

Syllabus: Math 1090-90

Summer 2022

Table of Contents (The links below will take you to that part of the document):

COURSE DESCRIPTION, INSTRUCTOR AND LA INFORMATION

COURSE DETAILS & RESOURCES

COURSE EXPECTED LEARNING OUTCOMES (ELOs)

COURSE DESIGN

CLASS SCHEDULE & IMPORTANT DATES

ASSESSMENTS, GRADING, LATE POLICY, GRADES

COMMUNICATION

NETIQUETTE - EXPECTATIONS FOR AN ONLINE LEARNING ENVIRONMENT

ACADEMIC CODE OF CONDUCT

ADDITIONAL POLICIES AND RESOURCES

COURSE DESCRIPTION, INSTRUCTOR AND LA INFORMATION

Course Description:

- **Course Number and Title:** Math 1090-90, Business Algebra (Asynchronous Online Section)
- **Semester and Year:** Summer 2022
- **Course Overview:** In Math 1090, College Algebra for Business and Social Sciences, students will gain a background of algebra topics that will be important in future business classes. Topics include functions and graphs, polynomial and rational functions, matrices, Gaussian elimination, exponential and logarithmic functions, growth, periodic and continuously compounded interest, arithmetic and geometric sequences, annuities and loans. Math1090 is a 3-credit semester course and satisfies the University's QA requirement.
- **Meeting Days and Times:** Section Math 1090-90 is an asynchronous online course. There are no weekly meeting times. There are required exam times and occasional required meetings (with flexible times offered).
- **Communication:** All announcements for the course will either be posted in quiz format on the Canvas website (these are graded) or sent by Canvas-mail.

Instructor Information:

- **Instructor:** Rebecca Noonan Heale (she/her/hers)
- **Email:** rebecca@math.utah.edu or via Canvas
- **Accessibility & Support:** I want to provide lots of opportunities for you to talk about math or talk with me. I encourage you to post questions, especially about HW, and responses in online Canvas Discussions. I look them over almost daily, but wait 24-36 hours after a post is made hours to respond to encourages all members of our class to participate. You are also welcome to e-mail me or contact me through Canvas mail. I try to respond to messages in the early morning, the morning after they come in.
- **Office Hours/Meetings:** Office hours are times for students to drop by, no appointment necessary. I have two office hours per week, times TBA. My office hours will be in Zoom (link given in Canvas), but I am happy to have in-person meetings if arranged ahead of time. Also, if the office hours times aren't convenient, let me know and we can set up something that works for you.

Instructional Support:

- **Learning Assistant:** We will have an LA! They will be introduced in Canvas.
- **LA Contact information:** Provided in Canvas
- **What is an LA?** LAs are undergrad students who are here to support you as you take this course. In particular, they are there to help you make connections with other students (because education research shows, that when students talk with their classmates about course ideas, they understand them better) and talk with you about how you are learning, to make sure it's effective. Our LA(s) will facilitate group discussions, support the Canvas discussion board, and host sessions for students to get together and review for exams. You can also meet with them to talk about how things in the class are going. Our LA(s) don't provide tutoring (though they will certainly contribute in discussions), but they can help you navigate all the academic support resources at the University.

COURSE DETAILS & RESOURCES

Course Type: Asynchronous Online. The University of Utah describes this type of class as “facilitated online, primarily through Canvas, with greater than 80 percent of the required learning activities taking place digitally when a student chooses. An online class does not have required locations or meeting times; although, regular, substantive instructor-student interactions are an expected part of the teaching and learning process.”

Prerequisites: Starting in Summer 2021, the Math Department will not be using prerequisites to place students in math classes. Students are responsible for determining whether they are ready for the course they select. The former prerequisites for Math 1090 are listed below. These are still recommended as guidelines to determine if you have the background to be successful in this course (without a lot of additional work on your part):

- C or better in Math980 (Beginning Algebra), Math1010(Intermediate Algebra) OR Math1030 (Quantitative Reasoning)
 - 240+ in Accuplacer AAF (The UofU provides one free Accuplacer exam to all students. <https://testingcenter.utah.edu/students/placement-tests/math-placement.php>)
 - 23+ in ACT Math
 - 570+ in SAT Math
 - Qualifying GPA 3.35
- **Course Materials:**
 - **Textbook:** Business Algebra, 3rd edition, published by Kendall Hunt, (ISBN: 9781524993405)
Book Purchasing Instructions: <http://www.math.utah.edu/schedule/bookInfo/>
 - **Additional course materials:**
 - The course website is in Canvas.
 - The university has recorded lectures for MATH 1090, available at <http://www.math.utah.edu/lectures/math1090.php> These lecture videos can always be used as an additional resource in learning the course material, and may occasionally be used as part of class assignments. They will also be posted in Canvas.
 - We will use the online site, Gradescope, for grading and giving feedback no exams. There is a link in Canvas to Gradescope. You may be asked to submit some assignments directly to Gradescope.
 - **Technical requirements:**
 - A scientific calculator is needed for some homework and exams. On exams, you are allowed to use a basic scientific calculator, so long as it does not have graphing or scientific formula functionality. You are not allowed to use a phone or computer calculator app. If you are uncertain whether your calculator meets requirements, ask me.
 - Students are required to have access to the following equipment:
 - A strong internet connection with sufficient bandwidth for Zoom meetings (in order to participate in weekly discussions and office hours):
 - A scanning device, for example a smartphone (for quizzes and other assignments)
 - A microphone (used for online meetings);

- The following is optional, but recommended
 - A webcam
 - A printer (for printing out quizzes; if you don't have access to a printer, instructions about how to make templates by hand will be given.)
- Students are expected to be computer literate; Canvas and zoom navigation skills are expected. Knowledge and navigation of canvas and zoom is critical to access all features and resources of this course.
- **UofU Learning Support:**
 - Math Center Online Tutoring, free drop-in in-person and online tutoring <https://www.math.utah.edu/undergraduate/mathcenter.php>
 - UONLINE eTutoring, free drop-in online tutoring : <https://online.utah.edu/current-student-resources/etutoring/> (Also free to students)
 - The Learning Center, scheduled 1-hour free tutoring sessions, <https://learningcenter.utah.edu/>
 - Student Success Advocates <https://ssa.utah.edu>
- **Equipment Help**
 - The UofU has a laptop and mobile hotspot loan program – laptops, mobile hotspots are available 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)

1. Graph and analyze quadratic, exponential and logarithmic functions; solve quadratic, exponential and logarithmic equations.
2. Understand what a mathematical function is and know how to use linear, quadratic, logarithmic and exponential functions to model real world examples.
3. Know how to solve a system of linear or quadratic equations that arise in business applications.
4. Find solutions to linear programming problems, to maximize a function over a geometric region.
5. Perform simple matrix algebra computations.
6. Use matrices to solve systems of linear equations.
7. Understand what an inverse function is and be able to find the inverse function, when it exists.
8. Distinguish between simple and compound interest situations.
9. Calculate future and present value of annuities, and know when to use which formula for the life application.
10. Compute an amortization schedule and loan payments, such as automobile or mortgage payments.

COURSE DESIGN

In this course, we cover specific sections each week. You can choose when you work on the material in the week (as long as you meet deadlines), but you cannot complete the course at your own pace, as there are specific due dates throughout the semester. The course week starts on a Wednesday and ends on a Tuesday. Due dates for assignments and quizzes are on a Tuesday. This allows students to get more feedback on the last two days of the week. (So Week 2 in our class spans the end of University Week 2 and the start of University Week 3).

Here is a more detailed description of both graded and non-graded aspects of this course.

- **Reading Announcements on Canvas.** Course documents and announcements are given in quiz format and have a short quiz about the content at the end. These "quizzes" begin with "A:..." Completing these is worth 2% of your grade. Suggested due dates are shown, but these can be completed at any time before the common final.
- **Reading from your text book.**

- **Watching the video lectures.** These were produced by the U of U math department. They are available in Canvas or on the math department website. If you find a video isn't addressing your questions, ask your instructor for additional resources.
- **Homework:** HW will be assigned from the textbook and submitted in Canvas. There will be a few non-textbook problems as well. Each assignment should be a single pdf file. Assignments will usually be due on Tuesdays. The three lowest assignments scores will be dropped at the end of the semester. Assignments will be graded in the following way:
 - 50% credit for:
 - Turning in the complete assignment on time with sufficient work. Copying answers from the back of the book does not earn these points.
 - 50% credit for:
 - Correctness (Measured by correctness of 1 or 2 selected problems)
 - Neatness
- **Weekly Quizzes:** There will be quizzes weekly, except for exam weeks. You will need to print them out or copy the information down. You can access them on Friday (earlier by special arrangement) and they are due on Tuesdays. You will either need to print your quiz, or make a handwritten version of the quiz. (If handwriting, you need to have as many pages as the template and have the same questions in the same places on the same pages. You don't need to copy the questions.) You are responsible for submitting the assignment with the correct format and correct file extension. There are penalties for not following directions.
- **RATELs (Random Assignments To Encourage Learning)** These are short, weekly assignments of a diverse ("random") nature due most Tuesdays by midnight (but many will require interaction with your instructor, your LA, or your peers, so it is best to start thinking about the RATEL early each week). The goals of these assignments include encouraging reflection on the material, making use of the available support resources, and engaging with the material and other students in new ways. Each of these assignments will be graded solely for completion. Your lowest 2 RATEL scores will be dropped at the end of the term.
- **Two midterm exams.** Exams will be given in Canvas and proctored through Zoom. Exams are worth 20% Review material will be provided before the exams.

You will be given a multi-day window of time during which you can take an exam. You should schedule your exam ahead of time through the "Schedule Exams" link on Canvas. Exams will be administered at the Uonline Exam Center (in the Marriott Library), at satellite testing center in Sandy, or if you are out of area, with a proctor that you set up with the instructor. Other options may be considered for extreme situations.

You may bring one page of notes (8.5 in by 11 in, writing on both sides, everything made by you and not copy/pasted) for exams. Each student should make their own notes. Students are required to turn in their notes with their exam. Using phones, calculators, other notes, online resources or communicating with others is not allowed. Not following these rules is considered academic misconduct and will be penalized as such.

- **Final Exam:** There is a final at the end of the course. It covers material not on previous exams and selected topics from earlier in the course. The procedures will be similar to the midterm exams.

CLASS SCHEDULE & IMPORTANT DATES

DATES:

Weekly Due Dates (See late policy later in Syllabus):

- HW due each Tuesday at 11:59pm (grace period through 5am the next morning)
- Quiz due each Tuesday at 11:59 pm in Canvas (grace period through 5am the next morning)
- Successful Habits Survey – due each Tuesday (grace period through 5 am the next morning)

Exams:

- Exam 1: (Week 5) date will fall between Thursday 6/16 and Tues 6/21
- Exam 2: (Week 9) date will fall between Thursday 7/14 and Tues 7/19
- Final Exam: (Finals Period) date will fall between Thursday 8/4 and Fri 8/5

Other dates:

- Drop/audit date: Wed, May 25th, 2022
- Withdraw date: Fri June 24th, 2022

Week (Starts on Wednesday, Ends on Tuesday)	Dates	Sections Covered
1	Mon May 16 – Tues May 24	1.1, 1.2, 1.3, 1.4
2	Wed May 25 – Tues May 31	1.5, 1.6, 1.7, 18
3	Wed June 1 – Tues June 7	2.1, 2.2, 2.3, 2.4
4	Wed June 8 – Tues June 14	2.5, 3.1, 3.2, 3.3
5	Wed June 15 – Tues June 21	Exam 1, 6/16-6/21
6	Wed June 22 – Tues June 28	3.4, 3.6, 3.7, 4.1
7	Wed June 29 – Tues July 5	4.1, 4.2, 4.3, 4.4
8	Wed July 6 – Tues July 12	4.5, 4.6, 5.1,
9	Wed Jul 13 – Tues July 19	Exam 2, 7/14 – 7/19
10	Wed Jul 20 – Tues July 26	5.2, 5.3, 5.4,
11	Wed Jul 27 – Tues Aug 2	5.5, Review
Finals	Thurs Aug 4 – Friday Aug 5 or earlier upon arrangement	Final Exam

ASSESSMENTS, GRADING, LATE POLICY, GRADES

- Announcement Quizzes 2%
- Weekly Homework 17% (lowest 3 assignments dropped)
- Weekly Quizzes 18% (lowest 2 quizzes dropped)
- RATELs 3%
- Midterms 1 & 2 40% (20% each)
- Final Exam 20%

The grade scale is:

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 [63-67),
D- [60-63),
E [0-60).

Regading 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.)

Early Policy for Quizzes, HW, and Habits Surveys

- You can open and submit HW at any time from the start of the semester.
- You have a 5-day window to complete quizzes. Under special circumstances, you may request them up to two-days earlier than this. Please request this **at least 3 days** before you would like to access the homework or quiz.

Late Policy for Quizzes, HW, and Successful Habits Surveys:

- You should submit the quiz to Gradescope. Quizzes are due Tuesday nights, but there is a grace period through Wednesday 5 am. There is no penalty for submitting before this time. If your quiz is one day late (grace period through Thursday 5 am.), there is a 15-point penalty. If your quiz is two days late (grace period through Friday 5 am.), there is a 30-point penalty.
- You should upload scanned HW in to the assignment in Canvas. HW is also due Tuesday nights. The late policy for HW is similar. There is a 15% penalty for submitting it on Wednesday (grace period through Thursday 5 am) and a 30% point penalty for submitting it on Thursday (grace period through Friday 5am.)
- Quizzes and HW will not be accepted after Friday, 5am.
- There is no penalty for submitting successful habits surveys late, through Friday 5am. But they will not be accepted after this time.

Alternate Times for Exams:

You have a 6-day window during which to take exams. You are expected to arrange your schedule to find a day in this window to take the exam. If you have a planned event whose timing is outside of your control for the entire exam period, please contact me at least 10 days prior to the start of the exam window to discuss options. Exams are written new each semester, so this time is needed to make preparations. This is the University policy on planned absences and exams:

(UofU Policy 6-100: Instruction and Evaluation) Students absent from class to participate in officially sanctioned University activities (e.g., band, debate, student government, intercollegiate athletics), or government obligations (e.g., military duty), or religious obligations, or with instructor's approval, shall be permitted to make up both assignments and examinations. The University expects its departments and programs that take students away from class meetings to schedule such events in a way that will minimize hindrance of the student's orderly completion of course requirements. Such units must provide a written statement to the students describing the activity and stating as precisely as possible the dates of the required absence. The involved students must deliver this documentation to their instructors, before the absence.

Except in cases of sudden illness or emergency, students shall in advance of the absence arrange with the instructor to make up assignments.

If you are unable to take an exam due to an event that arises suddenly (like illnesses, deaths in the family, or other emergencies), you must contact me, your instructor as soon as possible to set up an alternative. Providing documentation is preferred, but you should contact me even if this is not available. (Black out or omit personal information beyond your name and the general reason for the excuse.)

Extreme Situations:

If you have an extraordinarily severe situation, contact me, your instructor. We can discuss waiving penalties, granting longer extension periods for HW, excusing quizzes, extending exam dates, etc. Send documentation if possible. If not possible, still contact me to discuss alternatives.

Credit/No Credit Option:

- If you are taking Math 1090 to meet a major or minor requirement, then you should opt for a letter grade, rather than credit/no credit (CR/NC).
- If you are taking Math 1090 to prepare for another course, it is easiest if you opt for a letter grade. The grade of a C or better is recommended to enroll in Math 1100 (Business Calculus).
- 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: UofU academic calendar
- 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 announcements, video lectures, assignments, solutions, grades, etc. will be posted on the Course Canvas site.
- Class announcements will be done via quizzes and 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 logistics of the class, course material and assignments, and anything else your classmates may wonder as well, please post a question on the Discussions Board instead. This way the information is shared quickly to the entire class, and each of you can benefit from seeing other classmates' questions.

NETIQUETTE - EXPECTATIONS FOR AN ONLINE LEARNING ENVIRONMENT

- Respectful participation in all aspects of the course will make our time together productive and engaging. Zoom lectures, 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, avoid “Hey” and begin the e-mail with Dear Rebecca or Dear Dr. Noonan Heale. 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.

ACADEMIC CODE OF CONDUCT

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

<https://regulations.utah.edu/academics/6-400.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

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>.

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.

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.

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

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).

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.

English Language Learners. 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/>). Please let me know if there is any additional support you would like to discuss for this class.

Undocumented Student Support. 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 to 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. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.

Veterans Center. If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

Wellness Statement. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

Student Success Advocates: The mission of Student Success Advocates is to support students in making the most of their University of Utah experience (ssa.utah.edu). They can assist with mentoring, resources, etc. Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact a Student Success Advocate for support (<https://asuu.utah.edu/displaced-students>).

Campus Safety: 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

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.

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.