MATH 192

FIRST-YEAR EXPERIENCE IN MATHEMATICS
FALL 2023

Class Duration: August 22-December 10
Meeting Time: Tuesdays 4:00-4:50 p.m.
Location: ENGRG E206

INSTRUCTOR INFORMATION
Paige Kanatous
MATH ASC and Undergrad Coordinator
paige.kanatous@colostate.edu

TEXTBOOKS, COURSE MATERIALS, AND EQUIPMENT
There is no textbook required for this course. Course materials and assignments will require accessing the course Canvas page. It would be helpful to bring a tablet or laptop to class as technology may be used for some in-class activities throughout the semester.

TECHNICAL SUPPORT
- Visit the Help Desk web page to troubleshoot common browser and Java issues
- Call 970-491-7276
- Email Help Desk Support

LEARNING OUTCOMES
Through active engagement in this first-year seminar you will:

- Gain an overview of the breadth of mathematics in the sciences
- Meet faculty and learn about teaching, research, and outreach opportunities
- Become familiar with the graduation requirements of the applicable concentration in mathematics and map out a 4-year academic plan
- Learn about the courses within each concentration and the variety of career opportunities available to graduates of these degree programs
- Learn about campus resources to support your success at CSU

COURSE REQUIREMENTS AND INSTRUCTOR EXPECTATIONS

Content for this course is organized into fifteen (15) weekly modules. A full schedule for the semester can be found on the final page of the syllabus. Occasionally you will be assigned something to read or investigate outside of class.

ATTENDANCE/PARTICIPATION

You are expected to come to class on time, prepared, and ready to actively contribute to class activities and discussion. Active participation means interacting in class, taking part in discussions and class activities, as well as completing assignments. **Up to 2 points can be earned each class session (30 pts total).** What you gain from this course will be largely impacted by your level of engagement.

PRINCIPLES OF COMMUNITY

You are expected to engage with your peers, guests, and instructors in a way that upholds the CSU Principles of Community:

Purpose: The Principles of Community support the Colorado State University mission and vision of access, research, teaching, service and engagement. A collaborative, and vibrant community is a foundation for learning, critical inquiry, and discovery. Therefore, each member of the CSU community has a responsibility to uphold these principles when engaging with one another and acting on behalf of the University

Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

Integrity: We are accountable for our actions and will act ethically and honestly in all our interactions. **Respect:** We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

Service: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

ADDITIONAL RESOURCES AND POLICIES

Scan the QR code or visit: https://col.st/2FA2g to review additional resources and policies relevant to your courses and resources to help with various challenges you may encounter. Information includes, but is not limited to information about the Student Disability Center and accommodations, undocumented student support, food insecurity resources, Title IX, policies on religious observances, student case management, mental health and wellness, etc.

GRADING

Your grade for this seminar will be determined by completion of assignments by the dates listed in the course schedule. Grading of the weekly discussion posts and comments will be provided within one week of the due date. However, if grading of your work takes longer than one week, I will keep you informed of my progress and make every effort to return your work with feedback as soon as possible.

Late Submissions

We recognize that life happens. Late submissions will be accepted and result in a one (1) point deduction for each day past the due date. Keep in mind, there are not *that* many points available in this course and so a few points here and there can have a significant impact on your final grade.

Extra Credit

Extra credit will not be awarded for this class. Your final grade will be determined solely based on points earned through completion of assignments in class participation.

Grade Scale

90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	F

ASSIGNMENTS

Assignment	Grade Points	Grade Percentage
Introduction and Peer Response	10	10
Schedule/Time Management Activity	5	5
Campus Activity	5	5
Group Project – (2 projects, 15 points each)	30	30
Academic Plan		
Part 1: Spring 2024	10	10
Part 2: Year 2-4	10	10
In-Class Participation (15 classes @ 2 points/each)	30	30
		100%

Introduction
Write an introduction post in Canvas. Include your preferred name, Personal fun fact, something you are looking forward at CSU, and one strategy/tip that you believe will support your success this semester. You will be required to submit two *Peer Responses* based on community introduction posts. Initial Posts are due Friday at 11:59pm in order to provide ample time for Peer Responses.

Schedule/Time Management Activity
Strong organizational skills and planning ahead are both critical to your success in college. It is important that you find tools that work for you. Whether you use a physical paper planner/agenda or a digital resource like Outlook or Google calendar (just examples, there are many other resources out there), we want to ensure that you're looking at important exam dates, deadlines, etc. and planning ahead.

Snap a photo or screenshot of whatever you're using to keep organized being sure to demonstrate that you've input these important dates and plotted out time in advance of due dates or exams to work on assignments and/or study. Upload this to Canvas under the schedule assignment.

Campus Activity
There are countless support resources and opportunities to get involved at CSU. You are tasked with identifying a support resource (for example, Calculus Center, Statistics Success Center, Career Center, etc.) or an opportunity (such as Involvement Expo (August 29-30; 10am-4pm), a student organization meeting, information session, etc.) that you want to utilize or explore. After visiting and engaging with the resource or attending the event, you will need to submit a short response about your experience on Canvas.

Group Projects
Following each special topic lecture (Pure Math and Applied Math), you will be given a project that is to be completed in a group setting. This will be a short series of problems or a scenario in which groups will work together outside of class to complete the assignment. Outside work will be minimal, but each member is expected to contribute equally. As a portion of the grade, each group members will privately rate their peers on cooperation, involvement, and attitude.

The Introduction is made up of two sections: a post and two comments. The Introduction is to be posted on the discussion group thread by 11:59pm on Friday August 25. Students will then be expected to review and comment on a minimum of two posts from other students. Students will have until the start of class the following week to post their comments. These comments should be posted directly to Canvas. While this is a digital chat of sorts, it is an educational platform and academic writing is expected. A portion of the marks for your introduction will depend on the quality of the writing, so be sure to proofread for errors in grammar and spelling prior to submission. Points will also be subtracted for late submissions. To understand how to thoughtfully respond to peers, see notes below.

PEER RESPONSE TIPS

- *Participate:* This is a shared learning environment. No lurking in the cyberspace background. It is not enough to login and read the discussion thread of others. For the maximum benefit to all, everyone must contribute.
- *Report Glitches:* Discussion forums are electronic. They break. If for any reason you experience difficulty participating, please call, email, or otherwise inform me of the issue. Chances are others are having the same problem.
- *Help Others*: You may have more experience with online discussion forums than the person next to you. Give them a hand. Show them it's not so hard. They're really going to appreciate it!
- *Be Patient*: Read everything in the discussion thread before replying. This will help you avoid repeating something someone else has already contributed. Acknowledge the points made with which you agree and suggest alternatives for those with which you don't.
- *Be Brief:* You want to be clear—and to articulate your point—without being preachy or pompous. Be direct. Stay on point. Don't lose yourself, or your readers, in overly wordy sentences or paragraphs.
- *Use Proper Writing Style:* This is a must. Write as if you were writing a term paper. Correct spelling, grammatical construction and sentence structure are expected in every other writing activity associated with scholarship and academic engagement. Online discussions are no different.
- *Cite Your Sources*: Another big must! If your contribution to the conversation includes the intellectual property (authored material) of others, e.g., books, newspaper, magazine, or journal articles—online or in print—they must be given proper attribution.
- *Emoticons and Texting*: Social networking and text messaging has spawned a body of linguistic shortcuts that are not part of the academic dialogue. Please refrain from :-) faces and c u l8r's.
- *Respect Diversity:* It's an ethnically rich and diverse, multi-cultural world in which we live. Use no language that is—or that could be construed to be—offensive toward others. Racists, sexist, and heterosexist comments and jokes are unacceptable, as are derogatory and/or sarcastic comments and jokes directed at religious beliefs, disabilities, and age.
- *No YELLING!* Step carefully. Beware the electronic footprint you leave behind. Using bold upper-case letters is bad form, like stomping around and yelling at somebody (NOT TO MENTION BEING HARD ON THE EYE).
- *No Flaming!* Criticism must be constructive, well-meaning, and well-articulated. Please, no tantrums. Rants directed at any other contributor are simply unacceptable and will not be tolerated. The same goes for profanity. The academic environment expects higher-order language.
- *Lastly, Remember:* You Can't Un-Ring the Bell. Language is your only tool in an online environment. Be mindful. How others perceive you will be largely—as always—up to you. Once you've hit the send button, you've rung the bell.
- Review your written posts and responses to ensure that you've conveyed exactly what you intended. This is an excellent opportunity to practice your proofreading, revision, and rewriting skills—valuable assets in the professional world for which you are now preparing.
- Hint: Read your post out loud before hitting the send button. This will tell you a lot about whether your grammar and sentence structure are correct, your tone is appropriate, and your contribution clear or not.

Four-Year Academic Plan

You will create a 4-year academic plan as well as concentration. Degree requirements and other useful information will be covered during class. This assignment is broken up into two parts. 1) create a plan for Spring 2024 (10 pts), 2) create a plan for year 2-4 (10 pts). Each of these pieces come together to form your degree plan that will guide you toward graduation. These are not set in stone, but a living document that changes as you are exposed to new and exciting topics of mathematics.

COURSE SCHEDULE

Week	Date	Topic Outline	Key Due Dates
1	8/22	Syllabus Review - Principles of Community Weekly Schedule – Structure your days	In Class Snap-Shot – 8/22; 5pm
2	8/29	Viviane Ephraimson-Abt Presentation from Health Network	Introduction; 8/25 Due 11:59pm(2) Peer Comments; 8/29 by 3:00pm
3	9/5	Student Legal Services - Katie Wheeler	
4	9/12	Design your Life; Making lifestyle choices	
5	9/19	Part 1 of DAR (Academic Planning) Concentration Discussion	
6	9/26	Guest Lecture	Part 1 - DAR / SP24 due on 9/26; 11:59pm; Plan ahead opens on 9/29
7	10/3	Pure Math Presentation	
8	10/10	Pure Math Presentation	Are you getting involved, consider writing about your Campus Activity Experience one of these weeks!
9	10/17	Pure Math Presentation	
10	10/24	Study Abroad - Hear from 4 Math Majors about their recent experiences studying abroad	Pure Math Group Project Due; 10/24 by 11:59pm
11	10/31	Self Reflection - Extra Credit Post: If you were to revisit the commitment you made at the start of the semester on how you were going to be successful in classes, as you approach the back 1/2 of the semester, what would you do differently, if anything? Applied Math Presentation	2 Points of Extra Credit for Mid-Semester Reflection: 10/27 Due by 11:59pm 2 Additional points for 2+ peer responses: 10/31 Due by 3:00pm
12	11/7	Applied Math Presentation	Part 2 DAR / Due 11/7; 11:59pm
13	11/14	Applied Math Presentation	
14	11/21	Fall Break – No Class	
15	11/28	Guest Lecture	Applied Math Group Project Due; 11/28 by 11:59pm
16	12/5	Performing Under Pressure Stress Management	

*Instructor reserve the right to change this syllabus. Changes will be communicated with students. It is your responsibility to regularly check your CSU email and turn on Canvas notifications.