EDML 4372–001: Mathematics in the Middle Grades

Tuesdays 9 AM–12 noon, TH 111, Fall 2017

Instructor Information

Instructor: Dr. Christopher Kribs
Office: PKH483 (mailbox in math ofc)
Office Hours: after class & by appt.
Phone: (817)272-5513, fax 272-5802
email: kribs@uta.edu, *web:* mathed.uta.edu
Profile: https://mentis.uta.edu/explore/profile/christopher-kribs

Course Content: Curriculum standards, methods, and effective teaching practices as proposed by the National Council of Teachers of Mathematics for the middle level; the organization of mathematics content with an emphasis on using manipulatives and technology to teach math. This course is aligned with the Association for Middle Level Education's 2012 Middle Level Teacher Preparation Standards, available online at http://www.amle.org

Course Information

Prerequisites: acceptance into mid-level certification program, plus EDUC 2101, EDML 4300, EDTC 4301

> NOTE: Students should already be familiar with some basics of education, including lesson plans, resources, classroom management, and school culture, which should have been addressed in prerequisites. The instructor will be happy to work with any students who have questions on these matters, but they will not be a principal topic of conversation in class.

Required course materials: Required readings (see bibliography on last page) are available online or at the UTA Libraries. Course activities are available in PDF on the class web page. For long-term reference, the following methods text is highly regarded:

> John A. Van de Walle, Karen Karp, Jennifer M. Bay-Williams, *Elementary and middle school mathematics: teaching developmentally*, Allyn & Bacon, 2010. ISBN 0205573525.

Course home page: http://mathed.uta.edu/kribs/4372.html
AMLE Standards: http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards.aspx.
Last day to withdraw: November 1

Learning Outcomes: This course is designed to prepare future middle grades school teachers *pedagogically* to teach math. After completing this course, students will be able to:

- demonstrate knowledge about the NCTM standards and the TEKS.
- reflect upon their experiences observing classroom teachers and teaching students in an actual middle grades setting.
- demonstrate competency in a hands-on approach with emphasis on middle grades students being active participants in their own learning.
- demonstrate awareness of learner-centered proficiencies via the TExES exam.
- analyze and value the mathematical thinking of students.
- consider the role of student thinking in making instructional decisions.
- define and select mathematical objectives and activities for their students.

Grading: The grade for this course is determined by the following four components, using the traditional ten-point scale (90–100=A, 80–89=B, etc.):

- 25% Preparation & Participation
- 25% Student interview
- 25% Case study
- 25% Lesson paper

A calendar for this course is given on the last page of this syllabus.

Course policies

Attendance: "At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students academic performance, which includes establishing course-specific policies on attendance." This course follows department and program precedent by taking attendance, via a sign-in sheet. Attendance & participation in our class activities are crucial, as most of what I hope you will take with you from this course will happen in our classroom. It is *the student's responsibility* to sign in each week, and to follow up with the instructor as necessary. Each student is allowed one absence for reasons of health, religion, time conflicts, etc. without penalty. Arriving substantially late or leaving early counts as half an absence. Each absence beyond the one allowed will reduce the final grade by one letter grade, even if you notify me in advance.

Written Assignments: With the exception of examples of student work, written assignments are expected to be typed and use correct grammar and punctuation. (Diagrams, equations, etc. may of course be hand-drawn.) No cover pages required, 2-sided printing OK. Handwritten texts may be returned ungraded.

All major assignments (i.e., excluding reflections) must also be uploaded to Tk20.

Each student is allowed one late submission during the semester. The paper must be submitted before the beginning of the class period following that in which it was due. Papers not submitted by the end of class time on the due date are considered late. The first late paper submitted will be the only one graded.

Each student is allowed one electronic submission during the semester. Electronic submissions must be complete and not missing any ancillary materials such as student work necessary for grading. (If the electronic submission is made late, then it is both the only late paper allowed and the only electronic submission allowed.) This does not include drafts sent for consultation prior to submission.

Please be sure to follow directions/answer the question that is asked. (This is where most points are lost.) Also, bear in mind you must explain yourself *clearly* in order to get credit for what you *mean* to say.

Rewrite: Each student is allowed to submit one revised paper for a regrade, under the following terms: The revised paper and the graded original must be turned in together at the penultimate class meeting. The new grade replaces the original. Students should consult with the instructor before submitting a revised paper.

1. Preparation & Participation

You are expected to come to class prepared, and to participate in our class discussions, in both small and large groups. Preparation includes reading the assigned texts, making notes on them in order to be able to participate effectively in class discussions, and bringing all necessary materials and texts to class with you.

On most days when there is not a major assignment due, you will write a short (about one page) reflection in response to a prompt given below, in preparation for either class discussion or one of the major assignments. Some involve "action research" reports in which you write about your own students' mathematical reasoning. You will often discuss your responses in class, in both small and large group, so turn them in at the end of class; I will respond to them in writing and return them at our next class.

Your reflections will serve to document your preparation for class each day (and your growth over time); your preparation and participation grade will be based on your reflections (10%; entries should be complete and on target each week before class) and a project (5%), and on your participation in class discussions (10%; I expect participation in large-group discussion at least ten of the sixteen times we will meet).

Participation includes raising questions of your own as well as responding to others', and being prepared to contribute by having read each week's assigned readings and bringing both the readings and your notes on them. When you think you have no answers to share, ask a question, because chances are you're not the only one who has it. If you have difficulty speaking up in *large* group, write down a few questions before class which arose for you during the readings. When working in *small* groups, it is often useful to assign roles, to make sure the group does not stagnate: (1) facilitator/moderator, (2) recorder, (3) speaker (for the group, in whole-class discussions), (4) materials coordinator. Small groups should always have 3 or 4 members.

Of course, participation also includes appropriate, professional behavior (e.g., paying respectful attention while others are speaking, not working on outside projects, not browsing the internet, e-mail, or social media in class). If at any time you are unsure how you are being graded in these areas, please ask your instructor.

Reflections

1. *Definitions of even.* (i) Write your own definitions for "odd" and "even". (ii) Ask several students to define these words (use age-appropriate vocabulary, but be careful not to use suggestive terms). Report their responses verbatim, and then compare them with your own.
2. *Mini-interview.* Interview a single student to see to what extent (s)he can articulate (and, as appropriate, justify) generalizations about the result of adding two odd numbers. Use age-appropriate terms. This assignment should serve as a dry run for the student interview assignment, so see that portion of the syllabus for the general format, but keep in mind that this mini-interview should cover only one question and thus be much smaller in scope.
3. *Shape of a problem.* Outside of class, solve the "Pentominoes" problem (p. 10 coursepack). (Do not seek help from the Internet, as this paper is not about the answers, but about the problem-solving process.) Then write a reflection describing **only** the different *phases* through which you passed in working on it. What realizations or decisions triggered shifts from each phase to the next? **Do *not* present the solution**—just identify the points when you changed your approach somehow.
4. *Mini-case study.* Pose, to a group of K–8 students, a single question similar to those in the cases we have read or seen, or from one of our class discussions. (Make sure it is appropriate to the students' grade level.) Write about your question, what you expected, and what actually happened. Did anything surprise you? Please describe specific examples of what your students say and do. Examining the work of a few students in detail may be more helpful than trying to incorporate the responses of every student. Think of this as a dry run for the case study.
5. *Modeling project reflection.* See project description.
6. *Analyzing multiplication strategies.* Each of the following three computations uses a nontraditional multiplication algorithm to reach a correct answer. For each computation, give a rigorous (justified) analysis including answers to the following questions:

   (1) Is it mathematically sound?

   (2) If so, how far can it be extended?

   (3) Based upon the skills required and not required (relative to the traditional algorithm), what motivated the approach?

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(a)   2 4        (b)   7 2 5        (c)   1 2 9 0
    x 6 4              x   8              x   4 0 3
    2 5 6              6 6 0              3 6 2 7 0
+ 1 2 8          + 5 1 4 0          + 4 8 3 6 0
  1 5 3 6          5 8 0 0            5 1 9 8 7 0
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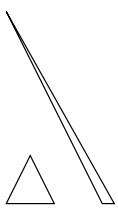
7. *Assessing problem solving.* The case study "Right or Wrong" in this week's readings involves the grading of two student papers to the same problem. Begin by reading only the first page, including the papers by Chris and Pat. Develop an explicit 5-point grading scale or rubric for scoring responses **to this specific problem only** (not a generic one), and write a paragraph explaining what you think the most important issues involved in this problem are. Then apply your scale to both papers, and write a short paragraph explaining why each paper received the grade (0–5) you assigned it. Finally, read the rest of the case study, and write a paragraph in which you respond either to the issues raised in the last page of the study, or to the scores the teachers in the study gave these papers.
8. *Lesson draft.* See lesson paper description (items 1–3). These 3 paragraphs should run 1 page total.
9. *Deconstruction and rescaling.* (i) Write a formal deconstruction (see p. 14 coursepack) of the focal problem from your lesson paper, and (ii) (re)structure it at least two different ways (that is, change the presentation, *not* the problem itself), for students at slightly higher and lower levels (pp. 15–17, coursepack). Include the original and both restructured prompts.
10. *Defining area.* (a) Is the definition of "area" in your dictionary good enough to explain the meaning of the term to someone who had never heard the concept before? If not, how does it fail? Imagine you have a student with the learning disability "unidimensia", where they persistently think of everything in terms of length only (e.g., they think a skinny triangle "takes up more room" than a fat one). Try to write a definition of "area" that will work even on such a student. Also be sure to distinguish area from volume. (b) How could you compare two triangles such as those at right to determine which is bigger?



2. Student interview

In order to develop (or strengthen) the habit of attending to student thinking in detail, you will conduct an interview with a student from your class to assess her/his understanding of a specific mathematical topic. You may choose the student and topic, but the interview should involve a major topic from this course. (Do not use order of operations—it's purely procedural!) Begin by obtaining all necessary permissions to conduct and record (audio or video) the interview; explain to all interested parties (including the student!) that you need the student's help for a class in which you are studying how students learn, and that this interview will not affect the student's grades; it will just help you understand how the student thinks. (Recording the interview will keep you from needing to make detailed notes during it.)

Before the interview, get a copy of recent written work by the student showing her/his ability to reason and problem-solve (the work need not be error-free, but there should be enough progress made to discuss the problem). Make sure the student is familiar with the paper, and begin the interview by asking him/her to explain the work, including what difficulties s/he encountered.

Continue the interview by asking further questions about the mathematical topic involved (see the handout on interviewing tips on the course web site). You will need to use both pre-prepared questions and ad hoc follow-up questions to develop a coherent line of questioning. Remember that *in order to determine the limits of a student's knowledge, you must continue until you reach a question which the student either cannot answer or answers incorrectly for reasons other than a simple careless error.* You should be able to do this without making the student feel badly.

After the interview, use your recording to make a more detailed analysis of the student's thinking, with regard to both problem-solving abilities and knowledge of the particular mathematical topic. Begin with a brief introduction to provide context. Give an overall narration of the interview (e.g., say what specific tasks or problems you asked the student to work on). Use specific details or quotes to support your analysis. Conclude your write-up with an explicit summary of what the student knows, what the student does not know, and what the student is ready (or needs) to work on next (see interview tips handout for more).

3. Case study

During the course we will read and discuss in class several case studies, all describing events in other teachers' classrooms. For this assignment, you are to write a short (roughly 3–5 pages) case study describing a mathematical discussion involving one or more students, similar to these cases. A case is neither a complete transcript of a lesson nor as prefabricated as an interview, although it should include direct quotes and dialogue from students.

You must base your case on a conversation for which you were present, and preferably in which you were involved, but it could come out of a lesson you observed, or a conversation among two or more students. You may choose to narrow in on one or two students, or on one small group, or you may describe a whole-class conversation. Most important is that the episode illustrate some aspect of children's mathematical thinking.

In writing your case study, begin by describing briefly the class's larger context (including grade level) and the mathematical topic; then describe the relevant parts of the conversation in as much detail as you can manage. Include what you are thinking as you work with the students. Finish up by summarizing your evaluation of the students involved and saying what issues and questions you still have after this conversation. Include an analysis of the students' thinking, and questions the case raises for you. *It is important that your reflection address teaching issues beyond the one topic and set of students involved*, in order to document your ability as a reflective practitioner to make connections that inform your teaching practice more broadly.

We will discuss the writing of cases in more detail before they are due, but you are encouraged to begin sooner if you have a good conversation fresh in your mind. I will be glad to help you.

4. Lesson paper

In this course we will study the teaching and learning of K–8 mathematics. To document your ability to plan, deliver, and reflect upon instruction, you will develop, teach and document an exemplary lesson, and give a short (5-minute) presentation to the class on it. The lesson draft (Reflection 8) includes items 1–3 below. The final lesson paper you submit must include *all* of the following components, clearly identifiable, distinct, and in the order given, *including items 1–3* (revised if necessary following Reflection 8):

1. Select or develop a rich mathematics problem intended for use with the students you teach. You may use or adapt a problem from class materials, but be sure it is appropriate for the target audience. (Say where you got it from, and, if you have used it before, in what capacity, and what you learned from it.) Be deliberate and thoughtful. Do not simply select a set of exercises from a textbook—choose a central, high-cognitive-demand task around which to build a significant problem-solving experience. The best lessons tend either to integrate multiple strands of mathematics to illustrate connections, or to address significant conceptual issues within a single strand as a summative activity following multiple experiences in developing and exploring a concept. Give the full prompt.
2. Write a paragraph explaining what concepts from this course are entailed in this problem. (You may use deconstruction to identify them, but write here in paragraph form.) Justify why the central task has a high cognitive demand, and what you hope to achieve through it. Situate in a learning trajectory.
3. Add a short (1 paragraph) narrative summary of how you plan to use the problem in a lesson.
4. Write a lesson plan in outline form. Include *all* data necessary for someone else to teach the lesson, e.g., prerequisite knowledge, all student prompts, important discussion points, and closure activities.
5. Teach the lesson to your students (see me if this is problematic). Then write a one-page reflection on how the lesson went, including what strategies students used to approach the problem, what ideas were raised in its discussion, and to what extent your students' understanding of the underlying concepts—or ability to apply them—changed as a result of the lesson. Be specific.

   If your cooperating teacher will not allow you to teach it as you believe it should be taught, write the lesson plan nevertheless as you believe it *should* be taught (this is documentation of your ability to design an *exemplary* lesson), and then address in your reflection any digressions from the lesson plan.
6. Make a one-page handout (you may use front and back if necessary, but it *must* fit on one sheet) summarizing your lesson for the class. Include the problem, grade level, mathematical topics addressed, and anything your colleagues would need to know in order to use the lesson, including how to avoid proceduralizing, and (briefly) any difficulties the students tended to encounter. The handout should *not* be the same as your lesson plan (select details!), and must be turned in with the main paper.
7. Give a brief (5-minute) presentation to the class, using the handout, at our last class meeting.

I encourage you to discuss this project with me as you develop it. A preliminary draft of items 1–3 is due as Reflection 8. Final documentation is due at Session 14 (so that I can return it to you), *including a handout*, with the presentations to be given during finals week.

Additional preparation for class discussions (not to turn in):

D2 Review your notes on the hippos/rhinos/Utopia problem from Math 1330 (3 versions of the same problem, choose the one you solved) and be ready to discuss how defining variables carefully was key to solving the problem.

Also find your notes on the following Math 1330 problems for week 3's class discussion: Chickens & Rabbits; Pool Tiles *or* Toothpick Squares; and Clock Arithmetic.

D4 Review your notes from any of the following Math 1330 problems which your class solved: Poison, Pentominoes, Regular Tessellations of the Plane, Painting the Cube, Close to 100.

D5 *Defining operations.* (i) Write your own (informal is fine) definitions for the four arithmetic operations. (ii) Ask several students to define or explain one or more of the four (use age-appropriate vocabulary, but be careful not to use terms like putting together and taking away, which already do most of the defining). Report their responses verbatim, and then compare them with your own definitions.

D10 *Defining fraction and decimal.* Ask several students to define or explain what fractions are (use age-appropriate vocabulary, but be careful not to use suggestive terms like part-whole). Do the same for decimals (clarify you don't mean just a dot). Report their responses verbatim, and then compare them with your own working definitions for these terms.

D14 *Defining "middle".* How would you define the center of a circle? of a square? of a parallelogram? How would you define the center of a scalene triangle? of the state of Texas?

Bibliography

Jae Meen Baek, Children's mathematical understanding and invented strategies for multidigit multiplication, *Teaching Children Mathematics* 12(5): 242–247, Dec 2005/Jan 2006.

Deborah Loewenberg Ball, What's all this talk about 'discourse'?, *Arithmetic Teacher* 39(3): 44–48, 1991.

[FDRP] Carne Barnett, Donna Goldenstein, and Babette Jackson (Eds.) *Fractions, decimals, ratios, & percents*, Heinemann, Portsmouth NH, 1994.

William S. Bush (ed.) (2000). *Mathematics assessment: cases and discussion questions for grades 6–12.* Reston, VA: NCTM. pp. 20–23, 36–39.

Richard Caulfield, Shelly Sheats Harkness, and Robert Riley (2003). Surprise! Turn routine problems into worthwhile tasks, *Mathematics Teaching in the Middle School [MTMS]* 9(4): 198–201.

Alfinio Flores, Subtraction of positive and negative numbers, *MTMS* 14(1): 21–23, Aug 2008.

M.K. Gavin and L.J. Sheffield, A balancing act: making sense of algebra, *MTMS* 20(8): 461–466, April 2015.

Eric J. Knuth, Martha W. Alibali, Shanta Hattikudur, Nicole M. McNeil, and Ana C. Stephens, The importance of equal sign understanding in the middle grades, *MTMS* 13(9): 514–519, May 2008.

Christopher M. Kribs-Zaleta, Oranges, posters, ribbons, and lemonade: concrete computational strategies for dividing fractions, *Mathematics Teaching in the Middle School* 13(8): 453–457, April 2008.

Deborah Schifter, Virginia Bastable, and Susan Jo Russell. *Developing Mathematical Ideas.* Parsippany, NJ: Dale Seymour/Pearson.

[BST] *Building a System of Tens (Number and Operation, Part 1) Casebook*, 1999.

[EFS] *Examining Features of Shape Casebook*, 2002.

[MMO] *Making Meaning for Operations (Number and Operation, Part 2) Casebook*, 1999.

[MSP] *Measuring Space in One, Two, and Three Dimensions Casebook*, 2002.

[RAO] *Reasoning Algebraically about Operations (Number and Operations, Part 3) Casebook*, 2006.

Margaret S. Smith, Amy F. Hillen, and Christy L. Catania, Using pattern tasks to develop mathematical understandings and set classroom norms, *MTMS* 13(1): 38–44, Aug 2007.

Margaret Schwan Smith and Mary Kay Stein, Selecting and creating mathematical tasks, *Mathematics Teaching in the Middle School* 3(5): 344–350, Feb 1998.

Jenny K. Tsankova and Karmen Pjanic, The area model of multiplication of fractions, *Mathematics Teaching in the Middle School* 15(5): 281–285, Dec 2009.

Calendar

A tentative schedule with topics is given below (subject to updating). As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

Date	Wk	Topic	Readings/Cases Due	Homework Due
Aug 29	1	Overview	*none* (RAO17 in class)	—
Sep 05	2	Defining	RAO5, Knuth, Gavin, (D2)	R1*
Sep 12	3	Representations	Smith 2007, Flores, RAO25,30	R2*
Sep 19	4	Problem solving	Smith & Stein, MMO21, (D4)	R3
Sep 26	5	Deconstructing & modifying	Caulfield et al.	R4*
Oct 03	6	Generalization and proof	RAO4,10,19,31,32	Interview*
Oct 10	7	The arithmetic operations	(D5)	Project/R5
Oct 17	8	Computational fluency	Baek,BST16,17,RAO27,MMO25	R6
Oct 24	9	Classroom norms & assessment	Ball, Bush36	R7
Oct 31	10	Fractions & decimals	MMO18–19, (D10)	R8
Nov 07	11	Operating on fractions	MMO20–22, FDRP7, Tsankova	Case study*
Nov 14	12	Dividing fractions	Kribs, MMO27,28	R9
Nov 21	13	Units	MSP18, Bush20	R10
Nov 28	14	Geometry	EFS32,33, MSP10,11, (D14)	Lesson paper*
Dec 05	15	Measurement	MSP21,23,24	[Rewrite]
Dec 12	16	Final presentations	—	—

Asterisks * denote assignments requiring interaction with students. Numbers in readings indicate case numbers or chapters. See bibliography for further details of readings.

EDML 4372 Design Project

As part of a focus on critical thinking and problem solving, and integration of 21st-century educational technology into teaching, this course features a 3D design project. Its goals include: project design, reflection and self-assessment, time management, familiarity with 3D modeling software (and coding more generally), and familiarity with 3D printing.

Create a set of classroom manipulatives that fills a gap in the set of commercially available manipulatives (such as those seen in class). Of particular interest might be models for fifths and sevenths. In your design process, consider not only the representational properties of the manipulative (like those discussed in class, e.g., range of numbers modeled, proportionality, identifiability of the whole, specificity vs. versatility, compose/trade/interlocking) but practical issues like usability and durability. Make sketches of your designs.

Use 3D modeling software such as Tinkercad to implement your designs.

Exchange written feedback with a classmate on your respective designs. Revise your design if necessary.

Print your design in a FabLab such as the one in the UTA Library.

Write a report on the entire process of approximately 1-2 pages to submit along with your finished product. In your report, write a paragraph on each of the following:

- introduction including physical description and intended use;
- design decisions and their motivations;
- 3D modeling process---what was easy/hard, what took the most time, etc.;
- 3D printing process including any preliminary prints;
- time management issues related to the project.

Submit a full 3D print of your project in a sealed Ziploc-type bag with your report.

We will spend some time working on designs and discussing properties of manipulatives in class in Session 3, learning to use Tinkercad in Session 4, and providing feedback on each other's designs in Session 6. Students will need to plan time outside of class to finalize their designs and print them in a FabLab (the timing is intended to allow students to use the period between placements to complete the project).

UTA COLLEGE OF EDUCATION POLICIES

Tk20: You will be using Tk20, a comprehensive data management system, and you must purchase it. The College of Education has adopted Tk20 to provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. The set of Tk20 tools that is required as a course text is called Tk20 HigherEd. We understand that textbooks and materials can be expensive, and we strive to not create an unnecessary financial burden when we select textbooks for courses. Tk20 is a purchase that you will use throughout your program, but you purchase it once. The following listing provides key details about the use of Tk20 in your program of study.

- Tk20 will be the place where you submit key performance artifacts and build your academic performance portfolio.
- Tk20 also serves as the centralized location for submitting program forms and field placement documents.
- Tk20 will help ensure continuous quality of programs and preparation, which will result in a better experience for you and increase the value of the degrees and certifications you complete here.
- For designated key assessment assignments, you must submit your work in both Tk20 and in Blackboard to receive credit.
- It is best to purchase Tk20 during the initial weeks of your first course so that you have access to Tk20 for submitting work on time.
- You will not be penalized for any Tk20 technical problems that cannot be avoided, but you must have access to TK20 so that you can submit work once any technical delays are addressed.
- On-line tutorials and training materials have been organized to orient you to the Tk20 system, and information is provided to address questions you have and how to purchase Tk20: https://www.uta.edu/coed/academics/tk20/index.php .

Professional Dispositions: Each student/candidate in the College of Education at UTA will be evaluated on Professional Dispositions by the faculty and staff in each professional education course per semester. These dispositions are identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as "unacceptable" in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions. If digression(s) are not, or cannot be successfully remediated as in the case of an egregious digression, a determination will be made by Committee on continuation or dismissal from the College of Education.

The College of Education Conceptual Framework serves as a guide for our professional education programs. It highlights our commitment to excellence across courses and clinical experiences and reflects current research and alignment to professional standards. This document describes how we are dedicated to the development of highly skilled and ethical education professionals who are also intellectual and educational leaders. The UTA College of Education Conceptual Framework may be found at this link: http://www.uta.edu/coed/about/conceptual-framework.php

PROFESSIONAL TRAVEL: Students desiring to miss a class session in order to attend an education-related conference or other professional event must contact the course instructor at least two weeks in advance to discuss this request. The decision as to whether to excuse the missed class is entirely up to the instructor, and is based on the student's current academic standing in the course, the feasibility of making up missed content, and the extent to which attendance at the event is required or optional. Students are responsible for any work they miss due to an absence.

Course Policy on Electronics: Students may bring cell phones, tablets, laptops, etc. to class for the exclusive purpose of course-related work. In an emergency, a student may step out of the room to take a call. Otherwise, students are not to check e-mail, text, use social media, or browse the Internet in class except during breaks, as it distracts them and other students. Students who diverge from this policy will earn lower participation scores.

University Policies

Attendance: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. See the course-specific policy in the syllabus. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/ses/fao).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability. **Counseling and Psychological Services, (CAPS)** www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Academic Integrity: Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

> *I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/. *Papers involving plagiarism will receive an indelible grade of zero.*

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

To obtain your NetID or for logon assistance, visit https://webapps.uta.edu/oit/selfservice/. If you are unable to resolve your issue from the Self-Service website, contact the Helpdesk at helpdesk@uta.edu or (817)272-2208.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current graduate catalog.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and make arrangements to assist individuals with disabilities.

Student Support Services: UTA provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

Emergency Phone Numbers: In case of an on-campus emergency, call the UTA Police Department at **817-272-3003**, or dial 911.