STEM GATEWAY

PLF Handbook
Fall 2014

UNM

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> "If I were to offer any advice to future PLFs I would have to say that they should definitely
> expect the unexpected, use their previous experiences to further help students,
> provide nonjudgmental listening to students to get to know them better, and,
> most importantly, do what they can to learn about the available resources for referring students."
> *Carolina Belmares-Ortega, PLF*

STEM Gateway Office Staff

Tim Schroeder, Program Director
It's important to know who your boss is! Tim oversees all
STEM Gateway programs.

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Dr. Gary Smith, Earth and Planetary Sciences Professor and Director of Medical Educator Development
Gary started the PLF program at UNM. He is a particularly
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Mary Cianflone Program Specialist
Mary is your direct supervisor. She handles everything from
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Amy Cordoba, Administrative Assistant
The resident office guru. Cathy maintains program finances,
and helps make sure we're supplied, well-informed, and well-
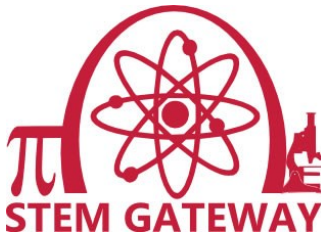organized.

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Chelsey Thorpe, Graduate Assistant
Chelsey is in charge of calculating survey results and assisting
with program assessment. She was also a Math PLF!

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Our Grant and Our Goals

The University of New Mexico has implemented STEM (science, technology, engineering and math) initiatives to increase the number of Hispanic and other low-income students who attain STEM degrees while also providing a model for collaboration, transfer and articulation between two and four year Hispanic-serving institutions.

The STEM Gateway Project focuses on science, technology, engineering and math degrees and has four components: Gateway Science and Math Course Reform, STEM Student Interest Groups, Enabling More Data-Based Decision Making and Peer Learning Facilitators or PLFs.

> **"STEM Gateway helps us collaborate with the students on the best way to address their needs in these fields through course reform, STEM Student Interest Groups, Peer Learning Facilitators and data-driven prioritization."**
> *STEM Gateway Director, Tim Schroeder*

The Four Programs

1. Faculty Course Reform: Faculty-driven projects, in partnership with Central New Mexico Community College: CNM is UNM's largest provider of transfer students. Faculty-driven curriculum reform projects will utilize research-based instructional changes

2. STEM Workshops Program: This new program on the grant aims to coordinate and collaborate with other STEM departments and organizations on campus. We will be organizing resources already offered and stepping in to create new ones where there are gaps. PLFs will be involved, too, so stay tuned!

3. Enabling More Data-Based Decision Making: Works to enlarge UNM institutional research capacities to collect, analyze, and evaluating student-tracking and achievement data on STEM students, including transfer students. Data analyses will guide priorities in project activities while also assessing and evaluate project progress and milestones.

4. Peer Learning Facilitators: That's YOU! PLFs assist with collaborative learning in order to help students succeed in their academic goals. PLFs help with retention rates and overall class perfor-mance. You'll find more information about your job throughout this handbook.

What is a PLF?

A Peer Learning Facilitator is a student who partners with an instructor to help generate collaborative, active learning in large-enrollment classes.

The goal of a PLF is to provide support in in the classroom so that students learn from one another in addition to an expert instructor.

In addition to attending the PLF class consistently, PLFs hold office hours where students are free to come with any questions they may have.

In order to maintain and improve academic and mentoring skills, PLFs also attend training sessions on a weekly basis throughout the semester.

> **"The PLFs push us to take the initiative by asking for help and not only helping us through the problem but by giving us the tools we need to be able to figure it out on our own."**
> *Math 121 student (and PLF!), Alyssa Johnson*

According to the grant, these are some of the PLF Program's ultimate goals:

1. Increase the number of Hispanic and low-income students attaining degrees in the science, technology, engineering and math fields.
2. Increase student retention.
3. Increase engaging, collaborative classroom learning.

PLFs discuss student issues during Pre-Semester Training, Spring 2012

Our Expectations of PLFs

As a PLF, you have a significant amount of freedom and autonomy, as befits your role. That said, you are expected to be active participants in all aspects of your job.

The STEM Gateway Staff expects you to:

- Work 10-12 hours per week.

- Attend all of your PLF class times, and notify Mary and your instructor when you cannot attend.

- Exhibit model student behavior in class.

- Communicate frequently with your instructor and PLF teammates, whether through one-hour weekly meetings or another format that works best for all of you.

- Prepare effectively for your class time, as well as your office hours.

- Have office hours that are productive for you and your students.

- Respond to STEM Gateway staff emails in a timely fashion.

- Submit your Timesheet and Time & Effort form in person by 5:00 p.m. on the deadline days.

- Complete weekly Professional Development Training, as well as UNM 2014 required online training.

- Treat your job duties with respect and joy. You do amazing work and should be proud!

What You Can Expect From Us

The STEM Gateway Staff responsibilities are to:

- Hire you as a UNM student employee and maintain all necessary related administrative paperwork.

- Place you in courses and with team members that best fit your skillset and goals.

- Pay you accurately and in a timely fashion.

- Facilitate your training in the most productive ways possible.

- Track your performance with faculty.

- Assess your work honestly.

- Respond to any issues or questions you have in an urgent and diligent manner.

- Support your goals both academically and professionally as you transition from being a PLF into other roles.

- Treat our job duties with respect and joy. We are proud to work with you!

Things You Should Know About Being A Student Employee at UNM

Before you begin working, you must go to the Student Employment Office and fill out a W-4 employment form for tax purposes and an I-9 form for eligibility verification. You must also complete their online customer service training. (You only need to do this once at UNM, so if you are a returning PLF, you should already have all these materials on file).

You are paid bi-weekly on every other Friday for the course of the semester (see attached Payroll Schedule on pg. 9 for specific dates).

You are only allowed to work 30 hours total per week at UNM (20 hours if you are considered an International student). If you have a second job on campus, please let Mary know right away so she can work with the other department to ensure you do not go over your allotted hours.

The UNM Payroll Department requires all employees to use Direct Deposit systems in receiving their pay. If you are a new employee, please go to my.unm.edu and choose the "Employee Life" tab, then "Enter LoboWeb."

Once you are on the Employee Page, you will see a "Pay Information" option. This is where you can sign up for and adjust your Direct Deposit options, as well as view paystubs and your overall earnings.

You can review the other options to also adjust your Personal Information and your Tax Forms.

Things You Should Know About Being
A Student Employee at UNM, cont.

Your Timesheet and Time & Effort Forms are due every other **<u>Wednesday</u> by 5:00 p.m.**

You must turn them in to Mary or another STEM Gateway staff member in person (do not have someone else deliver them) and they must be free of errors. The following pages will show you how to fill out your Timesheet and Time & Effort Forms.

Because your Timesheet and Time & Effort Forms are due on Wednesdays, you will estimate the hours you will work for that Thursday and Friday. Let Mary know if you ended up working different hours on those estimated days and she can correct your hours.

Check your paystubs online at my.unm.edu every payday and be sure there are no errors. It is possible to investigate and fix mistakes, but the longer it goes unnoticed, the more difficult it is to correct. Checking every time you get paid and finding any errors means Mary can fix the problems quickly.

You are paid for the following hours each week:

- 3 hours of class time, when you attend your PLF class

- 3 hours of preparatory time. These tasks are determined by you, your faculty member, and your PLF teammates and consist of whatever items you decide will best prepare you for the week ahead.

- 3 hours of student support outside of the classroom, including study sessions or one-on-one tutoring sessions. Like the preparatory work, these tasks can take on any form you, your faculty member, and your PLF teammates deem most effective for the students in your class.

- One hour of meeting time with your faculty member.

- One hour of Weekly Training with Mary and the other STEM Gateway staff, including other PLFs.

- You are also paid once a semester for supplemental training, including PLF Pre-Semester Training and UNM Required Training.

This semester, our Weekly Trainings will be held Fridays from 3:00—4:00 p.m.

UNM Payroll Schedule

PLFs are "Bi-Weekly, Non-Exempt" employees, meaning your pay information is in the left-hand column.

Your Timesheet and Time & Effort Forms are due by 5:00 p.m. on the Wednesday before each pay period ends. You will estimate your hours for the last two days. The days on which you get paid are listed on the far right column within the "Bi-Weekly Payroll (2R)."

UNM — 2014
Payroll Timekeeper and Approver Schedule

Deadlines listed here are ONLY for biweekly time-entry and monthly exception time and the approvals of biweekly time-entry and monthly exception time.

For EPAN/EPAF/Hiring Proposal deadlines, consult the OneSource website at http://onesource.unm.edu/

	Bi-Weekly Payroll (2R) Non-exempt Time Entry				Monthly Payroll (5R) Exempt Exception Time		
	Pay Period	Time Entry Deadline	Pay Date		Pay Period	Exception Time Deadline	Pay Date
1	12/14/13 - 12/27/13 *Note 1*	12/20/13	01/03/14				
2	12/28/13 - 01/10/14	01/13/14	01/17/14	1	01/01/14 - 01/31/14	01/21/14	01/31/14
3	01/11/14 - 01/24/14 *Note 2*	01/27/14	01/31/14				
4	01/25/14 - 02/07/14	02/10/14	02/14/14	2	02/01/14 - 02/28/14	02/20/14	02/28/14
5	02/08/14 - 02/21/14	02/24/14	02/28/14				
6	02/22/14 - 03/07/14	03/10/14	03/14/14	3	03/01/14 - 03/31/14	03/20/14	03/31/14
7	03/08/14 - 03/21/14	03/24/14	03/28/14				
8	03/22/14 - 04/04/14	04/07/14	04/11/14				
9	04/05/14 - 04/18/14	04/21/14	04/25/14	4	04/01/14 - 04/30/14	04/21/14	04/30/14
10	04/19/14 - 05/02/14	05/05/14	05/09/14				
11	05/03/14 - 05/16/14	05/19/14	05/23/14	5	05/01/14 - 05/31/14	05/20/14	05/30/14
12	05/17/14 - 05/30/14	06/02/14	06/06/14				
13	05/31/14 - 06/13/14	06/16/14	06/20/14	6	06/01/14 - 06/30/14	06/20/14	06/30/14
14	06/14/14 - 06/27/14 *Note 1*	06/27/14	07/03/14				
15	06/28/14 - 07/11/14	07/14/14	07/18/14	7	07/01/14 - 07/31/14	07/21/14	07/31/14
16	07/12/14 - 07/25/14	07/28/14	08/01/14				
17	07/26/14 - 08/08/14	08/11/14	08/15/14	8	08/01/14 - 08/31/14	08/20/14	08/29/14
18	08/09/14 - 08/22/14 *Note 2*	08/25/14	08/29/14				
19	08/23/14 - 09/05/14	09/08/14	09/12/14				
20	09/06/14 - 09/19/14	09/22/14	09/26/14	9	09/01/14 - 09/30/14	09/22/14	09/30/14
21	09/20/14 - 10/03/14	10/06/14	10/10/14				
22	10/04/14 - 10/17/14	10/20/14	10/24/14	10	10/01/14 - 10/31/14	10/20/14	10/31/14
23	10/18/14 - 10/31/14	11/03/14	11/07/14				
24	11/01/14 - 11/14/14	11/17/14	11/21/14	11	11/01/14 - 11/30/14	11/20/14	11/26/14
25	11/15/14 - 11/28/14	12/01/14	12/05/14				
26	11/29/14 - 12/12/14	12/15/14	12/19/14	12	12/01/14 - 12/31/14	12/15/14 *Note 1*	12/22/14

Biweekly time entry & approval deadline is 5:00 PM on Monday unless otherwise indicated on the schedule.
Monthly exception time entry & approval deadline is 5:00 PM on the 20th unless otherwise indicated.

Note 1 - Due to the holiday, biweekly time entry/monthly exception time & approvals are due early.
Note 2 - When three biweekly paydays occur within the month, only mandatory deductions are withheld on the third payroll.

Payroll Department

Required UNM Trainings

UNM requires all employees to take annual online trainings (Basic Annual Safety Training 2014, Preventing Sexual Harassment 2014, and Ethics: A Framework for Ethical Decision-Making 2014). As PLFs, you are also required to take Securing Private Data.

You must complete these before you begin working as a PLF. When you complete the trainings, add 2 hours to your timesheet and list them as "UNM Required Trainings" on your Time & Effort Form.

You can find these trainings in my.unm.edu under the "Employee Life" tab. You must click on the "Learning Central" link in the far right bottom corner.

Once you arrive at the "Learning Central" site, you must enter your UNM NetID and password, then search for "UNM Required Trainings." You should find all three there.

How to Complete Your Timesheet

Enter your Student ID number, your name, and the pay period. (Hint: All you need to enter is the first day and then hit "tab," and the rest of the dates will populate. You can disregard the "FTE" box.

Enter the times you worked on the appropriate days.

Make sure all dates are accurate and that they match the Time and Effort Form.

Sign and date in pen.

When you hand it in to Mary and she reviews it, she will sign and date the "Supervisor" line.

CEOP Staff Bi-Weekly Timesheet

| UNMID(not SS#) | 100041191 | | Employee Name | Mary Cianflone | | FTE: | | Pay Peri | 1/11/2014 | to | 1/24/2014 |

*only use if different than regular

	DATE	IN	OUT	IN	OUT	IN	OUT	Shift	In/Out Calc	Regular	Flextime	Annual Leave	Sick Leave					Total Hours	*Labor Override Hours	Index
SAT	1/11/2014								0.00	0.00								0.00		
SUN	1/12/2014								0.00	0.00								0.00		
MON	1/13/2014	9:00 AM	10:00 AM	10:00 AM	11:00 AM	2:00 PM	5:00 PM		5.00	5.00								5.00		
TUES	1/14/2014	12:30 PM	2:00 PM						1.50	1.50								1.50		
WED	1/15/2014	9:00 AM	10:00 AM						1.00	1.00								1.00		
THUR	1/16/2014	12:30 PM	2:00 PM						1.50	1.50								1.50		
FRI	1/17/2014	9:00 AM	10:00 AM	3:00 PM	4:00 PM				2.00	2.00								2.00		
						FIRST WEEK TOTALS			11.00	11.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	11.00		

	DATE	IN	OUT	IN	OUT	IN	OUT	Shift	In/Out Calc	Regular	Flextime	Annual Leave	Sick Leave					Total Hours	*Labor Override Hours	Index
SAT	1/18/2014								0.00	0.00								0.00		
SUN	1/19/2014								0.00	0.00								0.00		
MON	1/20/2014	9:00 AM	10:00 AM	10:00 AM	11:00 AM	2:00 PM	5:00 PM		5.00	5.00								5.00		
TUES	1/21/2014	12:30 PM	2:00 PM						1.50	1.50								1.50		
WED	1/22/2014	9:00 AM	10:00 AM						1.00	1.00								1.00		
THUR	1/23/2014	12:30 PM	2:00 PM						1.50	1.50								1.50		
FRI	1/24/2014	9:00 AM	10:00 AM	3:00 PM	4:00 PM				2.00	2.00								2.00		
						SECOND WEEK TOTALS			11.00	11.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	11.00		
									In/Out Calc	Regular	Overtime	Annual Leave	Sick Leave					Total Hours		
						GRAND TOTALS			22.00	22.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	22.00		

Comments:

I agree with the hours worked and time taken as shown on this Timesheet.

_____   _____
Employee Signature/Date   Supervisor Signature/Date

How to Complete Your Time & Effort Form

Enter your Student ID number, your name, and the pay period. (Hint: All you need to enter is the first day and then hit "tab," and the rest of the dates will populate.

You are only entering total hours on this form, not the in/out times as in your timesheet.

Use the columns to designate the type of work you did and the comments box to give a brief description of your work

Make sure all dates are accurate and that they match your Timesheet.

Sign and date in pen.

When you hand it in to Mary and she reviews it, she will sign and date the "Supervisor" line.

Bi-Weekly Time Effort

	Day	Prog. Admin (Class Prep/ Grading)	Direct Student Contact (Class/Office Hours)	Program Recruitment (Office Hours)	Professional Development (Weekly PLF Trainings)	Weekly Meeting (Faculty Meetings)	Total Hours	Comments
UNM ID: 100041191				Name:	Mary Cianfione			
				Pay Period	1/11/2014	to	1/24/2014	
SAT	1/11/2014							
SUN	1/12/2014							
MON	1/13/2014	3.0	1.0			1.0	5.0	3 hrs prep from Saturday 1/11, class, mtg with professor
TUES	1/14/2014			1.5			1.5	office hours
WED	1/15/2014		1.0				1.0	class
THUR	1/16/2014			1.5			1.5	office hours
FRI	1/17/2014		1.0		1.0		2.0	class, PLF meeting
1st Week Totals		3.0	3.0	3.0	1.0	1.0	11.0	
SAT	1/18/2014							
SUN	1/19/2014							
MON	1/20/2014	3.0	1.0			1.0	5.0	3 hrs prep from Saturday 1/11, class, mtg with professor
TUES	1/21/2014			1.5			1.5	office hours
WED	1/22/2014		1.0				1.0	class
THUR	1/23/2014			1.5			1.5	office hours
FRI	1/24/2014		1.0		1.0		2.0	class, PLF meeting
2nd Week Totals		3.0	3.0	3.0	1.0	1.0	11.0	
Grand Total Hrs		6.0	6.0	6.0	2.0	2.0	22.0	

Employee Signature/Date   Supervisor Signature/Date

Timekeeper Submitted on Pay Period 2R:

How to Be a Successful PLF

As a PLF, we don't expect you to know everything and be all things to your students or faculty member. You are there as a supportive member of the classroom community. That said, here are some things to remember when PLF'ing:

Exhibit model student behavior.

This means showing up to class and your office hours on time, even early, and paying attention during the lecture portions of the class. Students look to you as an example for how a successful student behaves and even small things like checking your email on your phone during class time sends a negative message.

Be approachable.

Not all PLFs are built the same way: some are outgoing and extroverted while others are more reserved. There's nothing wrong with being either one or a mix of the two, as long as you make yourself approachable and available to the students. Introduce yourself to the class on the first day, make sure they know why you're there!

> **"Since we do not have lit marquees with 'TUTOR' above our heads, you have to find other ways to make your presence known ...Your body language should say 'Hey, I'm here, ask me questions!'"**
> *Chris Brown, PLF*

Ask questions.

No one expects you to know everything. It's equally important to display calm attitudes when facing a difficult problem as it is to attack a problem with confidence. Show students that getting stumped isn't a cause for worry and that finding resources to answer a question is just as important as knowing how to do it in the first place.

Insert and Assert!

Be active when students are active – no standing on the sidelines while they work on problems. "Insert" means to be mobile and listen in: What are the students saying? How are they thinking about the questions? Are there misunderstandings that you can clarify? "Assert" means to engage with students, even if not asked: Check in on students that are working away from peers or seem frustrated. Ask questions of working groups, such as, "How did you figure that out?" "What would have been different if...?" Don't wait for someone to ask you for help. Dive in and see and hear what's happening. Sometimes a group may be making mistakes without knowing it so they won't raise a hand for help; but, if you're inserting and asserting you'll be able to get them on track.

How to Be a Successful PLF, cont.

Be familiar with campus.

Even though you are there primarily for academic support, students will still see you as a resource for general UNM information. You should know the locations of important buildings like Mesa Vista Hall , the SUB, Admissions, the Bursar's Office, and the locations of the various undergrad advisement centers.

Stay in close contact with your team.

Communication is critical for a successful PLF. Since most of your work takes place in different locations all over campus, it is important that you practice good communication skills. Keep in touch with your PLF partners, let Mary know what is going on in class, and always meet with your faculty member at least once a week. Also be sure to check your email every day.

Be patient.

You'll find yourself explaining the same concept over and over, sometimes even to the same student. The key is to remember what it is like when you are struggling with a difficult concept. Not everyone understands the nuances of the field on the first try. Try explaining the material in a variety of ways. Eventually you'll develop a sense of what works and what doesn't.

Be compassionate.

UNM serves a variety of students, including parents, students with different accessibility needs, and ones that have never set foot in a city as big as Albuquerque, let alone had experience in a college class. Throughout the semester, you will attend trainings on the different types of students you may encounter, but just remember Einstein's words:

Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.

Be prepared.

It will be difficult to help students if you aren't knowledgeable of the problems and their solutions in advance. Be sure that you know what students will be doing each day and work through the problems yourself, before class. Bring up questions about your own understanding with the instructor. If you took the course before, review your notes and think about what aspects of this part of the course were challenging to you and how you mastered the concepts. We don't expect you to remember everything from the course, but we do expect you to take the steps needed to prepare yourself.

More on Communication

Communication skills are an essential requirement of being a successful PLF. You'll meet many different kinds of people from all walks of life (cross-cultural mentoring is something that happens a lot here at UNM) and it's important that you be able to communicate effectively and appropriately. Here are some things to keep in mind while PLF'ing:

Understanding is key.

If you understand the potential problems of communication you can make a conscious effort to adjust accordingly. It might require some work to overcome a specific problem. Be patient and understanding and don't be afraid to admit you've wandered into new territory—as much as others are learning from you, you're learning from them too. Should a situation become too intense or an argument too heated, take a step back. Use your better judgment and make sure your direct supervisor (Mary) and your faculty member are aware of your situation. The more they know, the better they'll be able to help you.

Use your "Active Learning" knowledge.

It's no big secret that we all want to be understood, but this can sometimes be tricky between two people who come from entirely different worlds; misunderstandings aren't uncommon. One way to combat this is by repeating what you think you heard or attempting to clarify the perceived meaning. Keep an open mind.

Use your Team.

Perhaps there is another PLF who can help bridge the gap between you and a student or instructor, or, at the very least, help you with some communication strategies. Don't be afraid to use your fellow resources! Networking can be a very valuable skill!

> **"I really can't express how helpful it is to work with another, more experienced PLF. His insight in [my] situation was really helpful."**
> *Jacob Ketcham, PLF*

Remember that you're allowed to disagree.

But know when and how to voice this appropriately. Disagreeing with an instructor or a student aloud in class is probably not the best strategy. If you think someone has made a mistake, address it with them privately. There's no need to be the knowledge police! Unfortunately, sometimes more intense conflicts occur. If you feel unprepared to deal with such a situation, let someone (like Mary or the instructor) know right away!

Sample Syllabus

Math 121 -- College Algebra, Fall 2011

Instructor: **Office:**

Office Hours: **Phone Number:**

Calculator: Scientific calculator required   **E-mail:**

Text: College Algebra *(NM Custom Edition)* by Michael Sullivan

Important information about Math 121:

> ** *You must have at least 70% on the core exam to get a passing grade in the course.* **

- **Grading:** Your grade will be based on your performance on the following assignments and exams

        Quizzes and assignments   200 points
        3 in-class tests   300 points
        Core Final   200 points
        Total   700 points

Note: The core final will be held Monday, December 12th from 10:00 am to noon. *No graphing calculators are allowed on the final exam*

- **Homework:** Your homework is your most important effort in this class; homework is how you actually learn the material that will be on the quizzes and exams. Expect to do 2 – 3 hours of homework for every hour of class meeting time (an average of 6 - 10 hours per week). Make sure to do all the assigned problems, especially the hard ones. And get help on those if you need it.
- **Attendance and Missed Exams:** Attendance is mandatory, and if you have three or more unexcused absences, you may be dropped from the course (which may result in a NC for the course). If you must miss an exam, contact your instructor immediately. Make-up tests will only be given in appropriate circumstances. Please note: it is YOUR responsibility to drop the course if you decide to stop attending classes.
- **MathXL** is the electronic support that is crucial for your success in this class. It includes practice problems, quizzes, and tutorials. Use Internet Explorer to go to **http://mathxl.com**. A registration code comes with your new textbook. Your instructor will have your course code.
- **Student Behavior:** According with the Code of Conduct as stated in the Policies and Regulations for UNM, student activities that interfere with the rights of others to pursue their education or to conduct their University duties and responsibilities will lead to disciplinary action. This includes activities that are disruptive to the class and acts of academic dishonesty. Students are expected to behave in a courteous and respectful manner towards the instructor and their fellow students.
- **Disability Statement:** We accommodate students with documented disabilities. During the first two weeks of the semester, those students should inform the instructor of their particular needs.
- **Website:** For the most current information about the syllabus, test reviews, and sample exams, check our website at http://www.math.unm.edu/courses/math121.

Some of the places where you can get help for this class include:
Algebra Tutoring Table, staffed by algebra instructors 9 – 3 every day. Behind DSH #224
CAPS – Center for Academic Program Support, located on the 3rd floor of Zimmerman Library, 277-4560
MEP – Engineering Annex, Room 210, or call the study group at 277-8795
CATS – Counseling and Therapy Services, Student Health Center, 277-4537. (for test anxiety, etc.)

Problems to review for the Pre-lim Test: Chapter R Review (pp. 81-83): 3-102 (by 3s)

[omitting #s 45, 48, 78, 90 ;class discussion on #99 AND adding #s 1, 13, 31, 85, 108]

Sample Syllabus, cont.

Schedule of Assignments – Math 121, Fall 2011

Week	Homework Exercises (do only odd-numbered problems unless otherwise noted)	Topics
Aug 22	1.1 11, 15, 21, 25, 27, 37, 49, 77, 79, 81, 85, 91, 97 *[See also Chapter R problems* 1.2 9, 11, 15, 19, 21, 33, 51, 53, 59, 63, 65, 105, 107 *above.]* 1.4 7 – 25 odd 1.5 1 – 37 odd, 75, 99	Linear Equations Quadratic Equations Radical Equations Solving Inequalities
Aug 29	**Pre-lim Test on Incoming Skills – See Review Problems above]** 1.7 17, 19, 21, 23, 25, 27, 31, 39, 41 2.1 9, 11, 13, 19, 23, 35, 37, 39, 41, 47, 59, 63 2.3 1-11 (all), 13, 19, 37-45 (odds), 63, 65, 74, 79, 129 *Last day to change sections: Friday, Sept 2*	Applications Rectangular Coordinates Lines
Sept 5	4.2 1-15 all No green parts requiring graphing calculator (No correlation coefficient) 7.1 1-6, 9, 19, 25, 29, 33, 55-61 (all) , 65, 67 2.4 11-39 (odds), 59 *Last day to drop without a grade: Friday, Sept 9*	Interpret linear data & slope Systems of Equations Circles
Sept 12	(pp 150-151): 3-18 (by 3s), 19, 23, 29, 39-51 (by 3s), 61, 87, 93, 95 (pp. 202-203): 3, 5-16 (all), 17, 23, 27-42 (all), 44-46 (all) **Exam #1 (Chapters 1, 2 & 7.1)** *Last day to change grading options: Friday, Sept 16*	Chapter 1 Review Chapter 2 Review (Chapters 1, 2 & 7.1)
Sept 19	3.1 1-29 (odds), 32, 35-59 (odds), 87, 89 3.2 9, 11-21, 23, 27, 37, 39, 41, 43 3.3 1 – 32 all, 53, 55, 57, 63	Functions The Graph of a Function Properties of Functions
Sept 26	3.4 1-16 (all), 17-23 (odds), 69 3.5 1-18 (all), 35-59, 65 3.6 3, 5, 7, 9, 19, 23	Library of Functions Transformations Mathematical Modeling
Oct 3	4.3 1-47, 53, 55, 77, 81, 83, 89 Use h = -b/2a 4.4 1 – 9 all	Quadratic fnctns & models Quadratic Models & Data
Oct 10	5.1 11-21, 33-47, 57-71 5.2 11, 21-31 (odds), 39, 41, 45 Transformations of reciprocal and inverse square functions only	Polynomial Functions Rational Functions
	October 13-14 – Fall Break – No Classes	
Oct 17	*Download the Graphing Summary Worksheet from the Math 121 web page* **Review for Exam #2** **Exam #2 (Chapters 3, 4 & 5)**	(Chapters 3, 4 & 5)
Oct 24	6.1 9-19, 29, 33, 39, 43, 49, 53, 55, 61, 65, 69 (parts a to d only, where applicable) 6.2 11, 15-22 (all), 23, 27-37 (odds), 41, 45, 49, 55, 59, 71, 73	Composite Functions Inverse Functions
Oct 31	6.3 11, 13d, 15d, 17-23 (odds), 29-36 (all), 37-61 (odds), 73-79 (odds) 6.7 1-39 (odds) Where exponential fncs are used most.	Exponential Functions Compound Interest
Nov 7	6.4 4-8 (all), 9-57 (odds), 63-70 (all), 77, 87-105 (odds), 113 6.5 7-23, 31-47, 51-71, 79-95 (all odds) *Last day to withdraw without the Dean's approval: Friday, Nov 11 (WP/WF required)*	Logarithmic Functions Properties of Logs
Nov 14	6.6 5-21 (odds), 31, 33, 41, 43, 59 6.8 1 – 11 all	Exp & Log Equations Exponent'l Growth/decay
Nov 21	6.9 1, 3, 5, 7 by hand…using data to find appropriate model **Review for Exam #3**	Exp. Models from Data (Chapter 6)
Nov 28	**Exam #3 (Chapter 6)** Discussion of piecewise defined functions can be included here (Sec. 3.4)	**Review for Final Exam**
Dec 5	**Review for the Final Exam** [Final on Monday, Dec 12th , 10:00 am to noon] *Last day to withdraw <u>with</u> the Dean's approval: Friday, Dec 9 (WP/WF required)*	

Active Learning Strategies, Techniques, and Activities

Just giving the student the answer when they've asked you a question isn't going to do much in the way of helping them understand the material. It's your job to encourage students to use their resources: ask peers, seek answers, and question their understanding. By doing so you encourage Active Learning and discourage them from depending on you for answers.

Active Learning covers everything from listening practices and valuable note-taking skills to short in-class responses to the material—anything that engages a student and helps them absorb what they hear and see in class. Activities that encourage Active Learning range from 1-minute writing exercises to complex group projects. FYI: more than likely, you'll utilize the more simple strategies available because of your limited in-class contact with students. Here are some example exercises that support Active Learning processes:

One-Minute Response

Written and oral methods are both acceptable. Have the student(s) summarize an important theory or answer a specific question. Give them some time to both formulate a response and write it down. One-Minute Responses are effective for determining how well concepts are being learned. They can even reveal gaps in one's knowledge, so that you know where students (individually or collectively) require the most support. EX: "How does Dr. X define 'scientific realism?'" Or "What is the difference between Carbon Monoxide and Carbon Dioxide?" Open-ended questions might require more than a minute or two to tackle, however, so adjust time accordingly.

Clearest/Muddiest Point

Have the student(s) identify the clearest point in the lecture/material (the part they understood the best) and the muddiest point. Not unlike the One-Minute Response, Clearest/Muddiest helps identify both students and theories that require your supportive input. Sometimes, it's also helpful to ask students to respond to how they feel about the material. Are they comfortable enough to take an exam tomorrow? This can help them identify their own strengths and weaknesses.

The "Socratic Method"

Most college students are familiar with the Socratic Method. The method typically requires a small group, led by a moderator (this would be you, PLF) who poses questions for the students to answer. These questions are generally open-ended questions that invite discussion. Great for using during office hours or when you've got ample class time!

As a PLF you will quickly learn what works and what doesn't work. Use your own experiences as a student as well as the information you learn in training sessions to guide you!

Building a Good Relationship With Your Instructor

The instructor, other PLFs, and you compose an instructional team. In some classes there may be graduate teaching assistants or CAPS Supplemental Instruction leaders who are also part of the team. The instructor is the person most responsible for the team's success by letting you know ahead of time what will be happening in class, giving you suggestions on approaches to working with students, clarifying his or her expectations for you, and soliciting your feedback on how things are going. Although the instructor is the leader, you help the team function as well. There may be times when you feel that the instructor isn't giving you enough guidance or isn't responding well to your ideas. This is most likely to happen in situations where the instructor is still learning how to best incorporate PLFs into the team. Here are some suggestions for building a good relationship with your instructor:

- **Always be prepared for class, actively engaged with students, and on time in completing tasks assigned by the instructor.** If your instructor is going to feel comfortable giving you responsibilities and being open to your suggestions, then you must be credible in their eyes.

- We ask instructors to solicit your impressions of "how it's going" and to report on what you're seeing and hearing as you work with students so that adjustments to learning can be made. However, sometimes instructors won't think to ask you or will respond defensively if you tell them something that is contrary to their perceptions. Unless a protocol for you to offer input and feedback is established early by your instructor, **consider taking a respectful, proactive approach.** For example, after a class you could send an email to the instructor: "I learned some interesting things about how students were challenged by the work in class, today. I thought I'd share these observations with you." Even if you have an idea about how to do things differently, don't offer your suggestion immediately; however, be prepared to share your idea if asked. Usually, instructors will respond positively to you sharing observations, especially if you can mix positive points with the negative ones.

- **Let the relationship grow naturally.** Using email, especially when first building a relationship with an instructor, allows you to choose your words carefully and to avoid awkward conversations; but be sure to proofread your message and write professionally so that, again, you're building credibility. When offering suggestions, consider putting them in the context of your previous experiences: "When I took this class, I found it really helpful when the instructor…" "When I was a PLF in Dr. X's class, she approached this type of problem in a way that I found very helpful…"

- **If the instructor isn't giving you enough information to prepare for class, then also consider sending an email.** "I'm looking forward to Wednesday's class because this topic is very interesting to me. I want to be sure that I'm being as helpful as possible to you and the students. Can you please tell me what you're planning to do and where my assistance will fit in best? Are there problems or a worksheet that I could work on before class?" Most instructors appreciate initiative and your *respectful* prodding may help to promote better communication as the semester progresses.

- **Most important, don't let a stressful or unproductive relationship persist because it's not likely to get better on its own.** Let Mary know what is frustrating to you and the STEM Gateway staff will do their best to help establish a better working relationship.

Campus Contact Information

A list of resources that are most relevant to student life, your job and being a UNM student.

Student Resources

Accessibility Resource Center (as2.unm.edu)
(505)277-3506

Office of Admissions (admissions.unm.edu)
(505) 277-8900
TOLL FREE: 1-800-CALL-UNM ext. 1

Agora Crisis Center (www.unm.edu/~agora)
(505) 277-3013 or 1-866-HELP-1-NM (1-866-3246-1-55)

Bursar's Office (www.unm.edu/~bursar)
(505) 277-5363

Campus Office of Substance Abuse Prevention (COSAP)
(www.unm.edu/~cosap)
(505) 277-2795

Career Services (www.career.unm.edu
(505) 277-2531

Center for Academic Program Support (caps.unm.edu)
(505) 277-7208

Student Affairs (studentaffairs.unm.edu)
(505) 277-0952

Student Employment (www.unm.edu/~wsestudy)
Phone: (505) 277-3511

Student Health Center (shac.unm.edu)
Information, Appointments and Counseling Services: (505) 277-3136
Pharmacy: (505) 277-6306

UNM IT (it.unm.edu)
Help Desk: (505) 277-5757

Colleges and Schools

Anderson School of Management (www.mgt.unm.edu)
(505)277-6471

Architecture and Planning (saap.unm.edu)
(505)277-3133

Arts and Sciences (www.unm.edu/artsci)
(505)277-3046
Advisement: (505) 277-4621

Education (coe.unm.edu)
(505)277-2231

Engineering:

    Chemical and Nuclear
    (505) 277-5431
    Civil Engineering
    (505) 272-2722
    Computer Science
    (505) 277-3112
    Electrical and Computer
    (505) 277-2436
    Mechanical
    (505) 277-1325

Fine Arts (finearts.unm.edu)
(505)277-4817

Nursing (nursing.unm.edu)
1-800-690-0934

Pharmacy (hsc.unm.edu/pharmacy)
(505)272-3241

Law (lawschool.unm.edu)
(505) 277-2146

Medicine (hsc.unm.edu/som)
somadmin@salud.unm.edu

Public Administration (spa.unm.edu)
(505) 277-1092

University College (www.unm.edu/~ucollege)
(505) 277-2631

Planning & Campus Development :: Space Management Office :: spacemg@unm.edu :: UPDATED: 01-26-2011

Legend

- Visitor / Info Center
- UNM Building (See Campus Building List for building No.)
- Student Housing
- Food Services
- UNM Campus Library
- Hospital
- Parking Structure
- Metered Parking
- Surface Parking Lot
- Permit Type Required
- UNM Parking Shuttle

Campus Index Map

CENTRAL CAMPUS

NORTH CAMPUS

SOUTH CAMP.

SCALE 600 ft

N

THE UNIVERSITY NEW MEXICO CAMPUS MAP LEGEND BY BUILDING NUMBER

CENTRAL CAMPUS

#	BUILDING NAME	GRID
2	ENGINEERING AND SCIENCE COMPUTER POD (ESCP)	K-16
4	CARLISLE GYMNASIUM (CARL)	K-16
8	BANDELIER HALL EAST (BANDE)	J-15
9	MARRON HALL (MARN)	K-17
10	SCHOLES HALL (SCHL)	K-14
11	ANTHROPOLOGY ANNEX (ANTHO)	J-14
12	ANTHROPOLOGY (ANTH)	J-14
14	SCIENCE & MATH LEARNING CENTER (SMLC)	J-15
15	HIBBEN CENTER FOR ARCHAEOLOGY RESEARCH (HIBB)	J-15
16	BANDELIER HALL WEST (BANDW)	J-15
19	BIOLOGY ANNEX (BIOANX)	K-16
21	CASTETTER HALL (CAST)	K-17
22	CLARK HALL (CLARK)	K-15
23	MITCHELL HALL (MITCH)	K-15
24	NORTHROP HALL (NTHP)	K-16
25	ALUMNI MEMORIAL CHAPEL (ALUMNI)	J-15
29	DISPUTE RESOLUTION (DISP)	K-14
34	LOGAN HALL (LOGAN)	J-15
35	REGENER HALL (REGH)	J-15
42	EQUAL OPPORTUNITY PROGRAMS (EOP)	J-14
44	TITLE V & MENTORING INSTITUTE	J-13
46	ELECTRICAL AND COMPUTER ENGINEERING/CENTENNIAL LIBRARY (EECE)	J-16
48	DANE SMITH HALL (DSH)	K-14
51	UNIVERSITY HOUSE (UNIVH)	J-14
53	ZIMMERMAN LIBRARY (ZIMM)	J-15
56	MESA VISTA HALL (MVH)	N-16
57	ECONOMICS (ECON)	M-14
58	HOKONA HALL (ZUNI-OFFICES, ZIA-DORMITORY) (HOKNW)	J-17
59	JOHNSON CENTER (JOHNS)	K-17
60	STUDENT UNION BUILDING (SUB) (NMU)	M-16
61	SANTA CLARA HALL, DORMITORY	O-14
62	CENTER FOR THE ARTS (POPEJOY, KELLER HALL, FINE ARTS MUSEUM) (CTRART)	M-17
64	TECHNOLOGY & EDUCATION CENTER (TECH)	N-14
65	TRAVELSTEAD HALL (TRAV)	M-14
66	SIMPSON HALL (SIMP)	N-14
67	EDUCATION CLASSROOMS (EDUC)	M-15
68	MASLEY HALL (MASLEY)	N-15
69	KIVA (KIVA)	N-15
70	MANZANITA CENTER (MANZ)	P-15
71	SANTA ANA HALL (DORMITORY)	N-15
73	STUDENT HEALTH CENTER AND UNDERGRADUATE STUDIES (SHC)	M-16
74	LAGUNA HALL (DORMITORY) (LAGUNA)	O-14
75	DEVARGAS HALL (DORMITORY) (DEVARG)	O-14
76	ANDERSON SCHOOL OF MANAGEMENT (ASM)	M-14
77	LA POSADA DINING HALL	O-14
78	SOCIAL SCIENCES (SSCO)	M-14
79	ORTEGA HALL (ORTG)	M-14
81	HUMANITIES (HUM)	L-15
82	WOODWARD LECTURE HALL (WOOD)	L-16
83	CONSORTIUM FOR ENVIRO RESEARCH, INFORMATICS & ART (CERIA)	L-15
84	ART (ART)	L-16
85	UNIVERSITY ADVISEMENT & ENRICHMENT CENTER (UAEC)	L-15
87	ANDERSON GRADUATE SCHOOL OF MANAGEMENT / PARISH LIBRARY (GSM)	M-13
88, 89, 90	STUDENT RESIDENCE CENTER (SRC)	Q-15
102	BOOKSTORE	M-17
103	HODGIN HALL (HODGIN)	L-17
104	SARA RAYNOLDS HALL (SARAR)	K-17
105	ART ANNEX (ARTX)	J-17

CENTRAL CAMPUS cont.

#	BUILDING NAME	GRID
112	CENTENNIAL ENGINEERING CENTER (CEC)	J-16
113	COMMUNICATION AND JOURNALISM (COMM)	K-17
116	FORD UTILITIES CENTER	J-15
119	FARRIS ENGINEERING CENTER (FEC)	J-15
122	MECHANICAL ENGINEERING (MECH)	J-17
123	MATTOX SCULPTURE CENTER (MATTOX)	J-17
125	PARKING SERVICES	H-17
126	HIGH PERFORMANCE COMPUTING / ART, RESEARCH, TECH & SCI LAB	H-17
140	HUBER HOUSE	H-17
144	YALE PARKING STRUCTURE	P-14
150	STUDENT SUPPORT SERVICES / DEAF & HARD OF HEARING SERVICES (SSDHH)	L-13
151	NAVAL SCIENCE (NAVAL)	L-13
152	JONSON GALLERY/RWIF (JONGAL)	L-13
153	INFORMATION TECHNOLOGIES BUILDING (ITB)	P-13
155	CORONADO HALL (DORMITORY)	L-13
156	ONATE HALL (ONATE)	Q-15
157	ALVARADO HALL (DORMITORY) (ALVRDO)	P-15
158	ROBERT HARTUNG BUILDING (HART)	N-18
159	AEROSPACE STUDIES BUILDING (AERO)	L-12
160	UNIVERSITY CLUB (UCLUB)	M-13
162	TAMARIND INSTITUTE	L-13
163	LATIN AMERICAN/IBERIAN INSTITUTE (LAII)	L-13
168	BUREAU OF BUSINESS AND ECONOMIC RESEARCH DATA BANK (DATA)	M-13
171	SOUTHWEST HISPANIC RESEARCH INSTITUTE AND CHICANO STUDIES (SHRI)	K-13
172	PARKING STRUCTURE	O-13
174	INSTITUTE FOR SOCIAL RESEARCH / ENVIRON. EDU / ASSISTED TECH (ISR)	P-18
175	ARMY ROTC (ARMY)	K-12
178	SIGMA PHI EPSILON FRATERNITY	K-12
179	PHI DELTA THETA SORORITY	J-12
182, B, C	LATIN AMERICAN DATA BASE AND ... LATIN AMERICAN OUTREACH	L-12
183	JOHN AND JUNE PEROVICH BUSINESS CENTER	J-11
184	COUNSELING, ASSISTANCE AND REFERRAL SERVICE (CARS)	K-12
185	INSTITUTE FOR PUBLIC POLICY	K-12
187	EXTENDED UNIVERSITY	K-13
191	HOUSE OF PREVENTION EPIDEMIOLOGY (HOPE)	K-13
192	PSYCHOLOGY CLINIC / AGORA CRISIS CENTER (PSYC)	K-14
193A-E	REDONDO VILLAGE STUDENT RESIDENCES	P-16
195	GEORGE PEARL HALL (PEARL)	N-17
198	PARKING STRUCTURE / UNM WELCOME CENTER	M-17

POINTS OF INTEREST

BUILDING NAME	GRID
ADVISEMENT & ENRICHMENT (BLDG #85)	N-15
EXPERIMENTAL THEATRE (CENTER FOR THE ARTS - BLDG #62)	M-17
FINE ARTS LIBRARY (GEORGE PEARL HALL - BLDG #199)	N-17
GEOLOGY MUSEUM (NORTHROP HALL - BLDG #24)	K-16
GREENHOUSE CONSERVATORY (CASTETTER HALL - BLDG #21)	K-17
HOUSING (BLDG #58)	N-14
HUMAN RESOURCES (JOHN AND JUNE PEROVICH BUSINESS CENTER - BLDG #183)	J-11
JONSON GALLERY (CENTER FOR THE ARTS - BLDG #62)	M-17
KELLER HALL (CENTER FOR THE ARTS - BLDG #62)	M-17
MASLEY HALL ART GALLERY (BLDG #68)	N-15
MAXWELL MUSEUM (ANTHROPOLOGY - BLDG #11)	J-14
METEORIC MUSEUM (NORTHROP HALL - BLDG #24)	K-16
POPEJOY HALL (CENTER FOR THE ARTS - BLDG #62)	M-17
RODEY THEATRE (CENTER FOR THE ARTS - BLDG #62)	M-17
SOMMERS GALLERY (ART - BLDG #84)	L-16
TAMARIND INSTITUTE GALLERY (TAMARIND INSTITUTE - BLDG #162)	L-13
UNM ART MUSEUM (CENTER FOR THE ARTS - BLDG #62)	M-17
WELCOME CENTER (BLDG #198)	M-17

Legend: HOSPITAL • LIBRARY • PARKING • INFORMATION • FOOD/DINING