

Syllabus: Math 1080-1

Summer 2022

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COURSE DESCRIPTION, INSTRUCTOR, AND LA INFORMATION

Course Description:

- ✦ **Course Number and Title:** Math 1080-1, Precalculus
- ✦ **Semester and Year:** Summer 2022
- ✦ **Course Overview:** Math 1080, Precalculus, provides an accelerated review of college algebra and trigonometry as a preparation for calculus and other courses. More information on what the course covers is given in the Expected Learning Outcomes section
- ✦ **Days and Times:** MTWR 10:00 am-11:20 am
- ✦ **Course Type:** In-person classes, Location: LCB 225

Instructor Information:

- ✦ **Instructor:** Hylia Lee (she/her/hers)
- ✦ **Email:** u1145246@uemail.utah.edu or leeh@math.utah.edu
- ✦ **Accessibility & Support:** I want to provide lots of opportunities to talk about math or talk with me. I will be available for 10-15 minutes after class every day. Please also ask questions in class. Outside of class, I encourage you to post questions in online Canvas Discussion. Otherwise, you can contact me via email or Canvas mail
- ✦ **Office Hours:** TBA, will be discussed in class

Is Math 1080 The Right Math Class for You?

Math 1080 is targeted towards students who will take calculus and who want a fast-paced course to prepare them. You can obtain similar content knowledge by taking Math 1050 followed by Math 1060, which go through material at a slower pace, have less work per week, and cover more ground. All of these courses satisfy the University QA requirement. Alternatively, if you are using this course to refresh your knowledge of college algebra and trigonometry, you could review on your own and enter directly into Math 1210 (Calculus) or Math 1215 (Calculus with Trigonometry).

Starting in Summer 2021, the Math Department will not be using prerequisites to place students in math classes. The former prerequisites for Math 1080 are listed below. These are still recommended as guidelines. You have the background to be successful in this course (without a lot of additional work on your part) if you have: ○

- At least a B grade in Math1010 or Math1050 or Math1060
- Math ACT score of at least 24
- Math SAT score of at least 580
- Accuplacer AAFM score of at least 250

If you are not going into Calculus and Math 1050/1060/1080 is not required by your major or as a prerequisite, you are encouraged to investigate whether Math 1030 (Introduction to Quantitative Reasoning; A collection of math topics useful in everyday life) or Math 2000 (Algebraic Reasoning, a class that is more about why and how algebra works and less about calculations).

The Math Department provides resources to help you think about which class is the right match for you: <https://www.math.utah.edu/undergraduate/placement.php>. The University of Utah also provides the Accuplacer test (the first test is free for all students) which can also be used to help determine a good class for you.

COURSE DETAILS

- ✦ **Course Materials:** ○ **Textbook:** The course uses Math1050 College Algebra Edition 2 (2021) and Math 1060 Trigonometry,

1st Edition (2017). These texts were created by a Partnership Between Institutions in the Utah System of Higher Education. You can access the texts for free in Canvas.

○ **Additional course materials:**

- ✦ The course website is in Canvas.
- ✦ The course uses Online Homework through a system called IMathAs. This homework is free to students and can be accessed on Canvas.
- ✦ The course will use online videos created for the Math 1050-90 and Math 1060-90 courses. They are available through the Canvas modules or in both streamable and downloadable versions at <http://www.math.utah.edu/lectures/math1050.php> and <http://www.math.utah.edu/lectures/math1060.php>. There are video quizzes to be taken while watching the videos. These quizzes are available in Canvas.
- ✦ We will use the online site, Gradescope, for grading and giving feedback on exams. There is a link in Canvas to Gradescope. You may be asked to submit some assignments directly to Gradescope.

- ✦ **Technical requirements:**
 - Access to the Internet – to access course materials
 - **Calculators** will be useful on some homework assignments, but **will not be allowed on exams** nor the final. If you do not have a scientific or graphing a calculator, there are free calculator applications online (Desmos, Google's Search Engine, etc.).
 - Students are expected to be computer literate and have Canvas navigation skills. Being able to navigate canvas is critical to access the features and resources of this course.

- ✦ **Attendance & Punctuality:** Students are expected to attend classes and, if classes are missed, to go through the material covered in class by watching videos, reading the textbook, and thinking about course ideas. If you miss a quiz or other in-class assignment, instead of having make-ups, a certain number of assignments will be dropped at the end of the semester. For exams, exceptions are made if there are extenuating circumstances. There is also the option to retake one exam at the end of the semester. (See Grading policies later in the syllabus for more details.)

✦ **UofU Learning Support:**

- Math Center Tutoring, (Paid for by Your Student Fees)
<http://www.math.utah.edu/undergraduate/mathcenter.php>
- The Learning Center, 3 free tutoring sessions, \$5 after that, learning consultations
<https://learningcenter.utah.edu/>
- Student Success Advocates <https://ssa.utah.edu/events.php>

✦ **Equipment Help**

- The UofU has a laptop and mobile hotspot loan program – laptops, mobile hotspots mailed to current U students on a first-come, first-served basis. You can find out more information about this through this link: <https://lib.utah.edu/coronavirus/checkout-equipment.php>
- For technical assistance, review the [Canvas Getting Started Guide for Students](https://community.canvaslms.com/docs/DOC-10701) <https://community.canvaslms.com/docs/DOC-10701> and/or contact TLT, Knowledge Commons, etc.

COURSE EXPECTED LEARNING OUTCOMES (ELOs)

College Algebra ELOs	Trigonometry ELOs
<ol style="list-style-type: none"> 1. Sketch the graph of quadratic and cubic polynomials, rational, radical, exponential, logarithmic, and piecewise functions with or without transformations. Be able to identify important points such as x- and y-intercepts, maximum or minimum values; domain and range; and any symmetry. 2. Given the graph of a function, be able to identify the domain, range, any asymptotes and/or symmetry, x- and y-intercepts, as well as find a rule for the function if it is obtained from a standard function through transformations. 3. Perform composition of functions and operations on functions 4. Find the inverse of a function algebraically and graphically. 5. For polynomial, rational exponential and logarithmic functions, identify the x-intercepts, asymptotes, end behavior and domain from algebraic and graphic representations. Convert back and forth between algebraic, graphical and verbal representations. 6. Solve polynomial, rational, exponential, and logarithmic equations and inequalities. 7. Define i as the square root of -1 and know the 	<ol style="list-style-type: none"> 14. Understand trigonometric function definitions in the context of the right triangles and on the unit circle. 15. Graph basic trigonometric functions and those with basic transformations. Be able to write an equation given a graph. Identify amplitude, periods, phase shifts from graphic and algebraic representations of functions. 16. Represent and solve physical world problems using trigonometric functions. 17. Use trigonometric inverses correctly, understanding the domain/range restrictions. 18. Verify trigonometric identities, using proper logic and use trigonometric identities to evaluate expressions. 19. Solve trigonometric equations. 20. Solve for all measurements in any triangle, using the Pythagorean Theorem, trigonometric functions, the Law of Sines, and Law of Cosines in a variety of contexts and applications. 21. Be able to convert to and from rectangular and trigonometric-form coordinates (polar coordinates). 22. Graph complex numbers in a plane, perform operations on such numbers and interpret this graphically, and use DeMoivre's theorem to find roots and powers of complex numbers.
<p>complex arithmetic necessary for solving quadratic equations with complex roots.</p> <ol style="list-style-type: none"> 8. Give an equation or verbal description for a conic given a graph of the conic; given an equation of a conic, recognize the conic and be able to graph it and describe its attributes. 9. Perform matrix arithmetic computations.* 10. Solve systems of linear and non-linear equations in two or three variables, including the use of Gaussian elimination and matrix inverses in the linear case. 11. Understand sequences and be able to differentiate between geometric, arithmetic and others such as Fibonacci-type sequences, giving direct formulas where available or a numeric representation. 12. Understand series notation and know how to compute sums of finite arithmetic and finite and infinite geometric series. 13. Represent and interpret physical world situations using exponential and logarithmic functions. 	<ol style="list-style-type: none"> 23. Understand geometry and arithmetic operations with vectors and use vectors in application problems. <p>* Those topics which are struck through will not be covered this semester. Anyone interested in learning more about these areas should ask their instructor for resources.</p>

COURSE DESIGN

- **Lectures:** Most material in this course is presented via in person lectures. Other material is presented in videos and students, to which students have the chance to ask questions and practice problems on this material in class. Classes will have opportunities for student engagement. Active Participation is encouraged. Students should refer to Canvas to see what topic is being covered on what day.

- **Video Quizzes:** For sections covered outside of class, students will be expected to watch videos. These videos were produced by the UofU math department. Intermittently during the videos, students will be asked quiz questions. These questions help students reflect on important ideas and facts in the videos. Videos with quizzes are found in Canvas. The video quizzes will be due at 11:59 pm the night before the material is needed in class; the same videos without the quizzes can be accessed at any time through the UofU math department webpage. If students miss questions on Video quizzes, they can review the material and create their own questions for half credit back. These should be submitted as comments in the video quiz assignments.
- **Check-ins:** There will be a check-in survey at the end of class on days when there are not quizzes or exams. You must attend class to take the check-in. At the end of the semester, 25% of the check-in grades will be dropped.
- **Homework:** Homework is done online through Canvas. (We use the lmathAs platform.) There will be 3 to 4 HW assignments most weeks, or about 45 in total. HW is due Wednesdays and Fridays. Because this class moves quickly, there are often only a few days between when a topic is covered in class and when the related HW is due; students are encouraged to start homework the day that material is covered in class. Students are encouraged to start HW promptly, seek help when stuck, and work together when doing homework (in such a way that all are learning the mathematics.) Students may submit HW late for 80% credit.
- **Successful habits:** Each week you will be asked to do one or more practices that contribute to your learning and success in this and future courses.
 - Making posts in the Canvas discussions that contain your math thoughts. You should post at least 3-4 sentences or lines of math work, but your posts could be a few paragraphs too. You can post questions about homework, help classmates, or write about topics related to this course that interest you. Each post is worth 1 point.
 - Getting tutoring from the University of Utah math center and writing a sentence or two about your experience. This is worth 2 points
 - Meeting with Hylia during Office Hours to discuss your learning and learning strategies (you can do this twice per semester for successful habit credit). This is worth 2 points.
 - Reviewing your quiz from the previous week and thinking about the week that is coming up. This is worth 1 point.

Although no successful habit points are required, you can gain up to 3 a week. Each point is worth about 0.1% extra credit. Other options will be offered as they come up. You will need to report which option(s) you chose and answer a few other questions in Gradescope each week on Monday night (about the previous week).

- **Quizzes and Exams:** There will be quizzes or exams every Monday (and sometimes Tuesday), testing the material from the previous week (quizzes) or 3 weeks (exams). Quizzes and exams will have a few problems to be done beforehand and most of the problems should be done in class. The problems to be done beforehand will be made available during Thursday's class. Students may use one page of notes which they create themselves. For the out-of-class problems, students may use any resources (including working with others) and there will be a place on the exam to give credit to the sources you used. For the in-class portion, student can only use the page of notes. Using other resources (calculators, online resources, etc.) is academic misconduct.
- **Final Exam:** Math 1080 students take a final exam at a date and time set by the University (see information below). The final exam will consist of two blocks with a short break in between. The first block is Exam 5, which consists of material since Exam 4. It is required. The second block will provide the opportunity to retest on past material. You can choose one exam from Exam 1 – 3 and retest on that material. Your highest score on the material will be used for that exam grade. You may also opt to not take any exam during Block B if you are satisfied with previous test scores.

CLASS SCHEDULE & IMPORTANT DATES Weekly

Deadlines:

- Homework – due Wednesday and Fridays at 11:59 pm (grace period through 5 am the next day)
- Quizzes – take home portion available on Thursday nights, there is another portion in class on Mondays. The take home portion is due on Monday
- Check-ins – Most days in class
- Successful Habit Reporting – due on Tuesdays in Gradescope (grace period through 5 am the next day)

Important Dates:

Classes begin: Monday, May 16

Last day to add without a permission code/wait list: Friday, May 20

Last day to add or drop classes: Wednesday, May 25

Memorial day (no class), May 30

Exam 1: Monday, 6/6

Exam 2: Monday, 6/27

Independence Day (no class), July 4th

Exam 3: Monday, 7/18

Pioneer Day (no class), July 25th

Last Day to Withdraw from Classes, Friday, June 24

Last Day of Class Wednesday, August 3

Final Exam: August 5

Tentative Schedule of Topics – this will be adjusted as necessary

Week	Dates	Topics Covered In Class	Topics Covered in Videos	Quizzes and Exams, Special Notes
1	Mon, May 16 – Sun, May 22	Intro, CA 1.1, 1.3, 1.5	CA 1.2, 1.4	Prereq Quiz on Mon, May 16
2	Mon, May 23 – Sun, May 29	CA 2.2, 2.5	CA 2.3, 2.4	Quiz Wk 2 (CA 1.1-1.4) Mon, 5/23
3	Mon, May 30 – Sun, June 5	CA 2.5, 2.6, 3.1	CA 3.2	Memorial Day (No class) Mon, 5/30 Quiz Wk 3 (CA 1.5-2.3) Tues 5/31
4	Mon, June 6 – Sun, June 12	CA 3.3, 4.1, 4.3	CA 3.4, 4.2	Exam 1 (CA 1.1-2.6) Mon 6/6
5	Mon, June 13 – Sun, June 19	CA 4.3, 4.4, 5.3	CA 4.5	Quiz Wk 5 (CA 3.1-4.1) Mon 6/13
6	Mon, June 20 – Sun, June 26	CA 5.5, 7.1	CA 5.2, 5.4	Quiz Wk 6 (CA 4.2-4.5) Mon 6/20

7	Mon, June 27 – Sun, July 3	TG 2.1, 2.2	CA 7.2, TG 1.1	Exam 2 (CA 3.1-5.5) Mon 6/27
8	Mon, July 4 – Sun, July 10	TG 2.5, 3.1-3.2	TG 2.3, 3.2-3.4	4 th July Holiday Mon 7/4 Quiz Wk 8 (CA 7.1-7.2, TG 2.1) Tues 7/5
9	Mon, July 11 – Sun, July 17	TG 4.3-4.4	TG 2.4, 4.1-4.2	Quiz Wk 9 (TG 2.2-2.5) Mon 7/11
10	Mon, July 18 – Sun, July 24	TG 6.1-6.2, TG 7.1-7.2	TG 5.1-5.3, 6.3	Exam 3 (CA 7.1-7.2; TG 2.1-4.2), Mon 7/18
11	Mon, July 25 – Sun, July 31	TG 7.1-7.2, 9.1	TG 7.3, 8.1-8.2	Pioneer Day Holiday Mon 7/25 Quiz Wk 11 (TG 4.2-5.3) Tues 7/11
12	Mon, Aug 1 – Thurs, Aug 4	TG 9.2	TG 9.3	Final Exam Fri 8/5

Assignment Category	Contribution to Grade	Adjustments (all drops made at end of semester)
Homework	18%	Lowest 5 dropped; Late HW for 80% credit
Quizzes	14%	Lowest 2 dropped
Check-ins	3%	Lowest 25% dropped
Video Quizzes	5%	Lowest 25% dropped; Can review material and submit their own questions/answers for half credit back.
Exams 1-3	45% (15% each)	Can retake 1 of these on the final exam
Exam 4 (on Final)	15%	

Extra credit, worth around 3% of the grade can be earned by doing multiple successful habits in a week, helping spot errors in the course, and via other opportunities announced in class.

COVID-19 Summer 2022 Statement: The COVID-19 guidelines for the University of Utah are adapted often due to the ever-changing status of the pandemic. For the most up-to-date information regarding the campus guidelines, visit <https://coronavirus.utah.edu>.

Assignments, Assessment, Grading, and Late Policy

Grading Scale:

A [93-100),
A- [90-93),
B+ [87-90),
B [83-87),

B- [80-83),
C+ [77-80),
C [73-77),
C- [70-73),

D+ [67-70),
D [60-67),
D- [50-60),
E [0-50).

Regrading Policy: If a grade is recorded incorrectly, it is the student's responsibility to let the instructor know in a timely manner (at the latest within 2 weeks of when the grade was recorded.)

Late/Makeup Work: The course is designed to provide flexibility if you occasionally cannot turn work in on time. A certain number of scores at the end of the semester are dropped and there is an option to turn in HW late for 80% credit. But in general, you are expected to turn things in on time and take quizzes and exams at the times given. If there are extenuating circumstances, please contact me in a timely way to discuss alternatives. If the situation is one that can be documented, you may be asked to provide documentation.

The University of Utah student code allows for making up quizzes or exams in advance for "officially sanctioned University Activities ..., or government obligations, or religious obligations". Please contact me at least one week in advance of any events.

Credit/No Credit Option:

- If you are taking Math 1080 to meet a major or minor requirement, then you should opt for a letter grade, rather than credit/no credit (CR/NC).
- This is the official University description of the credit/no credit option: "The credit/no credit (CR/NC) option allows a student to enroll in selected courses outside of his/her academic plan, without the pressure of competing for a letter grade. By electing CR/NC, students are expected to complete the same work as students enrolled for letter grades." If you are interested in credit/no credit, consult the following:
 - University guidelines: <https://catalog.utah.edu/#/policy/B12v3LX0G?bc=true&bcCurrent=Grading%20Poli>
 - Dates for Choosing CR/NC <https://registrar.utah.edu/academic-calendars/spring2021.php>
 - Consider speaking with an academic advisor to determine whether this is a good option.

Incompletes:

According to university policy, to be considered for an incomplete, a student must have 20% or less of the course work remaining and be passing the course with a C or better. You must request an incomplete grade and I will consider giving that grade only under exceptional circumstances.

COMMUNICATION

- All course materials, such as lecture slides, assignments, solutions, grades, etc. will be posted on the Course Canvas site.
- Class announcements will be done via email through the Canvas server and in the Canvas announcements page. You will be responsible for any information contained in them as well as the information announced in class. Students are also strongly advised to set up notifications for canvas so they do not miss any important notifications.
- It is your responsibility to also regularly check your Umail (make sure you set up forwarding if you do not check it regularly), your Umail is the only way for me to communicate privately with you, there will be occasions during the semester that we may need to reach out to you individually (e.g. regarding a grade or assignment) and it is in your best interest to respond promptly.
- Feel free to contact me by email for questions, I will do my best to answer emails within 24 hours. I would like to encourage you to email me only if it is something personal that requires individual attention. If instead you have questions about the logistics of the class, course material and assignments, or anything else your classmates might wonder as well, please post a question on the Canvas Discussions Board. This way the information is shared quickly to the entire class, and everyone benefits from seeing other classmates' questions and the responses.

NETIQUETTE - EXPECTATIONS FOR ONLINE LEARNING ENVIRONMENT

- Respectful participation in all aspects of the course will make our time together productive and engaging. Zoom lectures (if required), discussion threads, emails and canvas are all considered equivalent to classrooms and student behavior within those environments shall conform to the student code. Specifically:
 - Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting.

- Disrespectful language and photos are never appropriate.
- Using angry or abusive language is not acceptable and will be dealt with according to the Student Code. The instructor may remove online postings that are inappropriate.
- Do not use ALL CAPS, except for titles, or overuse certain punctuation marks such as exclamation points and question marks.
- Course e-mails, e-journals, and other online course communications are part of the classroom and as such, are University property and subject to the Student Code. Privacy regarding these communications between correspondents must not be assumed and should be mutually agreed upon in advance, in writing.
- Here are additional expectations for online communication (on Discussion Board, Emails, Zoom chat etc):
 - Emails: When emailing your Instructor and Teaching Team keep a professional tone (e.g. Use a descriptive subject line, use professional email starters like 'Dear Hylia'. Sign your message with your name and return e-mail address. Please consult this page for tips on how to write appropriate professional emails: <https://academicpositions.com/career-advice/how-to-email-a-professor>
 - Treat your instructor, teaching team and classmates with respect in email or any other communication.
 - Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
 - Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or be offensive to others.
 - Be careful with personal information (both yours and others).
- Electronic or equipment failure: It is your responsibility to maintain your computer and related equipment in order to participate in the online portion of the course. Equipment failures will not be an acceptable excuse for late or absent assignments.
- Online submissions: You are responsible for submitting the assignment with the required naming convention, correct file extension, and using the software type and version required for the assignment.
- Canvas allows students to change the name that is displayed AND allows them to add their pronouns to their Canvas name.

ACADEMIC CODE OF CONDUCT

Students are encouraged to review the Student Code for the University of Utah:

<https://regulations.utah.edu/academics/6400.php>. In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating. A student who engages in academic misconduct as defined in Part I.B. 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.

ADDITIONAL POLICIES AND RESOURCES

Plagiarism and Academic Integrity: Academic integrity means that scholars, including students, conduct their work ethically. This includes taking credit only for work they themselves perform. Violations of academic integrity undermine the principle of fairness, devalue your degree, and leave you underprepared for applying what you have been taught. In this way, it defrauds you, your classmates, the university, and the people you will serve with your education after graduation. It includes cheating on tests and other assessments, collaborating on projects when not permitted to, presenting other people's work as yours (whether they agree to that), and more.

Plagiarism is a serious offense against academic integrity that could result in failure for the test or paper, failure for the course, and expulsion from the university. Plagiarism usually involves passing off the work, words, or ideas of others as your own without giving proper credit.

Teacher's Inclusivity Statement: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, and veteran status, and other unique identities. gender, sexuality, disability, age, socioeconomic status, ethnicity, race, culture, and other unique identities. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Discrimination and Harassment: 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 Office of the Dean of Students, 270 Union Building, 801-581-7066. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS). Please see Student Bill of Rights, section E <http://regulations.utah.edu/academics/6-400.php>. I will listen and believe you if someone is threatening you.

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 the 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 alternative format with prior notification to the Center for Disability & Access.

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 on the basis of your sex, including sexual orientation or gender identity/expression, you are encouraged to report it to the University's Title IX Coordinator; Director, Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or to 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 police, contact the Department of Public Safety, 801-585-2677(COPS).

University Safety Statement: 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 safeu.utah.edu

Privacy Policy: FERPA, the federal law that guards student privacy, prohibits me from discussing your performance in this class with anyone except you without your permission, which must be on file with the university, not simply told to me. To ensure compliance with this law, send e-mail with a university e-mail address or via Canvas mail.

Out of respect for the privacy of your classmates, do not record or screenshot any part of this class for use outside of this class, even if you omit identifying information about the speaker or poster. You may not circulate or share images, clips, or other course materials with individuals who are not enrolled in this class. Doing so is a serious violation of our class ethical code and will result in a charge of academic misconduct.

Names/Pronouns: Canvas allows students to change the name that is displayed AND allows them to add their pronouns to their Canvas name. Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account, which managed can be managed at any time). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can

help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Resource Center. https://lgbt.utah.edu/campus/faculty_resources.php

Student Mental Health Resources: Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased during the pandemic. If you need help, campus mental health resources are available (<https://studentaffairs.utah.edu/mental-health-resources/index.php>), including counseling, trainings and other support.

University Counseling Center The University Counseling Center (UCC) provides developmental, preventive, and therapeutic services and programs that promote the intellectual, emotional, cultural, and social development of University of Utah students. They advocate a philosophy of acceptance, compassion, and support for those they serve, as well as for each other. They aspire to respect cultural, individual and role differences as they continually work toward creating a safe and affirming climate for individuals of all ages, cultures, ethnicities, genders, gender identities, languages, mental and physical abilities, national origins, races, religions, sexual orientations, sizes and socioeconomic statuses. More information about the counseling center, including ways to contact them, can be found here: <https://counselingcenter.utah.edu/>.

Office of the Dean of Students The Office of the Dean of Students is dedicated to being a resource to students through support, advocacy, involvement, and accountability. It serves as a support for students facing challenges to their success as students, and assists with the interpretation of University policy and regulations. Please consider reaching out to the Office of Dean of Students for any questions, issues and concerns. 200 South Central Campus Dr., Suite 270. Monday-Friday 8 am-5 pm. Their phone number is 801-582-7066.

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.

Syllabus subject to change: 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.

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.

Here is more information about the resources referred to in the syllabus.

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

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

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

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

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

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/

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

2701 Marriott Library

295 S 1500 E

Salt Lake City, UT 84112

English Language Institute

801-581-4600

continue.utah.edu/eli 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

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 (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 (Links to an external site.)

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

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 (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/ studentsuccess.utah.edu/resources/student-

[support](#)