times, you will be expected to give feedback to your peers on their work. You will also be given opportunities to review your progress on an assignment or in the course overall to determine if you are making adequate progress. Giving and receiving feedback are valuable skills that you will need in the future, both as a student and in your career. Feedback should be given respectfully, and you should work to use feedback to improve your work in the future. Prior to formal feedback opportunities, we will discuss our expectations for feedback as a class. Feedback provides an important chance to take stock of progress in the course and make corrections before an assignment is due or before the end of the term.

Progress report grades. On or before 25 September 2009, a progress report grade of S or U will be entered for you. You will be able to see this grade via T-Square and OSCAR. An S indicates satisfactory progress in the course and that if you continue on the path you are on, you are likely to earn a grade of C or higher at the end of the semester. A U indicates unsatisfactory performance and that you must take steps to improve in order to earn a C or better at the end of the semester. If you receive a progress report grade of U, I strongly encourage you to meet with me or your TA to discuss your standing in the course and develop an improvement plan. This is a great opportunity for self-assessment while you still have time to improve.

Surveys. Goals 4, 5, and 6 are hard to measure directly using a grade. We will have assignments and activities related to these goals, but surveys will also be given via T-Square to help determine if these goals have been met. Your answers to these surveys will not count as part of your grade, but completing them will contribute toward your participation points for the class. Even though we are not looking for specific answers, the surveys are valuable for several reasons. They will give you an opportunity for reflection and self-assessment on your progress toward meeting the course goals as well as helping the TAs and me determine if we need to take additional steps to help students meet the goals.

3. GROUPS, NOTES, AND FORUMS

Groups. This semester you will work with classmates in groups almost every day. Most of the time, this will be as part of assigned groups. I will assign the groups using a variety of criteria designed to maximize your learning experience. To facilitate our groups, we'll use a couple decks of playing cards. One deck will have white backs, and the other will have gold backs. (We are at Georgia Tech after all!) The rank of a card

is its value (Ace, Two, . . . , Queen, King), and its suit is the symbol (hearts ♥, diamonds ♦, spades ♠, clubs ♣) on the card. You will be assigned to a color-rank group consisting of the four students with the same rank and card back color (so “White Kings” or “Gold Sevens”). You will also be assigned to a rank group (“Kings” or “Sevens”) that combines the two color-rank groups having the same rank. I’ll have a set of cards to use to randomly call on students in class, and I might also assign roles in your groups for that class meeting based on the suit of your card.

Your color-rank group will consist of three or four students from the same recitation section. This group will work together on activities in class, for documented problem solving peer feedback in recitation, and on the group project. Your rank group will consist of seven or eight students, bringing together the white and gold groups of the same rank, so in most cases it will consist of students from two recitations. This group will be responsible for collaborating to take notes in class.

Notes. By 28 August 2009, your rank group will develop a schedule in which one group member is assigned responsibility for preparing the notes for each class meeting through 25 November 2009. (No notes will be required during Dead Week.) One group member will upload this to your rank group’s folder on T-Square. Using T-Square, you will collaboratively edit and improve upon the notes prepared by your group members and then post a final version on T-Square. These “notes” can take a multimedia flavor if you feel so inclined, so long as what you do is appropriate for communicating the contents of that day’s class. You might want to use *Mathematica*, since it will make it easy for you to format mathematical notation and include graphics (and we’ll be working with it in class), but you’re free to use any software you want, or create neat handwritten notes. Through this process, you’ll learn more about how other students take notes and improve your own note-taking abilities, an important skill. Notes will contribute 50 points toward your grade. A separate document is available on T-Square that details how these points will be distributed.

Forums. The forums feature of T-Square will also be used for this class. This will give you an opportunity to discuss precalculus online with your classmates. In some instances, you’ll use the forums to communicate with your group members about notes or the group project, but we also want to encourage you to discuss the reading (but do not discuss the reading questions until after their due time), homework problems, practice tests, and the content of individual class meetings. On T-Square, you will find places where you can conduct discussions that only your group members will see. This is the place to discuss notes and the project. In general, you should discuss practice test questions here as well. There is also a place where general discussion about each chapter we will cover can take place. Feel free to discuss the homework, reading, or what happened in class (other than how to cover it in your notes) here. Note that the TAs and I will generally not monitor the forums other than the one designated for questions directed to us. That means that as a group or the entire class, you need to discuss questions online *before* bringing them to our attention. (For practice test problems, discuss with your group, and if you’re still stuck, discuss on the larger forum with the whole class, and as a last resort, ask the TAs or me.) Forum posts on topics other than notes or the group project count toward your participation points; you will receive one participation point for each on-topic post you make that asks a question, answers a question, or meaningfully contributes to the discussion. (Posts such as “Yeah, I couldn’t solve that one either.” do not count for participation points.) The TAs and I will periodically review the forums and update the “Forums” entry in the gradebook.

4. COURSE POLICIES

Timeliness: *How do we feel about students coming late or leaving early?*

Attendance: Attendance contributes to your grade in the form of participation points for PRS responses, but otherwise attendance is not taken or required. However, you certainly are expected to attend class. You are also expected to sit with your group (specifically your color-rank group, but if you want to sit with your whole rank group, that’s fine) so that you can work with them during class.

Technology use in class: *Technology will be an important part of this class, but sometimes it can distract others. How do we want to respond to such issues?*

Noise from telephones, etc.: Audible noises from cellular telephones and computers will not be tolerated. This includes the noise made by some models when set to vibrate. Please turn your phone off or set it on silent before class begins.

Showing work: For all questions submitted for grading, your solution should be clearly marked, preferably by circling it or putting a box around it. You should show all your work. For Documented Problem Solving (DPS) questions, you are expected explain your solution using complete sentences, and you are encouraged to provide explanations on all problems, although not at the level of detail required for DPS. This is not just to receive partial credit in cases where your answer is not correct but also to support your answer and receive full credit when correct. **Correct answers that are not fully supported by work and explanation will generally not receive full credit.**

Technology use on assignments: You are free to use any calculator or computer algebra system (e.g., *Mathematica*) on homework and the projects. However, you must still be able to solve the problems without technology, since you will generally not be allowed to use technology on in-class assessments. Unless specified otherwise *in writing*, you may not use a calculator, computer, cellular telephone, personal digital assistant, or any other electronic or manual calculating device during a quiz, test, or exam.

Regrades: If you have questions about the grading of anything in this class, you must return it directly to me (i.e., not my mailbox and not your TA) within one week of the date it was handed back. Attach a separate piece of paper indicating the problem(s) you want regraded and the reasons you feel a regrade is appropriate. Do not write anything on the test itself. I reserve the right to retain photocopies of any and all graded work prior to returning it to prevent regrade abuse. (For questions about WileyPLUS homework, email me.)

Record retention: You should retain all graded materials returned to you until after final grades have been posted. You will need them to support any claim that your grade was inaccurately computed.

Collaboration: You are encouraged to form informal study groups to work exercises and problems and enhance your understanding of the material. Formal groups will be assigned for certain activities and the group project. For quizzes, tests, and exams, unless otherwise specified *in writing*, you are to work completely alone without the aid of texts or notes. You are not allowed to collaborate on DPS questions prior to receiving peer feedback in recitation, but you may work together afterward. However, you must write your final solution on your own without consulting a peer's.

These policies and the course schedule are subject to change depending on how the semester progresses. Any changes will be announced in class, via the course web page, and with an updated version of this document. The update date will be clearly indicated in the document's title.

5. INSTITUTE POLICIES

Academic Integrity. As I hope you are aware by now, Georgia Tech takes academic integrity very seriously. Please review the Honor Code at <http://www.honor.gatech.edu/>. All work in this course must be completed in a manner consistent with the Georgia Tech Honor Code and Student Code of Conduct. I encourage you to make use of any old tests, exams, quizzes, and homework from previous incarnations of this course. The more exercises and problems you work, the more successful you will be in this course. The tests and exam you will see in this course will not be identical to those given in previous semesters. I will post a practice test for Tests I and II and Part I of the Final Exam prior to the test date. I will also clearly communicate the list of topics that will be covered on each test in advance.

Cheating via any means is unethical and unacceptable. Unless specified *in writing*, you are to work completely alone without the aid of notes or texts on quizzes, tests, and exams.

Merriam-Webster's Online Dictionary defines *plagiarize* as "to steal and pass off (the ideas or words of another) as one's own : use (another's production) without crediting the source". Plagiarism is unacceptable in this course. When submitting your group project, you must properly quote and cite any references used. Note that paraphrasing a writer's text without giving attribution is plagiarism. Please use MLA or APA style for citations. (Other styles may be permitted if you get approval from me first.)

Behavior contrary to the above expectations will not be tolerated and will be handled via the appropriate channels. If you have questions regarding academic integrity policies in this course, talk to me. If you have other academic integrity questions, consult with a member of the Honor Advisory Council, either during drop-in office hours (posted online at the address above) or by making an appointment through the Council's chair via email at honor@gatech.edu. (I am a member of the Council and hold office hours for HAC. If you would feel more comfortable speaking with another Honor Advisor, you can see which office hour is mine on the schedule posted on the HAC website.)

At all times, in all things you do in this course, keep the Georgia Tech Honor Challenge in mind:

I commit to uphold the ideals of honor and integrity by refusing to betray the trust bestowed upon me as a member of the Georgia Tech community.

Special needs. Any students with disabilities or other special needs, who need special accommodations in this course are invited to share these concerns or requests with the instructor as soon as possible. Students with disabilities are also referred to the ADAPTS Office in Suite 210 of the Student Services (Flag) Building.

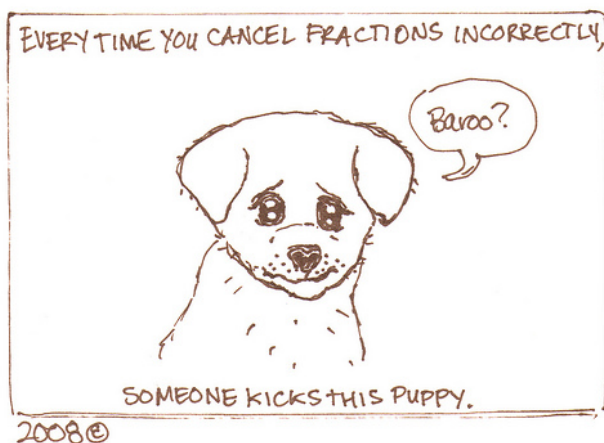
Incomplete grades. Incomplete grades will be assigned only under extraordinary circumstances in accordance with the Georgia Tech Catalog and other policies provided by the Office of the Registrar. If you feel an incomplete grade is warranted, you must contact me *before* final grades are due on 14 December 2009.

Grade appeals. In the event that you feel you received an incorrect final grade, you should contact me as soon as your grade is posted. You must contact me no later than the end of your next term in residence (Georgia Tech Catalog V.A.6), generally Spring 2010. The full grievance process can be found in Georgia Tech Catalog XX.

6. SUPPORT SERVICES

Tutoring. Your TA and I should be considered your first resources in this class. However, if you need additional tutoring support, there are resources available. The School of Mathematics maintains a tutoring facility known as the Math Lab in Skiles 257. It is staffed by undergraduate and graduate teaching assistants Monday through Thursday from 1100 to 1700. (The Math Lab is not open the first week of classes or during finals week.) A schedule of tutors can be found on the School of Mathematics website. Success Programs and OMED (among others) also provide tutoring. More information is available online.

Writing. Unfortunately, Georgia Tech does not have a writing center to assist undergraduates. However, I am happy to discuss the writing of your group project with you and give you feedback in advance of the date for first drafts. You may also find these resources from the Vanderbilt University Writing Studio useful.



From *Brown Sharpie* by Courtney Gibbons.