Name: Chance Bradford
Phone: 936-468-7026
Department: Mathematics and Statistics
Office: Math 326
Email: bradfordwc@sfasu.edu (I do not check D2L messages)

Class Times and Locations: Tuesday & Thursday 9:30AM to 10:45AM in Math 204
Student Hours: Monday, Wednesday, & Friday 10:00PM to 11:50PM in Math 326

- I’m available in my office during these times to assist students.
- Other times and Zoom meetings are available by appointment (email me to discuss).

Final Exam: Thursday, Dec 14 from 8:00AM to 10:00AM

Required Materials
- Pearson MyLab Account:
  - You’ll need a code to access Pearson MyLab, the website where you will complete homework, quizzes, and exams. The website also comes with free access to an electronic textbook.
  - Online ($75): ISBN: 9780135740576 (cheaper, but credit card required)
  - Bookstore ($93): ISBN: 9780135740330 (can pay cash or financial aid)
  - To buy the code online, go to mymathlab.com and choose the 18-week option.
  - You can use MyLab free for two weeks before payment is required.
  - When you create your account, use this course ID: bradford14025
  - Video: How to Register for MyLab
- Calculator ($15-$20): A calculator is required. Phone calculators are not allowed.
  - Recommended calculator:
    - TI-30XS (absolute best calculator for this class) ($15 to $20 brand new)
  - Other acceptable calculators in the $15 to $20 range in order of preference: TI-34, TI-36X Pro, Casio fx-115ES or fx-300ES
  - Graphing calculators (like TI-83 or TI-84) are allowed, but do not buy one for this class. (~$100)
  - Calculators to avoid: Cheap ($10 or less) TI models like TI-30XIIS or TI-30Xa. Any cheap Casio models not listed above.
- Laptop/tablet you can bring a few days during semester (inform me ASAP if you don’t have one)
- Pen or pencil. Anything colorful (highlighters, markers) are helpful but optional.
- Folder to hold class paperwork.
- Notebook to write extra notes.

Grading Policy

<table>
<thead>
<tr>
<th>Final Grade Components</th>
<th>Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>5% Class Activities</td>
<td>90%-100%</td>
</tr>
<tr>
<td>10% Quizzes</td>
<td>80%-89.9%</td>
</tr>
<tr>
<td>20% MyLab Homework</td>
<td>70%-79.9%</td>
</tr>
<tr>
<td>45% Exams (4 exams worth 11.25% each)</td>
<td>60%-69.9%</td>
</tr>
<tr>
<td>20% Final Exam (Comprehensive)</td>
<td>&lt; 60%</td>
</tr>
</tbody>
</table>
Attendance

- You must make a commitment to attend every class, arrive on time, be attentive, and to not leave early.
- Simply being physically present in the classroom is not attendance. Be mentally present and participate.
- Attendance will be recorded but won’t factored directly into your grade. Missing class will reduce the instruction you receive and will naturally decrease your grades.
- Disruptive behavior includes sleeping, side discussions while I’m speaking, overt disruptions, name calling, harassing behaviors, etc. will result in your dismissal from the class, and may result in a referral to the appropriate university office. Respect your classmates and the learning environment.
- You never need permission to leave the classroom, but please keep it to a minimum. Please try to handle personal business before or after class.
- I try to start class exactly on time, not early nor late. I will begin by sharing announcements and starting the lesson. If you are 10-15 minutes late, you will have missed a significant amount of instruction.
- Be prepared to show your student ID before each exam.

Technology (Cell Phones, Tablets, Laptops, Smart Watches, etc.)

- Cell phones are NOT permitted in this class. Do NOT use your cell phone in class. The classroom is a professional environment like a business meeting. There should be no cell phones in my (or your) sight during class. Using or monitoring a cell phone during class distracts you and keeps you from learning.
- Phones should be set to silent (not vibrate) and put away during class time. If I see you check or use your cell phone during class, I reserve the right to dismiss you from class.
- You may NOT use your phone as a clock or calculator.
- During class, I may sometimes explicitly give you permission to use technology on an assignment (class activity, quiz, exam, etc.). Otherwise, it is not allowed.

Absences

- **Reasons for absences** (I’m defining “minor” reasons as those denied by the Dean of Students)
  - **Major reasons** (death of family member, hospitalization, car accidents, fire/flood, jury duty, court subpoena, etc. Other situations may be considered at the discretion of the Dean of Students.)
    1. Inform me of the situation by email as soon as possible.
    2. Submit a formal absence notification to the Dean of Students (with documentation, which is required) at https://www.sfasu.edu/thehub/sos/notification-request no later than 10 days after the circumstance in question.
      - After completing this process, I will be very flexible with all related due dates.
  - **Minor reasons** (illness, doctor, oversleeping, car trouble, traffic court, extra-curricular, etc.)
    - **If you miss a lecture:**
      - It’s not necessary to tell me why you missed class. (I prefer you don’t, it’s not my business) or to even notify me you missed at all. I will trust it was for a good reason and that you will complete the following procedure as a responsible student as soon as you can.
        1. Any blank paper copies of notes I pass out will be available in the basket outside my office, or you can download them from D2L (Content section).
        2. Discuss the lesson you missed with a classmate, a tutor, and/or the SI.
        3. Thoroughly review the notes yourself and attempt the homework assignment.
        4. Visit a tutor and/or SI to ask any remaining questions.
        5. If you still have specific questions or find yourself struggling, I will be happy to help during office hours.
    - **If you miss a class activity:** Class activities can’t be made up. Instead, I will drop a few of your lowest grades at the end of the semester.
    - **If you miss a homework assignment or quiz:** You may have two 3-day extensions on either a homework or quiz. No extensions beyond an exam will be allowed.
    - **If you miss an exam:** Exams can’t be made up. See “Final Exam Grade Replacement”.

Final Exam Grade Replacement

- The following policy only applies if you have less than 6 absences (for minor reasons).
- It is intended for students who must miss an exam due to a minor reason, but applies to all students.
- Your final exam grade will:
  1. count as your final exam grade.
  2. replace your lowest regular exam grade (if any of those grades were lower).

Notes (found in D2L > Content)

- These notes will contain many practice problems (not graded) to verify your understanding. You’re expected to work on these problems, not wait for the answers.
- You should further summarize the most important information in your own way (notebook, notecards, electronic notes drawn on a tablet, a poster, etc).
- Don’t just copy the notes. You should constantly be referencing them, be very familiar with them, and keep them organized.

Homework (found in MyLab)

- These assignments are designed to practice the skills you learn in class.
  - Use your notes. They are your primary source of information.
  - Work together with classmates (with academic integrity).
  - Visit the tutors and SI.
  - You will have about five attempts (on most questions) and unlimited time until the due date.
- Homework assignments will generally open the same day the matching lesson is covered in class.
  - Never work on homework during class (unless given permission).
  - Start the homework assignments as early as possible, preferably the first or second day.
  - Don’t brute force any questions (trying to get a question correct with no learning happening).
  - When the due date is close, you should be putting the finishing touches on your homework. Never wait until the last minute to begin your assignments.
    - Do not confuse DUE dates with DO dates!!!
  - Some students often wait until the very last minute to complete their assignments. Then, they either struggle with some questions or have technical issues (or both) and are unable to complete the assignment on time. There will be no extensions for trivial reasons including procrastination.
- In general, homework assignments will be due by 11:59PM one week after we finish the lesson in class. Some homework assignments will be due a little sooner than that due to exams (they will be due the night before the exam).
- If you are having trouble with any homework questions after genuine effort (carefully reviewing your notes, visiting a tutor and/or SI, etc.), I would be happy to help during office hours.

Quizzes (found in MyLab)

- These are designed to measure your understanding of the lessons from the previous week.
- You will only have one attempt per question and there will be a time limit.
- Quizzes are due before their matching homework assignments. This is another reason you should be constantly reviewing your notes and working on your homework instead of waiting until the last minute.
- Use your quiz results to identify your weaknesses and learn from your mistakes.
- You may use a formula sheet, a calculator, blank paper, and a pen/pencil. No other resources are allowed (notes, internet, classmates, me, etc.). If you use more resources than that, not only will it be considered academic dishonesty, but you are doing yourself a disservice and not understanding the purpose of quizzes.

Practice Exams (found in MyLab)

- These practice exams offer a glimpse into what the real exam will be like, what topics you may need to focus on, how long the exam will take, how many questions there will be, expected grade, etc.
- Before each exam, I suggest you take the practice exam under real exam conditions (no notes or help).
Use your results to help you prepare for the real exam.

Exams (found in MyLab)
- These are the final, high-stakes verifications of your understanding.
- You will have only one attempt per question and there will be a time limit.
- Exams will be taken in class on a laptop or tablet (no phones). Make sure you bring one of those devices on exam days. Make sure the device is fully charged because there are very few plugs available in the classroom. Students without one of these devices should contact me ASAP before exams.
- Make sure the device is connected to the SFA network before the exam.
- You may use a formula sheet (provided by me), a calculator, blank paper, and a pen/pencil. No other resources are allowed (notes, internet, classmates, me, etc.). I will not answer questions during an exam.
- You will be required to show your work and upload it to a D2L Dropbox. I will award partial credit based on work shown, so show as much work as possible.

Grades (found in D2L > Grades)
- Your assignment grades and current class average can be found in D2L.
- MyLab Grading Mistakes:
  - Sometimes MyLab will count a question wrong that should be counted correct, or at least award partial credit. This happens because you make a typo, type too many (or too few) spaces, you’re off by a small decimal, you have the correct answer on paper but typed it incorrectly, etc.
  - If this ever happens on homework or a quiz, please email me the assignment and question number. I will be happy to fix this. I will carefully check all your exam questions myself.
- If I notice anything unusual about your grades (for example high quiz or exam grades when you haven’t been attending class or completing assignments), I reserve the right to ask you similar questions from the quiz/exam during office hours to verify your understanding.

Announcements
Announcements will be made via MyLab, email, and the D2L News. Check these regularly.

Time Commitment
According to the SFA Policy Manual (which follows the federal definition of a credit hour), you should spend about
- 3 hours every week in class (lecture, notes, group work, class activities, quizzes, exams)
- 6 hours every week outside of the scheduled class hours (homework, notes, studying, review).

SFA Early Alert System
I am required to inform advisors when students are at risk of failing or not participating in class.

Code of Student Conduct and Academic Integrity (after joining UT)
This policy prescribes the standards of conduct students are required to adhere to as a student of Stephen F. Austin State University (SFASU). https://www.sfasu.edu/docs/policies/10.4.pdf

Additional Course Information: https://math.sfasu.edu/docs/syllabi/MATH1332Syllabus.pdf. It inludes:
- Time Commitment (based on the federal definition and requirements for a credit hour).
- Skills and topics required by the State of Texas to be taught in this course.
- SFA’s definition of Academic Integrity (including the definition and consequences of cheating).
- Instructions for students with disabilities (contact ODS as soon as possible).
- Student Resources for Health, Wellness, and Crisis.
**Tentative Schedule:** This schedule is subject to change.

### Sets

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, Aug 29</td>
<td>Syllabus and Class Introduction Sets of Numbers 2.1 Sets (begin)</td>
<td></td>
</tr>
<tr>
<td>Thursday, Aug 31</td>
<td>2.1 (finish) 2.2 Subsets 2.3 Venn Diagrams &amp; Set Relationships (start)</td>
<td></td>
</tr>
<tr>
<td>Tuesday, Sept 5</td>
<td>2.3 (finish) 2.4 Venn Diagrams with 3 Sets &amp; Set Equality (start)</td>
<td><em>In Class</em> Quiz: 2.1 and 2.2 Quiz Syllabus quiz (outside of class)</td>
</tr>
<tr>
<td>Thursday, Sept 7</td>
<td>2.4 (finish) 2.5 Application of Sets</td>
<td>HW: 2.1 &amp; 2.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday, Sept 12</td>
<td>Exam Review</td>
<td>HW: 2.3 Quiz: 2.3, 2.4, &amp; 2.5</td>
</tr>
<tr>
<td>Thursday, Sept 14</td>
<td><strong>Exam 1</strong></td>
<td>HW: 2.4 &amp; 2.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Note: These are due the night of Wednesday, Sept 13, one day early.</td>
</tr>
</tbody>
</table>

### Logic

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, Sept 19</td>
<td>3.1 Statements &amp; Logical Connectives 3.2 Truth Tables for Negation, And, Or (start)</td>
<td></td>
</tr>
<tr>
<td>Thursday, Sept 21</td>
<td>3.2 (finish) 3.3 Truth Tables for Conditional &amp; Biconditional</td>
<td></td>
</tr>
<tr>
<td>Tuesday, Sept 26</td>
<td>3.4 Equivalent Statements</td>
<td>HW: 3.1 Quiz: 3.1 &amp; 3.2</td>
</tr>
<tr>
<td>Thursday, Sept 28</td>
<td>Class Review</td>
<td>HW: 3.2 &amp; 3.3 Quiz: 3.3 &amp; 3.4 (*earlier than usual)</td>
</tr>
<tr>
<td>Tuesday, Oct 3</td>
<td><strong>Exam 2</strong></td>
<td>HW: 3.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Note: This is due the night of Monday, Oct 2, one day early.</td>
</tr>
</tbody>
</table>
### Finance

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, Oct 5</td>
<td>10.1 Percent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10.2 Simple Interest (start)</td>
<td></td>
</tr>
<tr>
<td>Tuesday, Oct 10</td>
<td>10.2 (finish)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10.3 &amp; 10.6 Compound Interest, Annuities, &amp; Sinking Funds (start)</td>
<td></td>
</tr>
<tr>
<td>Thursday, Oct 12</td>
<td>10.3 &amp; 10.6 (finish)</td>
<td>HW: 10.1</td>
</tr>
<tr>
<td></td>
<td>10.4 Loans and Credit Cards (start)</td>
<td></td>
</tr>
<tr>
<td>Tuesday, Oct 17</td>
<td>10.4 (finish)</td>
<td>HW: 10.2</td>
</tr>
<tr>
<td></td>
<td>10.5 Mortgages (start)</td>
<td>Quiz: 10.1 &amp; 10.2</td>
</tr>
<tr>
<td>Thursday, Oct 19</td>
<td>10.5 (finish)</td>
<td>10.3, &amp; 10.6</td>
</tr>
<tr>
<td></td>
<td>Class Review (start)</td>
<td></td>
</tr>
<tr>
<td>Tuesday, Oct 24</td>
<td>Class Review (finish)</td>
<td>HW: 10.4</td>
</tr>
<tr>
<td></td>
<td>Quiz: 10.3, 10.4, 10.5, and 10.6</td>
<td></td>
</tr>
<tr>
<td>Thursday, Oct 26</td>
<td><strong>Exam 3</strong></td>
<td>HW: 10.5</td>
</tr>
<tr>
<td></td>
<td>*Note: This is due the night of Wednesday, Oct 25, one day early.</td>
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</tbody>
</table>

### Probability

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, Oct 31</td>
<td>11.1 Basic Probability</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11.3 Expected Value</td>
<td></td>
</tr>
<tr>
<td>Thursday, Nov 2</td>
<td>11.4 Tree Diagrams</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11.5 And/Or Probability (start)</td>
<td></td>
</tr>
<tr>
<td>Tuesday, Nov 7</td>
<td>11.5 (finish)</td>
<td>HW: 11.1 and 11.3</td>
</tr>
<tr>
<td></td>
<td>11.6 Conditional Probability</td>
<td>Quiz: 11.1 and 11.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Quizzes now due on Thursdays)</td>
</tr>
<tr>
<td>Thursday, Nov 9</td>
<td>11.7, 11.8, &amp; 11.9 Counting (Permutations and Combinations)</td>
<td>HW: 11.4 &amp; 11.5</td>
</tr>
<tr>
<td>Tuesday, Nov 14</td>
<td>Review</td>
<td>HW: 11.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz: 11.4, 11.5, &amp; 11.6</td>
</tr>
<tr>
<td>Thursday, Nov 16</td>
<td><strong>Exam 4</strong></td>
<td>HW: 11.7, 11.8, &amp; 11.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz: 11.7, 11.8, &amp; 11.9</td>
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<tr>
<td></td>
<td></td>
<td>*Note: These are due the night of Wednesday, Nov 15, one day early.</td>
</tr>
</tbody>
</table>

**Monday, Nov 20 – Friday Nov 24** **THANKSGIVING**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, Nov 28</td>
<td>12.1 to 12.4 Basic Statistics</td>
<td></td>
</tr>
<tr>
<td>Thursday, Nov 30</td>
<td>12.5 The Normal Distribution</td>
<td></td>
</tr>
<tr>
<td>Tuesday, Dec 5</td>
<td>Final Exam Review (start)</td>
<td></td>
</tr>
<tr>
<td>Thursday, Dec 7</td>
<td>Final Exam Review (finish)</td>
<td>HW: 12.1, 12.2, 12.3, &amp; 12.4 Quiz: 12.1 to 12.5</td>
</tr>
<tr>
<td>Dec 11 to Dec 15</td>
<td>Finals Week (no class)</td>
<td>12.5 homework will be due the night before your final exam</td>
</tr>
</tbody>
</table>

See first page of syllabus for Final Exam time and date.
Course description: Provides an introduction to mathematical thinking emphasizing analysis of information for decision-making.

Core Objectives (CO):
1. **Critical Thinking** [CO 1]: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication Skills** [CO 2]: to include effective development, interpretation and expression of ideas through written, oral and visual communication
3. **Empirical and Quantitative Skills** [CO 3]: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Credit hours: 3

The following is an excerpt from SFA Policy 5.4:
*The federal definition of a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:*

1. **Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or;**

2. **At least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.**

To this end, all students in courses offered by the Department of Mathematics and Statistics that wish to be successful should plan to spend a minimum of two hours outside of class for every credit hour associated with this course. Expected activities to be completed in the time outside of class include reviewing notes from previous class meetings, reading assigned course resources, completing all assigned exercises and projects, and performing periodic assessment preparation.

Course Prerequisites and Corequisites: See general course prerequisites.

**General Education Core Curriculum:** This course has been selected to be part of SFA’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives. Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L, the assessment management system selected by SFA to collect student work for core assessment.

By enrolling in MATH 1332 Math in Society you are also enrolling in a Core Curriculum Course that fulfills the Mathematics Core Objective requirement.

The chart below indicates: (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB), (b) How the required core objectives will be addressed.
Core Curriculum Objective Table

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Set Theory and Logic modules</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Differentiating, applying, and interpreting results from finance formulas</td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Decision-making using analysis based on Probability and Statistics</td>
</tr>
</tbody>
</table>

Outline of Suggested Topics: The following is a list of suggested topics. These topics can be augmented or diminished, as long as the objectives for the course are practiced. Decisions concerning order of presentation are left to individual instructors.

Course outline:  

- Critical Thinking (Chapter 1) [CO: 1,2,3]  
  - Inductive and Deductive Reasoning  
  - Problem-Solving with Patterns  
  - Problem-Solving Strategies  
- Logic (Chapter 2) [CO: 1,2,3]  
  - Logic, Statements, and Quantifiers  
  - Truth Tables, Equivalent Statements and Tautologies  
  - The Conditional and Biconditional  
  - The Conditional and Related Statements  
  - Arguments  
- Set Theory (Chapter 3) [CO: 1,2,3]  
  - Basic Properties of Sets  
  - Complements, Subsets and Venn Diagrams  
  - Set Operations  
  - Infinite Sets  
- Financial Mathematics (Chapter 11) [CO: 1,2,3]  
  - Simple Interest  
  - Compound Interest  
  - Credit Cards and Consumer Loans  
  - Stocks, Bonds and Mutual Funds  
  - Home Ownership  
- Counting and Probability (Chapter 12) [CO: 1,2,3]  
  - The Counting Principle
Permutations and Combinations
- Probability and Odds
- Addition and Complement Rules
- Conditional Probability
- Expectations

- Statistics (Chapter 13) [CO: 1,2,3] 16%
  - Measures of Central Tendency
  - Measures of Dispersion
  - Measures of Relative Position
  - Normal Distributions
  - Linear Regression and Correlation

- Explicit instruction in Critical Thinking, Communication, and Empirical and Quantitative Reasoning is in addition to implicit instruction, modeling and practice that occur daily in the discussion of logic, sets, financial mathematics, counting, probability, and statistics. This explicit instruction includes explanation of solving mathematical problems by thinking critically, communicating logically ordered solutions with complete and correct notation, and applying empirical or quantitative skills as appropriate to the problem.

Student Learning Outcomes (SLO): At the end of MTH 110, a student who has studied and learned the material should be able to:
1. Demonstrate understanding of elementary logic in order to make persuasive arguments, understand conflicting reports, identify faulty reasoning, detect bias, assess risk, suggest alternatives, and draw solid conclusions. [CO: 1,2,3]
2. Use sets as a tool for organizing information, recognize that relationships between and among sets provide the foundation for many valid arguments. [CO: 1,2,3]
3. Use counting techniques, estimation, proportional reasoning, percents, and unit conversions to more ably interpret numerical quantities that occur in everyday life. [CO: 1,2,3]
4. Demonstrate understanding of basic probability and how it is involved in virtually every decision we make – either explicitly or implicitly. [CO: 1,2,3]
5. Use statistics to critically evaluate and interpret statistical studies and corresponding reports. [CO: 1,2,3]
6. Use functions to model various relationships with enough precision to gain insight into how things work and to make reasonable predictions about the future. [CO: 1,2,3]

There are no specific program learning outcomes for this major addressed in this course. It is a general education core curriculum course and/or a service course.

Academic Integrity
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. CHEATING includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.
Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades (SFA Policy 5.5)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. The circumstances precipitating the request must have occurred after the last day in which a student could withdraw from a course. Students requesting a WH must be passing the course with a minimum projected grade of C. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices.

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

**The Health and Wellness Hub** “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education
Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom.

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