To: Instructors in undergraduate courses
From: John Ringland, Director of Undergraduate Studies, 645-6284 ext 108.
Date: January 6, 2009
Subject: Start-of-semester information

WELCOME BACK FOR THE SPRING 2009 SEMESTER. If the Undergraduate Studies Office can help you with any teaching-related matter, just let us know.

ONLINE HOMEWORK-AND-HELP SYSTEMS are available this semester for all sections of MTH 115, 121, 122, 141, 142, and 241:
for 141, 142, and 241, we have Enhanced WebAssign http://www.webassign.net ,
for 115, 121 and 122 we have MyMathLab http://www.mymathlab.com .
I strongly encourage you to take a look at these systems and consider taking advantage of them. If you are interested, please contact me immediately for further information. Note: If you are using one of these systems in MTH 115, 121 or 122, your students must have bought the custom package in order to have online access. In 141, 142, and 241, the extra student cost for WebAssign is $15.

RESOURCES FOR STUDENTS Please be sure to familiarize yourself with the full set of resources provided in the textbook bundles that the students are buying. In the cases of MTH 115, 121 and 122, the Student Study Pack includes video lectures on CD — copies for you are available in the Main Office. For MTH 141 and 142, our colleague Ann Piech’s lectures are online at http://motherhen.eng.buffalo.edu . Enhanced WebAssign (141, 142, 241) and MyMathLab (115, 121, 122) (see above) have tutorial as well as testing features. If you like these resources, guiding their occasional or frequent use by students could free up time for non-traditional things you might want to try in class.

SYLLABI AND TEXTBOOK INFORMATION Course syllabi and textbook information (current and historical) for all our high-enrollment courses are maintained at http://www.math.buffalo.edu/ug_syllabi.html .

TA SUPERVISION Please communicate regularly with your TAs. Make sure the TA understands what you are expecting of the students, and is kept up to date on assignments and the dates and coverage of tests. For each TA under your supervision, please give clear directions as to what you want done in the recitations/lab. Please make clear to your TA that just showing up, asking if there are any questions, and adjourning early is NOT acceptable practice. You will shortly be receiving a memo about recitation models.

Please visit the recitation/lab at least twice during the course of the semester – including once in the first week or two – to ensure it is being conducted the way you want. We will be videotaping all first-time TAs and each of them will review their taped performance with a member of the Undergraduate Studies Committee, and finally they will write up a brief report on what they have learned from the exercise and what changes they have made as a result. If you have a first-time TA, it would be useful if you take an interest in this exercise, perhaps coaching them a little if you can visit their recitation before the videotaping.
GRADER SUPERVISION Please make your expectations explicit and clear to your graders, including when you want the graded work back. All graders will be given the following general guidelines: http://copper.math.buffalo.edu/ugs/guidelines_for_graders.pdf. (This document was substantially rewritten for better clarity last semester, and your suggestions for further changes or additions are welcome.) All graders will also be attending a training session during the first week of classes, at which they will be run through some exercises to show them how we award partial credit for answers of varying degrees of incorrectness, and shown some common grading pathologies. If you encounter unsatisfactory work from your grader, please let us know about it in detail so we can make appropriate adjustments for future training sessions.

CLASS LISTS Class lists are readily available to each instructor on MyUB. Simply go to myub.buffalo.edu and enter your regular UB user name and password. Click on the MyPage tab and you will find links to your class lists in several formats, including CSV that you can import into a spreadsheet program (such as OpenOffice Calc or Microsoft Excel) and photos of your students in various formats. The photo-classlists make it easy to learn your students’ names and faces: doing this has been found to have a very positive effect on student attitude and class atmosphere.

PREVENTING CHEATING Students often bring their exam paper back claiming work was graded incorrectly or not graded at all. Not infrequently, one suspects the work was added after the paper was returned to the student. A measure you can take to deter this kind of cheating is announce that a random sample of the papers in each exam will be photocopied and warn of the serious consequences of being caught cheating (e.g. receiving an F in the exam or the course). Even if you actually choose a sample size of zero, the announcement itself may be effective. The use of “ringers” in exams can be guarded against by knowing your students’ names and faces, or by using assigned seating in conjunction with your photoclasslists. (You can readily generate a sheet of labels from your class list for the purpose of assigning seats: ask us how, or ask us to do it for you if necessary.) Insist on maximum spacing among students: e.g. every-other-row seating with an empty seat between every adjacent pair when circumstances allow. Feel free to temporarily rearrange furniture within reason if helpful.

- A student continually looking at you can be an indicator of cheating.
- Count students and exam papers given out and returned. (Deters various problems)

CLASS HANDOUT Don't forget to give – preferably email – a copy of your handout to Maria in the Undergraduate Office, mdaniel@buffalo.edu.

STUDENTS WITH DISABILITIES Please announce to your class and include in your handout the following: "If you have a diagnosed disability (physical, learning or psychological) which will make it difficult for you to carry out the course work as outlined, or requires accommodations such as recruiting note takers, readers, or extended time on exams and/or assignment, please advise me during the first two weeks of the course so we may review possible arrangements for reasonable accommodations."

FINAL/NO FINAL EXAM State in your class handout whether or not you are giving a centrally scheduled final exam.

MATH HELP CENTER Please announce to your students: Help Center will open
Mon, January 26. Hours will be 9am - 4pm.
Room 107 - for students in MTH 115 - MTH 131
Room 110 - for students in MTH 141 – 241 and above*
*Staff in Room 110 will answer questions on courses above 241 if they are able.
CALENDAR

Monday, January 12  CLASSES BEGIN
       [Recitations will begin the 2nd week of class. However, if you have been assigned a TA
you may arrange with your TA to begin recitations during the 1st week: email all your
students if you intend to do this.]

Monday, January 19  Martin Luther King Day Observed – NO CLASSES

Friday, January 23  Last day to ADD a course; last day to DROP course (no record appears
on transcript). AND (please announce) last day to file
“Petition to make up an Incomplete” with the Department
for SP 09 class attendance (see “Making up an
Incomplete” below).

Mon, March 9 – Sun, March 15  SPRING RECESS

Friday, March 27  Last day to RESIGN from the course: an ‘R’ appears
on transcript. (As of Fall 2006, the resign deadline is
the same for all students: 11 weeks in.)

Monday, April 27  Last Day of Classes

Tues - Wed, April 28 – 29  Reading Days

Wednesday, April 29  Department Make-up Exams,
Rm. 250, 1:00 – 4:00 pm.
(You must make prior arrangement with Rose Marciniak.)

Thurs, April 30 – Thurs, May 7  FINAL EXAMS

Monday, May 18, 2009 - SUMMER SESSION BEGINS

Monday, August 31, 2009 - FALL SEMESTER 2009 BEGINS

EARLY FEEDBACK  You should be sure to schedule at least one exam and return grades to
your class before Friday, March 27. Encourage students who do poorly on the exam to
resign from the course or prepare for an ‘F’ in the course. Do not give students an
Incomplete if they know by Friday, March 27 that they are unable to complete the course;
they should resign from the course. Please note that simply returning a number grade is
insufficient. Students need to know how the numbers are going to be translated into letter
grades.

STUDENT PRIVACY  The Family Educational Rights and Privacy Act (FERPA) imposes strict
requirements to preserve student privacy.

A)  If grades are posted either physically or online you must use an identifier that cannot be
linked to the student’s name. One possibility is to use student-supplied aliases. Note that
use of Person Numbers or Social Security Numbers is not allowed, and students may
not be listed in alphabetical order. If you are using UBLearns for your course, it provides a
way of securely posting grades online.
B) Procedures for collecting and returning student work must be such that no-one but the student sees his/her work and grades. A cover page with the student name, but no score, may be useful.

C) Student work may not be left in boxes outside your office, envelopes taped to office doors, or any other unsupervised place accessible to people other than the student. A student’s work may not be picked up by a “friend” without explicit prior written consent from the student. Discussion of a student’s grades, performance, etc., with anyone other than the student and UB officials and colleagues is a violation of FERPA unless the student has given explicit written permission. Note that these restrictions do apply in particular to communication with the student’s parents.

D) It is recommended that paper gradesheets being discarded be taken to the Main Office for shredding. There is also a shredder in the Faculty Computer/Copier Room – Rm 205.

E) Email to the student’s email address that is given in the University online directory can be considered sufficiently confidential.

**REPEATING A COURSE** Please remind students: If this course is being taken to repeat a course previously taken at UB, to be considered full-time for financial aid purposes, it is necessary to be registered for 12 credit hours in addition to the course which is being repeated.

**ADMINISTRATIVE WITHDRAWAL** Students wanting to withdraw from the university after the resignation period must consult their academic advisors for appropriate procedures, justification, and documentation to request an administrative withdrawal (grade of "W"). Administrative withdrawals are approved only in circumstances when impact to academic performance due to medical illness, death or critical illness of an immediate family member, or military service is documented sufficiently. Requests are considered only for all registered courses in a given semester. The deadline for submission of a petition for withdrawal is the end of the subsequent academic semester.

**MAKING UP AN INCOMPLETE IN MATHEMATICS** - Please announce to your class the following:

To make up an Incomplete in a Math course you must ...

1. **Not** re-register for the course — you are making up an incomplete in your original course.

2. Appear in person at the Mathematics Building, Room 244, ask for Rosemarie Marciniak and ask her to initiate an incomplete petition form for you.

3. Sign the petition.

4. a) If your original instructor determined that the work was to be completed with him/her, take the approved petition form to your original instructor for signature.

   b) If your original instructor determined that the work was to be completed by repeating the course, take the approved petition form to your new instructor for signature.

5. Return the petition form to Rosemarie Marciniak in Rm. 244 Math Bldg. by the last day of drop/add - Friday, January 23.