

Instructor: Edison Hauptman (he/him/his)**Contact Me:** ERH129@pitt.edu**My Drop-In Hours:** *TBD, see Canvas***TA:** Cooper Gray**Contact TA:** CAG397@pitt.edu**My Drop-In Hours:** *TBD, see Canvas***Textbook:** College Algebra 5th edition with MyMathLab, by Beecher, Penna, and Bittinger

Meeting Times

- **Lecture:** Tuesday/Thursday 11-11:50am, 335 Cathedral of Learning
- **Recitation:** Tuesday 12-12:50pm, 316 Old Engineering Hall

Drop-In Hours

Are you having trouble understanding an example in the book? Would you like a place to study with your peers, where you can ask questions if you get stuck? Have you discovered something cool that you want to show me? Drop-In Hours are a great way to chat with me or your TA outside of class! Your TA and I will have Drop-In Hours in the Math Assistance Center (MAC) every week. There are also tutors in the MAC all throughout the week, so you can also stop by the MAC whenever you are free!

Drop-In Hours are also a great place to find study partners! Working with classmates on this material will help you learn it faster and better. You won't have the exact same view on the course as your partners, so you'll be able to help one another fill in the gaps and advance everyone's knowledge together!

What is College Algebra 1?

Algebra is the study of **mathematical structure**. Mathematics is useful because it is a way to model the world around us, and algebra gives us the structure we need to model consistently and correctly.

College Algebra 1 (MATH 0010) is the first half of MATH 0031, presented over an entire semester. Together with College Algebra 2 (MATH 0020), which will be offered in the spring, these courses are equivalent to the one-semester MATH 0031 course. In this course, we will learn about graphs, inequalities, functions and functional transformations, quadratic equations, and techniques for solving for unknowns.

To become confident with the tools we'll learn in this class, it will help to be familiar with earlier algebra concepts, such as solving for unknown variables in equations, along with the standard arithmetic operations (addition, subtraction, multiplication, division, exponents, and roots). If you find yourself getting stuck on this or other background material, you should work to improve those skills *as soon as possible*! I am happy to use Drop-In Hours to help review these, and I will never demean you for not knowing something "basic" or "easy".

Note: Math is hard, but this is a friendly reminder that **YOU CAN DO IT!** Some of you may think that you are not "math people." But math, like any other skill, can be developed and improved with consistent practice, and this course is run at a slower pace so that you have more time to put in that practice. If you are in this classroom, then you belong here, even if you don't feel fully prepared! Every single mathematician I know has struggled with math and *currently* struggles with math, because math is very hard! **It will take consistent hard work to learn the material in this course, but I promise you that you can!** Let's find out how on the next page:

How to Succeed in this Course

Personally, I don't put much stock in grades. My main objective as your instructor is that you learn this material well enough to use it later in your life, wherever you happen to end up! If you can build a solid foundation with these algebraic tools, then you can develop a new lens through which you view and navigate the world around you. (*That might sound a bit pretentious, but I'm not kidding!*)

I also want to show you that there is so much more to math besides the memorization and pattern-matching that it's often known for. So in this course, you're going to get the opportunity to flex different mathematical muscles, such as communicating your results, teamwork, and (if you want to push farther) resilience and creativity. These are all skills I use *every day* as a math Ph.D. candidate and aspiring mathematician!

But, I still have to report a grade at the end of the term. I'll do that based on how well you do two things:

1. Achieve the **Big Ideas** in Algebra, and
2. Earn **Engagement Points** by doing assignments that will help *you* gain something from this material.

I will be measuring your *progress* throughout the semester. There won't be a midterm that "mathematically eliminates" you from earning a B if you do poorly. Instead, you will have many chances to show me that you have *improved* your understanding of the course material, and whenever you do, that will be reflected in your grade! Let's see what that means:

1. Achieving the Big Ideas

Every week, we will have Progress Checks on 1 or 2 **Big Ideas**. Most Progress Checks will occur in your recitations on Tuesday, and each Progress Check will be 15 minutes long. The schedule for all Progress Checks will be posted on Canvas.

To achieve (pass) a Big Idea, you must answer at least 3 of the 4 questions on the Progress Check correctly. You will have four attempts to achieve each Big Idea:

- 1st:** Soon after I cover the material in lecture,
- 2nd:** One week later, after you have feedback from your first attempt,
- 3rd:** After Thanksgiving break, in the last week before finals week,
- 4th:** On our final exam, which will solely consist of reattempts for all Big Ideas.

Note: Whenever I talk about a "correct answer," I really mean "essentially correct." In other words, if you can demonstrate full understanding of the relevant concepts in the question, you will be marked "essentially correct" even if there is a minor error unrelated to the Big Idea. Whenever it's important enough to give a perfect answer in this course, you'll be able to double-check your notes.

To facilitate your studying, each Big Idea is described using several Learning Outcomes, which are *highly suggestive* of the questions you should expect on each Progress Check. See pages 7-8 for a list of the Big Ideas and Learning Outcomes in this course.

Note: Passing a Big Idea will be harder than passing an ordinary quiz. I am setting a high standard in this course because I am confident that with proper practice, you can achieve it!

2. Earning Engagement Points

Besides the weekly Progress Checks, there are many other assignments in this course which will earn you **Engagement Points**. **I do not expect you to complete *all* of these assignments.** You should choose the assignments that will help you with your own learning, and focus on those!

myMathLab Problem Sets (~100 pts): myMathLab is the computer system where you will complete online homework. Each of you will have different randomly-generated numbers, but the structure of the problems is the same for every student. myMathLab can be accessed through Canvas. In most weeks, a problem set will be due on Thursday night at 11:59pm. You will set up myMathLab with your TA in recitation.

If you have any trouble logging into or using myMathLab, or if you have difficulty answering a question, send an email to me or your TA.

Practice Problem Sets (5 pts each, 1/week): For each section we cover, there are recommended textbook problems. If you submit solutions to a few of these in a given week (check Canvas for how many), you will earn 5 points. There are many outside resources with practice problems too; you may use these with prior approval.

Note that Practice Problem Sets will be graded for *completion*, not correctness, so you will not get feedback. If you would like to discuss your solutions to any practice problems, feel free to reach out to me or your TA.

Top Hat Tally (~25 pts): In most lectures, I will ask a few quick questions which you can respond to anonymously using the Top Hat app, for 1 point per response. Active engagement in the lecture will be more difficult than passively listening to me, but it's better for your learning!

Recitation Check Ins (5 pts each, 1/week): In the first five minutes of each Tuesday's recitation, your TA will have you reflect on the course material with a partner. This will give you a chance to think about your progress in the course and prepare questions for your TA.

At the college level, it is **impossible** for me to show you enough material in the lecture for you to be fully prepared for assessments. If you do not fully understand the material after a lecture, that is okay and a completely normal part of learning! Hearing it the second time from a different perspective can clarify a lot of missing details, and so your recitation is an extremely important session to attend.

Group Work (15 pts each, ~3 total): In occasional lectures (announced in advance), we will complete worksheets in small groups. Educational research has shown that when two students work together, they can accomplish more than their combining their individual prior knowledge, since they teach each other along the way, so I plan to integrate this assignment into our review whenever possible.

When Will I Ever Use This? (25-50 pts each): For any topic your TA or I may cover in class, you may have a different example or explanation that helps you or a classmate understand it better. If you want to discuss one of these with me or your TA in some detail (ideally in Drop-In Hours), we can give your points for your independent exploration and thought!

Multiple sections in our course textbook are dedicated to applications. As we discuss these sections, I will talk about this assignment in more detail. More information on this assignment will also be posted to Canvas.

Note: If you are keeping up with the coursework and attending class and recitation, it will be very easy to earn Engagement Points. The Engagement Point totals required for each final grade are minimum standards. Once again, **you should not complete *all* these assignments.** Instead, choose the ones that will help your learning! For many of you, these will be the assignments that will help you prepare for the Progress Checks.

Typical Weekly Schedule

Here is a rough weekly outline of all the regularly-occurring events and assignments in this course:

Monday	Tuesday	Wednesday	Thursday	Friday
	Practice Problem Sets (<i>due at 11am</i>)			
	Lecture (<i>Top Hat Tally</i>)		Lecture (<i>Top Hat Tally</i>)	
	Recitation (<i>Recitation Check In</i>) (<i>Progress Checks</i>)			
			myMATHLab (<i>due at 11:59pm</i>)	

Final Exam

The final exam is your last chance to achieve a Big Idea or to re-certify the understanding you’ve already demonstrated throughout the semester. You can see the schedule for all final exams here; our exam is scheduled for **To Be Determined**, in a location to be determined.

Note: If you achieve a Big Idea for the first time on the Final Exam, it will automatically count as a double-pass!

Final Course Grade

To earn a given letter grade, you must satisfy **all** of the requirements in the corresponding row.

Final Grade	Big Ideas Passed (8)	Big Ideas Double-Passed (8)	Engagement Points Earned
A	7	7	200
B	6	4	150
C	4	2	100
D	3	0	0
F	Did not meet all of the requirements for a D		

Note: If your final marks are short of an A, B, or C in any **one** category, you will earn the corresponding “minus” grade instead. If your final marks are above a given letter grade in at least one **Big Idea** category (not Engagement Points), you will earn the corresponding “plus” grade instead. Following all of these rules, you will earn the highest grade that applies.

Other Course Policies

Canvas: Most of this course, including announcements, resources, due dates, and assignments, will be on our lecture's Canvas page. You are responsible for checking Canvas often. Your TA may have additional information on your recitation's Canvas page as well. You will also be able to see scores for all assignments on Canvas. However, I am still figuring out how to make Canvas compatible with this course's grading system, so unless I say otherwise, **your overall grade will *not* appear on Canvas!**

Keeping Track of Your Grade: I will hand out a colored sheet of paper on the first day of class (see page 9). Copies of this sheet will be on our Canvas page. If you have never taken a course like this one before, then this grading system may feel a bit intimidating or complicated. That's okay! **Just like Algebra, if this grading system is new to you, then it will take some time to learn, and I don't expect you to understand it immediately!** Throughout the term, I will dedicate class time to discussing the grading system. Please don't hesitate to ask me or your TA any questions!

Note: If you are ever worried about your grade in this course, please reach out earlier than you think you need to. I am happy to help you make a plan!

Absent from Class: If you miss a class meeting, whether excused or not, you are responsible for using the resources available to you (your peers, Drop-In Hours, the textbook, etc.) to ensure you do not fall behind on the material. If you are absent for an extended period of time, or if you miss the final exam day, please keep me in the loop. I am willing to work with you!

Make-up/Late Assignments: Since you will have 4 attempts at each Big Idea in this course, including on the final exam, **you will not be able to make up missed Progress Checks.** The only assignments that can be made up or submitted late are the Practice Problem Sets. There is a lot of flexibility in this course because I know things will go awry at some point. Please take care of yourself first, and use the flexibility in this course to your advantage!

Email Communication: Aside from Canvas, my only online communication with you about this course will be via my Pitt email, ERH129@pitt.edu. For example, I will send individualized monthly check-in emails to you from my Pitt email. Likewise, when you email me, it should be via your Pitt email, not any personal email.

Textbooks: You were automatically opted in to receive an electronic version of our textbook (College Algebra 5th edition with MyMathLab, by Beecher, Penna, and Bittinger), which you can access through our Canvas page. There are setup instructions posted to the Canvas page.

If you do not want an electronic copy of this book, you *must* opt out early in the term, which you can do using the VitalSource Course Materials tab in our Canvas page. You have until the Sunday after the Drop deadline, September 7th, to opt out of the textbook.

Note: This textbook is *not* required for this course. However, access to the myMathLab problems, which is an important source for practice and a large source of Engagement Points, is contingent on purchasing the textbook. We will discuss the textbook and sources for practice problems in more detail on the first day of class.

Calculators: Calculators are not permitted on exams or Progress Checks (and are not very useful in most of our assignments), but you may benefit from having a calculator handy for some parts of the course. There are plethora of online calculators available, so a physical calculator may not be useful to you.

Note: Unless I specifically tell you to do so, you will *not* have to simplify your answers on Progress Checks or exams!

Academic Integrity and External Resources: For our purposes, you may consider “cheating” to be any action that could give you an unfair advantage on a Progress Check or exam, and you may consider “plagiarism” to be any presentation of work as produced by you when it was not. **Neither of these are acceptable in a college course.**

You are likely familiar with Large Language Models such as Claude. When calculators were invented, they did not make math obsolete, and the same will be true of LLMs. [In fact, it is my own knowledge of math that informs me that LLMs do not actually *know* anything, and therefore they should *never* be trusted to make decisions or answer questions!]

You should never copy solutions from an LLM or anywhere else for *any* assignment in this course—that’s plagiarizing! I have no issue with you using external resources to study or practice. Just remember that math is not a spectator sport, and understanding someone (or something) else’s explanation is only half the battle. **The only way to learn the material in this course is by building your own understanding!**

Also, there is flexibility and leniency built into this grading structure specifically so you can succeed! If you find yourself in a place where you’re considering cheating or plagiarism, please ask me or your TA for help instead, and let’s find a fair way to succeed in this course.

Equity, Diversity, and Inclusion: I have designed this course with the recognition that you all have different opinions about, background knowledge of, and strengths in math. Your diversity of perspectives, intersected with your disability status, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status, gender identity, etc., can make this course more enriching for all of us. I strive to make my class a space that is respectful, welcoming, and inclusive of every member of the class, and you are expected to contribute to this!

If you or someone else does not feel respected, welcomed, or included in this class, and you are not comfortable talking to me or your TA first, you can reach out to Pitt’s Title IX Coordinator by calling 412-648-7860, or emailing titleixcoordinator@pitt.edu. Reports can also be filed online. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930).

Disability Resource Services: If you would like to request an accommodation for this course, you are encouraged to contact Disability Resources and Services (DRS), 140 William Pitt Union (412) 648-7890, drsrec@pitt.edu, (412) 228-5347 for P3 ASL users, as early as possible in the term. You should also contact me, so that once I receive an email from DRS, we can work together to determine reasonable accommodations for this course. As with all other things in this course, proactive communication is key!

I wish you all a wonderful semester!

List of Big Ideas and Learning Outcomes (Textbook Sections)

1. Standard Structures (JIT 7, 9, 11-13, 19-22)

- (a) I can compute and simplify expressions involving exponents.
- (b) I can evaluate expressions using the correct order of operations.
- (c) I can add, subtract, multiply, and factor polynomials.
- (d) I can add, subtract, multiply, divide, and simplify rational expressions.

2. Graphing (1.1, 1.2)

- (a) I can create a table of values to (approximately) graph a function or equation.
- (b) I can determine values of a function using its graph.
- (c) I can calculate the distance between two points on a graph.
- (d) I can calculate the midpoint between two points on a graph.
- (e) I can determine whether a curve is a function by looking at its graph.
- (f) I can determine the domain and range of a function by looking at its graph.
- (g) I can calculate the domain of a function using algebraic principles.

3. Linear Functions and Inequalities (1.3, 1.5, 1.6)

- (a) I can draw the graph of a line.
- (b) Given two pieces of information about a line (either point and slope, or two points), I can determine its equation.
- (c) Given the graph of a line, I can determine its equation.
- (d) I can solve for the unknown value in a linear equation or inequality.
- (e) I can represent linear inequalities on a graph.

4. Functional Structures (2.1, 2.2, 2.3)

- (a) I can identify intervals where a function is increasing or decreasing using its graph.
- (b) I can (approximately) graph a piecewise function.
- (c) I can add, subtract, multiply, or divide functions to obtain a new function.
- (d) I can compose functions to obtain a new function.

5. Functional Symmetries (2.4, 2.5)

- (a) I can determine if a function is odd or even by looking at its graph.
- (b) I can determine if a function is odd or even using its algebraic description.
- (c) Given a function, I can compute a transformation of that function involving translations, reflections, and stretches/compressions.
- (d) Given a graph of a function, I can (approximately) graph a transformation of that function involving translations, reflections, and stretches/compressions.

6. Complex Numbers (3.1)

- (a) I can add or subtract complex numbers, obtaining a result which is another complex number in standard form.
- (b) I can multiply complex numbers, obtaining a result which is another complex number in standard form.
- (c) I can divide complex numbers, obtaining a result which is another complex number in standard form.

7. Quadratic Functions (3.2, 3.3)

- (a) I can factor quadratic expressions that have a factorization.
- (b) I can complete the square for a quadratic expression.
- (c) I can use the quadratic formula to find the zeros of a quadratic equation.
- (d) I can solve equations that have a quadratic structure.
- (e) I can (approximately) graph a quadratic function, taking into account its vertex, its zeros, and its general shape.

8. Tough Solving for the Unknown (3.4, 3.5)

- (a) I can solve for an unknown value in an equation or inequality involving rational expressions.
- (b) I can solve for an unknown value in an equation or inequality involving radical expressions.
- (c) I can solve for an unknown value in an equation involving absolute value expressions.
- (d) I can solve inequalities involving absolute value expressions.

Note: The Learning Outcomes for each Big Idea are *highly suggestive* of the questions you should expect on each Progress Check. To decide whether you are prepared for each Big Idea, consider whether you can do the things the Learning Outcomes say you can.

Note: You can find a complete schedule with dates for all Progress Checks on Canvas!

Big Ideas
☐ BI 1: Standard Structures
☐ BI 2: Graphing
☐ BI 3: Linear Functions and Inequalities
☐ BI 4: Function Structures
☐ BI 5: Function Symmetries
☐ BI 6: Complex Numbers
☐ BI 7: Quadratic Equations
☐ BI 8: Tough Solving for the Unknown

1	2	3	4
5	6	7	8

1	2	3	4
5	6	7	8

Total Engagement Points (mark every 5 earned):

C

5	5	5	5	5
5	5	5	5	5

B

5	5	5	5	5
5	5	5	5	5

A

5	5	5	5	5
5	5	5	5	5

To earn a given letter grade, you must satisfy **all** requirements in the corresponding row.

Final Grade	Big Ideas Passed (8)	Big Ideas Double-Passed (8)	Engagement Points Earned
A	7	7	200
B	6	4	150
C	4	2	100
D	3	0	0
F	Did not meet all of the requirements for a D		

Note: If your final marks are short of an A, B, or C in any **one** category, you will earn the corresponding “minus” grade instead. If your final marks are above a given letter grade in either **Big Idea** category (not Engagement Points), you will earn the corresponding “plus” grade instead. Following all of these rules, you will earn the highest grade that applies.

MATH 0010-1070

College Algebra 1

Fall 2026

Guidelines for TAs

You may want to read the syllabus on Canvas to get an idea of students’ expectations, but all of the critical information you’ll need to know is included in these guidelines.

Contact Me: My phone number is (201) 364-4428, and my email is ERH129@pitt.edu. If there’s a problem, don’t hesitate to reach out!

The Four Pillars: This course structure has been heavily inspired from many other alternatively-graded courses. I will make specific reference to David Clark and Robert Talbert, authors of “Grading for Growth”, who discuss four pillars for all good grading systems:

- 1. Clearly-defined standards
- 2. Meaningful feedback
- 3. Marks indicate progress
- 4. Reassessment without penalty

These four pillars are my primary benchmarks for a successful implementation of this course. I have been using the course structure for this course for the past two semesters, and I have modified it based on my, my TAs’, and my students’ experiences.

Schedule

An outline of all the regularly-occurring events and assignments in this course:

Monday	Tuesday	Wednesday	Thursday	Friday
	Practice Problem Sets (<i>due at 11am</i>)			
	Lecture (<i>Top Hat Tally</i>)		Lecture (<i>Top Hat Tally</i>)	
	Recitation (<i>Recitation Check In</i>) (<i>Progress Checks</i>)			
			myMATHLab (<i>due at 11:59pm</i>)	

I encourage you to remind your students about these weekly assignments in your recitation. It has been my experience that in courses with lots of moving parts (like this one), students benefit from having a clear structure wherever we can give it.

There will also be a page called “Course Schedule” on Canvas with an up-to-date schedule of the topics I will cover. Note that I will depart from the default schedule on the Calculus Curriculum website.

2 Setup Details

Drop-In Hours: Dr. Hockensmith, the director for the Math Assistance Center, should reach out to everyone to schedule Drop-In Hours in the MAC. Please set up at least two Drop-In Hours where you will be regularly available (almost every week). When you know all of your regularly-scheduled Drop-In Hours, please send an email to me to let me know. Alternatively, you may edit the page titled “Drop-In Hours and Email Contact Info” on Canvas to include your hours.

Once you know your regular Drop-In Hours, I highly encourage you to share these with your students at the start of every recitation session. I like to write mine down on the board.

First Recitation: In the first recitation on Tuesday, I want you to use the questions from the First Recitation Check-In document to set the stage for the semester. Some students in this course may require a great deal of support, and many of them can be quite intimidated by math. In the first recitation, I always try to instill a *growth mindset* in my students: one’s math ability is not a fixed thing, and everyone can improve at it!

As you flip through students’ responses, you may want to consider sharing some of your own experiences learning math. When did math get difficult for you, and what helped you push through anyway? If you have prior experience teaching or tutoring, you could also talk about previous students of yours (especially in Algebra or a less advanced course if you can), and share similar stories. Be as specific as you are comfortable about what you/your students did to improve, or any challenges—if you can make a human connection here, your students will trust you (very important, as they are less likely to trust me as the instructor).

After you do this, spend some time reviewing material from the Just In Time section of the textbook, perhaps with some practice exercises that they try on their own first. I will handle the textbook setup in the first lecture.

When there are 10 minutes left, I want you to give a practice Progress Check based on the JIT material. This will cover JIT 6 (Interval Notation), 14 (Equation-Solving Principles), 17 (Principle of Square Roots), and 18. (Simplify Rational Expressions). I want students to get used to taking Progress Checks before they have real attempts.

3 Recitations

Recitations are review sessions for the students. You are welcome to review practice problems, take questions from students, or do a mix of both. It is up to you how you'd like to use (most of) this time, but I encourage you to take cues from your students and figure out what is most valuable to them.

The Recitation Check In Assignment: In the first five minutes of each recitation, please give each student a Recitation Check In sheet, then collect it. I will send you a PDF with four copies of this sheet on one page, so you can print small versions for the class and save some paper (there is a paper cutter in the printer room on the third floor). Students will chat with a partner about the course material and take some time to think about where they're at in the course. As you collect these, consider flipping through them—maybe there's a common theme that will shape your recitation.

After recitation, please make sure to mark who has completed the Recitation Check In assignment in the grading spreadsheet, under your recitation tab (I'll mark your sheet with your name), by putting a 5 in the appropriate cell. Then, you can return these to your students in the next recitation so they have a record of their thought process.

Please do not, unprompted, present questions that are highly similar to the Progress Check(s). One good way to avoid doing this is to have the students to lead the recitation with their own questions instead (if they happen to ask about something highly similar, you can still show them!).

4 Progress Checks

Progress Checks will be given in the last 15 minutes of your Tuesday recitation session. You can see the schedule on Canvas to know when each Progress Check will be and what topics it will cover. I will write all Progress Checks and bring them to the recitations. Each Progress Check is based on a Big Idea in Algebra, and each one will be given 4 times (with different questions in each version) during the semester.

I plan for each Progress Check to be 15 minutes long with 4 questions each. Each Progress Check will name the Big Idea and list the associated Learning Outcomes at the top (see the appendix in the syllabus).

Accommodations: Some students will have accommodations which include extra time on “exams”. You should receive emails from Disability Resource Services (DRS) with specifics for

each student. Students wanting to use extra time accommodations on Progress Checks may take them in the Testing Center, or you can stay late to accommodate the extra time. Any student who opts to take Progress Checks in the Testing Center should come for the first 35 minutes of your recitation, but they should not stay in the room during the Progress Checks. Any student who would like to use time accommodations on Progress Checks should reach out to you, me, and the Disability Resource Services Office. I will handle all the paperwork on our end.

5 Engagement Point Assignments

myMathLab: I will include detailed setup instructions in Canvas. You should be prepared to answer myMathLab questions in recitation or Drop-In Hours.

Top Hat: I will use Top Hat in my lectures. For students to use Top Hat in this course, they must click on the words “Top Hat” in the main Canvas page. This confirms their enrollment in the course. So, if they mention having an issue joining, this is the first thing you could suggest. Feel free to direct students with Top Hat questions to me.

When Will I Ever Use This?: Students may stop by your Drop-In Hours to chat about a topic in more detail. If they can give you a coherent explanation of a topic in a new context (besides what we’ve shown in lecture or recitation), that’s worth 25-50 points. This should be more than a 5-minute conversation—maybe the student is using the whiteboard, or if they have something at least half-formed (emphasis on **at least half**), you might talk through ideas together. Since this is a graded assignment for Engagement Points, you are welcome to help students develop ideas, but they will ultimately need to discuss the ideas with me as well to earn points.

Group Work: In some classes, there will be specific review worksheets. I intend for all these assignments to be done in lecture, but if I am short on time, I will give you instructions for how to run this in your recitation. I will give you at least a few days’ notice if this is necessary.

6 Other Notes

Recitation Check In Grading: Your only grading responsibility is to keep track of who has completed the Recitation Check In assignment each week. I will regularly ask for updates

on this so I can send check-in emails to students, so please keep this up to date each week.

Strategizing for Success: Many students will come up with strategies for how they study for and answer the Progress Checks so they can maximize their score. **I encourage you to strategize with them!** You should share your own strategies with your students as you learn more about this system, because part of your job is helping your students pass this course. Learning how to work with this course structure is part of the learning process, just like it is for any course!

I would like students to take advantage of this course design wherever they can. With that said, if you think that there is a substantially unfair loophole in this course, I'd like to hear about it. My intention is that no matter what the students do, they will have to actually learn the material to succeed in this course!

Missing a Recitation: If you know that you will have to miss a recitation, and you cannot find anyone to cover for you, send me an email or text so I can help make arrangements. You are also welcome to send an email to our undergrad director, Huiqiang Jiang, since such circumstances are ultimately the undergrad director's responsibility.

Recitation Observations: I would be happy to visit any of your recitations to observe your teaching and give you feedback. I have served as the TA Mentor over multiple summers and have visited dozens of recitations and lectures, so I have experience giving useful actionable feedback.

No Make-up Assignments: Please do not promise students a make-up Progress Check under *any* circumstances. If you need to make me the bad guy here, don't hesitate! There is a ton of flexibility built into this course, in part to account for absences including short-term illness, planned academic/sport trips, short-term family emergencies, etc.. I recognize that our students are human, and that they may have to step back for a bit—that has already been built into the design of this course. Also, this course is a lot to juggle for **us**, and we deserve a consistent schedule. In case of severe extenuating circumstances or long-term absences that come to your attention, please direct students to me; I will handle any/all such cases myself.

Academic Integrity Violations: If you become aware of any suspected or confirmed academic integrity violations, please bring these to my attention. I will not automatically initiate academic integrity proceedings based solely on information you bring to me. I will **always** have a conversation with you first, since I may need your opinion or input. Note that

if I decide to impose sanctions for violations of academic integrity, they will be more severe than giving zero credit on the assignment, because missed assignments are not a meaningful penalty in this course. I recommend that you read my Academic Integrity policy in the syllabus so we are all on the same page (including with regards to AI).

Equity, Diversity, and Inclusion: You are responsible for making your recitations respectful, welcoming, and inclusive environments for all of your students. I encourage you to read the Equity, Diversity, and Inclusion statement in the syllabus.

On a related note: some students may not come into this course with adequate preparation. While you should not feel responsible for “catching people up” in recitation, you should **never** demean students for not knowing something “basic” or “easy.” I would consider this a violation of EDI principles.