



MTH 309 (Spring 2019) Syllabus

Linear Algebra with Differential Equations (4 credits)

University of Wisconsin-La Crosse

Section	Class number	Days / Times / Location
309-01	1924	MoTuWeTh 9:55a-10:50a, Centennial 3102
309-02	1925	MoTuWeTh 11:00a-11:55a, Centennial 3102



Instructor Information

Instructor: Dr. Edward D. Kim

Office: 1018 Cowley Hall

Phone: 608-785-6613

Email: @uwlax.edu



Office Hours

Day of week	Time	Location
Mondays	5:00pm-6:00pm	My office (1018 Cowley)
Tuesdays	4:00pm-5:20pm	My office (1018 Cowley)
Wednesdays	6:00pm-7:00pm	My office (1018 Cowley)
Thursdays	1:10pm-2:05pm	My office (1018 Cowley)

Using office hours. If you are stuck on anything, please visit office hours! These are times that my door is open for all students in my math classes to get help and get questions answered. I intentionally pick different times on Mondays vs. Wednesdays, and different times on Tuesdays vs. Thursdays in order to try to increase my availability to students. (If you had a class on Tuesdays and Thursdays at the same time, this increases the chances that if one time doesn't work, the other time will hopefully work.)

To make use of any of the times listed above, I encourage you to show up without an appointment. The times listed are "open hours" so there is no need to let me know in advance that you are dropping by. If these times do not work for you, or if you need to discuss a private matter, please e-mail me about setting up a one-on-one office hour by appointment. (To ensure that the above "open hours" are available to all, I cannot set up an appointment during the times listed above.)

If someone has arrived for office hours before you, do not hide in the hallway out of view. I will work hard to rotate through so that everyone has a fair chance at getting their questions answered. In addition, by listening to what other people struggle with, you may end up wanting to hear the answer to another question anyway!



Course Description

Catalog Description

A systematic study of linear algebra, and its interactions with differential equations. Topics include: vectors, matrices, systems of linear equations, determinants, vector spaces, subspaces, basis and dimension, linear transformations and their matrix representations, similar matrices and diagonalization, systems of first order linear differential equations, and higher order linear differential equations.

Prerequisites

Grade of "C" or better in MTH 208.

Course Learning Outcomes

Department-wide objectives for this course are to study the basics of linear algebra and its interactions with differential equations. The overall goal of this course is to develop an understanding of linear systems/vector equations/matrix equations, vector spaces, and linear transformations as well as be exposed to a selection of applied problems linear algebra can help solve (including differential equations). Specifically, by the end of this course, you will be able to:

- use algorithms and perform computations with vectors and matrices and then use theory to draw conclusions from the computations.
- convert between equivalent ways of viewing objects in linear algebra (e.g. system of linear equations vs. vector equation, intersecting lines/planes vs. combining vectors, geometry vs. algebra, etc.).
- answer two of a mathematician's favorite questions, in the context of solving systems of linear equations: Does a solution exist? If so, is it unique?
- clearly justify reasoning using proof techniques such as 1) checking the hypotheses of a theorem; 2) coming up with a counterexample; 3) working through a computation using arbitrary vectors satisfying a given condition.
- understand the axiomatic definition of a vector space and know some examples of vector spaces other than \mathbb{R}^n (vector space of polynomials, vector space of matrices etc.)
- find the kernel, rank, range and nullity of a linear transformation
- compute the characteristic polynomial of a matrix, find eigenvalues and eigenvectors of the matrix, and use such to find solutions to small linear systems of ordinary differential equations.
- compute the inner product of vectors in \mathbb{R}^n , determine if a set of vectors in \mathbb{R}^n is orthogonal, compute the projection of a vector onto a subspace, and orthogonalize a set of vectors using the Gram-Schmidt process.



Materials and Tools

Textbook: David C. Lay, Steven R. Lay, Judi J. McDonald. *Linear Algebra and Its Applications*. 5th Edition. Pearson. Boston. This textbook will be available from Textbook Rental.



Format

This is a face-to-face course. You may be asked to reference materials or participate online through the learning management system, Canvas. If that is the case, you will need your UWL NetID to login to the course from the Canvas homepage (<http://www.uwlax.edu/canvas/>).

Grading Policies

Your overall course grade is determined by the following components, with the weights given:

- Responses: 2% of your grade. A weekly response is due on Mondays (with the exception of January 28 and March 25). Note that this is separate from Homework. The purpose of the reflections is to give you a chance to reflect or react.
- Writing assignments: 10% of your grade. There will be three writing assignment for this course. Instructions for each assignment are available in Canvas.
 - Writing assignment 1: Oil production (due Feb 21)
 - Writing assignment 2: Linear algebra concept review (due Mar 14)
 - Writing assignment 3: Eigenvector concept review (due Apr 25)

- Homework: 20% of your grade. Homework will be assigned weekly due on Tuesdays. An assignment due on a particular Wednesday will cover material in class up to the previous Wednesday.

(For example, the assignment due on Tuesday February 13 will make use of material through the end of class on Wednesday February 7.) Assignments will be turned into Gradescope: you may either type assignments (submit the PDF from LaTeX) or you may *neatly* handwrite work (convert your work into a PDF using an app such as Cam Scanner.) E-mail is not a good format for discussing mathematics, so visit office hours instead! As soon as you submit a homework, I encourage you to look at the next assignment. For example, on February 12, HW 02 is due. Once you have turned that in, start HW 03 on February 12 or February 13. Even though the assignment is due on February 19, do not start this as late as the 18th, 17th, or even the 16th. It is essential to keep current: by the time you receive a new HW assignment, the content is already a week old.

- Quizzes: 18% of your grade. There are 10 in-class quizzes which will take place in the last 10 minutes of class on Thursdays in weeks without an exam. The cutoff of material for a Thursday quiz is what was covered in class the previous Thursday. (For example, the quiz on February 14 will make use of material through the end of class on February 7.) You can also use the quiz study guide to help clarify what content is likely to be covered on a quiz. The lowest 2 quizzes will be dropped. There are no make-up quizzes, except in extreme circumstances determined by the instructor.
- In-class exams: 30% of your grade. Other than the final, there are three in-class exams of 55 minutes, each of equal weight.
 - Exam 1 (on Thr Feb 28) covers material from Jan 28 through the end of class on Feb 21.
 - Exam 2 (on Thr Mar 28) covers material from Jan 28 through the end of class on Mar 25, with emphasis on material after Feb 21.
 - Exam 3 (on Thr May 2) covers material from Jan 28 through the end of class on Apr 25, with emphasis on material after Mar 25.

While exams generally emphasize later material, mathematics is inherently cumulative so the **exams are cumulative too**. Exams must be taken on the scheduled day unless prior arrangements have been made for extreme circumstances.

- Final Exam: 20% of your grade. The final exam is comprehensive (covers all sections which we covered). In accordance with the final exam schedule (<https://www.uwlax.edu/records/faculty-staff-resources/final-exam-schedule/#tab-spring-2019>), the final exam is on Thursday, May 16, 2019. The exam starts at 2:30pm and is two hours long. In accordance with the growth mindset policy of this class, if your percentage on the final is higher than your percentage on an in-class exam, the score for one of your in-class exams will be replaced with the final exam percentage.

Every quiz and every exam will have one or more conceptual question. Sample solutions are provided for the conceptual questions, but instead of just memorizing the solutions, I urge you to *understand* the answer to each question!



Late Assignments, Missed Exams

Assignments are due on the dates indicated in the Course Schedule. For extenuating circumstances that impact your ability to meet deadlines or participate in class activities, you are responsible for alerting me as soon as possible. If a situation should arise (e.g., ill on an exam day), please notify me by e-mail as soon as possible: a determination of alternate arrangements will be made on a case-by-case basis, but the instructor has the final determination for what absences are eligible, which is why it is important to alert the instructor as soon as you know of an absence which would affect an assignment deadline or test date.



Attendance and Participation

There are no points in the course grading policies assigned to attendance or participation. Though attendance and participation do not have a direct effect on your grade, attendance and participation are required for success with homeworks, quizzes, and exams. I strongly recommend that you attend and participate every class session! If you have any extenuating circumstance that may prevent full attendance or participation, please let me know as soon as possible.



Expectations for Graded Work

I provide students feedback and/or scores on assignments that require individualized grading. Generally, I return work that requires individual feedback within 21 days from the date the work was due. I will notify you if I am unable to grade the work within the 21-day timeframe, and will identify a revised return date. If you submit work after the due date, it may not be accepted for credit, and it may not be returned within 21 days.

The grades for any work that is graded electronically, such as scanned examinations, will be accessible to you within 14 days of the due date for the work. If you submit electronically graded work after the due date, it will not be accepted for credit except under extreme circumstances determined by the instructor.

Your graded coursework will be returned in compliance with FERPA regulations, such as in class, during my office hours, via the course management system through which only you will have access to your grades, or using Gradescope. Assignments will be returned as soon as possible but due to the nature of mathematics assignments (especially where a consecutive assignment can be started prior to the previous assignment being due), it is not possible to return work prior to a similar assignment being due, but you should generally have returned work with feedback within the subsequent assignment being due.



Grading Scale

To be guaranteed a given grade, a student needs to obtain at least the following overall percentage:

Letter Grade	Minimum Percentage
A	91%
AB	88%
B	82%
BC	78%
C	70%
D	60%



Course Outline and Schedule

Please note that the timing of activities and topics listed below may change. I will give you timely notice of any major changes in the syllabus through email, on Canvas, in class, or some combination of methods.

Monday	Tuesday	Wednesday	Thursday
Jan 28 (Session 1) Intro	Jan 29 (Session 2) 1.1: systems	Jan 30 (Session 3) 1.2: row reduction	Jan 31 (Session 4) 1.2: row reduction
Feb 4 (Session 5) 1.2: row reduction, lang Response 01 due	Feb 5 (Session 6) 1.3: vector equations HW 01 due	Feb 6 (Session 7) 1.3: vector equations	Feb 7 (Session 8) 1.4: matrix equation Quiz 01
Feb 11 (Session 9) 1.4: matrix equation Response 02 due	Feb 12 (Session 10) 1.5: solution sets HW 02 due	Feb 13 (Session 11) 1.5: solution sets	Feb 14 (Session 12) 1.7: lin. indep Quiz 02
Feb 18 (Session 13) 1.7: lin. indep Response 03 due	Feb 19 (Session 14) 1.8: lin. transf HW 03 due	Feb 20 (Session 15) 1.8: lin. transf	Feb 21 (Session 16) 1.9: matrix of LT Writing Assignment 1 due Quiz 03
Feb 25 (Session 17) 1.9: matrix of LT Response 04 due	Feb 26 (Session 18) 2.1: matrix ops HW 04 due	Feb 27 (Session 19) 2.1: matrix ops	Feb 28 (Exam day) EXAM 1
Mar 4 (Session 20) 2.2: inverse Response 05 due	Mar 5 (Session 21) 2.2: inverse HW 05 due	Mar 6 (Session 22) 2.3: characterizations	Mar 7 (Session 23) 2.3: characterizations Quiz 04

<u>Mar 11 (Session 24)</u> 3.1/3.2: determinants Response 06 due	<u>Mar 12 (Session 25)</u> 3.1/3.2: determinants HW 06 due	<u>Mar 13 (Session 26)</u> 3.1/3.2: determinants, VS	<u>Mar 14 (Session 27)</u> 4.1: vector spaces Writing Assignment 2 due Quiz 05
<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>
<u>Mar 25 (Session 28)</u> 4.1: vector spaces Response 07 due	<u>Mar 26 (Session 29)</u> 4.1: vector spaces HW 07 due	<u>Mar 27 (Session 30)</u> 4.1/4.2: NS, CS	<u>Mar 28 (Exam day)</u> EXAM 2
<u>Apr 1 (Session 31)</u> 4.2: NS, CS Response 08 due	<u>Apr 2 (Session 32)</u> 4.3: bases HW 08 due	<u>Apr 3 (Session 33)</u> 4.3: bases	<u>Apr 4 (Session 34)</u> 4.4: coordinate systems Quiz 06
<u>Apr 8 (Session 35)</u> 4.5: dimension Response 09 due	<u>Apr 9 (Session 36)</u> 4.6: rank HW 09 due	<u>Apr 10 (Session 37)</u> 4.6: rank	<u>Apr 11 (Session 38)</u> 5.1: eigenvectors Quiz 07
<u>Apr 15 (Session 39)</u> 5.1: eigenvectors Response 10 due	<u>Apr 16 (Session 40)</u> 5.2: characteristic eq HW 10 due	<u>Apr 17 (Session 41)</u> 5.3: diagonalization	<u>Apr 18 (Session 42)</u> 5.3: diagonalization Quiz 08
<u>Apr 22 (Session 43)</u> 5.4: eigenvec and LT Response 11 due	<u>Apr 23 (Session 44)</u> 5.4: eigenvec and LT HW 11 due	<u>Apr 24 (Session 45)</u> 5.5: complex eigenval	<u>Apr 25 (Session 46)</u> 5.7: diff eq Writing Assignment 3 due Quiz 09
<u>Apr 29 (Session 47)</u> 5.7: diff eq Response 12 due	<u>Apr 30 (Session 48)</u> 5.7: diff eq HW 12 due	<u>May 1 (Session 49)</u> 6.1: IP	<u>May 2 (Exam day)</u> EXAM 3
<u>May 6 (Session 50)</u> 6.1: IP Response 13 due	<u>May 7 (Session 51)</u> 6.2: orthogonal sets HW 13 due	<u>May 8 (Session 52)</u> 6.3: orthogonal proj	<u>May 9 (Session 53)</u> 6.4: Gram-Schmidt Quiz 10

This calendar shows what we will tentatively cover in class each day.



Homework

This class will have collected and uncollected homework.

- Collected homework will be submitted online (in Gradescope), will be reviewed for a grade and returned to you. After content is covered in class, relevant collected homework is due a week later. The collected assignments will be posted in Canvas. (Some of the exercises may overlap with the uncollected exercises in the table below.) The gap is meant to give you time to absorb the material and visit office hours. If you are always completing assignments on the due date, you are always behind in material in the class! To succeed in this class, you should regularly complete assignments immediately after the topic has been covered in class. Do not always complete assignments at the last minute. Several policies/guidelines/expectations:
 - Do not skip the uncollected homework. The only reason there is a separation into collected versus uncollected homework is so that you will get feedback in a timely manner.
 - While you may work together, you may not copy each others' work, in any sense of the term. If typing solutions, you may not share LaTeX files with each other. Whether typing or not, any group should disband without having fully written solutions. In fact, any work done as a group should be thrown in a trash bin. If you are tempted to take any notes from a group meeting with you because you "might forget" how the solution goes, you do not yet have sufficient understanding. You are cheating yourself of the knowledge and skills you need.
 - For each assignment in which you work in a group, you must write the names of all persons you have collaborated with (after the last problem).
 - Any failure to abide by the group work policies is a serious concern and is considered academic dishonesty. The purpose of these expectations/policies is not to be punitive: the only way you succeed in this class is if you have put in your own efforts/struggles towards the homework. If your submitted work does not represent your work (the majority is

your work, the minority is others' inspiration), then you neither deserve homework credit nor should expect to succeed on quizzes/tests.

- Uncollected homework is found in the table below. Though these assignments are not collected, you should do as many as possible as practice problems. The first column shows the textbook section. The next column shows exercises assigned from the textbook. Exercises marked with an asterisk (*) are the **only** problems for which you should use a calculator or computer. (For problems without an asterisk, use of technology only to **check** answers is suggested.) Though textbook exercises are not collected or graded, to encourage you to do the book problems, **each exam will contain at least one problem from the list of problems in the table below.**

The column of the left shows the section number in the book. The next two columns show the textbook exercises to do for the section: the middle column has computational exercises, while the column on the right has conceptual exercises. You should not exclusively do one type of exercise or the other. The nature of linear algebra is computational AND conceptual! Spend half your time on computational exercises and half your time on conceptual exercises.

Section	Computational Exercises	Conceptual Exercises
1.1	3-21 (odd), 25, 31	23, 24, 33
1.2	1-19 (odd), 33	21-26, 28-31
1.3	5-13 (odd), 17-19	21-26, 32-34
1.4	3-15 (odd), 17-20, 25, 26, 39-41	21-24, 29-34
1.5	5, 7, 11, 13, 14, 15-21(odd), 36	23-34, 39, 40
1.7	7-13 (odd), 15-20, 23-29	21, 22, 30, 33-40, 41, 43
1.8	1-15 (odd), 17-20, 23-30, 33	21, 22, 24, 25, 29, 31, 34-36
1.9	1-13, 17, 20, 21, *37-40	23, 24, 25, 27, 31-35
2.1	2, 7, 8, 11, 12, 27-28, 39, 40	15, 16, 17-22, 23-24, 29, 33
2.2	3, 6, 8, 31, 33, 35	9-10, 14-24
2.3	3, 5, 7, 15-24, 33	11-12, 13, 26-32, 38
2.8	1-4, 5-10, 11, 13, 15-20, 23, 25	21-22, 31-36
2.9	2-4, 6, 7-8, 9-16	17-18, 19-26, 27-28
3.1	1, 3, 4, 5, 9, 10, 11, 37-38	39-40, 41-42
3.2	5-10, 15-18, 23, 25, 39-40	27-28, 31-35
3.3	1-2, 19-20, 23-24	29-30
4.1	1, 3, 5-14, 15-18	19-28, 31-34
4.2	2, 6, 7-15 (odd), 23-24	25-26, 29-30, 31-36
4.3	1-14, 15, 19-20	21-28, 29-30, 31-32, 33-34, 35
4.4	1-11(odd), 13-14, 29, 31(a), 32	15-16
4.5	4, 6-11, 13, 15, 17	19-20, 21, 23, 25-28, 29-30, 31-32

4.6	4, 5-16	17-18, 19-25 (odd), 27-30
4.7	1-5, 9, 11-14	
5.1	1, 2, 6, 7, 13, 14, 16, 18-20	21-22, 23-25, 27, 29-33
5.2	7, 8, 13, 17	18-22, 24, 25, 27
5.3	1, 4-6, 7-9, 15, 17, 20	21-29, 31-32
5.4	1, 2, 5, 6, 10, 13, 15	19-23
5.5	1, 3, 7, 9, 13, 15	23, 24, 26
5.7	1, 2, 4-8, 9-14 Java Applet (http://bluffton.edu/homepages/facstaff/nesterd/java/slopefields.html?flags=2&ODE=x,y&SYS=t,x,y&dydx=x+y&dxdt=x+y&dydt=x-y&x=-4,4,20&y=-3,3,20&method=euler&h=0.1)	
6.1	5, 7, 12, 13, 17, 18	19-20, 24, 28-31
6.2	5, 6, 8, 10, 20	23-24, 25-27, 33
6.3	2, 6, 9, 12, 16	17-19
6.4	8, 9, 11, 14, 16	22
6.5	3, 5, 7, 11, 13, 14	17-24



General expectations for math courses

- Calculators are not allowed on quizzes or exams. We will talk about what a calculator-less answer to a quiz/exam question looks.
- Do not start late. To be up to date, you must do exercises each day.

How to learn mathematics

- Use mathematical language and grammar. It is my expectation that you work every day not just on *doing* mathematics, but speaking and thinking in standard mathematical grammar. You should expect this of yourself.
- As you do mathematics, work on explaining what you are doing in complete sentences. Avoid using the word "it".
- Be sure to read the book section before class and after class. Your before read should be quick. Your after read should be thorough.
- There is no replacement for your effort.
- Do not work on things last minute.
- Keep an honest and accurate log of your study time for class. Be sure to "clock out" when your mind wanders to something else (social media, etc.)
- Take thorough notes in class. If it's written on the board, be sure to have it written in your notebook.
- Review your notebook after every class. The best way to review your notebook is to write a new copy of everything you wrote in your original notebook. This gives you the chance to review, and if even notice when you don't fully understand something. If you notice that you don't fully understand something, drop by office hours and ask for clarification.
- Get help at the first sign of trouble: office hours are times reserved for you to get help. It is normal to use office hours!
- Be sure to read the book section to supplement the things we discuss in class.
- To succeed, you should do the textbook exercises.
- Each day's class is likely to rely on the previous day's material: it is not a good habit to wait to do homework until the day it is due (or the day before).
- Commit to learning something soon after it is discussed in class: then you earn points for it on a quiz, an exam, a later exam, and a final. If you learn it only later, you can only earn points for it later.

- It is not a secret to me that Google and Wolfram Alpha exist. If you use these resources, you remove the struggle for yourself and it will reflect in your quizzes and exams.
- Mathematics requires attention to detail, and use of precise mathematical notation and wording. These things are important to me as I assess your work, so please make them important to you.
- If you commit yourself to understanding each topic in time, then you don't really have to "study" for an exam. If you commit to only "halfway understanding" each topic, then you will need to spend an unnecessary amount of time before each exam "studying", but this cramming does not lead to in-depth knowledge or long-term recall.

Gradescope 'how to' videos

- Setting up your GradeScope account (<https://youtu.be/RLpiQIBt6uo>)
- Gradescope feedback (<https://youtu.be/GjzgE9MFfdI>)
- Submitting an assignment in Gradescope (<https://youtu.be/oHvYPaYVhpo>)

Getting help

When you are stuck with math, please get help! Visit regularly-scheduled office hours (no appointment needed). If these times don't work, please e-mail about scheduling an appointment for time outside regularly-scheduled office hours. E-mail is not a good format for discussing mathematics, so visit office hours instead! Mathematical questions will not be answered on the day of a test: the five minutes before a test starts is not an appropriate time to ask a math question.

General expectations

I am committed to your success. To reach success, there is no substitute for your hard work. I value your effort much more than I value getting it right the first time around. I want you to grow and learn this semester, and I hope you will adopt my stance on growth mindset. Ask questions! Embrace mistakes as an opportunity to learn.

UWL Policies and Supports

Academic Integrity and Misconduct

Academic misconduct is a violation of the UWL Student Honor Code (<http://catalog.uwlax.edu/undergraduate/academicpolicies/studentconduct/>) and is unacceptable. I expect you to submit your own original work and participate in the course with integrity and high standards of academic honesty. When appropriate, cite original sources, following the style rules of our discipline.

Plagiarism or cheating in any form may result in failure of the assignment or the entire course, and may include harsher sanctions. Refer to the Student Handbook #14.02 (<https://www.uwlax.edu/student-life/student-resources/student-handbook/#tm-academic-misconduct--chapter-uws-14->) for a detailed definition of academic misconduct. For helpful information on how to avoid plagiarism, go to 'Avoiding Plagiarism' on the Murphy Library website (<http://libguides.uwlax.edu/plagiarism2>). You may also visit the Office of Student Life (<https://www.uwlax.edu/student-life/>) if you have questions about plagiarism or cheating incidents. Failure to understand what constitutes plagiarism or cheating is not a valid excuse for engaging in academic misconduct.

Concerns or Complaints

If you have a concern or a complaint about the course, or me, I encourage you to bring that to my attention. My hope would be that by communicating your concern we would be able to come to a resolution. If you are uncomfortable speaking with me, or you feel your concern hasn't been resolved after bringing it to my attention, you can contact my department chair. The Student Academic Non-Grade Appeals process can be found in the Student Handbook (<https://www.uwlax.edu/student-life/student-resources/student-handbook/#tm-non-academic-misconduct--chapter-uws-17->). For more information, see appealing a final grade (<http://catalog.uwlax.edu/undergraduate/academicpolicies/gradesgradingtesting/#appeal-final-grade>) in the Undergraduate Catalog.

Course Access

Access to course materials in D2L/Canvas may cease after the term ends. If you wish to archive materials for your personal records or portfolio you should do so as you progress through the course. As a general rule, you should always save local copies of course-related work. To avoid disasters, you should also save important files to external media or cloud storage.

Eagle Alert System

This class will be participating in the Eagle Alert System (<https://www.uwlax.edu/academic-advising-center/eagle-alert/student-resources/>) through WINGS. The system is designed to promote student success. If I notice that you are experiencing difficulties early in the semester (e.g., low assignment scores or limited participation), I may note this information and you will receive an email indicating that I have entered feedback. I may also enter positive feedback encouraging you to consider additional learning opportunities. The link in the email will take you to WINGS where you can login to see the feedback. I encourage you to meet with me and/or refer to the helpful campus resources listed below under Academic Services and Resources and on UWL's Student Success page (<https://www.uwlax.edu/info/student-success/>).

Inclusive Excellence

UWL's core values (<https://www.uwlax.edu/chancellor/mission/>) include "Diversity, equity, and the inclusion and engagement of all people in a safe campus climate that embraces and respects the innumerable different perspectives found within an increasingly integrated and culturally diverse global community." If you are not experiencing my class in this manner, please come talk to me about your experiences so I can try to adjust the course if possible.

Name/Pronouns

I will do my best to address you by a preferred name or gender pronoun that you have identified. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. Information on UWL's preferred name policy is available here (<https://www.uwlax.edu/records/preferred-name/>) and UWL's Pride Center is available for additional assistance.

Student Evaluation of Instruction (SEI)

UWL conducts student evaluations electronically. Approximately 2 weeks prior to the conclusion of a course, you will receive an email at your UWL email address directing you to complete an evaluation for each of your courses. In-class time will be provided for students to complete the evaluation in class. Electronic reminders will be sent if you do not complete the evaluation. The evaluation will include numerical ratings and, depending on the department, may provide options for comments. The university takes student feedback very seriously and the information gathered from student evaluations is more valuable when a larger percentage of students complete the evaluation. Please be especially mindful to complete the surveys.

Academic Services and Resources at UWL

Below are services available to all UWL students, including online students:

- Academic Advising Center (<http://www.uwlax.edu/advising/>)
- ACCESS Center (<http://www.uwlax.edu/access-center/>) (formerly Disability Resources)
- Career Services (<http://www.uwlax.edu/careerservices/>)
- Counseling and Testing Center: (<http://www.uwlax.edu/counseling/>)
- Financial Information: Financial Aid Office (<https://www.uwlax.edu/finaid/>) and It Makes Cents (<https://www.uwlax.edu/it-makes-cents/>)
- Murphy Learning Center (<http://www.uwlax.edu/murphy-learning-center/>) (Walk-in tutoring)
- Murphy Library (<http://www.uwlax.edu/murphylibrary/>)
- Multicultural Student Services (<http://www.uwlax.edu/mss/>)
- Public Speaking Center (<https://www.uwlax.edu/murphy-learning-center/subject/public-speaking-center/>)
- Records and Registration (<http://www.uwlax.edu/records/>)
- Student Handbook (<https://www.uwlax.edu/student-life/student-resources/student-handbook/>)
- Student Support Services (<https://www.uwlax.edu/student-support-services/>)
- Veteran Services (<http://www.uwlax.edu/veteran-services/>)
- Writing Center (<http://www.uwlax.edu/writingcenter/>)

Technical Support

For tips and information about D2L/Canvas visit the Information Technology Services (ITS) student support page (<http://www.uwlax.edu/D2L/Help-for-students/>). Need help making sure your computer is set up correctly for online coursework? D2L's System Check (<https://community.desire2learn.com/d2l/systemCheck>) ensures that your computer and web browser are configured to properly access their system. You can also contact the ITS Support Center at (608) 785-8774 or email them at helpdesk@uwlax.edu for questions about D2L/Canvas or any other technological difficulties. The hours for ITS are Monday through Thursday from 7:30 am to 6:30 pm, and Friday from 7:30 am to 4:30 pm, Central Time.

Our Legal Obligations to You

The texts at <https://www.uwlax.edu/info/syllabus/> (<https://www.uwlax.edu/info/syllabus/>) reflect UWL's legal obligations to students.