

# Syllabus—*Living in a Digital World*

*Tell me and I forget; teach me and I remember; involve me and I learn*—Benjamin Franklin

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SOCIOLOGY 3051  
Summer 2019 (Sec 90)  
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## COURSE CONTENT

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New information technologies based on digital platforms proliferate in our society. Such technologies now affect everyday life, groups, personal identity, culture, safety, and virtually all aspects of existence. From a sociological standpoint, *Cyber-worlds* are so pervasively a part of our world as to be almost invisible. Therefore, the necessity of recognizing the impacts of such technologies on us as individuals as well as the societal repercussions is of increasing importance. Emphasis in such a course of study will be placed on understanding the beginnings and development of digitalization, the internet in its many manifestations, online subcultures, gaming, privacy, information management, cyber-terrorism and bullying, business and corporate interface, identity, key individuals within the subject, relationships, criminal overtones, government interfaces, law, virtual worlds, and mass media.

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## COURSE OVERVIEW & PROJECTED OUTCOMES

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Each student, upon completion of this course, should be *able to recognize, define, and understand core issues of SOC 3051*. Due to the broad scope of such a topic, students will be encouraged to creatively pursue areas of interest to them. Additionally, students will gain a working knowledge of the key elements of the content identified as critical to this field of learning. 3051 also meets the criteria for a *university-level writing credit* (CW), so students may also receive feedback on each assignment before a final grade is issued.

### EVALUATION METHODS

Most upper-level, undergraduate courses in the social sciences require students to demonstrate mastery of material through successful completion of all assignments. For *SOC 3051* three book analyses with associated topic essays will be assigned: 1) *biography/personal memoir (30%)*; 2) *future world/sociological perspective (30%)*; and 3) *historical or sociological-interpersonal/research composition (40%)*. Each essay is outlined in detail in this syllabus. As 3051 is an *upper division writing credit* course, emphasis is given to different types of essays—specifically *book analyses, APA-style research, science-fiction, factual writing and personal memoir*. Students are well-advised to completely familiarize themselves with the specific and detailed instructions in this syllabus, as well as any *Samples* which may be provided, along with *Norton's Field Guide to Writing* (any edition is acceptable, although the most recent is preferable). Additionally, students will be able to earn **extra credit** (up to **5 points each**) through submitting **rough drafts** in advance of the due date. While not mandatory, students should carefully consider comments on the *rough drafts* and implement improvements to possibly receive higher final grades. All due dates for essays and *rough drafts* are included in this syllabus as well as on Canvas. Students may also wish to consider using the *University of Utah Writing Center* for additional help with essays.

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# ASSIGNMENTS

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## BOOK REPORTS & CYBER-WORLD ESSAYS

In order to better understand the many technologies and innovations that comprise today's *cyber-worlds*, students will submit several types of essays that display upper-division writing acumen, in response to reading up-to-date books of their choice/interest in the subject area. *Norton's Field Guide to Writing* will be used as a writing reference (**any** edition is acceptable with most available **used** from online sellers and NOT available at the U of U Bookstore). The essays will be due throughout the semester, as noted in the *CANVAS system*. Assignments are as follows:

1. **Biography with Personal Memoir (minimum 2000 words)**—students will choose **one** volume from the approved BIOGRAPHY/BUSINESS list; after reading, they will create a two-part essay with the first half (about 1000 words) acting as a brief **book report** of that volume; the second half of the essay (about 1000 words) will be a *Personal Memoir* of their own life experiences **with digital technology** of any type. No break is needed between the two parts of the essay. The *Bio/Memoir* will count **30%** of the course grade.
2. **Future World/Science Fiction Essay (minimum 2000 words)**—students will choose **one** volume from the approved FUTURE WORLD/TECHNOLOGICAL list; after reading, they will create a two-part essay with the first half (about 1000 words) acting as a brief **book report** of that volume; the second half of the essay (about 1000 words) will be a **Science-Fiction** story by the student on some aspect of *cyber technology* based in a future of their creation. No break is needed between the two parts of the essay. The *FutureWorld/Science Fiction* will count **30%** of the course grade.
3. **Historical or Sociological-Interpersonal Perspective/Research Essay (minimum 2500 words)**—students will choose **one** volume from the approved SOCIOLOGICAL/INTERPERSONAL or HISTORICAL list; after reading, they will create a two-part essay with the first half (about 1250 words) acting as a brief **book report** of that volume; the second half of the essay (about 1250 words) will be a *concise research-based essay* about **cyber technology** (either in a historical, sociological or interpersonal context, the *research* section flowing out of the book topic). No break is needed between the two parts of the essay. The *Historical or Sociological/Research* will count **40%** of the course grade.

The professor will provide feedback/grading on each assignment to aid students in improving their essays over the duration of the semester. **NOTE:** assignments must be submitted on time with **total number of words recorded** at the end of the essay in order to receive full points. If for any reason students submit work late, any extenuating circumstances should be noted (illness, work, athletics, accidents) in **Canvas Comments** for consideration of mitigation of late points. All essays will adhere to the following criteria:

1. Each essay has two parts (with no break in-between): first, a book report (a factual overview of the volume chosen by the student) written in **academic voice** (avoiding first person, informal statements, contractions, sweeping generalizations, direct quotes [paraphrase instead], choppy paragraphing, poor sentence structure or plagiarizing); and second, a creative essay on the assigned topic;
2. 10-point, academic font—double spaced throughout, with total word count at conclusion of essay;
3. Grammar/English/composition skills befitting a 3000-level university course;
4. *Research* essay will be completed using *APA Style*, including a *Works Cited/References* page with a minimum of **3 academic journal** citations (no *Abstract* required);

5. All essays must meet **minimum words assigned** in order to avoid proportional markdowns (in other words, if students are assigned 2000 words and 1500 are submitted, 25 points would be deducted *before* grading commences);
6. Essays will be graded on quality of reporting about contents of books read, adherence to proper English and composition skills befitting a 3000-level university course, excellence in creativity and **ability to integrate subject matter of the course** (please see *Overview of Grading Philosophy* for additional insights).

## **BOOK CHOICE LIST**

(Volumes **NOT** available at U of U bookstore—order **ONLINE ASAP!**)

### **BIOGRAPHY/BUSINESS**—to be joined with *Personal Memoir*

***Becoming Facebook: The 10 Challenges That Defined the Company That's Disrupting the World*** (2017) by Mike Hoefflinger; 256 pages; AMACOM Press; ISBN: 978-0814437964.

***How to Turn Down A Billion Dollars: The Snapchat Story*** (2016) by Billie Gallagher; 300 pages; Random House; ISBN: 978-0753557587.

***Videocracy: How YouTube is Changing the World*** (2018) by Kevin Allocca; 352 pages; Bloomsbury; ISBN: 978-9387146686.

***American Kingpin: The Epic Hunt for the Criminal Mastermind Behind the Silk Road*** (2017) by Nick Bilton; 352 pages; Viking Press; ISBN: 978-1591848141.

***Blood, Sweat & Pixels: The Triumphant, Turbulent Stories Behind How Video Games Are Made*** (2017) by Jason Schreier; Harper Paperbacks; ISBN: 978-0062651235.

***The Know-It-Alls: The Rise of Silicon Valley as A Political Powerhouse & Soul Wrecking Ball*** (2017) by Noam Cohen; 224 pages; The New Press; ISBN: 978-1620972106.

***How the Internet Became Commercial*** (2017) by Shane Greenstein; 488 pages; Princeton University Press; ISBN: 978-0691178394.

***Alibaba: The House That Jack Ma Built*** (2018) by Duncan Clark; 304 pages; Ecco Publishing; ISBN: 978-0062413413.

***The One Device: The Secret History of the iPhone*** (2017) by Brian Merchant; 416 pages; Little, Brown & Co; ISBN: 978-0316546164.

***Wild Ride: Inside Uber's Quest for World Domination*** (2017) by Adam Lashinsky; 240 pages; Portfolio; ISBN: 978-0735211391.

***Throwing Rocks at the Google Bus: How Growth Became the Enemy of Prosperity*** (2017) by Douglas Rushkoff; 304 pages; Portfolio; ISBN: 978-0143131298.

***The Four: The Hidden DNA of Amazon, Apple, Facebook & Google*** (2017) by Scott Galloway; 320 pages; Portfolio; ISBN: 978-0735213654.

### **FUTURE WORLD/TECHNOLOGICAL**—to be joined with *Science Fiction Essay*

***The Industries of the Future*** (2017) by Alec Ross; 320 pages; Simon & Schuster; ISBN: 978-1476753669.

***The Inevitable: Understanding the 12 Technological Forces That Will Shape Our Future*** (2017) by Kevin Kelly; 336 pages; Penguin Books; ISBN: 978-0143110378.

***Nanoweapons: A Growing Threat to Humanity*** (2017) by Louis A DelMonte; 264 pages; Potomac Books; ISBN: 978-1612348964.

***The Synthetic Age*** (2018) by Christopher J Preston; 224 pages; MIT Press; ISBN: 978-0262037610.

***The Economic Singularity: Artificial Intelligence and the Death of Capitalism*** (2016) by Calum Chace; 320 pages; Three C's Press; ISBN: 978-0993211645.

***The Technological Singularity*** (2015) by Murray Shanahan; 272 pages; MIT Press; ISBN: 978-0262527804.

***Digital Genesis: The Future of Computing, Robots & AI*** (2017) by Christopher Barnatt; 258 pages; Create Space; ISBN: 1976098062.

***Beyond Digital: 6 Exponential Revolutions That Will Change the World*** (2017) by Jaime Rodriguez-Ramos; 201 pages; Basic Books; ISBN: 978-1973445210.

### **SOCIOLOGICAL/INTERPERSONAL**—to be joined with *Research Essay* (**OR HISTORICAL, not both**)

***Programmed Inequality: How Britain Discarded Women Technologists and Lost Its Edge in Computing*** (2018) by Marie Hicks; 350 pages; MIT Press; ISBN: 978-0262535182.

***Whose Global Village: Rethinking How Technology Shapes Our World*** (2017) by Ramesh Srinivasan; 272 words; NYU Press; ISBN: 978-1479862962.

***Decoding the Social World: Data Science & the Unintentional Consequences of Communication*** (2017) by Sandra Gonzalez-Bailon; 256 pages; MIT Press; ISBN: 978-0262037075.

***Automating Inequality: How High-Tech Tools Profile, Police & Punish the Poor*** (2018) by Virginia Eubanks; 272 pages; Basic Books; ISBN: 978-0465046935.

***The Rise of Big Data: Policing, Surveillance, Race & the Future of Law Enforcement*** (2017) by Andrew J Ferguson; 272 pages; NYU Press; ISBN: 978-1479892822.

***Technically Wrong: Sexist Apps, Biased Algorithms & Other Threats of Toxic Tech*** (2017) by Sara Wachter-Boettcher; 240 pages; WW Norton; ISBN: 978-0393634631.

***Algorithms of Oppression: How Search Engines Reinforce Racism*** (2018) by Safiya Umoja Noble; 256 pages; NYU Press; ISBN: 978-1479837243.

***Recoding Gender: Women's Changing Participation in Computing*** (2017) by Janet Abbate; 258 pages; MIT Press; ISBN: 978-0262534536.

***Machine in the Ghost: Digitality & Its Consequences*** (2017) by Robin Boast 224 pages; Reaktion Books; ISBN: 978-1780237398.

***Irresistible: The Rise of Addictive Technology & the Business of Keeping Us Hooked*** (2018) by Adam Alter; 368 pages; Penguin Books; ISBN: 978-0465093656.

***Alone Together: Why We Expect More of Technology and Less from Each Other*** (2017) by Sherry Turkle; 397 pages; Basic Books; ISBN: 978-0465046935.

***Life 3.0: Being Human in the Age of Artificial Intelligence*** (2017) by Max Tegmark; 384 pages; Knopf; ISBN: 978-1101946596.

***The Internet of Us: Knowing More & Understanding Less in the Age of Big Data*** (2017) by Michael P Lynch; 256 pages; Liveright Press; ISBN: 978-1631492778.

***The Happiness Effect: How Social Media is Driving a Generation to Appear Perfect at Any Cost*** (2017) by Donna Freitas; 368 pages; Basic Books; ISBN: 978-0190239855.

***American Girls: Social Media & the Secret Lives of Teenagers*** (2017) by Nancy Jo Sales; 416 pages; Vintage; ISBN: 978-0804173186.

**HISTORICAL**—to be joined with *Research Essay* (**OR SOCIOLOGICAL/INTERPERSONAL, not both**)

***Rise of the Machines: A Cybernetic History*** (2017) by Thomas Rid; 464 pages; WW Norton; ISBN: 978-0393354959.

***The Electric Century*** (2018) by J B Williams; 216 pages; Springer Books; ISBN: 978-3319511542.

***Dark Territory: The Secret History of Cyberwar*** (2017) by Fred Kaplan; 352 pages; Simon & Schuster; ISBN: 978-1476763267.

***The Cybernetics Moment: Or Why We Call Our Age the Information Age*** (2017) by Ronald R Kline; 352 pages; Johns Hopkins University Press; ISBN: 978-1421424248.

***The Second Machine Age: Work, Progress & Prosperity in a Time of Brilliant Technologies*** (2016) by Andrew McAfee; 336 pages; WW Norton; ISBN: 978-0393350647.

**NOTE:** Students may also choose a timely (since 2015, minimum 250 pages) volume in these subject areas which interests them, but they must receive permission from the professor before reading.

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## OVERVIEW OF GRADING PHILOSOPHY

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In order to help students better understand how and why marks are distributed, an *overview of grading philosophy* is included, along with a *checklist* which delineates the individual aspects of consideration in all essays/projects, an explanation of the *grade ranges* and an *Essay Rubric* in graphic representation to better articulate course expectations.

### **Grading Philosophy:**

- A** An *excellent* work in all or nearly all aspects of the assignment. The student exemplifies originality of ideas, superior depth of thought, and extensive grasp of topics as well as technical superiority.
- B** A competent work with a lapse here or there. Ideas are clear and properly expressed; the writing is technically solid. The assignment is effective in meeting all criteria but does not rise to sustained distinction.
- C** An adequate work, but not good. Student ideas tend to be oversimplified, reductionistic, and lack sufficient explanation or exploration. Problems may also exist with grammar, logic, or ability to express thoughts in a manner reflective of a junior level class.
- D** A minimal effort by the student—the work is marred by problems with almost all aspects of the assignment. This is not considered a competent performance.
- E** A failing mark, generally reserved for assignments which are not submitted or miss the target on virtually every criteria of the project.
- +/-** Plus or minus may be given in addition to each of the grade levels when deemed appropriate.

**NOTE:** please see *Essay Rubric* at end of *Syllabus* for more detailed explanation.

## ASSIGNMENT DUE DATES AND ROUGH DRAFT SUBMISSION (Also see CANVAS)

30 May (Thursday) BIOGRAPHY or PERSONAL MEMOIR (*Rough Draft* due by 22 May—Wednesday)  
27 June (Thursday) FUTURE WORLD/SCIENCE FICTION (*Rough Draft* due by 17 May—Monday)  
29 July (Monday) HISTORICAL or SOCIOLOGICAL-INTERPERSONAL PERSPECTIVE RESEARCH  
ESSAY (*Rough Draft* due by 22 July—Monday)

**NOTE!**—31 July (Wednesday) is *Drop Dead Day*, after which CANVAS will no longer accept any late assignments—please plan accordingly!

### **Grade Ranges:**

**A** 96% and above; **A-** 90—95.99%; **B+** 85—89.99%; **B** 80—84.99%; **B-** 75—79.99%; **C+** 70—74.99%;  
**C** 65—69.99%; **C-** 60—64.99%; **D+** 55—59.99%; **D** 50—54.99%; **D-** 45—49.99%; **E** Below 45%.

**NOTE:** Grading is exact and rounding does not apply for final grades.

### **Grading Criteria Checklist:**

- \_\_\_\_\_ Lack of/improper Title/Abstract
- \_\_\_\_\_ Weak introduction
- \_\_\_\_\_ Weak conclusion
- \_\_\_\_\_ Poor organization
- \_\_\_\_\_ Failure to communicate ideas clearly
- \_\_\_\_\_ Superficial/Little creativity
- \_\_\_\_\_ Weak English skills
- \_\_\_\_\_ Poor sentence structure
- \_\_\_\_\_ Poor paragraph structure/weak Links
- \_\_\_\_\_ Anticipatory IT; Contractions; Rhetorical questions
- \_\_\_\_\_ Non-Academic Voice/Language
- \_\_\_\_\_ *Excessive* 1<sup>st</sup> person references
- \_\_\_\_\_ Opinion/Bias rather than facts
- \_\_\_\_\_ Errors in logic
- \_\_\_\_\_ Sweeping generalizations (No/few Qualifiers)
- \_\_\_\_\_ Poor use of italics
- \_\_\_\_\_ Direct quotes instead of paraphrasing—**NO direct quotes in any essay!**
- \_\_\_\_\_ Unnecessary Subheadings
- \_\_\_\_\_ inadequate length (meeting word minimum)
- \_\_\_\_\_ Weak proofing/inattention to detail
- \_\_\_\_\_ *APA* problems (citations/references page/primary sources)
- \_\_\_\_\_ Incorrect format (10 point font/double spaced lines)
- \_\_\_\_\_ Late paper submittal or failure to note total number of words

# Essay Rubric

Criterion	Excellent	Good	Fair	Poor
<b>Content and Focus</b>	<p>Exceptionally clear, focused, interesting thesis.</p> <p>Strong, rich supporting details and examples that prove thesis.</p> <p>A meaningful conclusion explaining the importance of the research and how it can be used.</p>	<p>Clear thesis which maintains a consistent focus from beginning to end.</p> <p>Specific supporting details are present.</p> <p>A clear conclusion as to why the research is important.</p>	<p>Contains thesis but with inconsistent focus.</p> <p>Generalized supporting details that prove thesis.</p> <p>Conclusion tends to summarize research.</p>	<p>Thesis statement lacks clarity and focus.</p> <p>Inadequate or missing supporting details.</p> <p>Missing conclusion.</p>
<b>Organization</b>	<p>Strong introduction and conclusion.</p> <p>Consistent and coherent logical progression.</p> <p>Uses clear and skillful transitions.</p>	<p>Clear introduction and conclusion.</p> <p>Illustrates some consistency and shows some logical progression.</p> <p>Uses clear transitions.</p>	<p>Introduction and conclusion is present but not clear</p> <p>Shows some attempt of consistency and order.</p> <p>Essay shows attempt to create transitions between paragraphs.</p>	<p>Unable to clearly identify introduction and conclusion.</p> <p>Lack of consistency and order.</p> <p>Shows little or no attempt of transitions between paragraphs.</p>
<b>Voice and paraphrasing</b>	<p>Written in academic voice (no slang/contractions).</p> <p>Elaborate and colorful language.</p> <p>Consistently strong and varied sentence structure.</p> <p>No direct quotes (paraphrasing sound).</p>	<p>Majority written in formal language.</p> <p>Language appropriate to topic.</p> <p>Words convey intended message.</p> <p>Direct quotes support ideas.</p> <p>Majority written in own words.</p>	<p>Informal language is dominant.</p> <p>Most language is appropriate to topic.</p> <p>Able to get vague idea of message.</p> <p>Some parts of written in student's own words.</p>	<p>Paper frequently uses informal language.</p> <p>Language is not appropriate to topic.</p> <p>Message is unclear.</p> <p>Majority of essay is plagiarized.</p>
<b>Sources/Format (For Research Essays Only)  APA Style</b>	<p>Follows APA guidelines well.</p> <p>Uses 5 or more cited academic sources.</p> <p>All documentation is APA correct.</p> <p>Works Cited page is APA correct.</p> <p>All research is documented.</p>	<p>Follows APA most of essay.</p> <p>3-4 cited sources used. Sources meet the guidelines for types of sources.</p> <p>Few errors noted in documentation</p> <p>Majority of Works Cited is APA correct.</p> <p>Most research documented.</p>	<p>Sometimes follows APA.</p> <p>Less than 3 cited sources used.</p> <p>Majority of sources done incorrectly.</p> <p>Random APA usage.</p> <p>Rarely documents sources.</p>	<p>Rarely follow APA.</p> <p>Less than 2 cited sources with little or no documentation.</p> <p>Works Cited page partial or missing.</p>
<b>Conventions</b>	<p>Superior editing meeting majority of aspects correctly in <i>Checklist</i>.</p> <p>Rarely makes errors in grammar or English.</p>	<p>Careful editing, meeting most <i>Checklist</i> items correctly</p> <p>Makes few errors in grammar or English.</p>	<p>Some evidence of editing, meeting some <i>Checklist</i> items.</p> <p>Extensive English and grammatical errors.</p>	<p>Poor overall editing, English and grammar skills. Meets few aspects of <i>Checklist</i> correctly.</p>

# Course Policies

## Canvas

Canvas is the student's main tool for online classes. Please be familiar with its abilities and constraints before beginning an upper-division course. Look for vital information such as the course syllabus, assignments (and their value), announcements, sample essays (in the FILES category) as well as the portal for submitting completed work. Additionally, an online communication route is available to contact the professor.

## Announcements

Please check regularly for all announcements posted on Canvas, as they contain valuable and often critical information.

## Communication

Students may easily communicate with the professor either via the Canvas contact portal, U of U email ([marcie.goodman@soc.utah.edu](mailto:marcie.goodman@soc.utah.edu)), or by phone during business hours Monday through Friday (801-521-6588).

## Late Assignments/Excused Situations/Canvas Comments

All assignments will have specific due dates which are clearly noted in Canvas. If students are not able to submit work on time, they should discern whether such lateness may be excused. Excused reasons would include *illness* of self or others (such as children or spouse); *work demands*; *school/team travel/activities demands*; *other emergencies which may develop*. Students must be the judge of whether they think their individual situation would merit being excused. Students should utilize the Canvas Comments section available on each assignment to note if their reason for late submittal should be excused. The professor will respond to the petition in Comments by either waving late charges (which vary according to degree of lateness), minimizing late charges, or rejecting petition (the professor will advise student on their actions in these situations). If an assignment is submitted late with no Canvas Comment as explanation, the professor will assume the student does not deem the reason excusable.

# Institutional Policies & Procedures

- 1. *The Americans with Disabilities Act.*** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the [Center for Disability & Access](#), 162 Olpin Union Building, (801) 581-5020. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access.  
**Accommodation Policy (see Section Q):** <http://regulations.utah.edu/academics/6-100.php>
- 2. *Addressing Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the [Office of Equal Opportunity and Affirmative Action](#), 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270



Union Building, 801-581-7066. For support and confidential consultation, contact the [Center for Student Wellness](#), 328 SSB, 801-581-7779 or email at [advocate@sa.utah.edu](mailto:advocate@sa.utah.edu). To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

- 3. Drop/Withdrawal.** Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating the student’s GPA. See the [Academic Calendar](#) for the last day to withdraw from term, first and second session classes.

***Deadlines for courses with irregular start and end dates policy.***

<https://registrar.utah.edu/handbook/miscellaneous.php>

- 4. Plagiarism/Cheating.** It is assumed that all work submitted to your instructor is your own work. When you have used ideas of others, you must properly indicate that you have done so. Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code, “includes, but is not limited to, cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.” For detailed definitions and possible sanctions please see the **Student Code** below. <http://regulations.utah.edu/academics/6-400.php>
- 5. Wellness Statement.** Your personal health and wellness are essential to your success as a student. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive in this course and at the University of Utah. Please speak with the instructor or TA before issues become problems. And, for helpful resources, contact the Center for Student wellness at [www.wellness.utah.edu](http://www.wellness.utah.edu) or 801-581-7776.
- 6. Veterans Support Center.** The Veterans Support Center is a “one stop shop” for student veterans to find services, support, advocacy, and camaraderie. They are located in the Park Building Room 201. You can visit their website for more information about their services and support at <http://veteranscenter.utah.edu>.
- 7. LGBT Resource Center.** The University of Utah has an LGBT Resource Center on campus. They are located in Room 409 of the Olpin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu>.
- 8. Learners of English as an Additional/Second Language.** If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (<http://writingcenter.utah.edu>); the Writing Program (<http://writing-program.utah.edu>); the English Language Institute (<http://continue.utah.edu/eli>).
- 9.** Please alert the professor if there is any additional support needed for this course.

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### *University of Utah Research Facilities*

As the only institution in the state classified in the *highest research category* (R1), at the University of Utah you will have access to state-of-the-art research facilities and be able to be part of the knowledge creation process. You will have the opportunity to do research of your own with faculty who are leading experts in their field, engaging in programs that match your research interests. Further, you will interact with and often take classes with graduate students that provide an advanced understanding of the knowledge in your field.

# CSBS Emergency Action Plan



## BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at

<http://emergencymanagement.utah.edu/eap>



## CAMPUS RESOURCES

**U Heads Up App:** There's an app for that. Download the app on your smartphone at <http://alert.utah.edu/headsup> to access the following resources:

- **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.
- **See Something, Say Something:** Report unsafe or hazardous conditions on campus if you see a life threatening or emergency situation, please call 911!
- **Safety Escorts:** For students who are on campus at night or passed business hours and would like an escort to your care, please call 801-585-2677. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.