

## Course Syllabus

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| <b>Course Name:</b> Introduction to Sociology—<br>SOC 1010-001   | <b>Semester:</b> Spring 2022   |
| <b>Instructor:</b> Adrienne Griffiths  | <b>Credit Hours:</b> 3   |
| <b>Department:</b> Sociology   | <b>Pre-requisites:</b> None  |
| <b>Office Hours &amp; Location:</b> By appointment,<br>Beh S Rm 418 (in-person) & Zoom   | <b>Meeting Times:</b> Tuesdays & Thursdays<br>9:10am-10:30am (see course schedule below) |
| <b>Professor Email:</b> Canvas message &<br><a href="mailto:adrienne.griffiths@soc.utah.edu">adrienne.griffiths@soc.utah.edu</a> | <b>Meeting Location:</b><br>SW Rm 134  |
| <b>Teaching Assistants:</b> Clayton Szczech  | Please use Canvas to contact our TA  |

*Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.*

## Course Description

### **Course Summary**

An introduction to the basic nature of society and the relationship between society and the individual. This course focuses on how society functions and is organized, and how society impacts and influences individual motivation, understanding, action, and well-being. Basic sociological ideas regarding social relations, social interaction, social structure, and social change are examined. Students are introduced to key issues addressed by contemporary sociologists; class, race, gender, sexuality, religion, globalization, education, health care, crime, the media, and the environment. The knowledge gained in this course will aid students in future studies within a variety of fields and careers and encourage the development of critical thinking about important issues.

This course fulfills the BF requirement.

### **Course Objectives**

This course has 3 learning objectives:

1. Create opportunity for reflection/provoke thoughts for students across disciplines, including those outside of the social and behavioral sciences.
2. Introduce students to institutions, cultures, and behaviors by focusing on fundamental concepts, theories, or principles used in sociology.
3. At the end of the course, students will be able to apply course concepts, principles, theories, etc. to contemporary issues or their own lives.

### **Required Materials**

There is ONE required book for this course. All who registered for this class are automatically opted in and will have instant access. To opt out (if you have other ways to access the book, for example), please make sure to opt out so you can get your money back.

*You May Ask Yourself: An Introduction to Thinking Like a Sociologist* by Dalton Conley  
ISBN: 978-0-393-53773-4

<https://wwnorton.com/books/9780393537741>

Click on the “Course Materials” tab in Modules or Click on the eBook link on the course home page.

New to Inclusive Access (IA)? Check out the campus website:

<https://www.campusstore.utah.edu/utah/InclusiveAccess>

Should you come across technical difficulties with IA, please contact the digital course materials team: [inclusiveaccess@campusstore.utah.edu](mailto:inclusiveaccess@campusstore.utah.edu).

For technical difficulties with the textbook, please submit a support ticket request:

<https://support.wwnorton.com/request>.

### **Canvas Time Zone Information**

To ensure you are viewing due dates and times correctly, as well as events in the calendar, set your student Canvas time zone to your current location by following this [guide](#).

If you do not change your time zone, all due dates and times listed in Canvas default to Mountain Time (MT).

Content written by instructors, such as office hours written in the syllabus, are in Mountain Time unless stated otherwise.

### **Teaching and Learning Methods**

This in-person class meets in Social Work Rm 134 on Tuesdays and Thursdays from 9:10am-10:30am. We will use a combination of teaching/learning methods that include videos, discussions, lectures, assignments, exams, and activities. In order to get the best use of class time together, please come to class prepared by completing the assigned tasks (e.g., readings, assignments, etc.) as indicated in the course schedule.

## **Online Course Expectations**

### **Instructor Expectations**

Your instructor is committed to the following expectations for this course:

- The instructor will design the course to include lectures, readings materials, and assignments that will challenge students and will provide them with opportunities to learn and practice course content.
- The instructor and teaching assistant will interact with the class in-person, through announcements, virtual/in-person office hours (by appointment), emails/the Canvas Inbox feature, feedback on assignments, and comments on discussion boards.
- The instructor and teaching assistant will provide feedback on the assignments in a timely manner.
- The instructor will respond to emails/canvas messages within 24-36 hours (Monday-Friday; within 72 hours on weekends/holidays)

## Student Expectations

The following is expected of all students in this class:

- Students will attend class and log into the Canvas page a minimum of 3-5 times per week.
- To do well in this course, students must be self-motivated, organized, and willing to stay on top of their schedule. Students should take control of their learning while in this course, and reach out to instructors should they need help or have questions.
- Students will engage with the course, students, and the instructor in a respectful and professional manner at all times.
- Students will inform the instructor of any University-sanctioned absences (debate, athletic events, etc.) to ensure they can receive appropriate accommodations.
- Students will communicate needs for accommodations due to health and disability in a timely manner.

## Course Engagement and Participation

Class participation is an essential part of the learning process. Students are responsible for their learning and are required to actively participate in all components of the course. Students are expected to attend class, complete the readings, and finish assignments as indicated in the syllabus. Open and critical discussion associated with the course material is welcomed and is encouraged.

## Netiquette

Students are expected to follow the [core rules of netiquette](#) at all times while participating in the class, interacting with other students, and communicating with the course instructor and teaching assistants.

# Evaluation & Grading

### *Points breakdown*

|                          |                   |
|--------------------------|-------------------|
| Assignments (15%)        | 75 points         |
| Exams (60%)              | 300 points        |
| Graded Discussions (25%) | 125 points        |
| <b>TOTAL (100%)</b>      | <b>500 points</b> |

## Assignments

Please note that all assignments, discussions, and exams are due by 11:59pm (MT) on the day indicated in the syllabus & Canvas.

**For all assignments**, it is expected that standard American English conventions are followed—clear and concise writing, correct grammar (to the best of your ability), structured sentences, paragraphs with thesis statement, organized ideas, etc. While this is not an English class, the TA and I should be able to read through your assignment(s) and easily identify your argument(s) and/or claim(s) in an organized, structured essay/discussion post. For additional writing tips, please visit this website as a resource:

<https://academicguides.waldenu.edu/writingcenter/undergraduate/top10writingtips>.

### *Assignments*

There are 3 required assignments due at different points in the semester. There is a 1) Syllabus Quiz, 2) Sociology Learning Outcomes Assessment, and 3) Observational Research, Norms, or Deviance project. An optional Extra Credit assignment will also become available to you midway through the semester (e.g., Feb. 10<sup>th</sup>). All assignments have designated rubrics, details, and/or clear instructions on what is required of students to receive a particular grade.

### *Graded Discussions*

There are 5 graded discussions throughout the semester. The first discussion post asks students to introduce themselves and answer a series of 8 questions to receive points. The following four discussion posts require you to respond to a prompt and others' posts on the discussion thread. Discussions are graded qualitatively based on the quality of responses to the prompt and others.

### *Exams*

There will be **three** exams consisting of multiple choice, true/false, and two short answer questions. These will be administered on Canvas. Questions will be drawn from a question bank, so no two exams are exactly the same. I will NOT require you to take the exam in a testing center as this may be an undue burden to some of you. In exchange, you will have to answer questions at a fairly brisk pace to minimize any potential for cheating. These are open note and open book exams; however, you MAY NOT cheat nor converse with your peers. You cannot stop and start exams, so please make sure you are ready to take the exam before you start. Lastly, exams are only open during a short period of time, so be sure to look at when they are available so you do not miss them.

### *Attendance, Participation, & Covid Safety*

Because this course is an in-person class, I expect students to come to class prepared and ready to engage with the materials. No roll call attendance will be taken, but attendance is highly encouraged. If you cannot attend class, it is your responsibility to reach out to a fellow student, go to the Course Café to get notes on the materials missed, and look at the lecture slides posted after class.

We are still in the midst of a pandemic, and there continue to be known health risks associated with indoor, in-person gatherings with more than 10 people. Because the Omicron variant is more transmissible than previous versions of the COVID virus, and because vaccinated individuals are still susceptible to infection with the Omicron variant, the level of risk associated with in-person instruction has demonstrably increased. My first priority, as an instructor, is your well-being. **If you feel sick, please stay home and get tested; you will not be penalized because attendance is not mandatory.** When you're seated in class, please try and sit with distance between yourself and others—based on your comfort level (and to your best ability)—while wearing a mask. For contact tracing purposes, I will pass around a sheet for all of you to fill out each class. This is not roll call or attendance. Please contact the instructor with any concerns or questions.

### *Optional Materials*

This textbook also includes OPTIONAL review quizzes and matching key terms related to each textbook chapter. You are welcome to use these materials to review for the exams; however, they won't influence your grade in any way. For each exam, there are also review/study guides to help you prepare for each respective one. However, there are NOT exhaustive and serve as an outline for the knowledge required to do well in the exam. These can be found in Canvas a week before the exam opens.

**Important Dates to Remember**

- Exam 1** (Chapters 1-5) available Feb. 17<sup>th</sup> at 9:00am through Feb. 20<sup>th</sup> at 11:59pm
- Exam 2** (Chapters 6-10) available April 5<sup>th</sup> at 9:00am through April 8<sup>th</sup> at 11:59pm
- Exam 3** (Chapters 11-14) available April 26<sup>th</sup> at 10:30am through May 4<sup>th</sup> at 11:59pm

- Discussion 1** due Jan. 23<sup>rd</sup> at 11:59pm
- Discussion 2** due Feb. 6<sup>th</sup> at 11:59pm
- Discussion 3** due March 27<sup>th</sup> at 11:59pm
- Discussion 4** due April 24<sup>th</sup> at 11:59pm
- Discussion 5** due Sunday, May 1<sup>st</sup> at 11:59pm

- Syllabus Quiz** due Jan. 16<sup>th</sup> at 11:59pm
- Sociology Learning Outcomes Assessment** due Jan. 30<sup>th</sup> at 11:59pm
- Observational Research, Norms, or Deviance Project** March 20<sup>th</sup> at 11:59pm
- (Optional) Extra Credit Assignment** due May 4<sup>th</sup> at 11:59pm

*Grading Scheme*

|                |              |              |
|----------------|--------------|--------------|
| A 100%-94%     | A- 93.9%-90% |              |
| B+ 89.9%-87%   | B 86.9%-84%  | B- 83.9%-80% |
| C+ 79.9% - 77% | C 76.9%-74%  | C- 73.9%-70% |
| D+ 69.9%-67%   | D 66.9%-64%  | D- 63.9%-60% |
| E 59.9%-0%     |              |              |

\*Final grades will not be rounded up nor curved.

**Course Schedule**

| <b>Week &amp; Topic</b>   | <b>Days &amp; Dates</b>            | <b>Task(s)</b>   |
|---|------------------------------------|--|
| <b>Week 1:</b><br>Introduction to Course & Syllabus             | T 1/11<br>Th 1/13                  | 1) Read “Introduction: A Way of Looking” by Kai Erikson (2017) in Canvas<br>2) Take Syllabus Quiz (due Sunday, Jan. 16 <sup>th</sup> )         |
| <b>Week 2:</b><br>The Sociological Imagination: An Introduction | T 1/18<br>Th 1/20                  | 1) Read Chapter 1 in textbook<br>2) Complete “Discussion 1: Introduce Yourself” discussion post in Canvas (due Sunday, Jan. 23 <sup>rd</sup> ) |
| <b>Week 3:</b><br>Methods                                       | T 1/25<br>Th 1/27                  | 1) Read Chapter 2 in textbook<br>2) Take Sociology Learning Outcomes Assessment (due Sunday, Jan. 30 <sup>th</sup> )                           |
| <b>Week 4:</b><br>Culture & Media                               | T 2/1<br>Th 2/3                    | 1) Read Chapter 3 in textbook<br>2) Complete Discussion 2: Mini Essay “Your Street” (due Sunday, Feb. 6 <sup>th</sup> )                        |
| <b>Week 5:</b><br>Socialization and the Construction of Reality | T 2/8<br>Th 2/10                   | 1) Read Chapter 4 in textbook  |
| <b>Week 6:</b><br>Groups and Networks<br><u>Exam 1</u>          | T 2/15<br>Th 2/17— <i>no class</i> | 1) Read Chapter 5 in textbook  |

|   |                                  |  |
|---|----------------------------------|--|
|   |                                  | 2) Take Exam 1 (Chapters 1-5) (open from Thursday, Feb. 17 at 9:00am-Sunday, Feb. 20 11:59pm)  |
| <b>Week 7:</b><br>Social Control and Deviance                                   | T 2/22<br>Th 2/24                | 1) Read Chapter 6 in textbook  |
| <b>Week 8:</b><br>Stratification  | T 3/1<br>Th 3/3                  | 1) Read Chapter 7 in textbook  |
| <b>Week 9:</b> (Sun 3/6-Sun 3/13)<br>Spring Break                               | <i>No class</i>                  |  |
| <b>Week 10:</b><br>Gender<br>Film: <i>The Mask You Live In</i>                  | T 3/15<br>Th 3/17                | 1) Read Chapter 8 in textbook<br>2) Complete Observational Norms assignment (due Sunday, March 20 <sup>th</sup> 11:59pm)   |
| <b>Week 11:</b><br>Film: <i>The Mask You Live In</i><br>Race                    | T 3/22<br>Th 3/24                | 1) Read Chapter 9 in textbook<br>2) Discussion 3: Mini Essay “Gender” (due March 27 <sup>th</sup> 11:59pm)   |
| <b>Week 12:</b><br>Poverty  | T 3/29<br>Th 3/31                | 1) Read Chapter 10 in textbook   |
| <b>Week 13:</b><br><u>Exam 2</u><br>Health and Society                          | T 4/5— <i>no class</i><br>Th 4/7 | 1) Take Exam 2 (Chapters 6-10) (open from Tuesday, April 5 <sup>th</sup> at 9:00am-Friday, April 8 <sup>th</sup> at 11:59pm)<br>2) Read Chapter 11 in textbook   |
| <b>Week 14:</b><br>Family   | T 4/12<br>Th 4/14                | 1) Read Chapter 12 in textbook   |
| <b>Week 15:</b><br>Education  | T 4/19<br>Th 4/21                | 1) Read Chapter 13 in textbook<br>2) Complete Discussion 4: Mini Essay “Education” (due Sunday, April 24 <sup>th</sup> 11:59pm)  |
| <b>Week 16:</b><br>Capitalism and the Economy                                   | T 4/26                           | 1) Read Chapter 14 in textbook   |
| <b>Finals Week:</b> (Th 4/28-Wed 5/4)<br>Sociology in the News<br><u>Exam 3</u> | <i>No class</i>                  | 1) Complete Discussion 5: Mini Essay “Sociology in the News” discussion (due Sunday, May 1 <sup>st</sup> 11:59pm)<br>2) Take Exam 3 (Chapters 11-14) (open from Thursday, April 26 <sup>th</sup> at 10:30am-Wednesday, May 4 <sup>th</sup> 11:59pm)<br>3) Extra credit assignment (due Wednesday, May 4 <sup>th</sup> 11:59pm) |

*Course Schedule Note:* The far-right column indicates the tasks you need to complete during that week. Readings should be completed by the time we meet for class, while exams and other assignments have their respective due dates listed.

## Course Policies

## Attendance & Participation

Regular participation in the course is expected. Except in the rare cases of sudden illness or emergency, students are expected to arrange with the instructors to submit assignments in advance of a planned absence. Even if you don't attend class on a given day, you're still required to submit the assignment(s) or exam(s) on Canvas unless it is an extenuating circumstance.

## Canvas

The course will take place in-person and on Canvas. Please familiarize yourself with the environment early in the semester. All assignments—including Exams—will be accessible and submitted on Canvas.

Problems with Canvas? Contact 24/7 Canvas Support by clicking the “Help” button located on the left-side global navigation.

## Communication

Please contact the instructor, Adrienne Griffiths, for questions about course content and assignments. Contact our TA, Clayton Szczech, for assignment grading questions (e.g., why you lost points, or assignment expectations). Please use Canvas messaging for TAs and/or your instructor.

If you have any questions or concerns, please read the syllabus FIRST, then reach out to your teacher, Adrienne Griffiths, SECOND. She is happy to work with you to best support your educational experience.

## Late Assignments

**I do not accept late assignments or exams outside of the University's policies, except under rare circumstances.** If you are traveling on “university business” on a due date, please consider submitting an assignment early. If you are worried about being able to submit an assignment, please reach out to me BEFORE the due date. I am VERY willing to give you an extension as long as you reach out to me beforehand. This includes whether you are overwhelmed in another course, are traveling, etc. If you need to miss an exam due to extreme circumstances, please contact me as soon as possible. Examples of unexcused absences (e.g., no make-ups on exams/assignments) include having an internet problem, forgetting to submit the assignment, or waiting until the last minute to complete a task—resulting in running out of time.

# Institutional Policies & Procedures

## Public Health & Safety Guidelines

University leadership has urged all faculty, students, and staff to **model the vaccination, testing, and masking behaviors** we want to see in our campus community.

These include:

- Vaccination
- Masking indoors
- If unvaccinated, getting weekly asymptomatic coronavirus testing
- Quarantining after exposure

## Vaccination

**Get a COVID-19 vaccination and the booster shot recommended for pairing with your vaccine** if you have not already done so. Vaccination is proving highly effective in preventing severe COVID-19 symptoms, hospitalization and death from coronavirus. Vaccination is the single best way to stop this COVID resurgence in its tracks.

- University of Utah students are required (as of August 27<sup>th</sup>, 2021) to complete a cycle of COVID-19 vaccination and booster shot with an approved vaccine, or complete an exception form. The university provides three convenient vaccination options:
  - Attend one of the regularly scheduled [vaccine events](#) at the Student Union on campus.
  - Schedule an appointment with Student Health [here](#).
  - Visit <http://mychart.med.utah.edu/>, <https://alert.utah.edu/covid/vaccine/>, or <http://vaccines.gov/> to schedule your vaccination.

### **Masking**

While masks are not required outside of Health Sciences facilities, on UTA buses or campus shuttles, **CDC guidelines now call for everyone to wear face masks indoors.**

- Check the CDC website periodically for masking updates—  
<https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated-guidance.html>
  - With high transmission rates in Salt Lake County, the CDC recommends: “*Everyone should wear a mask in public indoor settings.*”
- Treat masks like seasonal clothing (i.e., during community surges in COVID transmission, they should be worn indoors and in close groups outside).
- In cases of classroom exposure, masks should be worn for the quarantine period (see details below).

### **Testing**

**If you are not yet vaccinated, get weekly asymptomatic coronavirus tests.** This is a helpful way to protect yourself and those around you because asymptomatic individuals can unknowingly spread the coronavirus to others.

Asymptomatic testing centers are open and convenient:

- Online scheduling
- Saliva test (no nasal swabs)
- Free to all students returning to campus (required for students in University housing)
- Results often within 24 hours
- Visit [alert.utah.edu/covid/testing](https://alert.utah.edu/covid/testing)

**Remember: Students, faculty and staff must self-report if they test positive for COVID-19** via this website: <https://coronavirus.utah.edu/>.

If you have been exposed, or are experiencing symptoms, self-report and follow university [guidelines for exposure](#).

### **Class Modalities**

This course will be held in-person. Except in cases of ADA accommodations or quarantining due to COVID-19 exposure or infection, you will be expected to attend class in-person and complete assignments and exams in-person. Changes to this policy are up to the discretion of the instructor.



## **Student Mental Health Resources**

- Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased during the pandemic. If you need help, reach out for [campus mental health resources](#), including counseling, trainings and other support.
- Consider participating in a [Mental Health First Aid](#) or other [wellness-themed](#) training provided by our Center for Student Wellness and sharing these opportunities with your peers, teaching assistants and department colleagues.

## **ADA Accommodations**

The University of Utah will continue to accommodate students, faculty, and staff through the Americans with Disabilities Act (ADA). If you need to seek an ADA accommodation, please contact the Center for Disability and Access (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.

Please note that as your instructor, I am **more than happy** to accommodate the instructional needs of students who are quarantined or self-isolated due to COVID-19, or have ADA accommodations. Please provide documentation, should you become exposed or unable to complete your work due to self-isolation or COVID-19 symptoms, so I can accommodate you to the best of my ability. Reach out to me should this scenario apply to you.

## **Drop/Withdrawal Policies**

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.

For deadlines to withdraw from full-term, first, and second session classes, see the U's [Academic Calendar](#).

For the spring 2022 semester, the last day to add, drop (delete), elect CR/NC, or audit classes is Friday, Jan. 21<sup>st</sup>. The last day to withdraw from classes is Friday, March 4<sup>th</sup>.

## **Academic Misconduct**

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 regulations (Policy # 6-400): “*A student who engages in academic misconduct,*” as defined in Part I.B. and including, but not limited to, cheating, falsification, or plagiarism, “*may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/ or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.*”

Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies (<http://regulations.utah.edu/academics/6-400.php>).

### **Course Materials Copyright**

**The Content is made available only for your personal, noncommercial educational and scholarly use.** You may not use the Content for any other purpose, or distribute, post or make the Content available to others, unless you obtain any required permission from the copyright holder. Some Content may be provided via streaming or other means that restrict copying; you may not circumvent those restrictions. You may not alter or remove any copyright or other proprietary notices included in the Content.

Please see the [Code of Student Rights and Responsibilities](#), Section III.A.5 regarding use and distribution of class Content and materials.

<https://regulations.utah.edu/academics/6-400.php> Section III.A.5. prohibits the following: Sale or distribution of information representing the work product of a faculty member to a commercial entity for financial gain without the express written permission of the faculty member responsible for the course. (“Work product” means original works of authorship that have been fixed in a tangible medium and any works based upon and derived from the original work of authorship.)

### **Safety at the U**

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [utah.edu](http://utah.edu).

### **Campus Police & Department of Public Safety**

801-585-COPS (801-585-2677)

[dps.utah.edu](http://dps.utah.edu)

1735 E. S. Campus Dr.

Salt Lake City, UT 84112

### **Wellness at the U**

Your personal health and wellness are essential to your success as a student. Personal concerns like stress, anxiety, relationship difficulties, depression, or cross-cultural differences can interfere with a student’s ability to succeed and thrive in this course and at the University of Utah.

Please feel welcome to reach out to your instructor or TA's to handle issues regarding your coursework.

For helpful resources to manage your personal wellness and counseling options, contact:

### **Center for Student Wellness**

801-581-7776

[wellness.utah.edu](http://wellness.utah.edu)

2100 Eccles Student Life Center

1836 Student Life Way  
Salt Lake City, UT 84112

**Women's Resource Center**

801-581-8030

[womenscenter.utah.edu](http://womenscenter.utah.edu)

411 Union Building  
200 S. Central Campus Dr.  
Salt Lake City, UT 84112

**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, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

If you or someone you know has been harassed or assaulted, you are encouraged to report it to university officials:

**Title IX Coordinator & Office of Equal Opportunity and Affirmative Action**

801-581-8365

[oco.utah.edu](http://oco.utah.edu)

135 Park Building  
201 Presidents' Cir.  
Salt Lake City, UT 84112

**Office of the Dean of Students**

801-581-7066

[deanofstudents.utah.edu](http://deanofstudents.utah.edu)

270 Union Building  
200 S. Central Campus Dr.  
Salt Lake City, UT 84112

To file a police report, contact:

**Campus Police & Department of Public Safety**

801-585-COPS (801-585-2677)

[dps.utah.edu](http://dps.utah.edu)

1735 E. S. Campus Dr.  
Salt Lake City, UT 84112

If you do not feel comfortable reporting to authorities, the U's Victim-Survivor Advocates provide **free, confidential** and **trauma-informed** support services to **students, faculty, and staff** who have experienced interpersonal violence.

To **privately** explore options and resources available to you with an advocate, contact:

### **Center for Student Wellness**

801-581-7776

[wellness.utah.edu](http://wellness.utah.edu)

328 Student Services Building

201 S. 1460 E.

Salt Lake City, UT 84112

### **Americans with Disabilities Act (ADA)**

*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 the class, reasonable prior notice needs to be given to the Center for Disability & Access (<https://disability.utah.edu/>), 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 alternative format with prior notification to the Center for Disability & Access.*

If you will need accommodations in this class, or for more information about what support they provide, contact:

### **Center for Disability & Access**

801-581-5020

[disability.utah.edu](http://disability.utah.edu)

162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

### **Diverse Student Support**

Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you.

### **Student Support Services (TRIO)**

TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities.

Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

### **Student Support Services (TRIO)**

801-581-7188

[trio.utah.edu](http://trio.utah.edu)

Room 2075

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

### **American Indian Students**

The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive “home-away-from-home” space for students to grow and develop leadership skills.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

### **American Indian Resource Center**

801-581-7019

[diversity.utah.edu/centers/airc](http://diversity.utah.edu/centers/airc)

Fort Douglas Building 622

1925 De Trobriand St. Salt Lake City, UT 84113

### **Black Students**

Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black centered programming, culturally affirming educational initiatives, and retention strategies.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

### **Black Cultural Center**

801-213-1441

[diversity.utah.edu/centers/bcc](http://diversity.utah.edu/centers/bcc)

Fort Douglas Building 603

95 Fort Douglas Blvd.

Salt Lake City, UT 84113

### **Students with Children**

Our mission is to support and coordinate information, program development and services that enhance family resources as well as the availability, affordability and quality of child care for University students, faculty and staff.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

### **Center for Childcare & Family Resources**

801-585-5897

[childcare.utah.edu](http://childcare.utah.edu)

408 Union Building  
200 S. Central Campus Dr.  
Salt Lake City, UT 84112

### **Students with Disabilities**

The Center for Disability Services is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment.

For more information about what support they provide and links to other resources, view their website or contact:

### **Center for Disability Services**

801-581-5020

[disability.utah.edu](http://disability.utah.edu)

162 Union Building  
200 S. Central Campus Dr.  
Salt Lake City, UT 84112

### **Students of Ethnic Descent**

The Center for Ethnic Student Affairs offers several programs dedicated to the success of students with varied cultural and ethnic backgrounds. Their mission is to create an inclusive, safe campus community that values the experiences of all students.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

### **Center for Ethnic Student Affairs**

801-581-8151

[diversity.utah.edu/centers/cesa/](http://diversity.utah.edu/centers/cesa/)

235 Union Building  
200 S. Central Campus Dr.  
Salt Lake City, UT 84112

### **English as a Second/Additional Language (ESL) Students**

If you are an English language learner, there are several resources on campus available to help you develop your English writing and language skills. Feel free to contact:

### **Writing Center**

801-587-9122

[writingcenter.utah.edu](http://writingcenter.utah.edu) (Links to an external site.)

2701 Marriott Library  
295 S 1500 E  
Salt Lake City, UT 84112

### **English for Academic Success (EAS) Program**

801-581-8047

[linguistics.utah.edu/eas-program](http://linguistics.utah.edu/eas-program)

2300 LNCO

255 S. Central Campus Dr.

Salt Lake City, UT 84112

### **English Language Institute**

801-581-4600

[continue.utah.edu/eli](http://continue.utah.edu/eli) (Links to an external site.)

540 Arapeen Dr.

Salt Lake City, UT 84108

### **Undocumented Students**

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles that prevent you from engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center.

**Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence.** The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families.

For more information about what support they provide and links to other resources, view their website or contact:

### **Dream Center**

801-213-3697

[dream.utah.edu](http://dream.utah.edu) (Links to an external site.)

1120 Annex (Wing B)

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

### **LGBTQ+ Students**

The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of [a]gender and [a]sexual experiences and responding with university-wide services.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

### **LGBTQ+ Resource Center**

801-587-7973

[lgbt.utah.edu](http://lgbt.utah.edu) (Links to an external site.)

409 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

## **Veterans & Military Students**

The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who attend the university; to help them receive the benefits they earned; and to serve as a liaison between the student veteran community and the university.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

### **Veterans Support Center**

801-587-7722

[veteranscenter.utah.edu](http://veteranscenter.utah.edu)

418 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

## **Women**

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

### **Women's Resource Center**

801-581-8030

[womenscenter.utah.edu](http://womenscenter.utah.edu)

411 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

## **Inclusivity at the U**

The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below:

Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.

For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact:



### **Office for Inclusive Excellence**

801-581-4600

[inclusive-excellence.utah.edu](http://inclusive-excellence.utah.edu) (Links to an external site.)

170 Annex (Wing D)

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

### **Other Student Groups at the U**

To learn more about some of the other resource groups available at the U, check out:

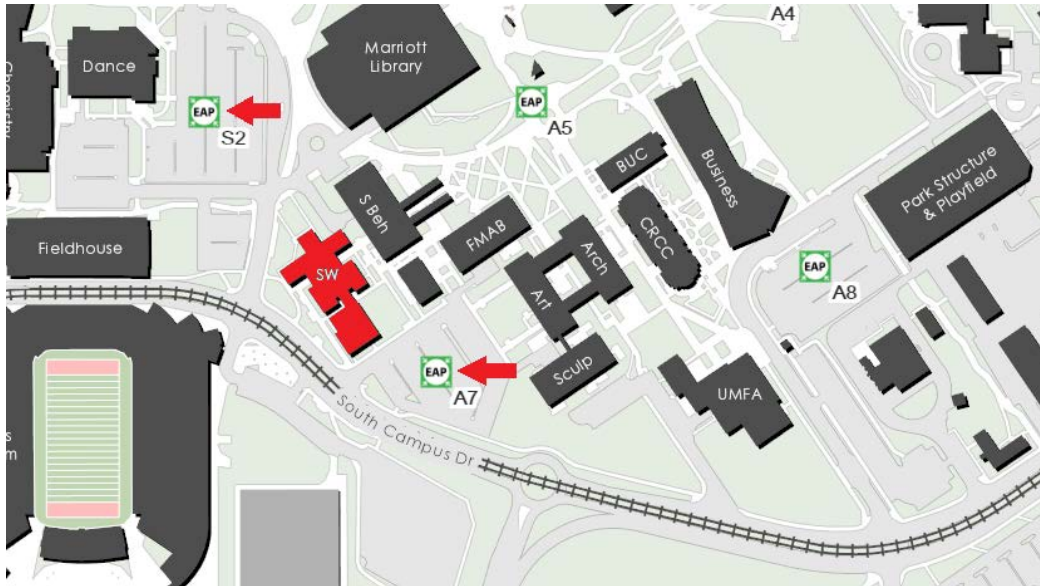
[getinvolved.utah.edu/](http://getinvolved.utah.edu/)

[studentsuccess.utah.edu/resources/student-support](http://studentsuccess.utah.edu/resources/student-support)

Please let us know if there is any additional support you would like to discuss for this class.

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*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 [alert.utah.edu/headsup](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 past business hours and would like an escort to your car, 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.