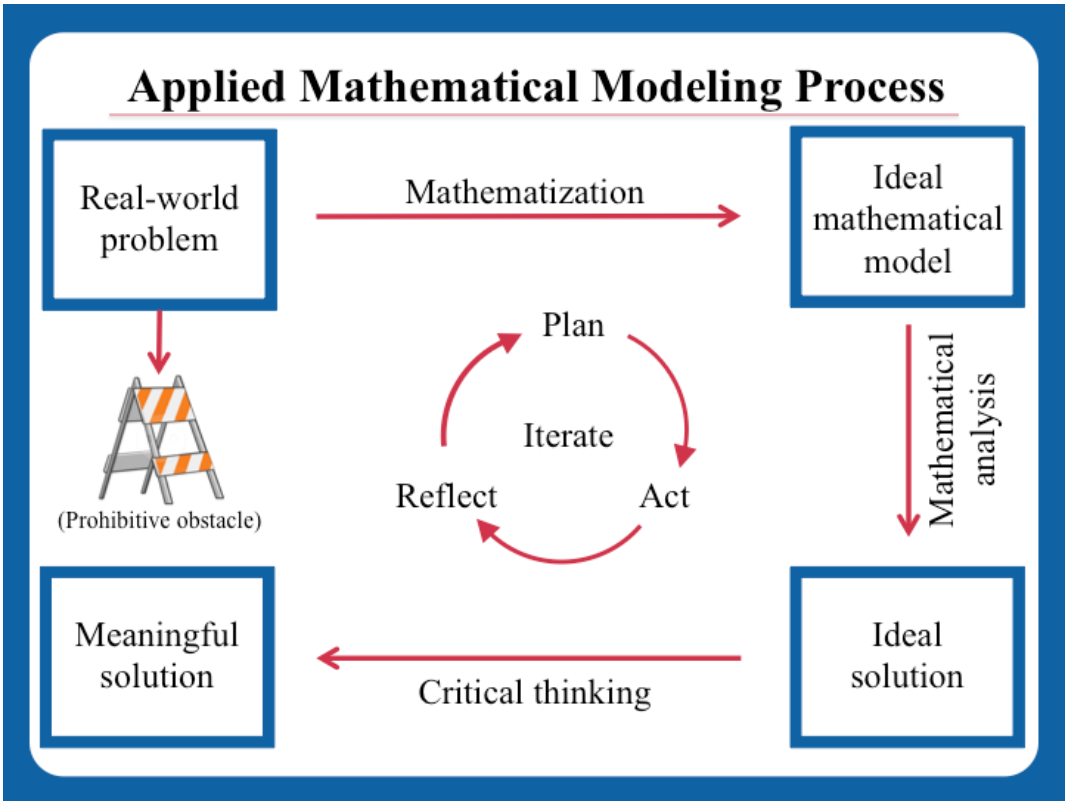
Welcome

ENGR 11: LEARN MATLAB Winter 2021



Have you ever heard the phrase "math is everywhere?" This phrase relates to applied mathematical modeling. In this class, we will learn how to use software designed to facilitate computation that you might use to model real-world problems in your life.

WELCOME TO ENGR 11!

Greetings and welcome to our class. My name is Jeff Anderson. I am honored to be your instructor. I am also excited to act as a coach and mentor as you learn in this class.

My primary goal is to inspire, encourage, support, and guide you to create significant learning experiences during our six weeks together.

I believe that you can learn anything you want to and that you can thrive in any college classroom. I want to be part of a team of people that help you develop sophisticated learning practices. I hope that you can leverage your learning skills to achieve your academic, career, and personal goals in college and beyond. Si se puede!

~Jeff Anderson

Course Information

Course Title:	ENGR 11: Learn MATLAB
Section:	01-Virtual
CRN:	30732
Lecture Meets:	Mon & Wed, 10am – 11:50am
Lab Meets:	Mon 12pm – 1:50pm
	Wed 12pm – 12:50pm
Meeting ID:	915 2761 4227
Prerequisites:	C or better in Math 1B
Homepage:	http://www.appliedlinearalgebra.com/blog/for-students/welcome-to-engr-11

HOW CAN I SERVE YOU?

I exist at this college to serve you. I want to speak with you individually at least once a week. Here is how to stay in contact with me:

- Speak to me before, during, or after class.
- Send me a private Zoom chat during in-class meeting.
- Sign up for an appointment during my student hours.
- Text me at my Google voice number: (650) 383 - 7194
    - You can text me here any time, day or night: 24 hours per day, 365 days per year.
    - I turn off notifications on my phone at night. I also limit the number of times I check my Google voice account. Generally I look at my Google Voice texts each week, Mon – Thurs between 9:45am – 4pm.
    - If I don't respond, please do feel free to follow up with me the next time we see each other or re-send your message. I ask you to be patient. I serve 110 students this quarter and there is only one of me.
- Call my Google Voice number and leave a voice mail.
- For technical questions arising as you watch our YouTube videos, please share your questions in the comment section for that video.

AT A GLANCE: LOGISTIC ASPECTS OF THIS COURSE

HOW DOES ATTENDANCE WORK?

I believe that the most precious gift you give our class is your presence. I respect your commitment to your education and honor our shared time together. I will do everything I can to make our shared class time rich and meaningful. I hope I can earn your trust and earn the gift of spending time with you every day. So I ask you a few questions:

- What do I have to do as your instructor so that you feel excited to come to class?
- How can we, as a community of learners, create an environment in which you want to be in class?
- What expectations do you have for yourself, in terms of attendance?
- What might prevent you from coming to class?
- How do you feel about texting me know if you miss class to keep me posted on how you are doing?
- How many days do you want to be in class?
- What special circumstances do you have that might cause you to miss class?
- How many absences are too many for you?

I want to make this class so special that you feel a special warmth in your heart when you think of our class. I hope you will join me in this quest.

LATE ARRIVALS

I want to do everything in my power to help you get to class on time. You are paying me to help you learn. You are my boss. Seriously: your attendance is how I put food on my table. And as my boss, I promise to be honest with you. I can say with all my heart: I believe that one of the best gifts you give our class is your presence. I hope we are lucky enough to see you every day, a few minutes before class starts.

However, I also know that shit happens. Or, as my wife says: "Life is what happens as when we are busy making other plans." If you have something come up that causes you to be late for class, don't worry. Show up when you can. Your health and well-being is the most important aspect of our course. If you need to show up late, I'd love it if you would shoot me a text on my Google Voice number to keep me posted. I consider my students to be part of my family. When I see you are not in class, I worry about you.

HOW DO LATE ADDS WORK?

Students not officially enrolled prior to the first day of the course need an add code to add this class. Unless there are special circumstances, I do NOT hand out add codes. I have a hard enough time serving the students enrolled in our class on day 1. For those students who need an add code, I thank you so much for your interest in this course. I'm happy to share with you my future teaching plans if you want to try to enroll in my course again in a future quarter.

WHAT IS AN INSTRUCTOR DROP AND WHEN MIGHT THIS HAPPEN?

An instructor drop occurs when I, as an instructor, officially drop a student from this course. As the instructor of record, I have the ability to do this via MyPortal. However, I rarely use instructor drops. If you engage with me about our class and show a commitment to your learning, I will not drop you without your permission. Period.

On the other hand, I may use an instructor drop for a student who disappears from our class. I may also drop a student who makes little effort to communicate with me and who does not manage their own learning.

FYI: I am required to give a letter grade to anyone enrolled in our class after week 8 of the quarter. If you are struggling in this course, please come talk with me. There are many strategies we can use to help you get back on track. In rare instances, I have students decide to withdraw from our course due to personal circumstances outside their control With this in mind, I encourage you to pay attention to the drop dates listed on Foothill's website or listed in you MyPortal account page. Students who remain enrolled in this class beyond the published withdrawal date, as stated in the class schedule, will receive a letter grade in this class. The date to drop without it showing up on your transcripts is the end of the second week of classes.

LEARNING MATERIALS

☐ Required:	**MATLAB Student License (**For more about this license, read the Laboratory 1 Prompt).
☐ Recommended:	**MATLAB: An Introduction with Applications, 6th Edition** by Amos Gilat
☐ **Internet Access**	You'll need daily Internet access and access to a printer. Our course homepage features all of the learning resources we use in this class and you'll need to be able to access those on a daily basis.

BEFORE LECTURE: LEARN BY YOURSELF

The fact that you are in this class is a testament to your courage and curiosity. You are pushing past the frontiers of your knowledge to grow your brain and learn something new. Out of respect for that process, I want to help you learn slowly and deeply.

I believe that when I create a classroom environment that constrains the amount of time you have to think about and play with new ideas, I make learning harder and less meaningful for you. On the other hand, if I create a learning environment that allows you lots of flexibility in how you engage with material, I help you make learning more meaningful.

These beliefs are based on results in the science of learning. In fact, there is ample evidence to suggest that the practice of lecturing is harmful to student learning. There is also a bunch of neuroscience research that indicates that depth of mathematical understanding is much more important than the speed of mathematical thinking. It is with this in mind that I have made a decision to stop lecturing during our in-class meetings.

Instead, I have spent the last decade of my life creating YouTube videos to support student learning. You can find links to our course videos on our course homepage or on my YouTube channel. These videos are publicly available free-of-charge. You can watch these any time, day or night, 24 hours a day, 365 days a year. In addition to these videos, I have written a draft textbook manuscript with custom content for this course. I provide portions of this manuscript on our course homepage.

My hope is that you will watch the videos and engage with the content prior to the start of each class. In other words, I have structured our learning environment using a Flipped Classroom model. This method of learning and working together might take us a few weeks to get used to. We'll work as a team to help you adapt to this environment and figure out how to learn in this flipped learning environment. To begin, you might prepare yourself to spend a few hours before each in-class meeting watching videos, taking notes, and struggling to solve problems. This preparation happens when you are by yourself in your *individual learning space(s)*.

DURING LECTURE: LEARN TOGETHER

Our in-class meeting time for this Engineering 11 course is partitioned into two different types of meetings: Lecture and Lab. Lecture meets two days a week for 2.5 academic hours per meeting. During our in-class meetings for lecture (also known as our *group learning space*), we will focus on problem solving in small groups. This quarter, you will have the chance to write your own quiz and exam problems in small teams. You will also be responsible for producing solutions to these problems together. We'll work through this process as a team to get a sense of how this works. To help guide your learning and keep us on track for the quarter, I provide you with a tentative calendar that highlights my intention for when we will discuss each lesson in class.

DURING LAB: SOLVE PROBLEMS BY YOURSELF AND WITH OTHERS

Programming is an art best learned by doing. In this class, you will submit 7 separate laboratory reports and one laboratory project. Laboratory prompts are posted on our course homepage. The prompts for Labs 1 and 2 are available starting on the first day of this class. Since this is my third time teaching this class, I plan to update prompts for Labs 3 – 7 throughout the course. Each time I upload a new lab prompt, I will make an announcement in our next in-class meeting.

You can find a detailed schedule of due dates on page two of our tentative calendar. In completing each report, you will demonstrate an increasingly sophisticated mastery of the functions, commands, and features that we have studied throughout the course. The introductory Laboratory 1 is worth 5% of your final grade. Each of the other Labs 2 – 6 are worth 10% of your grade. Please read the lab prompts carefully and be sure to provide evidence in your Lab Reports that you have addressed all action item that I ask for.

GRADING POLICIES

This quarter, I am trying something new called contract grading. I have a separate document that describes that policy. Please read that document to learn more. We will work through this as a team.

CLASSROOM ETIQUETTE

Emails from Jeff: I have posted most important information for this class on our course homepage. However, in some cases I will send an email out to the entire class with updates or other important information. I'll do my best to announce my plans to send emails. To help me stay on track, please check your email a few times a week for updates.

In-Person Help: I prefer to work with you in-person. The best times to speak with me are before, during, or after in-class meetings. I also make appointments during student hours. I prefer to deal with all of the following issues in-person: enrollment, attendance, your grade, exams, in-class content, suggested problems, learning needs, special circumstances, scheduling issues, student (office) hour appointments, DRC accommodations, letters of recommendation, and almost all other issues that come up.

Text with Jeff: If you need to contact me outside of our normal in-class meeting times, please feel free to text me on my Google Voice number at (650) 383 - 7194. If you're not sure that I know who you are, please include your full name and the name of our course (ENGR 11).

Emails to Jeff: Please NEVER email me unless I specifically ask you to do so. I do not like my students to send me emails. I serve more than 110 students this quarter and work with over 100 colleagues. With this many people writing me emails, I find email detracts from my ability to serve you as my student. If you'd like to hear more about this policy, please ask me. I'm happy to talk about it. Instead of emailing me, I prefer to speak with you in person text with you, or hear your voice over-the-phone. There are some very rare circumstances in which I will ask an individual student to send me an email (like when I am writing a letter of recommendation or when I want to collect exemplary student work). In these rare cases, I will request an email from that individual student during a face-to-face conversation. In general, if I didn't specifically look you're your eyes and request an email from you, please DO NOT send me email.

Student hours: If you plan to attend student (office) hours, please make an appointment. You can find open appointment times on the list of student hour appointments that I bring to class. Most student appointments last about 10 minutes. If you are unable to attend any of my regularly scheduled appointments, please speak to me about this in person. I will do my best to make an appointment with you at a different time.

I enjoy working with students during student hours. We can use this time to elaborate on concepts from class, help develop a strategy for getting the grade you want, answer questions about attending college or discuss your future plans. For more about how to take advantage of my office hours, please see the "How to Make the Most of Office Hours" handout available on our study skills website.

Cell Phones: You are welcome to use your cell phone as a learning resource while in class. If you are not using your cell phone as a learning resource, I expect your cell phones to be silent and put away during in-class meetings. If you are expecting an emergency call, you may set your phone to vibrate. Please respect your colleagues in the classroom by minimizing texting and email use in class. Of course, no cell phone use is allowed on in-class exams. On exam days, I will ask you to place your cell phones in airplane mode, put this device away in your bag, close your bag completely and place your bag under your seat.

Laptops: You are welcome to use your laptop as a learning resource while in class. If you are not using your laptop as a learning resource, I expect your laptop to be closed and put away during class. No laptops or tablets are allowed during in-class exams.

End of Class: I do my best to dismiss class on time. At the end of class, I will ask you to submit a response to a in-class poll using the ARTIST App. Your response will be used to indicate that you were in-class until the end of the class period. If at all possible, please do not start pack up your belongings or make noise before I dismiss class.

A FOCUS ON LEARNING

WHAT IS LEARNING?

My main goal is to inspire, encourage, support, and guide you to create significant learning experiences in this class. To do this, let's define learning as a *process* that leads to *change*, which occurs as a result of your experiences and increases your potential for improved performance and future learning. This definition has three critical components:

1. Learning is a *process*, not a product. However, because this process takes place in your mind, I can only infer that it has occurred from work you produce or actions that you perform.

2. Learning involves *change* in your knowledge, beliefs, behaviors, or attitudes. This change unfolds over time and is not fleeting but rather has a lasting impact on how you think and act.

3. Learning is not something that I do to you. Rather, learning is something that *you do for yourself*. It is the direct result of how you interpret and respond to your experiences- conscious and unconscious, past and present.

Our entire class is structured to focus your energy on creating significant learning experiences. I believe in you and I know you can succeed in this course. Have fun, try new things, struggle, make mistakes, and stay engaged!

> "Learning results from what the student does and thinks and only from what the student does and thinks. The teacher can advance learning only by influencing what the student does to learn."
>
> –Herbert A. Simon

WHAT IS A SIGNIFICANT LEARNING EXPERIENCE?

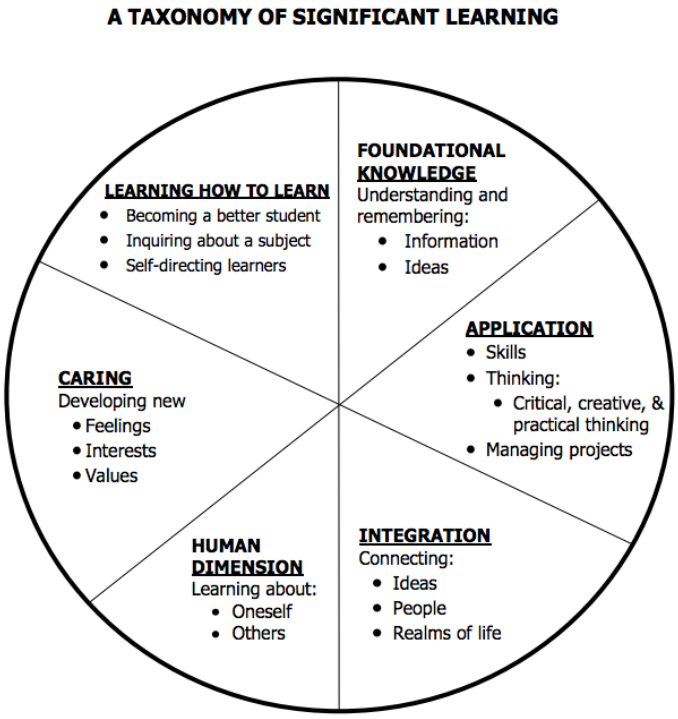
In order to experience significant learning in this course, I believe that you need to feel that what you do in this class truly matters in your life. To help create this type of feeling, I want to inspire you to do more than simply store factual information about the course content in your short term-memory. Instead, I hope that the learning you do in this class becomes part of how you think, what you want to do in your life, what you believe is true about yourself, and what you value. As the instructor of this class, I want to help you create experiences that enhance your ability to live your life more fully and meaningfully. This is what I mean when I say I want to inspire you to create significant learning experiences.

WHAT ARE THE MAJOR CATEGORIES OF SIGNIFICANT LEARNING EXPERIENCES?

There are a variety of different types of learning that contribute to significant learning experiences in this class. Below is a synopsis of the most important categories of learning that we will focus on together.

Caring: Sometimes what you learn may change the degree to which you care about something. This may arise in new feelings, interests, or values. Any of these changes might indicate that you now care about something to a greater degree or in a different way than you did before the class started. When you care about what you are studying, you are much more likely to put the energy you need for learning and to making it part of your life. Without this care and excitement, you will not be able to create significant learning over time.

Learning how to learn: In the course of your studies, you can learn new techniques to enhance your capacity to learn effectively and efficiently. You might learn how to be a better student, how to become a self-directed learner, or how to engage in a particular kind of inquiry (like applied mathematical modeling or the scientific method). All of these constitute important forms of learning how to learn. This kind of study empowers you to continue learning in the future and to more effectively navigate the U.S. higher education system and many other systems in our society.



Foundational Knowledge: At the base of most kinds of learning is the need for you to know something. Knowing, as used here, refers to your ability to understand and remember specific information and ideas. In this class, it will be important that you have some valid basic knowledge of the integration theorems in multivariable calculus. You will also need to know something about how these theorems are used in applied mathematical modeling. Foundational knowledge provides basic understanding that is necessary for other kinds of learning.

Application: In addition to picking up facts and ideas, you will also learn how to engage in some new kinds of actions. Learning how to engage in various forms of thinking (critical, creative, practical, logical, etc.) is an important form of application learning. This category also includes developing skills or learning to manage complex projects. Application learning allows other kinds of learning to become more useful.

Integration: When you are able to see and understand the connections between different concepts and ideas, this is a very important kind of learning. Sometimes you make connections between specific ideas, between individual courses you have taken, between individual courses and larger fields of study, or between different realms in your life (e.g. between your school and employment or between your school and personal life). The act of making new connections gives you a new form of power, especially intellectual power.

Human dimension: When you learn something important about yourself, you might function and interact more effectively with the world around you. In this form of learning, you discover personal and social implications of what you have learned. What you learn or the way in which you learn sometimes gives you a new understanding about yourself (self-image), a new vision of what you want to become (self-ideal), or greater confidence that you can do something important. You can also acquire a better understanding of other people including how and why others act the way they do or how you can interact more effectively with others. This kind of learning helps give you a sense of the human significance of what you are learning.

Here is a mantra you can recite to yourself each day throughout the quarter as you struggle to learn in this class:

"Today, I promise to do my very best in this course. I commit myself to staying healthy and to giving my best effort to improving my learning processes. I will stay engaged with this material throughout the quarter. I know that by combining my best effort with effective study strategies, I can learn this material and achieve my goals."

WHICH OF THESE CATEGORIES OF SIGNIFICANT LEARNING IS MOST IMPORTANT?

When considering all of the categories of significant learning, I believe that **learning how to learn is by far the most important aspect of your time in this course**. If you are lucky enough to create a career in which you rely heavily on theory from this class, you will likely need to learn a bunch of ideas outside the context of this course to effectively solve problems using this theory. In fact, if you plan on being paid to do knowledge work, your future career will be filled with continual learning and reflection.

This reality is part of the information age. Only a lifelong learner will you be able to keep up with our society's explosive growth of knowledge, develop new skills that you may need to accomplish your goals, and explore new directions in your career. The need to consistently reflect on your circumstances, retool your professional credentials, and develop new skill sets is already the norm for our generation of adults and future generations to follow. The ability to learn effectively and to monitor your learning habits is fundamentally important as a basic economic survival skill. With this in mind, I will ask you to focus heavily on lessons and practice activities designed to help you critically reflect on your learning. Many of the suggested exercises I will assign you provide guidance on how you can learn in the U.S. higher education system at a fairly high level. These lessons will help you develop yourself as an intentional, independent, self-regulated learner.

WHAT IS SELF-REGULATED LEARNING?

Self-regulated learning includes the monitoring and management of all cognitive processes that you use to learn. In order to effectively manage your learning processes, you will need awareness of and control over your emotions, motivations, behavior, and the environment you utilize to learn. You will need to actively address the following two major components of your life as a self-regulated learner:

Your Behavior: Self-regulated learners intentionally create systems of thought and action that

i. Develop self-discipline, self control, and self confidence
ii. Enable effective and efficient effort while learning
iii. Utilize strategic time management to accomplish learning goals
iv. Include help seeking habits to get support from more advanced learners

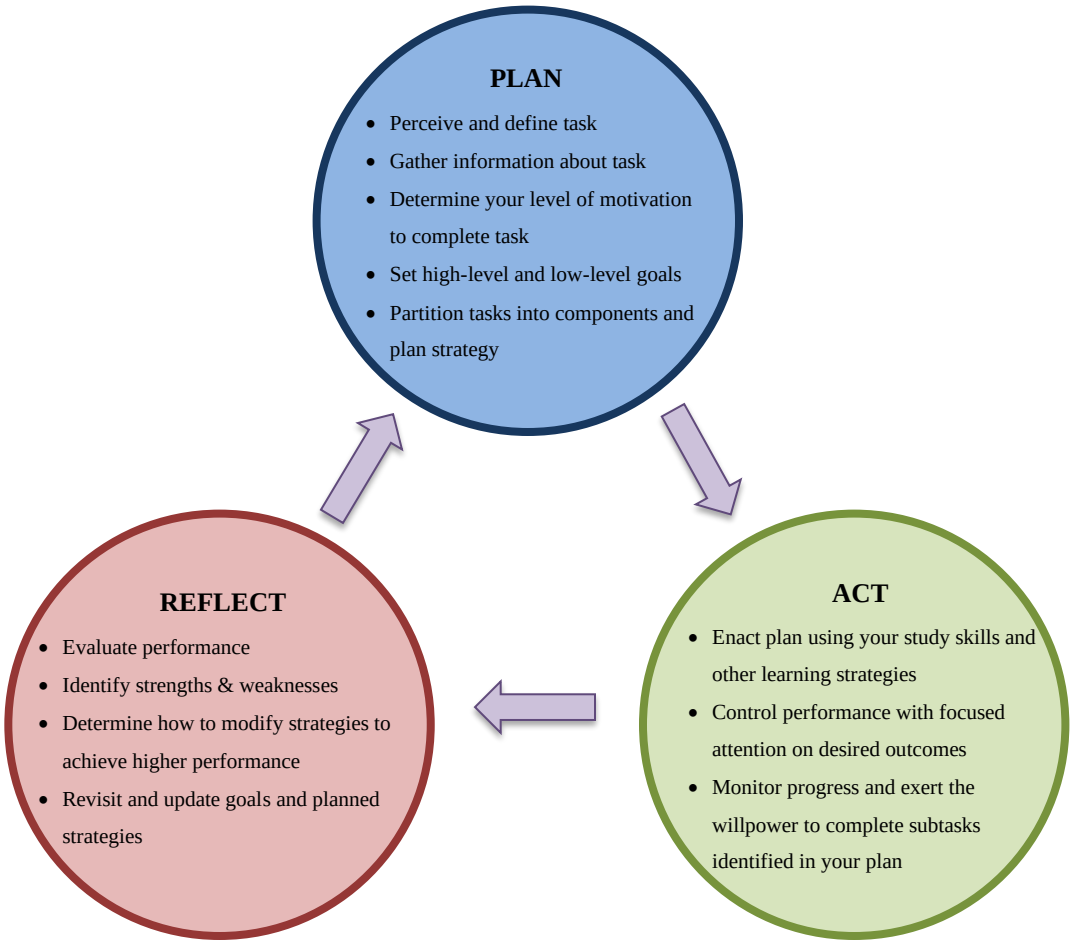
Your Environment: Self-regulated learners design a learning environment in that

i. Provides optimal sensory inputs for deep thought, including physical study space(s) with appropriate temperature, background sounds, lighting, and physical layout.
ii. Enables effective task management when working on aspects of a project or when managing different projects with overlapping due dates.
iii. Encompasses a value-based use of technology aligned with your goals.

As a self-regulated learner, you manage the entire spectrum of your learning experience by iteratively engaging in plan-act-reflect cycles (as described below).

WHAT ARE THE THREE PHASES OF SELF-REGULATED LEARNING?

One useful way visualize the multiple dimensions of self-regulated learning is through the plan-act-reflect cycle illustrated below:



WHAT TYPES OF KNOWLEDGE COMPOSE SELF-REGULATED LEARNING?

In this class, I will coach you to develop a number of skills that you can use to become a self-regulated learner. I encourage you to group each new skill you develop in this class into one of three categories of knowledge:

Strategic knowledge: This encompasses knowledge of strategies and heuristics. This type of knowledge might include the steps or algorithms needed to solve a problem, techniques to plan, act, or reflect on your learning, effective strategies for rehearsing or memorizing information, learning devices such as summarizing or paraphrasing, skills to actively link new knowledge to prior knowledge, and techniques to organize material.

Self-knowledge: This entails knowing your strengths, weaknesses, and preferences as a learner. This type of knowledge might include the ability to accurately judge your command of any piece of foundational knowledge in a course, knowing what strategies work best for you when you are working to accomplish a stretch goal, knowing what type of environment you need to do deep work, and knowing how to create space in your life to accomplish your day-to-day tasks.

Knowledge about cognitive tasks: This includes knowledge about what type of work needs to be done before committing to a new project. For example, when using this type of knowledge, you can accurately assess the difficulty of a task, decide which learning and thinking strategies to use and determine when to use these strategies.

HOW WILL YOU KNOW IF YOU HAD SIGNIFICANT LEARNING EXPERIENCES?

As you progress in this class this quarter, I will be asking you to critically reflect on your learning processes. One question I plan to ask you multiple times throughout the quarter is: "in what ways has your learning in this class been significant to you?" In order to help you answer this question, you can find some ideas about what significant learning might look like below. Significant learning might:

Result in lasting changes:	Significant learning might result in fundamental changes in your foundational knowledge, attitudes, behaviors, values, or beliefs. Lasting changes continue to have an impact in your life long after the course is over and even after you have finished university.
Prepare you for your career:	Significant learning might help you develop the knowledge, skills, and attitudes necessary for being effective in one or more professional fields.
Enhance your value:	Significant learning might lead you to believe that what you have leaded has a high potential for being of value in your personal, social, civic, and work life, even after the course is over.
Enhance your personal life:	Significant learning might help you develop or enhance your ability to enjoy art, music, culture, and to create a thoughtful philosophy about life.
Enhance your social life:	Know how to engage with others in more positive ways in both formal and informal relationships.
Engage your civic mind:	Develop your readiness to participate in civic activities at one or more levels including your local community, state government, national government, or international advocacy groups.

A FOCUS ON TEACHING

WHAT IS MY TEACHING PHILOSOPHY?

Now that we have discussed the definition of learning, the various aspects of significant learning, the ideas behind self-regulated learning, and the important aspects for building foundational knowledge, I'd like to share my teaching philosophy with you. I define my main responsibility as your mathematics instructor as supporting you in create significant learning experiences in this course. To do so, I believe it is important for me to hold you to high standards of professional conduct and to high academic standards. I also believe that I am most effective as a math teacher when I can:

A. Facilitate a learning environment in which you, my student, are in charge of your own learning processes and in which you and I share responsibility for and control over your learning.
B. Deliver course content using techniques designed to maximize understanding and mastery.
C. Create learning activities that are based on research results from the learning science.
C. Provide ample support and targeted feedback to you.
E. Demonstrate a high level of enthusiasm for course content.

This syllabus is written to give you more insight into how I plan to achieve points A – E. I will also return to these ideas throughout the course. I work hard to design each aspect of the course to map back to one of these five pillars of my teaching philosophy. This is how I define my role as an instructor and how I measure my performance in the classroom.

WHAT ARE MY EXPECTATIONS OF MYSELF AS AN INSTRUCTOR IN THIS CLASS?

Significant learning is as challenging as it is satisfying. In this class, I will guide you to create, develop, and refine a number of effective study techniques. I believe that professional teacher-student relationships are sacred and involved shared responsibility. Thus, I want to communicate the expectations I have for my own behavior in our classroom. Below I outline my expectations for my behavior during our time together.

TABLE 1: MY EXPECTATIONS FOR MYSELF AS AN INSTRUCTOR

Expectations for Instructor Behavior to be Emulated:	Expectations for Instructor Behavior to be Avoided:
A. Make a commitment to maintain a positive attitude and strive to give my best effort in this class	A. Avoid assigning work that results in mindless repetition and passive learning.
B. Be active, enthusiastic, and professional about facilitating student learning.	B. Avoid focusing only on math content at the expense of encouraging students to develop new study skills.
C. Be open to learning from each of my students.	C. Avoid creating policies that hinder your learning.
D. Be open to student questions.	D. Avoid fixed mindset judgments about your ability.
E. Be approachable in class and make it easy for students to find times ask questions and talk about learning needs.	E. Avoid the belief that my mastery of this material implies that this content is easy.
F. Listen carefully.	
G. Empathize with my students, be open to student feedback, and respond swiftly and effectively to student concerns.	F. Avoid making judgments about students' lives based on partial information.
H. Communicate clear expectations to students about in-class assessments and assignments	G. Avoid pop-quizzes and assessments that require material not directly contained in our lecture notes.
I. Be in-class at least one minute before and after every scheduled in-class meeting.	
J. Be prepared for class.	
K. Make a concerted effort to accommodate students' learning needs.	H. Avoid the use of email to communication as much as possible.
L. Protect the academic integrity of this class.	

I welcome your feedback and I know I can learn something new by understanding your ideas and experiences.

WHAT ARE MY EXPECTATIONS OF YOU AS A STUDENT IN THIS CLASS?

I hope your work to create significant learning experiences in this class will be both challenging and amazingly satisfying. I will guide you to create, develop, and refine a number of proactive study techniques. However, for me to be most effective as your teacher, I need your help.

In particular, there are specific types of behaviors that I need you to adopt and there are other habits that I need you to avoid. Because this is a team effort, I want to be very clear about my expectations for ideal student behavior so that you know what I expect of you.

TABLE 2: EXPECTATIONS FOR STUDENTS	
Expectations for Student Behavior to be Emulated:	Expectations for Student Behavior to be Avoided:
A. Make a commitment to maintain a positive attitude and strive to give your absolute best effort to your work in this class. B. Actively and professionally manage your own learning processes. C. Be comfortable taking risks and trying new things. D. Listen carefully and respect others. E. Be willing to actively reflect on your progress and make changes to less-than-effective strategies. F. Be punctual for all in-class meetings. G. Be prepared for each in-class meeting.	
Remember: if you have any questions, concerns, or comments, please let me know right away. I welcome your feedback and I know I can learn something knew by understanding your perspective.	

Students are expected to be honest and ethical at all times in the pursuit of academic goals. Students, who are found to be in violation of the Honor Code, will receive a grade of zero on the assignment, quiz, or exam in question and may be referred for disciplinary action. For specific information that applies to all students at Foothill College, see "The Foothill College Academic Honor Code" available at http://www.foothill.edu/services/honor.php.

CAMPUS RESOURCES AND OTHER INFORMATION

HOW DRC ACCOMODATIONS WORK?

We at Foothill College view students with different learning needs as an important part of our campus community and we are committed to providing excellent learning opportunities for all students. Foothill College's Disability Resource Center (DRC) is the campus office that collaborates with students who have documented learning disabilities. In doing so, the DRC provides and arranges reasonable accommodations for such students.

If you have, or think you have any attention, learning, chronic health, mental health, sensory, or physical disability, please contact the DRC to discuss what our campus can do to arrange reasonable accommodations that will help you achieve your learning goals. To contact DRC, you may:

- Visit the DRC website at http://www.foothill.edu/drc/
- Email DRC at drc@foothill.edu
- Call DRC at (650) 949-7017 to make an appointment.
    - Monday & Tuesdays: 8:00am – 7:00pm
    - Wednesdays & Thursdays: 8:00am – 5:00pm
    - Friday: from 8:00am – 3:00pm

If you are registered with DRC and have accommodations set by a DRC counselor, please use Clockwork to send me (your instructor) your accommodation letter. Please also privately contact me early in the quarter to discuss your needs and review how your accommodations will be applied.

Please be aware that if you are a student who needs accommodated test proctoring, you must meet appointment booking deadlines at the Testing Center, which are as follows:

- In-Class Exams must be booked at least three (3) business days/weekdays in advance of the instructor approved exam date/time.
- Finals exams must be scheduled seven (7) business days/weekdays in advance of the instructor approved exam date/time.
- Failure to meet appointment booking deadlines will result in the forfeit of testing accommodations. In this case, you will be required to take your exam in class.
- Please contact the DRC if you need help accessing your Clockwork account via MyPortal.

Foothill's DRC strives to provide accommodations in a reasonable and timely manner. Please be aware that some accommodations may take additional time to arrange. We encourage you to work with the DRC and your instructor as early in the quarter as possible so that we may ensure that your learning experience is accessible and successful.

WHAT OTHER INFORMATION MIGHT BE HELPFUL?

Religious Holidays: If you have a religious holiday or observance during the quarter that conflict with class, please speak with me in person by the end of the first week of class.

Disasters: If a natural disaster, or any other occurrence, closes the campus, I will make adjustments to any existing calendars and assignments at our next class meeting when the campus reopens. If the campus closing interferes with an in-class exam it will be given at the next class meeting. If the natural disaster interferes with the final exam, it will be canceled, and your final grade will be based on your existing scores.

Emergency Info: I value your safety and the safety of all Foothill students and employees. I encourage you to be prepared for an emergency. To do so, please:

- Keep your permanent address and emergency contact info current in MyPortal.
- Sign-up to receive Foothill College emergency text alerts in MyPortal.
- Pre-program your cell phone with the emergency phone number for the Foothill-DeAnza Police Department: (408) 924-8000. This will ensure a faster response time.

Final Thoughts: I believe that you can succeed in this course. I believe that:

- When you learn how to solve new problems, you are growing your brain.
- If you catch yourself saying "I'm not a math person' just add the word 'yet' to the end of the sentence.
- The feeling of math being hard is the feeling of your brain growing.
- The point of all the work you do in this class isn't to understand everything right away. The point is to grow your understanding, step-by-step.

Please be patient with yourself if you do not immediately see how to solve a problem. Try each assigned problem, make lots of mistakes, ask lots of questions and learn from your mistakes. Most of all, try to have fun learning and expanding the frontiers of your knowledge.