

USU 1360: Integrative Physical Science Spring 2009

Course Information

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CRITERIA FOR APPROVED BREADTH COURSES: PHYSICAL SCIENCES

- The course should improve student's understanding of science as a process and promote their ability to apply scientific methods of investigation. [Scientific method]
- The course should provide a fundamental understanding of the unifying principles of physical science. [scientific method, modeling, problem solving, debugging]
- The course should assist students in understanding the human role in and impact on the physical environment. [google, security, social networks]
- The course should help students understand the role of technology as a factor that affects the development of physical science and brings physical science knowledge to our daily lives. [google, security, social networks]
- The course should consider the historical, social, and ethical contexts of physical science issues. [google, security, social networks]
- The course should assist students in making informed decisions about personal and social issues related to physical sciences (human component). [human interface design, web research]
- The course should promote inquiry and teach problem solving skills and hypothesis formulation and testing. [scientific methods, ILM exercises]
- The course should help student to understand and evaluate original sources, e.g., original writings and/or presentations of data. [web research]
- The course should include laboratory, field, data analysis, and/or computer simulation experiences. modeling, computer simulation]
- The course should require students to: a. Complete writing assignments; [webpage] b. Participate in collaborative activities; [inclass assignments] c. Use quantitative reasoning methods. [binary, modeling, scientific method]
- This course should further the development of information literacy skills, including an understanding of the nature, organization, and method of access and evaluation of both electronic and traditional resources in the subject area. [web research]
- The course should provide opportunities for discussion. [inclass assignments]

Each semester there are various classes offered under the title "USU 1360: Integrated Physical Science". They are linked by concepts such the scientific method, ethics in science, promotion of

inquiry, understanding, and role of science and technology in our environment. However, be aware that the actual vehicle for teaching these topics is quite diverse: energy, geology, climate, and computing. This class deals with computers: how we use them, how we program them, what kinds of models they use, how they aid scientific discovery. We think this class is compelling and relevant to every profession. If you already have considerable computer experience, it may not be the best choice for you. This is a general education class and will consider topics from a beginner's point of view. Take a minute to peruse the list of topics we will be covering. If this class is not what you want, please register for a different section. You have little choice in what will be covered in class. Your choice comes now – in deciding which class to take.

Supplemental Instruction:

We will have two hours per week of supplemental instruction provided by the UTFs and TA held in SER 005. The times will be Tuesday at 7 pm (Ben and Kyle will alternate) and Thursday at 5 pm (Greg and Nazneen will alternate). SER 005 is a regular CS lab, so there will be other students there and possibly a regular CS tutor. Look for the UTF/TAs from our class.

Class Page:

<http://www.cs.usu.edu/~allanv/usul360/usul360.html> You should regularly read the course page as it will contain announcements, hints, and information relevant to this class. I can't stress that enough. **You should regularly read the course page as it will contain announcements, hints, and information relevant to this class.**

Eagle Grading Site:

The site is eagle.cs.usu.edu. When you sign on, make sure you type your email address correctly. Make sure you remember your Eagle ID and password. Note, you use the Eagle ID rather than your A# to login. As in all computer systems, if you don't remember the password, you won't be able to log in. (If you have a hard time remembering all your passwords, Password Safe <http://passwordsafe.sourceforge.net/> is a great, free program for remembering all the passwords each of us have.) The grader will communicate with you by posting comments on the graded work. Click on "view" under "comments".

Prerequisites:

Prerequisite: No experience necessary, this is an introductory course. Passing the CIL exam is extremely helpful. **If you have not yet passed the CIL exam, get that done IMMEDIATELY!!**

Success

I am concerned about some of the students I see in freshmen classes. Does this description fit you? You don't read your email, don't look at the webpage to see assignments, fiddle with your cellphone in class or surf the web, and don't read the instructions on the assignment. You come in late to class or "vege out" and miss announcements. The instructor posts an announcement on the webpage, sends an email, has the assignment posted on Eagle, writes the announcement on the slides, and states it verbally three different days in class and you say, "I didn't know!" You blame others for your lack of understanding.

Weeks into the semester, other students haven't figured out how to find out when an assignment is due and how to find comments from the grader on Eagle. This is totally unacceptable!

Please be responsible for your own behavior. If you bring the same behavior into the workforce, you won't last ten minutes. In this economy, a boss can afford to be very picky. In this class, I am your boss.

When you come to class late or leave early, every person in the room is distracted by your entrance (including your professor). You miss important material. You are saying to your professor, "My time and my schedule are more important than what you have to teach me." On the job, if you don't come to work, you will be fired. If you come late, you will be reprimanded. Come to class, come on time, and stay until the end! It is good practice for the real world. Please read the course expectations available from the webpage. I find that many students are totally unaware of the respect a professor expects from his/her students. I realize that other gen ed classes may not insist on polite behavior. When you're messing up and nobody's saying anything to you anymore, that means they've given up on you. I refuse to give up!

Expectations

- 1. Many high schools allow abominable behavior. You aren't in high school any more. This is college. You are now expected to behave as an adult.**
- 2. Come to class prepared.**
- 3. Stay attentive during class. If you want to sleep, talk, text your friends, surf the web, or read the newspaper, DON'T COME TO CLASS!!! Such behavior is distracting to others. Coming to class and not paying attention is a waste of your time. Don't come if you can't give your full attention to the class.**
- 4. Don't come to class late or leave early except in RARE circumstances.**
- 5. Exam dates are listed. Giving the same exam at a different time facilitates cheating. Making up a different exam takes many hours and may result in an exam of different difficulty. If you must miss an exam, contact your instructor as early as possible. Being able to take an exam at another time is NOT a right. Depending on the circumstances, it may not be allowed. If you miss an exam, you likely will fail the class.**
- 6. A university professor usually has the title "Dr" or "Professor". Someone without a PhD may be referred to as "Ms" or "Mr" – but "professor" is probably preferred. "Mrs" is not considered an advisable term as it requires you to know a person's marital status and (since there is no counterpart for a male that is married) is not gender neutral. You can call me Vicki, Doctor, or Professor.**

Strategies for success:

1. Come to class every day. Come prepared. Read the chapter we are discussing before you come to class. Pay attention. Take notes.
2. Study for exams for several days before the exam. Attend the study session to review for the exam.
3. Take advantage of Supplemental Instruction and other free tutoring. See the class website for details.
4. Do EVERY assignment. Check the class website for assignments. If you must miss class, plan ahead and get the assignments done. Every assignment can be turned in via email or Eagle. Check the website to find the proper way of submitting the assignment.
5. Submit assignments in the proper manner. An extra two minutes per student for the grader to handle an assignment not properly submitted takes FOUR ADDITIONAL HOURS of grader time. That's a luxury we don't have.
6. Be responsible for your own grade. Learn to read the scores on Eagle and figure out how to get feedback. Comments on the assignments are listed under the "comments" column. Click on "view".

Check your scores frequently. Late assignments are docked points. If you have done the assignment, but not turned it in, it is late. Assignments are only accepted one week late, so promptness is essential.

7. Limit time on jobs. School is your job! While working to earn money is a necessary fact of life, hours should be limited. The ideal is to work ten hours per week at your job. Twenty hours should be the maximum hours you expect to work at a job while being a full time student. Some people will need to work far fewer hours to be successful in school. Do the math. If you work full time at a low paying job and delay graduation for a year or more, you lose money and make graduation less likely! School needs to be a top priority.

8. This is not a competition with others. This is a competition with yourself. You need to find how you learn best and arrange your life to make that happen.

Laptop: If you have your own laptop, bring it to class. It will be much easier to keep all your work on your own laptop. We use laptops almost every day.

Collaboration

Most assignments will be individual projects unless stated differently. On individual projects, you may consult with up to three other students (and as many times as you want with UTFs, the grad TA, or Prof Allan). **Consult means** you can discuss the project before writing it, and get help with your project, but you should do your own work. For each assignment, you are expected to include a list of the people with whom you have consulted (including students, TA's, tutors, professors).

Exams, quizzes and out of class assignments must be your own work.

Text:

We are using a custom book which is a combination of two books:

- **Fluency with Information Technology: Skills, Concepts, and Capabilities, 3/e** Lawrence Snyder ISBN: 0-321-51239-1
- **Starting Out with Alice: A Visual Introduction to Programming**, Tony Gaddis, ISBN-13: 9780321475152

The custom book is only available in our bookstore. Chapters we will not be using have been eliminated. The book is printed in black and white to save publishing costs. The one custom book should be cheaper than two separate books, but resale will be limited to USU students. You are welcome to either purchase the custom book or the two separate books.

Frequently, you will be expected to read chapters before coming to class. You definitely need access to the text. If you do not have a textbook, you can borrow one on a two hour checkout basis from the Computer Science Office (Old Main 414). Sometimes students try to save money by not buying a book. That becomes a burden on the help personnel for the class. Buy a book and read it!

Machines:

There are a number of places for you to work. A personal machine is always the best. If it is within your financial ability to secure a personal machine, I would strongly recommend that option. Machines are reasonably priced and will be invaluable to you in this and future classes.

The labs in Old Main (229, 406, and 407) or in SER 005 are a good choice. Later in the semester, you need a lab which supports Alice. **Report every malfunction to the consultant on duty and send Email to bob.wood@usu.edu.** Be specific in your complaints. For example, “*Machine number 14 in M 229 doesn't have Alice access.*” If a problem persists, let me know and I'll take care of it. Lots of times you are frustrated by things I can control if I only know what you face.

Tutoring:

The department supplies free tutoring for introductory classes. The tutors reside in Old Main 425 and SER 005. Hours for tutoring are posted on the tutor room doors. Do give me feedback on the quality of the tutoring service. If a tutor is unable to help you, note his/her name and let me know. Some of the tutors are new and can be helped to become better tutors if I understand where they need additional training. Don't spend hours pounding your head against the wall. You just don't have the time to spend hours and hours without making progress. Go to see the tutors. They are wonderful at helping you get past the hurdles so your time is spent productively.

Objectives:

This course is definitely a work in progress. While USU 1360 has been taught for years, this is the first time for the Computing in Context version. There is no perfect textbook, and even combining two books doesn't yield the perfect reference book. Much of the material will be supplemented with additional material.

The goal is to teach computer science skills in the context of physical science applications – hence the name, computing in context. The course stems from a current NSF grant which Dr. Allan has to attract students to computer science. Thus, you may be asked (from time to time) whether your experiences in the course make computer science more or less appealing as a potential major.

Objectives include both knowledge of computer science and understanding of how computers help us solve problems in a variety of physical science disciplines.

Grading:

Class Participation	25	5%
InClass/Quizzes	125	25%
Assignments/Homework	100	20%
Two Exams	200	40%
Presentation/Final Exam Period	50	10%
TOTAL	500	100%

Eagle is weighting the points based on category. This means that no matter how many InClass assignments we have, they will be counted as 25% of your grade.

Exams: There will be two exams, February 6th and March 18th. I do not give makeup exams unless there is a compelling reason. I can't make up an equivalent test. Making up a test takes hours and hours. You are expected to be here for exams.

Regurgitation type exams in which you simply spit back what you have been told earlier are not the ideal. Problems where you simply apply the "rules in the cookbook" to get an answer are not the ideal. My goal

with exams is to get you to apply what you have learned. This requires that you think deeply about what you have learned rather than just memorize facts for the tests.

Your final project and quiz will take the place of your final exam during the final examination period on April 29th. **Do not plan to leave town before April 29th.**

Grading is done on an absolute, but adjustable scale. This means that there is no curve. Anyone earning 90% or more of the total number of points available will receive a grade in the A range (A,A-); 80% = B range (B+,B, B-), 65% = C range, 50% = D range. This scale may go down, but it will not go up.

Random Sampling: When homework consists of multiple problems, we will grade by random sample – selecting specific problems to grade, and ignoring the others. Notice the random sample is the same for all members of the class and is selected from the problems assigned, not just from the ones you completed. This is a scientific term. From wikipedia: *The sample usually will not be completely representative of the population from which it was drawn.* Translation: Sometimes you will get a higher score than you deserve. Sometimes you will get a lower score. On average, it is quite close. Later in the semester, we will do modeling using randomization. It is a scientific method we will term "Monte Carlo" - after a famous gambling casino.

With 125 students, grading numerous problems is prohibitive. But even in smaller classes, homework is graded by a random sample. You can beat the system, however. Get them all right. Then no matter which we grade, you get 100%.

Homework: Assignments vary both in time due (at the beginning of class, the end of class, or midnight) and in whether it is to be done in groups or individually. Check the assignment write-ups to understand what is expected. Some assignments can be turned in late (with a penalty) while others cannot. Homework that is due at classtime (and we discuss the answers in class) cannot be turned in late (for obvious reasons).

Preparation:

Preparation is necessary for learning. For this class, preparation includes attending class regularly (90% of the time), coming on time, remaining focused until class is dismissed, asking timely questions, trying problems at your seats when directed to do so, answering questions when called upon, completing homework questions, paying attention during lecture, and reading appropriate material before coming to class.

Because you will learn more if you are involved in class discussion, I often ask for class response to a question. However, *do not feel that you need to answer every question.* I would like to hear from everyone in the class - not the same two or three people every time. To facilitate hearing from everyone, we will have the *three strikes you are out* rule. After you have verbalized an answer three times in a class period, you are not allowed to answer any more questions that period. If your answer is so wonderful that you will die if it isn't expressed, tell your neighbor and let him/her share it. Along the same line, make sure the questions you ask are appropriate for the entire class. If you had a bizarre occurrence on your home computer, are wondering what you will miss when you travel to Alaska on Thursday, or want to know how to use some advanced feature of the language, ask me after class. I don't want to spend class time on questions that are of interest to a few or intimidate others by answering questions they are not ready for.

An introductory course like this is often a challenge to teach as students have such a range of understanding. Thus, we considerate of others in asking questions or making comments that are beyond the current understanding of most students.

Late work:

If you make it a practice of having everything completed two days early, life is wonderful. If you make it a practice of having everything completed two days late, life is the pits. The work is the same. It is a matter of discipline.

The most common problem in computer classes is failure to complete the assignments on time. Students are typically optimistic about the amount of time an assignment will take, and tend to budget their time for the best possible case instead of for the average or worst case. For some people, programming has been a haphazard task in which they have spent quadruple the expected hours. As the programming complexity increases, a brute force approach is terribly inefficient. In addition, when problems do arise, a person tends to think that he/she is the only one with such unforeseen problems and anticipates exceptions will certainly be made. Once a person gets behind with one assignment, it is common to be behind on many assignments either because a late finish on one dictates a late start on the next or because the penalty was not sufficient to avoid similar pitfalls.

Late assignments will be docked 10% each day late. All programming assignments are due at 11:59 p.m. on the date specified. However, each student is entitled to **one personal emergency**. Thus, you are allowed to turn in **one program** up to one week late without penalty (and without explanation). When the personal emergency has been used, late work is accepted (**up to seven days late**) with a penalty of 10% per day. Thus, if you get more than one week behind, you must still turn in the assignment - it just won't be worth any points. It is your responsibility to tell the grader you want to use the "personal emergency". She will take points off for all late programs except for the one you tell her you are counting as your personal emergency.

Cheating:

Although you may collaborate on problem solving, each person must write, debug, and test his/her own work. Some students feel that if they worked with the other person for a long period of time (as opposed to just copying another's work without any personal effort), they haven't cheated. That is *not* true. Note, you don't have to **feel** guilty for what you have done to have it be cheating. There are degrees of cheating. Copying another person's work (with or without their knowledge) is cheating. However, if another person helps you so much that the result isn't your work, then it is still cheating, regardless of how many hours you spent in the process. Some think that when a course is demanding, it gives them license to cheat. Nope. Cheating is cheating. There is no set of circumstances that justifies it.

Flagrant cheating involves turning in another's work as your own. However, there are many other forms of dishonesty which are also considered cheating. Allowing others to copy from your work is considered cheating. Do not put your friends in an awkward position by asking them to help you cheat. Several measures will be taken to insure class attendance. Faking attendance or helping a student to fake attendance is cheating. If there are any questions, please refer to the [departmental cheating policy](#).

Incompletes: According to university policy, incompletes are not to be given for poor performance. There will be no incompletes given except for conditions beyond the student's control. Such conditions have to have written documentation. The term "conditions beyond the student's control" includes (1) incapacitating illnesses that prevent a student from attending classes for a period of at least two weeks; (2) a death in the immediate family; (3) financial responsibilities requiring a student to alter course schedule

to secure employment; (4) change in work schedule as required by an employer; or (5) other emergencies of this nature. When an incomplete is given, it is anticipated that the remaining work will be finished within two or three weeks. If the course must be retaken to make up the work, an incomplete is not appropriate. There are provisions in case of emergency to permit a student to withdraw (grade of W) from a course after the regular drop period when it is not feasible to give an I.

ADA Statement: Students with physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, 797-2444 voice, 797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

Class Fees: Associated with this class is a fee of \$10. The monies from this fee are used to maintain lab facilities for the class, purchase software and licenses, and supervise the lab. In some cases, students may have their own computing equipment, and thus feel that they do not need to use the lab. However, the lab must be maintained regardless of an individual's use of it, and thus the fee is charged to all registered for the class. If you have questions or concerns about the fee, please see the department head.

Late Adds: The last day to add this class is in the catalogue. Attending this class beyond that date without being officially registered will not be approved by the Dean's Office. Students must be officially registered for this class. No assignments or tests of any kind will be graded for students whose names do not appear on the class list.

Drop Date: The last day to drop classes is

Jan 26th – without a notation on transcript

Mar 6th with a W on the transcript

Mar 30th – with a WF on transcript (requires a late drop form)

Frequently asked questions:

Q. Why do you insist that we pay attention while in class and not enter or leave at will? It is my education. I paid for the class.

A. You have paid for the class, but so did everyone else. If you choose not to come, that is your choice, but I will not let you disturb others or be disrespectful to the instructor. Talking, texting, surfing, sleeping, coming/going is all very distracting. Students in the class are distracted. Your instructor is distracted. Try this experiment. The next time your roommate or friend starts to tell you about something they consider exciting, yawn and look away from them, start reading the newspaper, or pull out your cell phone and start texting. See how that affects their ability to share with you their exciting news. It affects me the same way!!! If you wouldn't act that way in a meeting with your boss, don't act that way in class. I am your boss!

Q. Do you give extra credit points?

A. I just don't believe in extra credit on a college campus. To me it says, "juvenile". If you miss a deadline at work, there is no "extra credit" to make it up. If you deliver an inferior product, there is no

"extra credit" to make it right. The opportunity for "do-overs" without penalty is pretty limited in real life. Instead of spending time doing extra things, I would rather that you spend time doing the required things "extra" well. If you know there is no extra credit or "do overs", it makes you more responsible. The assignment is a "one chance" opportunity. That responsible behavior is the behavior I am after.

Q. I realize I do not have a very good grade in this class and it is most likely because of the homework. I've missed a lot of homework assignments because I don't understand fully what do especially with the Alice program. I am so confused with how to work with Alice. I am here every class and I have been doing the class assignments, but I was just wondering if there is any way to raise my grade.

A. Attendance is important, but you will not receive a passing grade just for physically being in class. You must turn in assignments. If you are having troubles, ask for help during group projects (in class), attend Supplemental Instructions, got to Labs, visit the Tutor room, or visit with your professor during office hours. One of the most important things you can figure out is HOW TO GET HELP. This is a life skill as well as a student skill. You need to recognize when you need help. If you wait too long, you may never get caught up. You need to assess the resources that are available to help you. You need to decide which of the resources is of most help, and then you need to seek them out. In K-12 education, if you got behind, someone would notice and suggest remediation. You have outgrown the need for such intervention. In college, you have to be the one who takes charge of your learning.

Q. We have a test tomorrow in your class but I was wondering if there was any possible way I could reschedule it. I know you don't like doing this so if you could I would really appreciate it. The reason is I am in a special program here on campus and I have an obligation this week. We are leaving on a cadet field trip visit tomorrow morning at 9:00am for the rest of the week. I realize this is inconvenient but is there any other time I could possibly take the test?

A. This is a legitimate reason to miss an exam. You have also done the required thing by talking to me about it before the exam, but why did you wait until the night before to arrange a retake? If you don't contact me before missing an exam (unless you have an emergency), I feel no obligation to give you a makeup exam. If allowed, some students would have "reasons" to take every exam late. I know this makeup policy is a big switch from high school where you may have been able to make up exams regardless of your reason for missing the exam. In college, the rules have changed. Instead of making sure every student in class passes, the instructor can just say, "Take the class again next semester."

Q. I honestly do more work for your class than I do for my upper level calculus and accounting class. I know you really really care about the subject and want us all to learn it so well, but I just feel swamped by all I have to do. I don't want to be degrading in any way but this is just a general class and I feel that you are treating it as a more in-depth class.

A. For an average, three credit university class, each week you should expect to spend six hours outside of class (reading, studying, and working on assignments for the class). Going to college is a lot like having a full-time job. For this class, most students will spend about three hours outside of class per week. This is a fairly minimal expectation. For upper level courses, I would expect about ten hours outside of class per week for an average student. Students who are struggling could expect to spend more than twice as long.

The single biggest mistake I see college students make as they plan their schedule is not allowing enough time for studying. You hear of people who work 40 hours a week and take 16 credits. What they don't tell you is what kind of grades they are getting, how many times they had to retake the courses, or what major requires so little out of their students. I'm guessing that where little is expected little gain results. A

degree that anyone can achieve with little effort likely produces graduates with few skills. Most high achievers want to be challenged. They would never opt for a major where almost nothing is expected. In this economic climate, there just isn't a big market for low achieving graduates with few skills.

Reasonable University Schedule each week

15 hours in class: 5 classes (three credits each)

30-45 hours homework (3 hours outside of class for every hour inside of class, some classes require less)

10-20 hours work

20 hours social/exercise/eating/travel time

Note that is 75-95 hours a week which takes between 11 and 14 hours a day. You must allow some "extra" time each day for unforeseen things that come up.

Q. All my classes have homework that is due on Sunday midnight so this is the second weekend in a row I've turned in the homework on Sunday night. (I didn't even realize it was late until I looked into Eagle tonight!!!)

A. Keeping track of responsibilities is a life skill. I'll try to have most assignments due on the same day every week – so you know what to expect. However, being able to read a schedule to determine when things are due is important for success on the job. Sometimes people say, "I didn't know." Actually, that is no excuse. It is your responsibility to know.

Q. I cannot find the participation 3. Where is it located?

A. Everything is located on the class webpage. Assignments are placed on the row for the date they are due.

Q. If my grade is about 47%, is it possible to pull it up to a B- at the least? If I do really well for the rest of the semester, will it be possible to do so?

A. Well, if the math says it is possible, then it is. Figure out how many total points you need to get 80% of the points. However, possible and likely are not the same thing. Students rarely spontaneously do better in class. Normally, something has to change. "Insanity: doing the same thing over and over again and expecting different results." **Albert Einstein**

Q. When I was doing my Eagle account I messed up on typing in my email address. And now I can't go back and change it to get my username number.

A. You actually CAN go back. On Eagle, you log on with your four digit Eagle ID (NOT your A#) and the Eagle password. Then if you click on "account" on the upper right hand side, you can change your email, username, and password. Be careful anytime you supply a username/password/email. It is always easier to get it right the first time than to figure out how to correct it after the fact. Be sure to record the username/password. In the end, forgetting it is always more work than remembering it.

Q. I missed class on Monday cause I had to give a campus tour at the last minute and today the admissions office called me and needs to meet with some of the ambassadors and its during their lunch so our class. I am having a hard time doing the assignment because I was not in class but I almost have it. I don't know what you are going to do in class today but I need some extra help major before the exam on Friday. I am so so lost in some things that we are doing. I was wondering what you suggest I do?

A. I know ambassadors deal with special expectations, but if you said, “NO, I really can’t do that - I have class,” -surely they would listen to you. It really isn’t fair to expect you to miss class to do their bidding.

Tell them your instructor expects you to be there – especially before a test. Having you miss two classes the week before a test is BAD!!!! Stand up for your rights!! If you want me to call and yell at them, just tell me who to talk to!

Q. Where is your office? And where are the SI's held? What is the email for the grader? Who is grading assignment 3?

A. The course syllabus contains all that information.

Q. I have tried to sign up with eagle and every time I try it says that it is insecure and will not let me proceed. I don't know what to do about it. It says that it has an invalid security certificate and I don't know what to do to get around it. Anything that you can tell me that would help is greatly appreciated.

A. You just have to accept the security codes. I can’t reproduce the error on my machine (as once you successfully accept the certificate, it stops complaining), or I would show you screen shots of what happens. There are about five times you have to say - yes, go ahead, accept the certificate, etc. You are welcome to drop by my office, go to the SI, or any of the CS labs (a tutor room in Main 425 and SER 005 is open most days 11:30-9) if you need help.

Q. I was wondering about the rally tomorrow. If I go, is there any way to make up the in class assignment?

A. Life happens. Most everything is set up so if you have to miss class there is still a way to turn it in. You do NOT need to tell us why you are missing class. Just get things turned in. Homework can just be submitted to Eagle. InClass assignments can be emailed directly to the grader.

Q. How come I never get comments about why I missed points?

A. Comments are posted on Eagle. You won't see comments if you did everything perfectly. Click on "view" under the "comments" column.