UNIVERSITY OF DELAWARE
DEPARTMENT OF MATHEMATICAL SCIENCES
Math 117 Precalculus for Scientists and Engineers (4 credits)
Spring 2018 (Edited)

Course Meeting Times: Mondays, Wednesdays, Fridays: 11:15 to 12:05 in 131 Allison Hall. Thursdays from 12:30 to 1:20 in 114 Pearson Hall.

Course Materials: To be successful in this course, no matter what your background and previous math course grades, you must have the appropriate resources. The course materials are:

- **REQUIRED: Web Assign/e-textbook – *Precalculus Mathematics for Calculus,* by Stewart, Redlin, Watson, 7th Edition.**

- **REQUIRED: Math 117 Course Pack.** This is the course workbook and may be available at several other stores.

- **RECOMMENDED: Math 117 Print Upgrade.** This is the Math 117 textbook in printed form. It is highly recommended but not required. Many students find it very helpful to have a printed version of the textbook for study and reference.

- **REQUIRED: Scientific Calculator.** You will be required to use a scientific calculator on exams and quizzes. This calculator *cannot be a two, three or four line display calculator*. The TI-30Xa or Sharp EL-501XBGR are allowed. However, the TI-34, TI-30XIIS, TI-36X, Casio FX300ES, FX300MS, FX-115ES, Canon F-719SG and any graphing calculator or calculator with more than one line display is *not* allowed. It should have trigonometric functions ("sin", "cos", "tan") and exponential functions (e^x). It should be very inexpensive, less than $10. You cannot use a phone calculator or your computer.

- **Lots of paper, some graph paper, pencils, erasers.**

What to Bring to Class: In order to understand, participate in, and complete classroom activities, you need to bring the following to every class:

- Applicable pages from the workbook.
- Scientific Calculator
- Pencils, eraser, paper

Course Description: Mathematics is the language of nature and science. It provides the foundation and language with which scientists and engineers explore new ideas, theorize, and summarize experiments. The ability to formulate and resolve science, technology, and engineering problems requires having a solid understanding of ideas and concepts in mathematics and calculus. To this end, this course provides the basis for the skills and understandings needed for the study of calculus.

The major topics of Math 117 include a review and summary of algebra skills, functions and associated

notation, linear functions, quadratic functions, graphing principles, composition of functions, inverse functions, polynomial functions, rational functions, exponential functions, logarithmic functions, and trigonometric functions. We focus on algebraic manipulations involving various types of functions and study fundamental algebraic and graphical characteristics of each function type. We explore equations and inequalities associated with each of these function types. All of these topics will provide the skills and understandings needed to succeed in Math 241, *Analytic Geometry and Calculus A*. If you are not enrolling in Math 241 next semester, please check with your advisor to ensure this is the correct course.

Course Prerequisites: Math Placement Level S, B, or C or successfully completing (C- or better) Math 010 *Intermediate Algebra*. The content of Math 010 is assumed known and you may be at serious jeopardy if you have not mastered this content prior to taking Math 117. Your math skills and understandings learned over the past several years are important to your success in this course.

In-Class Activities: During class, I will be reviewing previous topics, introducing topics and concepts, working problems illustrating procedures, generalizing procedures, discussing major course themes, answering as many of your questions as time permits, giving individualized feedback on your work, and administering and going over quizzes. You will busy be working problems (most from the Course Workbook), taking notes, contributing to the discussions, summarizing mathematical concepts, working problems or checking answers with a colleague, etc.

Out-Of-Class Activities: You should plan spending at least ten hours outside of class studying for this course. Out-Of-Class activities include (but are not limited to):

- Completion of Web Assign assignments: Usually are due on Thursdays and Sunday nights at 11 PM. Do not wait until the due date to begin the assignment. Work on each assignment throughout the week. Approximate time: at least four hours per week, two hours for each of the two assignments.
- Completion of textbook assignments: Textbook assignment are similar to Web Assign assignments. As with Web Assign, you should be checking your answers, getting questions resolved (see free tutoring options), and reading the textbook sections. Approximate time: 2 hours per week.
- Rewriting class notes, preparing for next class. Approximate time: 2 hours per week.
- Additional assignments: These include working on assignments handed out in class, completion of Course Workbook problems not completed in class, self-quizzing, etc. Approximate time: 1 - 2 hours per week.
- Exams: There are a total of four exams - three during the semester administered outside of class on Monday evenings and the final exam administered during finals week.

Thoughts on Learning Mathematics: Learning mathematics is different than learning other disciplines. It is very abstract and requires substantial practice. Additionally, college mathematics courses are more in-depth than high school math courses. This can be especially challenging when you are transitioning to a college environment where you are now responsible for your own learning. Successful students are those who learn how to prioritize, have the appropriate math background, utilize specific study techniques to learn mathematics, honor all class policies, attend class regularly, complete all assigned work in good faith and on time, discuss concerns with me on a timely basis, and meet all

other course expectations. *I believe all students can learn mathematics. The difficulty is persuading students to do the hard work of learning including using appropriate study strategies.*

All the course policies outlined in this document are designed to support the learning and mastery of the course material, provide guidelines for efficiently managing the course, and provide a class environment where all students can learn. *Please let me know right away if you have any concerns or questions about any class policy within the first two weeks of class.* If you add the course late, then meet with me within first few days of your entry to the course.

Communication: I hope you will find the time over the course of the semester to visit me – either during my office hours or by appointment. Answering your questions, surveying your work, and providing additional insights are important to your progress. E-mail is the best way to contact me and the following guidelines are helpful so I can accurately address any concerns:

- Please include the class number and section in the subject line or in the body of your email. I teach multiple courses and sections and can easily make a mistake.
- Make sure you include your full name. It can be very difficult to determine who you are just from your email address or a nickname.
- Use complete words and sentences and check for errors. I do not want to misunderstand your concern or question.
- Mathematics notation is difficult to communicate through email: If your question involves extensive math notation, it is always best to come and see me during office hours and not to try to address it through email.
- Trying to set up a meeting? If you cannot make my office hours or just want meet privately (office hours are first come/first served), send me times that you are available along with your request.

Class Policies: I want to create a learning environment (1) that is as free as possible from distractions and annoyances, (2) where every student is treated equitably, and (3) that encourages behavior conducive to learning. To accomplish this, the following classroom policies will be implemented:

- **Attendance:** Many research studies on class attendance indicate students who attend and participate in class are generally successful. Every class includes important activities and discussions. Missing a class will always mean you have missed something important.

  However, I understand you may miss class. There are two categories of absences – unexcused and excused absences. ***Unexcused*** absences include family obligations including travel time to family, attending birthday parties or weddings, having to babysit, absences due to minor health related issues, doctor or dentist appointments, appointments with college faculty or administrators, other course obligations, etc.

  You may miss up to four classes as "unexcused" absences with no course points deducted. If you miss five or more classes, points are deducted with *five* points for each unexcused class absence above four. For example, if you miss four classes, there are no points deducted. If you miss eight classes, you will lose 20 points.

Excused absences include extended serious illness, medical emergency, auto accident, UD sport team involvement, etc. These absences must be discussed with me and documentation may be required.

No matter what the situation is, contact me immediately (within a day) through email if you are going to miss class.

Make Up Expectations for a class absence: If the absence is *excused*, an opportunity to make up missed points will be provided but you might complete a different activity or quiz covering different topics. If the absence is *unexcused*, you may receive a grade of zero. I try to be understanding, but you must contact me right away in either case to explore options.

Missing an Exam: Exams are important indicators of course progress and missing an exam for any reason (even with an excused absence) will make it extremely difficult to monitor and maintain your course progress. If you miss an exam due to an unexcused absence, your exam score will be zero. If you have to miss an exam due to an excused absence, the documentation must contain a verifiable date and time and be provided within two days of the exam date. The make-up exam is scheduled within 10 days of the original exam date within departmental guidelines. The format of a make- up exam will vary and contain different types of problems.

- **Classroom Disruptions:**
  - **Do not disrupt the class by coming late or leaving early!** Class time is very valuable and class will start and end on time. Students arriving late or packing up early disrupt the class and can impact other classmates.

  - **Phones, computers, and other electronics:** Student surveys indicate that students who are texting, on their phone, or working on a computer *distract, annoy, and impede* the learning of other students as they are trying to understand the material. **To minimize disruptions, I do not allow the use of cell phones (including texting) and computers during class.**

- **Participation:** Everyone is expected to come to class prepared (i.e. have done the reading and assignment) to participate. Class discussions are more valuable when every student contributes.

- **Course Grades**: Final grades are determined by the accumulation of points:

Graded Activity	**Points**
Three exams, each exam is 160 points.	480 points
Class and other activities: • Class Activities & Quizzes: 200 points • Web Assign: 120 points	320 points
Cumulative Final Exam	200 points
Total Course Points:	1000 points

Final Course Grade Assignment: Course Grades are assigned as follows:

A	895-1000	A-	865-894	B+	835-864	B	795-834
B-	765-794	C+	735-764	C	695-734	C-	665-694
D+	635-664	D	595-634	D-	566-594	F	Below 566

Exams (480 points): Math 117 exams are administered on the following Mondays**: February 26th, March 19th,** and **April 30th at 5 pm.** Each exam is scheduled for one hour and 30 minutes but two hours are posted in the class times, 5 to 7 PM, in case the start of the exam is unavoidably delayed. The exam room assignment will be announced in class. Bring pencils, eraser, and a scientific calculator (see first page of this document for information on allowed calculators) to every exam. No other electronic devices including graphing calculators, phones, phone calculators, I-pads, small computers, language translators, or any other devices are allowed. All phones must be secured in a separate bag; not in your pocket.

IMPORTANT: *These are the only days and times the exams are given. It is your responsibility to ensure you have no scheduling conflicts. You must be present for each exam. The exam dates and times are not negotiable. Do not schedule any other activity (course or work related) during these dates and times.*

Final Exam (200 points): The final will be scheduled by the University during finals week, May 17th through May 24th. Please do not make travel arrangements until you know when all your final exams are scheduled. The final is cumulative and counts for 20% of your final course grade. It covers all the sections listed in the Textbook Assignments, including sections covered after the third exam.

Tentative Exam Coverage**:** The following topic coverage is tentative and subject to change:

Exam 1: Monday February 26:	Chap 1 and sections 2.1-2.3
Exam 2: Monday March 19:	Sections 2.4 - 2.8, Modeling, 3.1 – 3.7
Exam 3: Monday, April 30:	Sections 10.1, 10.8, Chapters 5, 6, & 7
Final Exam: TBA	All course material listed above plus Chapter 4

The Drop deadline is April 9th.

Class and other activities (320 points): Research has shown that an active learning classroom environment and providing frequent feedback to students encourages learning. For that reason, I will be administering several activity-based class activities and quizzes during the semester. Web Assign activities will be worth 120 points and are described later in this document.

Grading Concerns: Questions or other concerns about grades and grading of exams, quizzes and other course materials must be discussed within one week of the return of the exam or graded course material. This will ensure your course grade is always as accurate as possible. Please set up an appointment so I can listen carefully to any concerns.

Canvas Course Website: The Canvas Course Website is for posting course documents, solutions to quizzes and other course assessments, important course announcements and other aspects of the course

and course resources. You must access this site by going to http://www.udel.edu/canvas/

Course Resources: Several resources are available to assist your learning. The textbook is your primary source. Additionally, there are several tutorial resources providing assistance:

Tutorial Resources: There are several campus resources that provide additional assistance.

- **Mathematical Sciences Learning Laboratory (MSLL) Open Lab:** MSLL Open Lab provides free tutorial support for this course. The lab is staffed by qualified undergraduate students. This is a drop-in site – no appointment is needed. Students can work on their math homework, study for a math quiz or exam, and receive free tutorial assistance. More information can be found at the web page: MSLL Open Lab [Link: https://www.mathsci.udel.edu/courses-placement/resources]

- **Academic Enrichment Center:** Located at 148-150 South College Avenue, this site provides a number of different course resources for students. Please visit their web site for more information: http://ae.udel.edu/

Office Hours or Appointments: *Any time* you are having difficulty with the assignment or are concerned about your course progress, please see me during office hours or make an appointment.

Textbook Assignments: Completing a combination of *both* Web Assign problems and textbook problems provides much of the practice needed for learning. The following table indicates the textbook section with a list of textbook exercises to be completed as the sections are covered in class. These problems are also similar, if not the same, as those in Web Assign. "REVIEW" after a topic indicates that only a limited amount (if any) class time is spent on the topic. This does not imply the topic is not required, but additional class time is not spent on this topic.

Section	Title	Assigned Textbook Problems
1.1	Real Numbers REVIEW	43, 45, 49, 51, 55, 57, 63, 65, 79 - 82
1.2	Exponents and Radicals REVIEW	53, 55, 57, 69, 77
1.3	Algebraic Expressions REVIEW	35, 41, 43, 53, 57, 71, 77, 85, 91, 95, 101, 113, 123, 125, 127, 129
12.6 (p. 820-822)	Binomial Expansion Using Pascal's Triangle	9, 11, 13
1.4	Rational Expressions REVIEW	9, 11 – 14, 45, 47, 51, 55, 57, 63, 65, 69, 73 – 76, 79, 81, 87, 93
1.5	Equations REVIEW	25, 29, 35, 41, 49, 51, 59, 61, 69, 75, 81, 89, 91, 97, 103, 107, 113, 133, 135
1.7	Modeling with Equations (Not all types of word problems are required; look carefully at the list.)	15, 20, 35, 36, 37, 39, 43, 45, 46, 53, 76, 81

Section	Title	Assigned Textbook Problems
1.8	Inequalities (You must use a table or diagram solution strategy for all non-linear inequalities except absolute value inequalities.)	3, 31, 33, 35, 39, 43, 47, 49, 51, 53, 57, 59, 61, 71, 79, 83, 85, 89, 101 – 103, 113, 119
1.9	Coordinate Geometry (Circles)	2, 3, 5, 7, 37, 39, 45, 48, 71, 73, 83, 93, 95, 99, 105, 107, 111, 113, 117
1.10	Lines REVIEW	5, 6, 29, 33, 35, 37, 39, 41, 43, 47, 49, 67, 71, 83, 84, 86, 89, 92, 93
Page 132	Concept Check	3, 10, 11, 14 – 18, 20 – 23, 28, 30 - 37
Page 133	Chapter 1 Review	29, 33, 40, 45, 47, 50, 57, 61, 63, 65, 69, 84, 88 – 93, 95, 101, 103, 105, 113, 117, 123 – 130, 132
2.1	Functions	2, 3, 25, 27, 31, 33, 35, 37, 41, 43, 45, 47, 49, 53, 54, 55 – 71 odd
2.2	Graphs of Functions	4, 35, 37, 43, 45, 49, 50, 55 – 56, 57, 59, 61, 65
2.3	Getting Information from the Graph of a Function	1, 3, 5, 7, 9, 13, 31, 34, 43, 45, 59
2.4	Average Rate of Change of a Function	2, 3, 4, 7, 15, 17, 19, 21, 23, 25, 29
2.5	Linear Functions and Models	9, 11, 13, 17, 23, 33, 39, 40, 49, 50
2.6	Transformations of Functions	1 – 6, 9, 11, 13 – 15, 17, 24 – 28, 35, 37, 39, 43, 45, 47, 51, 55, 57, 59, 63, 65, 67, 70, 71, 73, 83 – 91 odd.
2.7	Combining Functions	1, 11, 13 – 15, 17 – 19, 29, 31, 33, 35, 37, 39, 41, 43, 45, 49, 52, 53, 56, 57, 59, 61, 63, 65, 69, 71
2.8	One-to-One Functions and Their Inverses	1, 4, 5, 9, 17, 20, 21, 25, 28, 29, 31, 33, 35, 51, 53, 55, 57, 61, 65, 67, 72, 73, 87, 89, 95
p. 237	FOCUS on Modeling: Modeling with functions (You only need to determine the function that is described.)	5, 7, 9, 10, 12, 13, 14, 17, 21b, 22a, 23a, 24a, 25a, 26a, 27a, 28 (find a function that models the area), 30a
Page 230	Concept Check	1 – 7, 9 - 15
Page 231	Chapter 2 Review	7, 9 – 22, 27, 28, 29, 30, 32, 33 – 39, 41, 51, 53, 55, 57, 58, 61, 62, 65, 71, 72, 73, 83 – 86, 88, 89, 95, 97, 99, 101
3.1	Quadratic Functions and Models (Need graph paper!)	2, 3, 4, 11, 17, 35, 39, 47, 53, 54, 56, 59, 60, 63, 65
3.2	Polynomial Functions and Their Graphs (Use graph paper!)	1 – 3, 7, 9 – 14, 17, 19, 23, 25, 29, 37, 39, 41, 79, 89ab
3.3	Dividing Polynomials REVIEW	3, 7, 19, 25, 27, 29, 31, 71 - 74
3.6	Rational Functions (Use graph paper!)	1 – 6, 13, 15, 21, 23, 27, 31, 33, 35, 37, 43, 49, 51, 53, 57 – 59, 63, 65, 87b
3.7	Polynomial and Rational Inequalities (Review of procedures established in section 1.8)	3, 5, 6, 17, 21, 27, 31, 41 – 43

Section	Title	Assigned Textbook Problems
Page 319	Concept Check	1, 3, 5, 11, 14
Page 320	Chapter 3 Review	1, 5, 7, 9, 11, 15 – 18, 26a, 31, 33, 75, 79, 81, 85, 94, 95, 98, 101
10.1	Systems of Linear Equations in Two Variables (REVIEW)	31, 35 , 37, 38, 41, 57
10.8	Systems of Nonlinear Equations	1, 2, 5, 9, 11, 13, 15 – 17, 21, 23, 26, 28
Page 770	Chapter 10 Review	1, 3, 4, 7, 9
5.1	The Unit Circle	1, 2, 5, 9, 15, 17, 19, 23, 27, 31, 35, 39, 45, 47, 49, 53, 55, 59, 60
5.2	Trigonometric Functions of Real Numbers	1, 2, 5, 7, 13, 15 – 19, 21, 39, 40, 43, 45, 47, 49, 51, 65 – 69, 71 - 73
5.3	Trigonometric Graphs	1 – 3, 15, 17, 21, 23, 25, 29, 35, 37, 38, 40, 49, 50, 51, 54, 83 (Use graph paper and carefully mark the *x*-axis scale. All five key points must be indicated.)
5.4	More Trigonometric Graphs	1, 2, 3 - 8 (Know the graphs of tangent, cotangent, secant, cosecant and their characteristics – domain, range, asymptotes, *x*-intercepts.)
5.5	Inverse Trigonometric Functions and Their Graphs	1 – 6, 9, 10, 23, 27, 29, 31, 39, 41, 45
Page 462	Concept Check	1 – 7, 10
Page 463	Chapter 5 Review	1, 2, 5, 6 – 8, 11, 13,14, 22, 23, 33, 35, 36, 37, 39, 49 – 51
6.1	Angle Measure	1,2, 5, 11, 31, 33, 47, 49, 51, 53, 55, 57, 59, 63, 65, 67, 83
6.2	Trigonometry of Right Triangles	7, 9, 23, 25, 39, 47, 48, 56 – 58, 61, 62, 63, 65, 66 (Make sure to carefully draw a right triangle that illustrates each situation.)
6.3	Trigonometry Function of Angles	1, 2, 9, 11, 25, 27, 31, 33, 35, 37, 39, 49, 51, 53, 55
6.4	Inverse Trigonometric Functions and Right Triangles	1, 4, 5, 7, 8, 17, 21, 23, 25, 29, 31, 33, 35, 37, 43
6.5	Law of Sines	13, 17, 32 - 35
6.6	Law of Cosines	3, 5, 11, 21, 27, 39, 42, 49
Page 526	Concept Check	1 – 9, 11ab, 12ab, 13
Page 527	Chapter 6 Review	3, 5, 7, 11, 13, 17, 19, 25, 28, 32, 33, 37, 41, 45, 53, 55, 57, 61 – 67, 69, 71, 75, 80, 81
7.1	Trigonometric Identities	7,9,11,15,19,23,25,27
7.2	Addition and Subtraction Identities	3, 9, 13, 15, 16, 55, 57, 65
7.3	Double-Angle, Half-Angle, and Product-Sum Formulas	3, 5, 7, 9, 10

Section	Title	Assigned Textbook Problems
7.4	Basic Trigonometric Equations	2, 5, 7, 11, 12, 13, 15, 17, 19, 21, 27, 29, 33, 37, 42, 43, 47, 51 – 53
7.5	More Trigonometric Equations	1, 2, 3, 5, 11
Page 578	Chapter 7 Review	29 – 33, 35, 49, 50, 53
4.1	Exponential Functions (Need graph paper!)	1 – 3, 5, 6, 9, 11, 13, 21, 22, 23, 25, 26, 29, 33, 35, 37, 39, 53
4.2	The Natural Exponential Function	1, 7, 9, 11, 15, 17b, 18b, 24, 27, 30. Show that $\left[\cosh(x)\right]^2 - \left[\sinh(x)\right]^2 = 1$
4.3	Logarithmic Functions (Need graph paper!)	3, 4, 7, 8, 11, 13, 15, 17, 21, 23, 25, 27, 31 – 33, 37, 39, 41, 43, 49, 51, 53 – 55, 57 – 59, 63, 69, 73, 74, 75, 77, 85, 87, 100
4.4	Laws of Logarithms	1 – 5, 13, 17, 19, 31, 35, 37, 43, 53, 55, 56, 59, 61, 76
4.5	Exponential and Logarithmic Equations	5, 13, 21, 27, 29, 37, 39, 41, 45, 49, 51, 53, 55 – 67 odd, 83, 85, 95, 97, 100
4.6	Modeling with Exponential and Logarithmic Functions	3, 4, 5, 11, 13, 14, 17 – 19, 21, 25
Page 388	Concept Check	1 – 10, 12
Page 388	Chapter 4 Review	7 – 14, 17 – 19, 23, 24, 25, 27, 31 – 39 odd, 43, 45, 47, 51, 53, 55, 57, 59, 63, 65, 68, 69, 85, 87, 98, 100 – 103

Web Assign:

Web Assign (WA) is the internet program associated with this textbook and course. The problems on Web Assign mirror many of the textbook problems in the table above. *Web Assign assignments will count 120 points in your final course point total.* Begin each Web Assign assignment as the topic is presented in class. You can go in and out of the assignment as the week progresses, just as you would a textbook assignment. You should not expect to complete an activity in one sitting; many of these assignments will take at least two hours to complete. Make notes on any problems you do not understand and bring them to class or to a tutor.

No computer program has been designed that tests all the understandings and skills you need to perform successfully on the exams (i.e. graphing, proofs). So, do not focus exclusively on the Web Assign assignments. Web Assign provides some practice on many skills learned in each section of the textbook, but not all skills! Work on *both* the textbook and WA assignments.

There are about 25 Web Assign activities to be completed over the semester – each activity has an associated due date that is listed on the Web Assign course page. If you have any concerns about a due date, please discuss it with me.

Web Assign grades are usually inflated. Even if you get "high" scores on the Web Assign activities, it does not necessarily mean you have learned the material and will do well on the quizzes and exams. You will still want to utilize other study methods such as "self-quizzing" to completely learn the material and do well on quizzes and exams.

Avoiding Web Assign difficulties: Please use the technical support provided by both Web Assign and the University if you have any technical issues. However, here are several additional guidelines:

1. READ the computer requirements outlined on the Web Assign student support page: https://www.webassign.net/user_support/student/ . Your computer must have the appropriate software and hardware requirements. I would urge you to use a computer, not a tablet or phone to work through the problems.
2. Update all required programs and use the latest version of the specified browsers. Make sure your browser plug-ins are updated.
3. Wireless internet connections can cause problems – especially if the wireless network is overloaded. Do not wait until the last day (and the last minute).
4. Make sure you are not running several programs in the "background". Many of these will interfere with Web Assign.
5. If your computer stopped working and a deadline is approaching, USE ANOTHER COMPUTER. Go to a public computing site if necessary. Do not miss a deadline because you are having technical problems with your own computer. The Web Assign technical support usually responds promptly but you should plan on 24 hours to respond.
6. Responses to the Web Assign problems are graded based on correct math syntax and notation. If you use a lower case letter when an upper case is used in the statement of the problem, it will be marked wrong. If your parentheses are not placed correctly, it will be marked wrong. There is a Help option you might want to read prior to working through an assignment.

For more information on how to use WebAssign, please refer to the WebAssign Student Support website: https://www.webassign.com/support/student-support/. If you are having technical issues, you should contact Technical Support. Their toll free number is 1-800-955-8275 and their hours are Mon-Thurs: 9am – 10pm, Fri: 9am – 8pm, Sun: 11am – 8pm.

Disability Support Services (DSS): I will receive documentation from University of Delaware DSS office regarding qualified students who have specific needs. If you are one of these students, please register with DSS, meet with me at the beginning of the semester so we both can work out what is needed, and complete the appropriate scheduling forms in a timely fashion throughout the semester. I will make every attempt to work with you but without following the DSS guidelines, I cannot lawfully grant any special privileges.

Academic honesty: It is assumed the work you submit is your own work unless it is a group activity. Copying another student's work is considered cheating. The following statement is from the Student Guide to University Policies. *"All students must be honest and forthright in their academic studies. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. Any violation of this standard must be reported to the Office of Judicial Affairs."* If you observe or know of someone who is violating the university policies, please let me know. We are all responsible for maintaining an academic environment that encourages a fair assessment of learning. Please look at the Student Handbook for further information. If you have not read the student code of conduct, please do so at the URL shown below.

Violations of this or any prohibition mentioned in the UD's Code of Conduct will be referred to the Student conduct Office for investigation and disciplinary action under UD's Code of Conduct. (http://www1.udel.edu/stuguide/17-18/code.html).

Selling course materials to web sites: The University of Delaware owns a non-exclusive right to faculty materials that will be given to you during the course. These materials include ideas and comments provided by the instructor during class; test questions; handouts and course materials; and other materials representing the copyright-protected intellectual property of the course instructor. You are prohibited from entering into relationships with web sites such as Course Hero, Notehall, or similar sites under which you agree, in exchange for the payment of a fee or salary, to post these materials online.

Faculty Statement on Disclosures of Instances of Sexual Misconduct
If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated by federal law to inform the university's Title IX Coordinator. The university needs to know information about such incidents to, not only offer resources, but to ensure a safe campus environment. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy--I will not disclose the incident to anyone but the Title IX Coordinator. For more information on Sexual Misconduct policies, where to get help, and reporting information please refer to www.udel.edu/sexualmisconduct. At UD, we provide 24 hour crisis assistance and victim advocacy and counseling. Contact 302-831-2226, Student Health Services, to get in touch with a sexual offense support advocate.