MTH321, Section B

Spring 2025

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# Chapter 1

# Welcome!

I'm looking forward to getting to know each of you this semester and it is my sincere goal to make our time together (in class and out) productive and engaging. I am here to help you succeed, not just in learning the material but in growing as a learner. Learning takes effort, a willingness to try something that may not work, and an openness to learning from feedback. My role is to help create an environment in which all of you are supported in these aspects.

I want you to feel comfortable coming to me with any questions or concerns that arise, mathematical and otherwise. If you encounter any issues that interfere with your learning, whether they are physical, mental, emotional, economic, or otherwise, or if you experience discrimination or mistreatment of any sort, please contact me immediately.

# Chapter 2

# Student Support

Throughout the semester, I expect that you will have questions. This might happen while doing homework or reviewing your notes, or perhaps a question came up during class that didn't get fully resolved.

You might also find that you don't have a specific question but just feel generally confused or uncertain about the stuff we're doing in class. That's okay too - that's what learning is all about!

For these reasons, it's important that you know how to get help outside of class.

> Pro Tip
>
> If you **don't** have questions, let me know that also – the whole point of the class is to engage with the material at a deep enough level that there **should** be questions! That's how learning works!

## 2.1 Drop-In Hours

These are specific times that I've set aside during the week when I'm available for drop-in help. You do not need to let me know you're coming – just show up at my office (BC 270).

| | |
|---|---|
| MW | 10:00 - 11:00 |
| TR | 11:30 - 1:00 |

Many students find these drop-in hours can be particularly helpful if you are working together with classmates. You can work together at one of the tables down the hall from my office and just pop in when you have questions.

> Note
>
> Since I'm setting these times before the semester actually begins, these times may change if my schedule changes. If it turns out that I need to adjust them, I will let you know!

## 2.2 Sign-Up Hours

I recognize that your schedule might not allow you to stop by during the posted drop-in hours. Or you might simply find it more convenient to meet with me at a different time. No problem! If you go to my Calendly scheduler, you can sign-up for a different time slot to meet, either in-person or via zoom. If there is a specific time that works for you and you don't see it available on the Calendly scheduler, please reach out to me via email and we will find a time that works for your schedule.

## 2.3 Open Door Policy

I have the scheduled drop-in hours simply to give you some times when you know that I'll be available – but you are **always** welcome to stop by my office **at any time**. Unless I'm in class or in a meeting, I am generally available to meet with you!

## 2.4 Math Resource Center

The MRC offers both drop-in tutoring as well as individualized help. I will post the MRC schedule on Moodle as soon as it becomes available (usually the second week of the semester). You can also find information about the MRC (and other resources at the Learning Commons) here: https://bit.ly/learning-up.

# Chapter 3

# Course at a Glance

## 3.1 Class Schedule

Tue-Thu, 9:45-11:10 DB 230

## 3.2 Instructor Info

Chris Hallstrom, PhD (he/him). My office is Buckley Center 270.

- hallstro@up.edu

  Email is the best way to contact me. I will do my best to get back to you as soon as I can, but please be aware that I do not check my email regularly in the evenings or on weekends.

- Zoom

  In addition to stopping by my office for questions, I can also be available, **by prior arrangement**, via zoom. Here is my zoom link. The easiest way to set up a zoom meeting is to use my Calendly link (see below).

- Calendly

  To schedule a meeting (in-person or virtual), you can use my Calendly scheduluer. If you would like to meet at time that you don't see available on Calendly, please feel free to check with me via email!

## 3.3 Syllabus and Class Materials

Additional course information can be found on this webpage as well as our class Moodle page. All course materials and assignments will be posted on Moodle.

## 3.4 Text

Instead of a standard textbook, we will primarily use a set of materials designed to introduce and explore differential equations using an inquiry-based approach. I will provide these materials as needed, but if you're curious, you can find them here: Inquiry-Oriented Differential Equations (IODE).

That said, we will use the text *Ordinary Differential Equations: A Primer on Dynamics and Systems, v. 2.3*, by C. Hallstrom as a supplimental resource as needed. This text is posted on our class Moodle page.

## 3.5 Technology and Other Resources

Some of the work we will do in this class will require the use of technology such as a graphing calculators or dynamic graphing software such as Desmos. I highly recommend that you create a (free) Desmos account so that you can save your work. If you have questions about how to use any of these tools, please let me know. If you do use technology in your work, please indicate this in your written solutions.

### A word on search engines

Search engines (Google, DuckDuckGo, etc) use algorithms to determine what content on the internet is likely to be relevant to your search query. They can be useful for finding references, explanations, solutions, etc. They cannot find information that is not on the internet, and search results may be affected by hidden parameters introduced by the companies that run them. Whether this content actually is relevant (or correct) is up to you to figure out.

### A word on videos

Students sometimes seek out video explanations of concepts and techniques covered in this course. While I don't object to getting help this way, you should be aware that these explanations may very well use notation, definitions, or ideas that are **not** convered in this class, sometimes for very intentional reasons!

### A word on GenAI

AI text generators (ChatGPT, Copilot, Gemini, etc.) use Large Language Models (LLMs) to produce text that is likely to resemble a human-produced response to a given prompt. They are most likely to produce a meaningful output on topics where a great deal of human-produced text has already been written – which happens to include most of undergraduate mathematics. This output, however, is based on statistical predictions from contextual clues, not logical deductions or expert knowledge and there's no guarantee that it's mathematically correct!

My general feeling about the use of AI tools in the context of this course is that they fundamentally get in the way of your learning in several ways and should not be used in any capacity.

- They are prone to both plagiarizing as well as making things up. Since their responses are produced from an amalgamation of many sources (sometimes without the permission of the original authors) they invariably use definitions, notation, assumptions, and concepts that we have not introduced in our class.
- AI tools undermine the collaborative learning community that we would like to develop. A significant way in which we will be building understanding in the class is through discussion with each other.
- Using AI tools means that you are cheating yourself out of an opportunity to learn. The whole point of being in this class is to learn how to use certain ideas and tools to solve problems. Note

that I didn't say that the point is to solve problems. This is a very much like the difference between taking your car to a mechanic vs. learning how to fix it yourself. Or going to a restaurant vs. learning how to cook.

- Using AI tools undermines the relationship between student and instructor. When a student gives me work that seems AI generated, it creates an adversarial dynamic and now I'm looking at everything that student gives me with suspicion. If you ever feel tempted to use AI tools to shortcut your learning, please pause and come talk to me about finding a different strategy.
- Apart from doing mathematics, students sometimes use AI tools to help with writing (and here I'm also thinking of tools like Grammerly). Here's a secret – AI-assisted writing is bad writing, period. It might be gramatically "correct" but that's not the same thing as good writing. Good writing involves actual thinking by a unique individual person.

So where does that leave us? I really do not want to lay down a policy of "THOU SHALL NOT..." because I'd much rather simply trust you. So that's what I'll do - you now know how I feel about using AI tools in this class and I will trust that you will respect me, your classmates, and our goals for being here together enough that you'll honor that trust.

# Chapter 4

# Course Content

MTH 321 introduces basic techniques and theory of ordinary differential equations, especially as related to problems in the physical sciences. It is aimed at math, engineering, and science majors that have taken the first two semesters of calculus.

Specific topics will include

- qualitative and analytic techniques for first and second order linear equations
- separable equations
- systems of linear equations
- Laplace transform methods.

Other topics may be covered as time allows.

In addition to these specific *mathematical* topics, our learning goals also include:

- communicating mathematics effectively
- developing strategies for solving challenging, multi-step problems
- developing a practice of self-reflection on one's own learning.

Certain affective traits (i.e., dispositions and habits that are useful for all learners, regardless of topic) are also valued, such as persistence and growth mindset, and the development of these qualities will be fostered by the course.

## 4.1 Learning Targets

**MTH** :: Mathematical Practice

a) I can effectively communicate understanding of course content and solution methods.
b) I can demonstrate perseverance in solving complex problems.
c) I can reflect on my own learning practices.

**DE** :: Basic Concepts of Differential Equations

a) I can demonstrate an understanding of the concept of a solution to a differential equation, including the distinction between a general solution and a particular solution.

b) I can find equilibria of first order autonomous equations and analyze their stability using a variety of methods.
c) I can find bifurcation values and use bifurcation diagrams to describe how a system depends on a parameter.
d) I can use slope fields or other graphical methods to analyze and describe the behavior of solutions to first order equations.
e) I can use differential equations to build and/or analyze models of physical phenomenon.

**FO :: Solving First-Order Equations**

a) I can solve first-order equations using separation of variables
b) I can solve first-order linear equations using other analytic methods such as variation of parameters or undetermined coefficients.

**SE :: Systems of Equations**

a) I can determine equilibria and analyze behavior of system of equations using nullclines and/or phase planes.
b) I can find eigenvalues of a two-dimensional linear system and use them to construct phase planes and to describe the qualitative behavior of solutions.
c) I can find explicit solutions to two-dimensional linear systems

**SO :: Second-Order Equations**

a) I can find the general solution to 2nd order linear equations with constant coefficients.
b) I can describe how parameters affect the behavior of solutions to mass-spring equation.

**LT :: Laplace Transform Methods**

a) I can apply the definition and basic properties of the Laplace transform.
b) I can use the Laplace transform to solve or analyze differential equations involving Heaviside functions.
c) I can use the Laplace transform to solve or analyze differential equations involving impulse forcing.

# Chapter 5

# Course Structure

In broad strokes, this course is designed to engage you with rich problems in a collaborative setting. In class, we will often work in small groups on activities designed to engage and practice working with the course content. Outside of class, you will have assignments to practice what we've learned and to stretch your problem solving skills. You will also be asked to reflect on your learning – mathematics is as much about the problem solving process as it is about finding a correct answer and so reflecting and writing about your work is an important part of what we'll do.

## 5.1 Attendence

Since we will be doing much of our learning through collaborative in-class activities, it's important that you to come to class prepared to engage and participate. That said, I also recognize that for many reasons, this will not always be possible. If you need to miss class **for any reason** just let me know – there is no penalty apart from missing out on that day's activity. If you miss class often, you can expect me to reach out to see how I can support you coming to class.

Poem 013: Did I Miss Anything? by Tom Wyman

I will do my best to post on Moodle a short summary of what we do in class, so if you do miss class, you should look there to see what we did that day. You may also find it helpful if you're able to check-in with a classmate to see what we covered. Finally, I'm always available in office hours to discuss anything you missed.

## 5.2 Weekly Homework

Most weeks I will assign several problems that give you a chance to engage with and practice using the concepts introduced in class. Completing these problems will help you work toward gaining proficiency in the course learning targets.

Some homework problems may feel straightforward and similiar to work done in class, while others are meant to challenge you. This means that you might not see how to begin a problem right away. This is intentional! If, after thinking about a problem for day or so, you're still stuck, let me know and I can give you suggestions.

Homework is also an opportunity to practice effective communication of your understanding. Your goal when writing up a solution is not just to find an answer, but to convince your reader that your

solution is reasonable. As such, you should strive to write clearly, legibly, and (whenever appropriate) in complete sentences. If your reader can't follow your reasoning, or read your writing, then you have not achieved this goal. See the section on Writing Mathematics for more hints about how to write mathematics effectively.

### Homework Reports

Homework is a place to be challenged, make mistakes, struggle productively, and learn how to proceed in the face of uncertainty. Overall, the benefit of homework lies as much in the *process* as it does in producing a correct answer. For this reason, weekly homework will not be graded in the traditional sense. Instead of handing in solutions to all of the homework problems, we will discuss solutions in class and you will submit a **homework report** which should include:

- a list of problems that you attempted and completed
- a short description of the questions that came up for you while you worked on the homework
- If you have solution that you would like feedback on, you may include that with your report (limit one per week). This is entirely optional.

## 5.3 Application and Extension Problems (AEP)

In addition to regular weekly homework, I will also periodically assign Application/Extension Problems. These are more challenging or longer multi-step problems designed to give you a chance to think more deeply about concepts and to practice your problem solving skills. Sometimes they will look at applications of material we have covered, other times they may delve more deeply into theory that we've seen in class; they may even introduce new material that is not covered in class. AEP assignments will also typically require more extensive writing to clearly communicate your work.

AEP assignments will generally be due **two weeks** from when they are assigned. After getting feedback on your assignment, if you would like to revise and resubmit you may do so within **one week**. Revisions should be written up separately - do not simply squeeze corrections into the margin of your original paper. You should also include a short summary of your revisions, i.e. tell me what you've done to address my feedback or any other changes that you made. Note: to be eligible to revise and resubmit, papers should make an honest effort at completion.

An AEP assignment will be considered **complete** when all the feedback regarding both mathematical content as well as effective communication has been addressed.

## 5.4 Due Dates and Extensions

Just like in the "real world", due dates in this class exist and are important but there's usually a certain amount of flexibility. Life happens and sometimes circumstances may prevent you from completing an assignment on time. Or maybe you simply want a little more time to finish. For these reasons, you can (almost) always request an extension – just send me an email. Note that if you ask for lots of extensions, you can expect that I will reach out to see if we can work together to find ways for you to keep up with the work in the course.

That said, there are reasons for having due dates. For one thing, they help you organize your life by helping you know how to budget your time. For another, they help me organize my life – in particular,

they help me keep up on getting your work back to you. If you hand in work after the due date, I cannot guarantee that I will get it back to you with useful feedback.

### Hard Deadlines

To prevent work from backing up, there are two **hard** deadlines in this course - one is February 28th (the Friday before spring break) and the other is May 2nd (the last day of classes). Late work will not be accepeted after those dates, except by prior arrangment.

## 5.5 Check-Ins (Quizzes)

Your progress in this course will be measured primarily by demonstrating proficiency on specific learning targets that correspond to the main topics covered in the course. We will have regular short in-class check-ins (roughly one per week) throughout the semester which are opportunities for you to demonstrate your knowledge and understanding of these topics. A list of these topics can be found in Section 4.1, and is also posted on Moodle.

Typically, each check-in will have a few problems that cover the Learning Targets that we've covered most recently. Each learning target will appear on an in-class check-in at least twice.

Your progress on each Learning Target will be described in one of the following ways:

- **Proficient**: You have demonstrated good understanding of this topic without any errors.
- **Minor Revisions Needed**: You have demonstrated a fairly complete understanding of this learning target but your work contains either minor errors or a small gap in your explanation.

  To change this to *Proficient* you should submit a revised solution, along with a short description of what the error/gap was and how you corrected it. Write your revision on a new piece of paper and staple that on top of your original submission. This revision must be submitted within **one week**.
- **Not Yet Proficient**: Partial understanding is evident, but gaps still remain indicating that further study is needed.
- **Incomplete**: Fragmentary response provided; or solution is attempted using inappropriate methodology.

### Re-assessments

Each content learning target will appear on at least two in-class check-ins, so if you aren't able to demonstrate proficiency the first time it appears, you will have another chance to re-assess on another week. In addition to our weekly check-ins, there are a few other ways that you can demonstrate proficiency:

- You may do a re-assessment during drop-in hours - note that during drop-in hours, I will prioritize students who are there with questions. You should let me know in advance which Learning Target you want to re-assess (so that I'm prepared) and you must bring a re-assessment ticket with you (see below).
- You may schedule a re-assessment using my Calendly link.

- There will be one mid-semester check-in and one final check-in which will include all learning targets covered up to that point.

Finally, please note the following restrictions on re-assessing:

- You may not attempt more than two (2) re-assessments outside of class for a particular learning target. This does not include the mid-semester or final check-in.
- You may not attempt to re-assess more than one learning target at a time. Exceptions to this may be made in certain cases where Learning Targets are closely aligned.
- No re-assessments, other than the final check-in, will be given during finals week.

### Re-assessment Ticket

If you are reassessing a learning target outside of class, you must submit written responses, on a separate piece of paper, to the following questions at the time of your reassessment:

1. What were your mistakes/gaps/sticking points on your previous attempt?
2. What steps did you take to improve your understanding? Did you re-do the problem? List any resources you used to study and prepare for this attempt.

## 5.6 Mid-Semester and Final Check-Ins

There will be a mid-semester check-in on February 27th. This is no different from our prior check-ins except that there will be problems covering every learning target that we've covered up to that point.

We will also have a final check-in to give you one last opportunity to re-assess any learning targets. This is scheduled for:

- Wednesday, April 30th, 1:30pm-3:30pm.

Again, this final check-in is no different than previous in-class check-ins except that it will include all learning targets that we've covered. In particular, if you have already earned all the Proficiencies that you need/want, you do not need to attend this final check-in.

In addition to this in-class check-in, a final reflection assignment will be posted on Moodle to be completed by Thursday, May 1st.

# Chapter 6

# Grades

> Extrinsic motivation, which includes a desire to get better grades, is not only different from, but often undermines, intrinsic motivation, a desire to learn for its own sake.
>
> – Alfie Kohn, "The Case Against Grades"

Grades, as they are traditionally thought of, are inherently imprecise and don't represent a full picture of your growth and learning over the course of a semester. Worse than that, research suggests that grades undermine the learning process in several ways:

- Grades tend to diminish interest in what you're learning.
- Grades create a preference for the easiest task. In other words, students tend to do what they need to get a certain grade, but no more.
- Grades tend to reduce the quality of student thinking. The moment we ask "**how** am I doing?'' we lose track of **what** we're doing.

While I am required to submit a grade for each student at the end of the semester – I will do what I can to de-emphasize the role of grades in this course so that as much as possible our focus is on learning.

## 6.1 Learning Targets

We will rely extensively on qualitative rather than quantitative feedback to assess your progress in the course. Your understanding of the material will be assessed primarily through demonstrating proficiency on the learning targets listed in Section 4.1.

Although the posted learning targets point to fairly specific topics, there are still a wide array of problems that might demonstrate proficiency. For this reason, you should aim to demonstrate proficiency **at least twice** on each target by the end of the semester. I will keep track (and I encourage you to keep track as well) every time to demonstrate proficient work.

## 6.2 Engagement

Although your course grade will be based primarily on your **understanding** of course content and not on course engagement, in my experience these typically go hand in hand. So while engagement in the course is not itself evidence of understanding, it does usually help us achieve that goal.

Here are some ways that you can engage with the class:

- Attend class regularly
- Complete assigned problems before class so you're prepared to engage with that day's material
- Contribute to in-class group work
- Complete weekly homework reports
- Complete periodic check-ins
- Come to drop-in hours to ask questions
- Complete homework and AEPs on time – and asking for help when needed

## 6.3 Grade Guidelines

In thinking about course grades, I find it helpful to begin with *qualitative* descriptions of what particular grades might signify. We can then think about ways you might demonstrate learning that aligns with these descriptions.

**A** This grade generally indicates a deep understanding of the material such that you could apply the material in unfamiliar or especially complex situations. Evidence of deep understanding might include

- demonstration of proficiency on all of the content learning targets at least twice.
- completion of all AEPs in terms of both mathematical content as well as effective communication

You also have demonstrated significant engagement of the course.

**B** This grade indicates good work that is eminently satisfactory. You should be able to use and extend this knowledge in many situations although you might have difficulty with particularly challenging or unfamiliar problems. Evidence of this learning might include

- demonstration of proficiency on most of the learning targets at least twice
- completion of most of the AEPs including both mathematical content as well as effective communication

**C** This grade indicates competent work that demonstrates a basic understanding of the course material. You should be able to handle most of the more straightforward problems encountered but might struggle with more challenging problems. Evidence of a C might include:

- Proficiency on some of the learning targets at least twice
- Completion of some the AEPs

**D/F** These grades represent a fundamental breakdown of expectations. A D represents a meaningful but unsuccessful attempt at earning a C or above. An F represents such a severe lack of engagement, effort, or understanding that there is no evidence of meaningful progress.

## 6.4 Engagement

While your course grade should be based primarily on your **understanding** of course content and not on course engagement, in my experience these typically go hand in hand. So while engagement in the course is not itself evidence of understanding, it does usually help us achieve that goal.

Here are some ways that you can engage with the class:

- Attend class regularly
- Complete assigned problems before class so you're prepared to engage with that day's material
- Ask questions - either in class or in office hours.
- Actively participate in class discussions and group work. Note that this can mean sharing your work but it can also mean asking questions or helping to facilitate the discussion.
- Complete weekly homework reports
- Complete periodic check-ins
- Complete homework and AEPs on time – and asking for help when needed

A modifier to your grade to acccount for engagement.

- A + modifier might be added to your grade if you've met the standards for a particular grade and you've engaged in the course in particularly significant ways.
- A - modifier might be added to your grade if you've met the standard for a particular grade but lack of engagement has prevented your from doing more in the course.

Your goal is to demonstrate proficiency on most of the learning targets – this is accomplished by demonstrating proficient level understanding **at least twice** by the end of the semester. I will keep track (and I encourage you to keep track as well) every time you demonstrate Proficient level work.

**A** This grade indicates a deep understanding of the material and an ability to apply the material to unfamiliar situations. Evidence of an A might include:

- Demonstration of proficiency on all of the content learning targets.
- Demonstration of significant understanding on all of the AEPs.
- Demonstration of effective mathematical communication on all of the AEPs.

**B** This grade indicates good work that is eminently satisfactory. You should be able to use and extend this knowledge in many situations. Evidence of a B might include:

- Demonstration of proficiency on most of the learning targets.
- Demonstration of a satisfactory understanding on most of the AEPs.
- Demonstration of effective mathematical communication on most of the AEPs.

**C** This grade indicates competent work that demonstrates an acceptable level of knowledge relevant to the course. You should be able to continue learning in this field of study. Evidence of a C might include:

- Demonstration of proficiency on at least half of the content learning targets.
- Demonstration of satisfactory understanding on some of the AEPs.
- Demonstration of effective mathematical communication on some of the AEPs.

**D/F** A grade of D represents meaningful but unsuccessful attempt at earning a C or above. This is minimally acceptable work. You would likely struggle to continue study in this field. An F represents a lack of engagement, effort, or understanding such that there is no evidence of meaningful progress.

### Partial Grades

A grade modifier may be added to your base grade as follows.

A **minus** may be added to the base grade if all but one of the guidelines for the base grade are met **and** significant progress towards completion is evident (e.g. proficiency has been demonstrated only once instead of twice).

A **plus** will be added to the base grade if all requirements for the base grade are met **and** two of three meet the requirements for a higher grade.

# Chapter 7

# Writing Mathematics

One of the goals of this course is to hone your skill in communicating complex technical ideas, particularly in writing. Your aim is not simply to come up with a correct solution, but you must also convince someone else that you know what you're talking about!

A good solution is one that effectively communicates not only the mathematical ideas needed, but an explanation of how you got there. Like any piece of writing, you should expect to write, proofread, and edit multiple drafts of your work.

## 7.1 General Guidelines

The following are some general suggestions for effective communication in mathematics.

- Write using complete sentences. In particular, all mathematical notation and expressions should be part of a sentence. You can tell that you've done this adequately if you can read what you've written aloud - verbatim - and it makes sense.
- Don't rely on symbols and notations alone, use words to explain how you're getting from one step to the next.
- Think about who your audience is and include an appropriate amount of detail. Your reader should be convinced that your solution is correct without having to fill in any missing steps.
- Respect your reader. This means that your solution should clear, easy to read, and free of spelling and grammatical errors, even if the mathematical steps are correct. Don't ask them to put in more work than necessary to understand your solution!
- You should first work out the solutions on scratch paper and then neatly write up your solutions. Do not hand in your scratch paper.

## 7.2 Specific Instructions

Here are some specific instructions regarding how you should submit your work.

- Papers with multiple pages should be stapled in the upper left hand corner. If your paper has been torn out of a spiral notebook, remove the fringes.

- Writing should be neat, legible, and not too small. If your handwriting is not up to the task, you might consider using a typesetting enviornment such as LaTeX or Typst. I can help you get started with these tools.
- Include your name, the date, the class and section number, and the name of the assignment.
- Problems should be clearly labeled and numbered on the left side of the paper. Leave a visible separation between problems. Write the problems in order.
- Begin your solution with the original problem statement (or a paraphrasing of such). Do not assume that your reader has the problem statement in front of them.
- Use whitespace on the margins and between problems to make your solutions easier to read. Leave room in the margins for comments.
- If you worked with other students on a problem, acknowledge their contributions.
- If you used technology on a problem, acknowledge where and how.
- Assignments submitted electronically should be submitted as a single PDF file. If scanned, make sure your images are clear and not cropped. Take care that pages are in the correct order and are rotated to the proper orientation. File names should include some identifying information such as your last name and what assignment this is (imagine this file in a folder with submissions from other students).

# Chapter 8

# University Policies

## 8.1 Academic Integrity

The University of Portland is a diverse academic community of learners and scholars who are dedicated to freely sharing ideas and engaging in respectful discussion of those ideas to discover truth. Such pursuits require each person, whether student or faculty, to present truthfully our own ideas and give credit to others for the ideas that they generate. Thus, cheating on exams, copying another student's assignment, including homework, or using the work of others without proper citation are some examples of violating academic integrity.

Especially for written and oral assignments, students have an ethical responsibility to properly cite the authors of any books, articles, or other sources that they use. Students should expect to submit assignments to Turnitin, a database that ensures assignments are original work of the student submitting. Each discipline has guidelines for how to give appropriate credit, and instructors will communicate the specific guidelines for their discipline. The Clark Library also maintains a webpage that provides citation guidelines at libguides.up.edu/cite.

The misuse of AI to shortcut course learning outcomes will be treated as a violation of academic integrity comparable to plagiarism or cheating. Faculty are responsible for including a written "Course AI Policy" in their syllabi that clearly states what they consider appropriate and inappropriate uses of AI in the context of their courses. Students are responsible for using AI in ways that do not detract from the established learning outcomes of the course. All members of the scholarly community are responsible for demonstrating sound judgment in discerning when and how to utilize AI in their work, upholding standards of citation, originality, and integrity.

## 8.2 Assessment Disclosure

Student work products for this course may be used by the University for educational quality assurance purposes. For reasons of confidentiality, such examples will not include student names.

## 8.3 Accessibility

The University of Portland strives to make its courses and services fully accessible to all students. Students are encouraged to discuss with their instructors what might be most helpful in enabling them

to meet the learning goals of the course. Students who experience a disability are encouraged to use the services of the Office for Accessible Education Services (AES), located in the Shepard Academic Resource Center (503-943- 8985). If you have an AES Accommodation Plan, you should meet with your instructor to discuss how to implement your plan in this class. Requests for alternate location for exams and/or extended exam time should, where possible, be made two weeks in advance of an exam, and must be made at least one week in advance of an exam. Also, if applicable, you should meet with your instructor to discuss emergency medical information or how best to ensure your safe evacuation from the building in case of fire or other emergency. All information that students provide regarding disability or accommodation is confidential. All students are responsible for completing the required coursework and are held to the same evaluation standards specified in the course syllabus.

## 8.4 Mental Health

Anyone can experience problems with their mental health that interfere with academic experiences and negatively impact daily life. If you or someone you know experiences mental health challenges at UP, please contact the University of Portland Counseling Center in the upper level of Orrico Hall (down the hill from Franz Hall and near Mehling Hall) at 503-943-7134 or hcc@up.edu. Their services are free and confidential. In addition, mental health consultation and support is available through the Pilot Helpline by calling 503-943-7134 and pressing 3. The University of Portland Campus Safety Department (503-943-4444) also has personnel trained to respond sensitively to mental health emergencies at all hours. Remember that getting help is a smart and courageous thing to do – for yourself, for those you care about, and for those who care about you. For more information on health and wellness resources at UP go to www.linktr.ee/wellnessUP.

## 8.5 Non-Violence

The University of Portland is committed to fostering a safe and respectful community free from all forms of violence. Violence of any kind, and in particular acts of power- based personal violence, are inconsistent with our mission. Together, all UP community members must take a stand against violence. Learn more about what interpersonal violence looks like, campus and community resources, UP's prevention strategy, and what we as individuals can do to assist on the Green Dot website. Further information and reporting options may be found on the Title IX website.

## 8.6 Ethics of Information

The University of Portland is a community dedicated to the investigation and discovery of processes for thinking ethically and encouraging the development of ethical reasoning in the formation of the whole person. Using information ethically, as an element in open and honest scholarly endeavors, involves moral reasoning to determine the right way to access, create, distribute, and employ information, including: considerations of intellectual property rights, fair use, information bias, censorship, and privacy. More information can be found in the Clark Library's guide to the Ethical Use of Information.

## 8.7 The Learning Commons

Students may receive academic assistance through Learning Commons tutoring services and workshops. The Co-Pilot peer tutoring program provides students with opportunities to work with other students to get help in writing, math, group projects, and many other courses. Schedule an appointment to meet with a Co-Pilot (tutor) by visiting the Learning Commons website. Students can also meet with a Co-Pilot during drop-in hours. Check the Learning Commons website or stop by the Learning Commons in BC 163 to learn more about their services. Co-Pilots are a wonderful support along your academic journey.