CS 1323 : Introduction to Computer Programming for Programmers
Fall 2025 Syllabus

Class Time: Section 002 - 12-12:50 on MWF
Location: Gaylord Hall 2020
Instructor: Dr. Sanjana Mudduluru Email: sanjana@ou.edu Office: DEH 231

This course has three essential learning objectives:

1. Learning to write a few lines of code to solve given problems.
2. Learning to write complete computer programs to solve given problems.
3. Developing conceptual understanding of how computer programs work.

Students achieve these objectives through extensive practice in the Java programming language. This practice occurs in phases. First, students read about the lecture material before class. Then we discuss the material in class while working many examples together and checking understanding with periodic short quizzes via Canvas in lecture. After class, students practice with projects and homework assignments. This means that there are class deadlines every two or three days. Repeated practice leads to mastery.

Teaching Assistants (TAs):

Name
Karan Prajapati
Ujwala Vasireddy
Mehdi Zaeifi
Edward Wages

Office Hours: Dr. Sanjana Mudduluru T/Th - 1-2 PM

TA office hours are posted on Canvas under 'pages'. These office hours are subject to change throughout the semester. Changes will be posted to Canvas should they be permanent, and you will all be notified via email.

Class Structure: This class is a synchronous in person class. You are expected to attend all class sessions at the scheduled time unless you are ill or have unanticipated caretaking responsibilities. Midterms and the final examination in the class will take place during the evening and must be done in person unless there are extenuating circumstances, usually arranged in advance.

Canvas Learning Management System: https://canvas.ou.edu

Log in with your OUNetID (usually the first 4 letters of your last name followed by a 4-digit number). All assignments, deadlines, grades, announcements, and course documents will be posted to the CS 1323 Canvas page for your section. It is your responsibility to regularly check for updates. You can configure Canvas to email you notifications or send them through text messages. Please do this so you don't miss assignments.

Prerequisites:

1. Math 1523 Precalculus and Trigonometry, equivalent, or concurrent enrollment.
2. Basic computer literacy such as the ability to install software and navigate folder structures.
3. Some prior programming experience. If you've never taken a programming course before, then you should enroll in CS 1324 instead.

Free Tutoring: In addition to faculty and TA office hours, the School of Computer Science through the William Kerber Foundation Teaching Scholars, and the Dean's Leadership Council (DLC) of the Gallogly College of Engineering. The course TAs, me, and these tutors should be the first place you go for help, since we are all trained specifically to support students in this course. The times, people, locations, and Zoom links will appear on Canvas under Pages as they are available (usually about 2-3 weeks into the semester).

Topics Covered: Programs, Java, identifiers, variables, assignment statements, constants, memory diagrams, primitive data types, operations on primitive data, conditional statements, input and output, repetition, methods, parameters, arguments, return values, passing by value, passing by sharing, nested control statements, one dimensional arrays, objects, user defined classes, and classes from the Java Application Programmers Interface (API) (including Arrays, ArrayList, Character, Collections, Double, Integer, Float, Math, Scanner, String, and StringBuilder), tracing program execution, debugging.

Learning Outcomes:

1	Select the appropriate type for data stored in a program from int, double, String, char, boolean, and identify constants.
2	Document code using comments, indentation, whitespace, selection of appropriate identifiers, Javadoc (reading, not writing), and standard Java code conventions.
3	Trace memory allocation of primitive data, arrays, and String and ArrayList objects in a single method.
4	Construct and trace statements using arithmetic, relational, and logic and assignment operators on data, considering both precedence and promotion.
5	Call class methods the Math, Integer, Character, Double, String, Arrays, and Collections classes.
6	Perform input from the console and from files using the Scanner class.
7	Perform output using the PrintStream (System.out) and PrintWriter classes
8	Construct and trace conditional and loop statements.
9	Select and nest control structures (sequence, conditional statements, loops, and methods) to meet requirements.
10	Construct and call methods to meet requirements when given the signature using parameter passing and return values.

11 Implement classes with static methods and no instance or class data to solve programming problems.
12 Predict the contents of memory following method calls using pass by sharing (reference), pass by value, and return values with primivite data, arrays, and String and ArrayList objects.
13 Solve programming problems using arrays of primitive data types and String.
14 Design method signatures that allow arrays that are entirely and partially filled with data to manipulated.
15 Trace selection and insertion sort on arrays of primitive data types and String.
16 Call instance methods in the ArrayList, String, Integer, Character, Double classes.
17 Solve programming problems using ArrayList of wrapper classes (Integer, Character, Double) and String.
18 Construct UML diagrams from API documentation and code.
19 Implement and call methods from simple student defined classes with instance and class data, accessors, and mutators from UML diagrams.
20 Find and fix errors in student written programs.

ABET: Students will increase their ability to meet the following ABET outcomes:
Outcome 1: Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
Outcome 2: Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.

Required Materials: Please purchase the following items **as soon as possible**. Each is required to complete a different type of assignment and counts for your grade. If you are unable to afford these items at the start of the semester, let me know so I can excuse your work for a little while or help you find another way to get access.

1. Laptop computer with network access for class and lab.
   - You are responsible for having a working laptop available for every class and laboratory. This includes finding a replacement with the necessary software installed if your laptop requires repairs during the semester.
2. Zyante online textbook (ZyBook) with projects and practice.
   - Click on the first Zybook assignment in Canvas, which has the title "Ch. 1: Introduction to Programming."
   - Click the link at the bottom of the assignment page to open the Zyante website in a new window.
   - Subscribe to the book.

Midterm Exams: We will have two midterm examination:

Midterm1 : Monday October 6th from 7:30-9:30PM DAL 218

Midterm2 : Monday November 10th from 7:30-9:30PM DAL 281

Makeup exams are only available when required by University policy. Missing an exam without a previously approved excuse will generally result in a grade of zero unless there are

extenuating circumstances. If a midterm is excused, your grade on the final examination will be used to replace the grade. In the unlikely event that the final exam is excused, the grade on the second midterm will be used to replace the grade.

Final Exam: 7:30-9:30 pm on Wednesday, December 17th in Dale Hall 218. The College of Engineering requires this exam to be comprehensive. No final exam will be given early except as required by university policy. The date and location is subject to change, and any changes will be announced via Canvas.

Study Advice: In technical fields like computer science, the only way to master the subject matter is to practice. Learning to program is like learning to play a musical instrument. You can read a hundred books on playing the piano, but if you don't sit down in front of a keyboard and practice, you won't be able to produce any interesting music. Similarly, if you only attend lectures or read the textbook, you're going to find it difficult to write functioning computer programs of any complexity.

To facilitate your practice, this course has different types of assignments, which are described below. Start each assignment as early as you can and get help from me, a teaching assistant, or a tutor if you get stuck. Programming can be challenging, which is why we have so many office hours. If you work hard on and understand the assignments, you should do well on the exams, earn a good grade in the class, and generally have a rewarding semester.

Assignments: This course has 5 different assignment types. Each is designed to help you learn the material in a different way. All assignments are due at 11:59 PM on their posted due dates, except iClickers, which are due in class.

1. Zyante (zyBook): The online textbook will introduce you to new topics before I cover them in class.
   - Each section contains activities to reinforce the ideas in the text. Activities come in two types: participation and challenge. **You are only required to complete participation activities**, although you are welcome to complete challenge activities for extra practice.
   - Each question can be attempted an unlimited number of times without a penalty. You earn 1 point for each question answered correctly before the deadline.
   - Some sections are marked as optional. You are not required to complete these sections.
2. Participation: These assignments are given in class to keep you engaged and determine which topics need additional clarification.
   - Participation activities are given with quizzes via Canvas and Gradescope.
   - You earn 1 point for each class day where you answer half or more of the quiz questions correctly. Odd numbers of questions round up (so if you got 1 question right out of 3, you would get credit). I lower this threshold when we have unusually hard questions. Most people who attend class will get full credit on participation. Attendance is required to participate. Quizzes will not be given every lecture and will begin starting in week 3. Make sure you attend ***the section you signed up for.***

3. Homework: These assignments consist of questions that are like those on the exams.
   - Each homework will be posted as a PDF file with fillable fields. You can read and answer the questions using Acrobat Reader: https://get.adobe.com/reader. Do not use reader within a browser, you will need to use a desktop app to be able to save your changes.
   - Homework is submitted through Gradescope, which can be accessed from the link on the left side of the course Canvas page.
4. Projects: These assignments require you to solve a problem in a less structured environment by writing a complete program.
   - Projects are assigned each Monday and are generally due via zyLabs the following Monday. Some problems are due sooner due to scheduling constraints (Thanksgiving break, midterms, the final exam).
   - Each exam will have a final problem that requires you to write most of a complete program. This question is typically worth 30–40% of the exam points. Projects are the assignments most like these questions. Thoroughly understanding and completing each project is thus an excellent way to prepare for exams.

Grading: Your final course grade is calculated using the weights in the table below. The weights applied to the Zyante grades and Canvas Quizzes are intentionally low. This allows you to learn from mistakes with only small penalties. Completing these assignments is how most students develop the conceptual understanding needed to do well on the homework, projects, and especially exams.

Assignment	Weight (%)
Zyante*	5
Canvas Quizzes in Lecture	5
Homework	15
Lab Projects	20
Midterm Exams	30
Final Exam	25

* Zyante questions are worth 1 point.

Letter Grades: Your course grade will be converted into a letter using a scale no higher than the following. The scale may be lowered at the end of the semester at my discretion.

Letter	Percentage
A	90+
B	80–89
C	70–79
D	60–69
F	Below 60

Borderline Grades: It would be nice if all course grades fell cleanly into the ranges shown above. Most semesters, however, a handful of letter grades are decided by only a few points. In these difficult cases, I will use the following algorithm: A course grade is considered a borderline grade if it is within three points of the next higher letter. For example, 87, 68 and 79 are borderline course grades, but 81 and 92 are not. For borderline grades, if the grade on the final exam is above the threshold for the higher letter, the higher letter will be given. Otherwise, the lower letter will be given.

Grade Checking: Canvas has a grade book that stores the raw data used to calculate your course grade. It is your responsibility to periodically check that your grades are recorded properly. If you find an error, email me as soon as possible, and I will correct it. **The grade summary on Canvas is not accurate and cannot be made accurate** since Canvas does not allow the implementation of several course policies. In addition, Canvas sometimes excuses grades that are not actually excused. Treat Canvas grades with great suspicion and recalculate them by hand using the rules in this syllabus if you need an accurate calculation.

Delayed and Excused Assignments: This class has many assignments due. As a result, students often need to ask for a deadline to be extended a few times during the semester. This request is made using a form: https://ousurvey.qualtrics.com/jfe/form/SV_3guJAo9bEODJjkq. This link is also available on Canvas under Pages. The use of this form is required. The form emails me, so there is no reason for you to email me too.

Here are some guidelines:

- Most requests that meet the guidelines below will be approved. If the request is not approved, I will email you an explanation when I review it.
- Most students in this class have asked for less than three delayed or excused assignments during the semester. In fact, most students ask for none. Students who request more assignments than this are more likely to be declined unless there is a compelling reason.
- Students who repeatedly ask for the same type of assignment to be delayed or excused (e.g. multiple homework assignments or projects) are more likely to be declined. Each assignment type in this class serves a particular purpose. Missing one type of assignment will make it more difficult to be successful.
- It is better to ask for an extended deadline rather than an excused assignment. Doing work is how people learn in this class, and excused assignments can interfere with the learning process.
- When the reason for an excused assignment is poor time management or assignments in other classes, assignments can generally be delayed only a few days (5 at the absolute

most, but generally 3). This is because getting behind on assignments tends to make it harder to understand what we are doing in class and leads to difficulties learning new material.
- Once a solution to an assignment has been posted I cannot allow students to submit delayed assignments. I will, however, excuse them. In this case, I strongly recommend that students complete the assignment, even though it cannot be submitted for a grade.

Academic Integrity: The Student's Guide to Academic Integrity defines academic misconduct as "any act that improperly affects the evaluation of a student's academic performance or achievement," including cheating on exams, improper collaboration on assignments, and plagiarism (https://www.ou.edu/integrity/students).

The most common violation in this course is plagiarism, usually on homework and projects. Plagiarism is "an act or instance of using or closely imitating the language and thoughts of another author and the representation of that author's work as one's own" (https://www.dictionary.com/browse/plagiarism). When completing assignments in this class, please keep the following in mind:

- Solutions should not be copied from internet sources, including websites, artificial intelligence software (like ChatGPT), and paid professional programmers.
- Do not show, give, or email another student a copy of your work before the submission deadline. Do not trust other students to not plagiarize your work.
- Do not use artificial intelligence systems like ChatGPT to complete your work. Copying from an automated source is plagiarism, just like copying from a human and for exactly the same reasons.
- The penalties for permitting your work to be copied are usually the same as the penalties for copying someone else's work, since it is not possible to distinguish the person who copied from the person who allowed their work to be copied. If I can determine who created the work, the person copying the work will receive a harsher penalty.
- Submitting iClicker responses when not in the classroom is academic misconduct.

Projects are done in the laboratory with one assigned partner. Sharing your code with this person is not only permitted but required. Sharing code with anyone else may be a violation of academic integrity.

Proper and Improper Collaboration: When you pass this class with a grade of C or better, I am certifying that you are a competent Java programmer. I cannot make this certification without seeing work that you complete on your own. Interactive programming tutors, homework, and examinations should be the work of a single individual, not their friends, not an artificial intelligence system, and not their tutor. It is permissible and even advisable to talk to other students in the class for help completing or improving your work, however, this help must not interfere with my ability to evaluate the quality and quantity of your understanding of computer programming. To understand this distinction, please review the examples in the table below. This is not a comprehensive list of all the ways in which academic integrity can or cannot be violated.

Situation	Integrity Violation?
Students A and B meet and work on their homework together. Neither student prepared anything in advance.	**Yes**
Students A and B create drafts of their homework assignment independently and meet to compare answers and discuss their understanding of the material. Each student decides independently whether to make changes that are discussed.	No, and this is a great idea
Students A and B agree to prepare drafts of their homework assignment independently, but only Student A does. Student A shares his draft with Student B who reviews it and offers suggestions for improvement.	**Yes**
Students A and B agree that student A will work the even problems and student B will work the odd problems. They share their work.	**Yes**
Student A has completed a project and is helping student B complete the same project. Student A explains to student B what student B's code does, which is different than what student B thinks the code does. Student B determines how to modify the code independently.	No
Student A has completed a project and is helping student B complete the same project. Student B is having trouble getting one part of the program to work, so student A texts student B three lines of their solution.	**Yes**
Student A has completed a project and is helping student B complete the same project. Student B is having difficulty getting the program to work, so student A tells student B exactly what to type for several lines.	**Yes**
Student A has completed a project and is helping student B complete the same project. Student B is having difficulty getting the program to work, so student A suggests that student B use a specific debugging strategy (e.g., "Trace these lines of the code").	No
Student A has completed a project and is helping student B complete the same project. Student A shows student B an example program in the online textbook that will be helpful in figuring out the solution to the problem.	No
Students A and B work on a project together but are not laboratory partners. After they have finished it, student A takes the code and modifies it so the programs do not appear to be identical.*	**Yes**

*I can easily detect these changes using automated software. Don't bother doing this.

Chegg and Other Online Tutoring Sources: There are a wide variety of tutoring resources available through paid websites. Many of these sites have students upload assignments and solutions and surreptitiously provide these documents to other students. What appears to be a session with a tutor may be, behind the scenes, the tutor doing a search of their company database of solutions to share. By using these sites you risk being charged with academic misconduct, either by supplying other students with answers they did not author or by receiving someone else's answer that you did not author. Since these companies are not open with students about their practices, you cannot know whether a tutor is providing meaningful support (for example, identifying misunderstandings of content and explaining them like our teaching assistants and I would) or simply feeding you someone else's solution. The tutor's actions can result in different students submitting answers that are identical, which may be flagged as academic misconduct during grading, especially when the solution is incorrect (which

it often is since their tutors may lack expertise). See the table below for specific examples. **There is no way to use these sites without risking being charged, and even committing, academic misconduct at this time.**

Scenario	May Be Charged With Academic Misconduct?	Guilty of Academic Misconduct
You use the website to receive help. During the process, the assignment and all or part of your solution are stored on a company computer. The assignment or solution are subsequently delivered by the company to another student that you do not know.	Yes, because another student may submit an assignment that is identical to yours.	No, but you're going to have to prove it since two students with identical solutions is usually considered strong evidence of academic misconduct, especially if the solution is not correct.
You use the website to receive help. The assignment has already been uploaded, and your tutor provides you with the uploaded solution. You submit all or part of this solution as your work.	Yes, because you committed academic misconduct.	Yes, and you may not even be aware that the tutor was providing someone else's solution instead of teaching. This is academic misconduct because you are copying from a tutor.

Academic Integrity Process: Upon the first documented occurrence of academic misconduct, I will report the violation to the Office of Academic Integrity Programs. If you are found guilty by this process, the penalty may be a failing grade in the class and being suspended from college for a semester. If you have committed academic misconduct previously, the sanctions can be more severe, including expulsion from OU. The grade sanction that I usually request for plagiarism on a single assignment is a zero on the assignment. The grade sanction that I usually request for a student accused of cheating on an examination is an F in the course. The procedure to be followed is documented in the University of Oklahoma Academic Misconduct Code. If I elect to admonish you, the appeals process is described here: https://www.ou.edu/integrity/students. The highest penalty for an admonition is a zero on the assignment.

Tutors and Academic Integrity: Before you hire a private tutor, please take advantage of the many people who are paid by OU to support this class. These people are trained to tutor properly. Private tutors can be a source of support if you are struggling in the class, but only if the tutor is aware of the distinction between teaching you the material so that you can do your own work and completing assignments for you. Tutors who simply complete your assignments are not only failing to help you learn, they are also abetting academic misconduct. Each of the situations listed above in the table of collaboration scenarios applies when student A is a tutor.

Generative AI Policy: This course focuses on how people learn to produce, understand, and fix computer programs. While AI is becoming more skilled at creating computer programs, there is

no evidence that allowing students to use AI to complete programming assignments develops the necessary conceptual understanding of programming to allow students to succeed as computer scientists. At this time, synthesizing code from memory is a method that has been proven to create successful computer scientists. Therefore, using AI to perform assignments will be permitted in this class only when specified. There are ways to demonstrate that code was generated by AI and these methods are rapidly improving. Do not assume that copying from AI cannot be detected or proven.

Students who copy generated AI results into assignments are committing plagiarism, just as if they had copied from another student.

- Use of generative AI tools is only allowed when the assignment specifically permits it. If the assignment is silent on the use of generative AI tools, they are not allowed.
- If there is a question about whether a student completed work independently or with the use of these tools, Dr. Mackay will invite the student to her office to explain the assignment solution in detail. Students who choose not to come within 48 hours or who cannot explain the work they submitted will be charged with an academic integrity violation.

Copyright Statement for In-Person or Online Courses: Sessions of this course could be recorded and/or live-streamed. These recordings are the intellectual property of Dr. Sean Mackay and may not be shared or reproduced without the explicit, written consent of Dr. Mackay. In addition, privacy rights of others such as students, guest lecturers, and providers of copyrighted material displayed in the recording may be of concern. Students may not share any course recordings with individuals not enrolled in the class or upload them to any other online environment.

Ownership of Course Materials: All original content used in this course is owned by Dr. Deborah Trytten, Dr. Sanjana Mudduluru, and/or Dr. Sean Mackay. This includes but is not limited to exams, lectures, quizzes, handouts, protocols, electronic documents, and syllabi. Original or transcribed content may not be copied, recorded, retransmitted, posted online, or sold without her and/or her expressed, written consent.

Schedule: The schedule below represents the initial plan for this semester. Due dates will be modified as the semester goes along in Canvas. **The dates in Canvas are the official dates.** Seriously, just look in Canvas to find out when things are due.
Here is a key to understandng this chart.
Z stands for Zyante. HW stands for homework.

The highlight colors are used as follows. Red indicates days when class will not be held. Yellow indicates projects. Blue indicates days related to the examinations. The dates on the left are the dates that the topics are covered in class. The dates on the right are the dates that assignments are due. (schedule on next page).

	Day	Date	Topic	Lab	Z	TC	JB	HW
Week 1	Monday	25-Aug	Introduction to Programming		29-Aug			
		25-Aug	Project 1	8/29/25				
	Wednesday	27-Aug	Storing Primitive Data		29-Aug			
	Friday	29-Aug	Storing Primitive Data					
Week 2	Monday	1-Sep	Labor Day					
		1-Sep	No Laboratorty					
	Wednesday	3-Sep	Storing Primitive Data			6-Sep		8-Sep
	Friday	5-Sep	Arithmetic Operations		4-Sep			
Week 3	Monday	8-Sep	Arithmetic Operations					
		8-Sep	Project 2	9/12/25				
	Wednesday	10-Sep	Arithmetic Operations			13-Sep		15-Sep
	Friday	12-Sep	User Interaction		11-Sep			
Week 4	Monday	15-Sep	User Interactions			18-Sep		20-Sep
		15-Sep	Project 3	9/19/25				
	Wednesday	17-Sep	Conditional Statements		16-Sep			
	Friday	19-Sep	Conditional Statements			22-Sep		24-Sep
Week 5	Monday	22-Sep	Logical Operators		21-Sep			
		22-Sep	Project 4	9/26/25				
	Wednesday	24-Sep	Logical Operators			27-Sep		29-Sep
	Friday	26-Sep	While Statements		25-Sep			
Week 6	Monday	29-Sep	While Statements			2-Oct		4-Oct
		29-Sep	Project 5	10/3/25				
	Wednesday	1-Oct	Methods--part 1		30-Sep			
	Friday	3-Oct	Review for Midterm					
Week 7	Monday	6-Oct	Methods--part 1					
		6-Oct	Midterm 1--No Laboratory					
	Wednesday	8-Oct	Methods--Part 2		7-Oct			
	Friday	10-Oct	OU Texas Holiday					
Week 8	Monday	13-Oct	Methods--Part 2			16-Oct	17-Oct	18-Oct
		13-Oct	Project 6	10/17/25				
	Wednesday	15-Oct	For Loops		14-Oct	18-Oct		20-Oct
	Friday	17-Oct	Arrays of Primitive Data		16-Oct			
Week 9	Monday	20-Oct	Arrays of Primitive Data			22-Oct		25-Oct
		20-Oct	Project 7	10/24/25				
	Wednesday	22-Oct	Methods and References		21-Oct			
	Friday	24-Oct	Methods and References			27-Oct		29-Oct
Week 10	Monday	27-Oct	Perfect and oversize arrays		26-Oct			
		27-Oct	Project 8	10/31/25				
	Wednesday	29-Oct	Perfect and oversize arrays				1-Nov	3-Nov
	Friday	31-Oct	Nested Loops		30-Oct			
Week 11	Monday	3-Nov	Nested Loops			6-Nov	7-Nov	8-Nov
		3-Nov	Project 9	11/7/25				
	Wednesday	5-Nov	Sorting Algorithms		4-Nov			
	Friday	7-Nov	Review for Midterm 2					
Week 12	Monday	10-Nov	Sorting Algorithms					15-Nov
		10-Nov	Midterm 2--No Laboratory					
	Wednesday	12-Nov	Using objects from the API		11-Nov			
	Friday	14-Nov	Using objects from the API			17-Nov	18-Nov	19-Nov
Week 13	Monday	17-Nov	Classes with Generics		16-Nov			
		17-Nov	Project 10	11/21/25				
	Wednesday	19-Nov	Classes with Generics			22-Nov		24-Nov
	Friday	21-Nov	Building new Classes		20-Nov			
Week 14	Monday	24-Nov	Building new Classes					
		24-Nov	Project 11	11/30/25				
	Wednesday	26-Nov	Thanksgiving					
	Friday	28-Nov	Thanksgiving					
Week 15	Monday	1-Dec	Building new Classes			4-Dec		6-Dec
		1-Dec	Project 12	12/5/25				
	Wednesday	3-Dec	Access Modification		2-Dec			
	Friday	5-Dec	Access Modification			8-Dec		
Week 16	Monday	8-Dec	Aggregation		7-Dec			
		8-Dec	Project 13	12/10/25				
	Wednesday	10-Dec	Aggregation					
	Friday	12-Dec	Review for Final					
Final Exams								
1324			Wednesday December 17 7:30-9:30 PM					
Grades Due			23-Dec					

Mental Health Support Services:

Support is available for any student experiencing mental health issues that are impacting their academic success. Students can either been seen at the University Counseling Center (UCC) located on the second floor of Goddard Health Center or receive 24/7/365 crisis support from a licensed mental health provider through TimelyCare. To schedule an appointment or receive more information about mental health resources at OU please call the UCC at 405-325-2911 or visit University Counseling Center. The UCC is located at 620 Elm Ave., Room 201, Norman, OK 73019.

Title IX Resources and Reporting Requirement

The University of Oklahoma faculty are committed to creating a safe learning environment for all members of our community, free from sex-based discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking, in accordance with Title IX. There are resources available to those impacted, including: speaking with someone confidentially about your options, medical attention, counseling, reporting, academic support, and safety plans. If you have (or someone you know has) experienced any form of sex-based discrimination or violence and wish to speak with someone confidentially, please contact OU Advocates (available 24/7 at 405-615-0013) or University Counseling Center (M-F 8 a.m. to 5 p.m. at 405-325-2911).

Because the University of Oklahoma is committed to the safety of you and other students, and because of our Title IX obligations, I, as well as other faculty, Graduate Assistants, and Teaching Assistants, are mandatory reporters. This means that we are obligated to report sex-based violence that has been disclosed to us to the Institutional Equity Office. This means that we are obligated to report sex-based violence that has been disclosed to us to the Institutional Equity Office. This includes disclosures that occur in: class discussion, writing assignments, discussion boards, emails and during Student/Office Hours. You may also choose to report directly to the Institutional Equity Office. After a report is filed, the Title IX Coordinator will reach out to provide resources, support, and information and the reported information will remain private. For more information regarding the University's Title IX Grievance procedures, reporting, or support measures, please visit Institutional Equity Office at 405-325-3546.

Reasonable Accommodation Policy

The University of Oklahoma (OU) is committed to the goal of achieving equal educational opportunity and full educational participation for students with disabilities. If you have already established reasonable accommodations with the Accessibility and Disability Resource Center (ADRC), please log into iAdvise to request your semester accommodations as soon as possible and contact me privately, so that we have adequate time to arrange your approved academic accommodations.

If you have not yet established services through ADRC, but have a documented disability and require accommodations, please complete ADRC's pre-registration form to begin the registration process. ADRC facilitates the interactive process that establishes reasonable accommodations for students at OU. For more information on ADRC registration procedures, please review their website. You may also contact them at (405)325-3852 or adrc@ou.edu, or visit www.ou.edu/adrc for more information.

Note: disabilities may include, but are not limited to, mental health, chronic health, physical, vision, hearing, learning and attention disabilities, pregnancy-related. ADRC can also support students experiencing temporary medical conditions.

Religious Observance

It is the policy of the University to excuse the absences of students that result from religious observances and to reschedule examinations and additional required classwork that may fall on religious holidays, without penalty.

[See Faculty Handbook 3.15.2]

Adjustments for Pregnancy and Related Issues

Should you need modifications or adjustments to your course requirements because of pregnancy or a pregnancy-related condition, please request modifications via the Institutional Equity Office website or call the Institutional Equity Office at 405/325-3546 as soon as possible. Also, see the Institutional Equity Office FAQ on Pregnant and Parenting Students' Rights for answers to commonly asked questions.

Final Exam Preparation Period

Pre-finals week will be defined as the seven calendar days before the first day of finals. Faculty may cover new course material throughout this week. For specific provisions of the policy please refer to OU's Final Exam Preparation Period policy.

Emergency Protocol

During an emergency, there are official university procedures that will maximize your safety.

Severe Weather: If you receive an OU Alert to seek refuge or hear a tornado siren that signals severe weather.

1. Look for severe weather refuge location maps located inside most OU buildings near the entrances.
2. Seek refuge inside a building. Do not leave one building to seek shelter in another building that you deem safer. If outside, get into the nearest building.
3. Go to the building's severe weather refuge location. If you do not know where that is, go to the lowest level possible and seek refuge in an innermost room. Avoid outside doors and windows.
4. Get in, Get Down, Cover Up

5. Wait for official notice to resume normal activities.

Additional Weather Safety Information is available through the Department of Campus Safety.

The University of Oklahoma Active Threat Guidance

The University of Oklahoma embraces a Run, Hide, Fight strategy for active threats on campus. This strategy is well known, widely accepted, and proven to save lives. To receive emergency campus alerts, be sure to update your contact information and preferences in the account settings section at one.ou.edu.

RUN: Running away from the threat is usually the best option. If it is safe to run, run as far away from the threat as possible. Call 911 when you are in a safe location and let them know from which OU campus you're calling from and location of active threat.

HIDE: If running is not practical, the next best option is to hide. Lock and barricade all doors; turn of all lights; turn down your phone's volume; search for improvised weapons; hide behind solid objects and walls; and hide yourself completely and stay quiet. Remain in place until law enforcement arrives. Be patient and remain hidden.

FIGHT: If you are unable to run or hide, the last best option is to fight. Have one or more improvised weapons with you and be prepared to attack. Attack them when they are least expecting it and hit them where it hurts most: the face (specifically eyes, nose, and ears), the throat, the diaphragm (solar plexus), and the groin.

Please save OUPD's contact information in your phone.

NORMAN campus: *For non-emergencies call (405) 325-1717. For emergencies call (405) 325-1911 or dial 911.*

TULSA campus: *For non-emergencies call (918) 660-3900. For emergencies call (918) 660-3333 or dial 911.*

Fire Alarm/General Emergency:

If you receive an OU Alert that there is danger inside or near the building, or the fire alarm inside the building activates:

1. *LEAVE* the building. Do not use the elevators.
2. *KNOW* at least two building exits
3. *ASSIST* those that may need help
4. *PROCEED* to the emergency assembly area
5. *ONCE safely outside, NOTIFY first responders of anyone that may still be inside building due to mobility issues.*
6. *WAIT* for official notice before attempting to re-enter the building.

OU Fire Safety on Campus

Office of Access and Opportunity's Belonging Statement

Why You Belong at the University of Oklahoma: The University of Oklahoma fosters an inclusive culture of respect and civility, belonging, and access, which are essential to our collective pursuit of excellence and our determination to change lives. The unique talents, perspectives, and experiences of our community enrich the learning, and working environment at OU, inspiring us to harness our innovation, creativity, and collaboration for the advancement of people everywhere.

Course Reflection Survey

You'll receive a Course Reflection Survey at the end of each semester for each course that you are enrolled in. I strongly encourage you to complete this survey. Your feedback can help me adjust my class for future semesters to help other students be successful. Your feedback is confidential and I will only receive it after final grades are due. Course Reflection Survey results may also factor into teaching evaluations and annual performance reviews and are shared with department and program chairs.

Copyright Statement, for in-person or online courses

Sessions of this course may be recorded or live-streamed. These recordings are the intellectual property of the individual faculty member and may not be shared or reproduced without the explicit, written consent of the faculty member. In addition, privacy rights of others such as students, guest lecturers, and providers of copyrighted material displayed in the recording may be of concern. Students may not share any course recordings with individuals not enrolled in the class or upload them to any other online environment.

Pre-Finals Week Policy

During pre-finals week, all normal class activities will continue; however, no assignment, test, or examination accounting for more than 3% of the course grade may be assigned, unless it is assigned in advance of pre-finals week and worth less than 10%, or scheduled at least 30 days prior if worth more than 10%. No activity or field trip may be scheduled that conflicts with another class. There are some exceptions and nuances, so please review the Final Exam Policies prior to designing your course schedule.