Course Policy Statement
SM291 Fundamentals of Mathematics
Asst. Professor Justin Allman, Spring 2019

1. The Basics

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Office Hours (EI): You may email me at any time to make an appointment for EI at the times posted by my office door. These include most times during the academic day, except on Tuesdays. I cannot guarantee that I will be available at the exact time you prefer, but I can promise to work with you to find a mutually agreeable time.

Names: You should call me “Professor Allman” both in written and spoken communication. I intend to learn (hopefully quickly) your preferred names and call you by them. Please let me know your preferred name. For example, if your first name is given as Elizabeth in MIDS, but you prefer to be called “Lizzy”, “Ella”, “Ellie” etc., please let me know.

2. Grades

Your grade depends on multiple types of Knowledge Demonstration Opportunities [KnowDOs]. The final weighted percentage associated to each type of KnowDO is listed below in the table depicting the breakdown of your final grade.

2.1. Table of Final Grade Breakdown.

<table>
<thead>
<tr>
<th>KnowDO type</th>
<th>Percentage Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework/Participation</td>
<td>15</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15</td>
</tr>
<tr>
<td>Midterm Test 1</td>
<td>15</td>
</tr>
<tr>
<td>Midterm Test 2</td>
<td>15</td>
</tr>
<tr>
<td>Midterm Test 3</td>
<td>15</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

3. Class Meetings

We will be spending a lot of our class time working together (sometimes individually, sometimes in small groups, sometimes as a whole) on tasks that increase your understanding of mathematics. At the end of many days, there will be some further tasks, practice problems, and/or synthesis problems for you to work through outside of class, as homework. The rest of your group, and the class, will be depending on you to complete this work in a timely manner. We will have class discussions on this material, in which you are expected to be involved, participate, and often present your ideas to the class.

4. Diversity, Inclusion, and Equity

As your instructor, my main goals are to (1) encourage you to become the best mathematicians you can be, and (2) help you develop into the moral, ethical, and strong leaders our Navy and country needs. As such, I am committed to creating a classroom environment that welcomes and encourages all students, regardless of race, ethnic background, gender, color, creed, social class,
religious beliefs, sexual orientation, etc. We all have implicit biases, and I will try to continually examine my judgments, words, and actions to treat everyone with the fairness and respect they deserve. I hope that you will do the same, and that you will let me know if there is anything I can do to make sure everyone is encouraged to learn, participate, and succeed in this class. You should feel free to discuss with me any questions, concerns, or suggestions regarding this, and any other, aspect of the classroom environment.

Below are four axioms for learning, teaching, and doing mathematics:

- Mathematical talent is distributed equally among different groups, irrespective of geographic, demographic, and economic boundaries.
- Everyone can have joyful, meaningful, and empowering mathematical experiences.
- Mathematics is a powerful, malleable tool that can be shaped and used differently by various communities to serve their needs.
- Every student deserves to be treated with dignity and respect.

Moreover, it is important to acknowledge that whether your experience with mathematics has previously been positive/negative/neutral, EVERYONE can still look forward to present and future enjoyment of mathematics.

5. Attendance

You are expected to attend class.

6. Citing sources

When you present ideas orally to the class or in writing, unless you state otherwise, you are claiming these ideas to be your own work or the work of your group. If you got a key hint or idea from someone or somewhere else, the honorable course of action is to inform your audience by saying “We saw this formula in the textbook, on page . . . ” or “Professor X suggested we look at . . . ” or “My roommate said this was . . . ” or “I googled it and found . . . ” or whatever the case may be. If you used your calculator or computer to do a computation, this should be stated as well. If you are watching another student present, and are not sure where an idea or computation came from, please ask them to clarify. Similarly, when you hand in written work, either as part of homework or on a test, you are claiming this work to be your own. Especially on written work, you should make sure that explanations are written in your own words, even if you worked with others on figuring out the solutions (you almost certainly will). If you got help from a person, book, the internet, a magical hobbit living under your bed, or any other resource, again the honorable course of action is to cite that person or resource on your paper. A statement “I worked with MIDN Boaty McBoatFace on this problem”, “I checked this computation with Wolfram Alpha”, etc. is typically sufficient.