Instructor:

- Danielle Johnson
  Department of Mathematics and Statistics
- Office: Math 349
- TEL: (936) 468-1521
- Email: drjohnson@sfasu.edu

Course Meeting time and place: MTH 1350.003: TR 3:30 pm – 4:45 pm, Bush Math Building Room 205

Office Hours: These hours have been set aside specifically to help students.

Monday and Wednesday: 1 pm – 2:30 pm  Tuesday and Thursday: 2 pm – 3 pm

Additional times are available by appointment.

Course Description: Properties of the natural numbers, integers, rational and real number systems, and number theory with an emphasis on problem-solving and critical thinking. For a more detailed course description, Student Learning Outcomes, and Exemplary Educational Objectives, go to https://math.sfasu.edu/docs/syllabi/MATH1350Syllabus.pdf

Course Goals

- To understand the mathematics essential to successful teaching in the elementary school classroom.
- To acquire a foundation in numeration systems, number theory and properties of the natural numbers, integers, rational, and the real number system.
- To gain skill in problem solving and critical thinking.

Text and Materials:


Calculators: Calculators can be used in this course.

Course Requirements: Major course requirements are various homework assignments as determined by your instructor, homework from textbook, three midterm exams and a comprehensive final exam.

- Final exam (lasting 2 hours) Our final exam will be Thursday, Dec. 14th from 1:00 pm – 3:00 pm
- Three exams (each lasting 1 hour 15 minutes) prior to final exam, dates listed below. Exams will be on paper and given in class during our regularly scheduled class time unless otherwise stated.
- Ability and resources needed to be able to upload written work to D2L.
- Reliable internet access
- Good computer, ability to print class activities
- D2L access. You will be required to access SFA’s Learning management Software(at https://d2l.sfasu.edu) daily
- Homework from the textbook will be collected and graded. You will submit written work to the appropriate drop box in D2L for that homework set. Homework due dates are posted in D2L but are subject to change so check the D2L news feed on the homepage of our class in D2L and check your email frequently.
• Additional assignments at the instructor’s discretion

• **There is no extra credit.**

• Initiative to seek help outside of class, with the professor or the AARC may be necessary in order to succeed in the course

**Attendance Policy and Testing, Grading, and Make-up Policies:**

**Attendance and Participation Requirements**
This course is designed to be discussion heavy with the majority of the discussion lead by students. More information about absences can be found of the Dean of Student’s website: https://www.sfasu.edu/thehub/sos/notification-request.

• *Please keep in communication with the instructor about all absences.* You should not miss class meetings. But, in the event that you do miss class, it is your responsibility to contact the instructor to find out what you missed.

• Come to class prepared and ready to listen, participate, and engage with the activities for the day

• Missing an exam is much more problematic than missing a regular class meeting or an appointment, and you should not miss exam days unless the situation is very serious. **Under no circumstances do I give late exams.** If you miss an exam, the final exam grade will be substituted for your lowest (previous) in-class exam score. The final exam is mandatory. If more than one exam is missed, the final exam grade will replace only one of the missed exams.

• You must bring and display either your SFASU Student ID or a valid driver’s license before you will be permitted to take each test and the final exam. I must be able to recognize you from the photo on the ID.

**Resurrection Opportunity**
If you score a 70 or better on the final exam, your lowest midterm grade will be replaced with your final exam grade if the midterm grade is lower, except in the case of receiving a zero on an exam because of cheating on that exam. The resurrection policy does not apply to your homework grade.

Your course grade will be determined as follows:

Semester numerical scores will be converted into letter grades according to the following chart.

<table>
<thead>
<tr>
<th>Component</th>
<th>Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework/Other Assignments</td>
<td>homework assignments and other assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Exam I</td>
<td>Tuesday, Sept. 26th, during class</td>
<td>20%</td>
</tr>
<tr>
<td>Exam II</td>
<td>Tuesday, Oct. 24th, during class</td>
<td>20%</td>
</tr>
<tr>
<td>Exam III</td>
<td>Thursday, Nov. 30th, during class</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td><strong>Thursday, Dec. 14th, 1:00 pm –3:00 pm,</strong></td>
<td>20%</td>
</tr>
</tbody>
</table>

When I calculate your final grade at the end of the course, I will calculate a score on a 0-100 point scale using the scores that you have obtained during the course, and the grade breakdown given above. Your course grade will then be obtained using this table. There is NO extra credit in this course.

<table>
<thead>
<tr>
<th>Range of numerical values</th>
<th>Corresponding Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>0-59</td>
<td>F</td>
</tr>
</tbody>
</table>
Making Your Homework Easy to Read and Easy to Grade

1) All assignments should be turned in on D2L to the proper drop box as a single PDF on time. Late homework will not be accepted.
2) Make sure your handwriting and any drawings are legible.
3) To ensure that each problem is graded, problems and solutions should be written in the order that they are assigned.
4) It is good practice to first work out the solutions to homework problems on scratch paper, and then to neatly write up your solutions. This will help you turn in a clean finished product.
5) You should write up your solutions by yourself.
6) Individual and group help is available online through the Academic Assistance and Resource Center (AARC).
7) Take advantage of office hours via zoom or in person in my office.

The Classroom
Any questions you ask in class will likely be ones that other students will want answered as well, so get over any hesitation you might have and ask questions as the material is presented. You will not be penalized for doing this, no matter how trivial or simple you think your questions might seem. Remember, the class is being held for you to learn the material, not just to give you a time to copy notes off of a blackboard, so be sure to get help when you need it and stay involved in your class. Please be respectful of your fellow students and your instructor. Cell phone use and texting are not allowed in class. Remember to turn your cell phone off or place it in quiet mode before entering the classroom.

Course contact hours and Study hours:

MTH 1350 is a 3 hour credit course. This means that you should spend at least 6 hours per week outside of class studying for this class. Studying should include but is not limited to completing assignments. Please refer to the excerpt from SFA Policy 5.4 below.

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.

See https://math.sfasu.edu/docs/syllabi/MATH1350Syllabus.pdf for elements common to all sections.

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. See 10.4.pdf (sfasu.edu) for more information. A note about cheating: Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. A few words about academic integrity—I may opt to ask for an in-person oral
examination if I have any reason to suspect that work that you present is not your own. Possession of materials that can be used to cheat, whether or not they are used, is considered academic dishonesty. Consequences for academic dishonesty will be determined in accordance with university policy at the time of the violation.

**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](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](http://www.sfasu.edu/deanofstudents), 936.468.7249, [dos@sfasu.edu](mailto:dos@sfasu.edu)

SFA Human Services Counseling Clinic Human Services, Room 202  
[www.sfasu.edu/humanservices/139.asp](http://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  
[www.sfasu.edu/thehub](http://www.sfasu.edu/thehub), 936.468.4008, thehub@sfasu.edu

**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)  
- [johCrisis Text Line: Text HELLO to 741-741](http://www.sfasu.edu/thehub)
<table>
<thead>
<tr>
<th>Week/Assign #</th>
<th>Date</th>
<th>Topic</th>
<th>Activity (Used on this date. All activities are from the 6th edition and available on D2L)</th>
<th>Section, Page, Problem Numbers (due on Sundays at 11:59 PM unless indicated otherwise. See D2L for due dates.)</th>
<th>Suggested Practice Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Thursday, 8/31/2023</td>
<td>§ 1.2. Decimals.</td>
<td>1F (1), 1G, 1H, 1l (1,2)</td>
<td>§1.2. Problem 15 (a,b,c); pp. 37–40</td>
<td>Practice Exercises for §1.2. Exercises 3, 8; pp. 34–37</td>
</tr>
<tr>
<td>2</td>
<td>Tuesday 9/5/2023</td>
<td>§ 1.3 Reasoning to Compare Numbers in base Ten</td>
<td>1K, 1N (1, 2, 3, 4)</td>
<td>§1.3. Problem 13; pp. 46–47</td>
<td>Practice Exercises for §1.3. Exercises 3, 8, 9, pp. 44–36</td>
</tr>
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<td></td>
<td>Thursday 9/7/2023</td>
<td>§1.4. Reasoning about Rounding Polya pp. 1-8</td>
<td>1Q, 1R</td>
<td>§1.4. Problem 4; pp. 51–52</td>
<td>Practice Exercises for §1.4. Exercise 3; p. 51</td>
</tr>
<tr>
<td>3</td>
<td>Tuesday 9/12/2023</td>
<td>§2.2. Reasoning about Equivalent Fractions</td>
<td>2J, 2L, 2N (4,7,8)</td>
<td>§2.2. Problem 3,4; pp. 75–77</td>
<td>Practice Exercises for §2.2. Exercises 4, 9, 10; pp.72–75</td>
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<tr>
<td></td>
<td>Thursday 9/14/2023</td>
<td>§2.2. Reasoning about Equivalent Fractions(con’t.)</td>
<td>2M, 2O Ken Problem (p. 76 #18)</td>
<td>§2.2. Problem 17; pp. 75–77</td>
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<td>4</td>
<td>Tuesday 9/19/2023</td>
<td>§2.3. Reasoning to Compare Fractions</td>
<td>2Q, 2R, 2S</td>
<td>§2.3. Problem 5, 6, 7; pp. 85–86</td>
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<tr>
<td></td>
<td>Thursday 9/21/2023</td>
<td>§3.1. Interpretations of Addition and Subtraction</td>
<td>3B (assign type of addition), 3D</td>
<td>§3.1. Problem 3; pp. 109–110</td>
<td>Practice Exercises for §3.1. Exercises 1, 2, 3, 4, 5; pp. 110–111</td>
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<td>5</td>
<td>Tuesday 9/26/2023</td>
<td>§3.2. The Commutative and Associative Properties of Addition, Mental Math and Single-Digit Facts</td>
<td>3E, 3F, 3G Tomaslov (p.122 #4)</td>
<td>§3.2. Problem 3; pp. 122–123</td>
<td>Practice Exercises for §3.2. Exercise 8; pp. 119–121</td>
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<td>6</td>
<td>Tuesday 10/3/2023</td>
<td>§3.3. Why the Standard Algorithms for Adding and Subtracting Numbers in the Base Ten System Work</td>
<td>3I, 3J, 3K, 3N, 3M</td>
<td>§3.3. Problem 2, 3; pp. 130–132 (algorithm and drawings, each step side by side)</td>
<td>Practice Exercises for §3.3. Exercises 1, 3; pp. 128–130</td>
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<td></td>
<td>Thursday 10/5/2023</td>
<td>§3.4. Reasoning about Fraction Addition and Subtraction</td>
<td>3O, 3P, 3Q, 3R</td>
<td>§3.4. Problem 12; pp. 141–143 (Denise p. 141 #11)</td>
<td>Practice Exercises for §3.4. Exercises 1, 3; pp. 137–140</td>
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<tr>
<td>7</td>
<td>Tuesday 10/10/2023</td>
<td>§4.1. Interpretations of Multiplication</td>
<td>4A, 4B, 4C</td>
<td>§4.1. Problem 7(a, b); pp. 160–161</td>
<td>Practice Exercises for §4.1. Exercise 1; pp. 159–160</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Text References</td>
<td>Practice Exercises</td>
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<tr>
<td>Thursday 10/12/2023</td>
<td>§4.2. Why Multiplying by 10 is Special in Base Ten</td>
<td>§4.2. Problem 10; pp. 175–179</td>
<td>Practice Exercises for §4.2. Exercise 2; p. 164</td>
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<td></td>
<td>§4.3. The Commutative and Associative Properties of Multiplication, Area of Rectangles and Volume of Boxes</td>
<td>§4.3 Problem 10; pp. 175–179</td>
<td>Practice Exercises for §4.3. Exercises 2, 8; pp. 174–175</td>
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<tr>
<td>Tuesday 10/17/2023</td>
<td>§4.4. The Distributive Property</td>
<td>§4.4. Problem 4, 6 (b,c); pp. 186–188</td>
<td>Practice Exercises for §4.4. Exercises 7, 10; pp. 184–186</td>
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<tr>
<td>Thursday 11/16/2023</td>
<td>§8.1. Factors and Multiples</td>
<td>§8.1. Problem 4; p. 358</td>
<td>Practice Exercises for §8.1. Exercises 1, 2; p. 357</td>
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<tr>
<td>Tuesday 11/21/2023</td>
<td>§8.2. Even and Odd</td>
<td>§8.2. Problem 5; p. 361–362</td>
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<tr>
<td>Thursday 12/7/2023</td>
<td>Catch up day</td>
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<tr>
<td>Final Exam Week</td>
<td>Final Exam for MATH 1350.003 is Thursday, Dec. 14th at 1 pm – 3 pm</td>
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</table>
**Course description:** Properties of the natural numbers, integers, rational and real number systems, and number theory with an emphasis on problem-solving and critical thinking.

**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 **MTH 1350 – Introduction to Mathematics for Elementary Teachers** 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.

[Examples of the things that can be included in the final column are: Specific assignments, class module(s), chapter(s), strategies, activities, and/or techniques that address the core objectives.]
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>Inquiry-based activities – Reasoning about Rounding, Fractions, etc.</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>Explanation of concepts along with diagrams on activities</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>Using and explaining algorithms to determine products and quotients.</td>
</tr>
</tbody>
</table>

Course outline:

- Techniques of problem solving and estimation skills [CO 1, 2, 3] 15%
  - 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 numbers and operations. 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. The following topics will be threaded throughout the course in order to develop the habits of mind necessary to be successful in mathematics:
    - Introduce Polya’s Problem Solving Process: Understand the Problem, Devise a Plan, Carry Out Plan, Look Back
    - Explore Basic Problem Solving Strategies
    - Explore Patterns in Language, Figures, Numbers, Sequences and Geometry
    - Develop Estimation Skills with Mental Arithmetic
    - Investigate temperature as a form of measurement
- Whole Numbers and Numeration: Concepts and Algorithms [CO 1, 2, 3] 25%
  - Define the Set of Whole Numbers
  - Model Whole Number Operations using a Variety of Methods
  - Verify Properties of Operations: Binary Operation; Closed, Commutative, Associative, Distributive Property of Multiplication over Addition, Identities, Multiplication by Zero; Division Algorithm
  - Explore Place Value Systems using Base Five Arithmetic
  - Develop and Apply Algorithms for Whole Number Operations
  - Develop Definition and Properties for Whole Number Exponents
- Number Theory: An Introduction [CO 1, 2, 3] 10%
  - Define and Explore Primes and Composites
  - Explore Basic Divisibility Properties of Sums and Products
  - Explore Applications of the Fundamental Theorem of Arithmetic
  - Define the GCD and LCM and Use Algorithms for Finding Each
- Integers: Concepts and Algorithms [CO 1, 2, 3] 25%
  - Model Integer Operations Using a Variety of Methods

sfasu.edu/math
Math 1350 – Introduction to Foundations of Mathematics I
Syllabus Continuation

- Investigate Extensions of Whole Number Operations and their Properties: Closed, Commutative, Associative, Distributive Property of Multiplication over Addition, Identities, Additive Inverse, Multiplication by Zero

- Real Numbers: Concepts and Algorithms [CO 1, 2, 3] 25%
  - Investigate Practical Uses for Fractions
  - Explore Connections between Fractions, Rational Numbers, Decimals, and Percents
  - Investigate Order of Numbers in Decimal Form
  - Illustrate the Pythagorean Theorem
  - Develop Proportional Thinking to Include Ratio and Proportion, Properties of Proportions, Fundamental Law of Fractions

- 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 numbers and operations. 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 127, a student who has studied and learned the material should be able to:

1. Solve a variety of problems using multiple problem-solving techniques. [CO 1,3]
2. Demonstrate understanding of core concepts underlying standard and non-standard algorithmic procedures for performing operations on subsets of real numbers. [CO 1,3]
3. Communicate his/her knowledge effectively in multiple formats – verbally, concretely, and in writing. [CO 2]
4. Define, identify, and use the fundamental properties of real number operations. [CO 3]
5. Provide logical justification of mathematical thinking. [CO 1]
6. Use mathematical language and notation appropriately to communicate ideas. [CO 2]

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

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

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)
Math 1350 – Introduction to Foundations of Mathematics I
Syllabus Continuation

- 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.

*Date of document: 08/23/2023*