

## **MATH 1090 - 002 College Algebra for Business and Social Sciences**

Fall 2020

**Instructor:** Julie Sherman (she/her/hers)

**Email:** sherman@math.utah.edu

**Office:** LCB 317

**Accessibility & Support:** Office hours will be determined in the first week of classes. Please email me with questions or to set up a Zoom meeting, I will try to respond within 1 business day.

### **COURSE DESCRIPTION:**

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.

*Prerequisite:* At least a C grade in Math980 (Beginning Algebra), Math1010(Intermediate Algebra) OR Math1030 (Quantitative Reasoning) OR an Accuplacer score of 60 on the College Level Math (CLM) test OR at least an ACT Math score of 23 OR at least SAT Math score of 570 (within the last two years).

*Important Note:* The mathematics department DOES enforce prerequisites for all undergraduate courses. If you were able to register for this class based on your enrollment in the prerequisite course last semester and you did not receive the minimum grade in that course to enter this class, then you will be dropped from this class on Friday of the first week of classes. If you are in this situation, it is in your best interest to drop yourself from this class and enroll in a class for which you have the prerequisites before you are forcibly dropped.

### **COURSE DETAILS:**

- **Course Type:**  
Interactive Video Conferencing (IVC - synchronous online)
- **Location & Meeting Times:** Zoom - link on Canvas - Tu/Th 9:10 am - 10:30 am MDT
- **Attendance & Punctuality:**

Students are expected to attend the synchronous online portion of the class on Tuesdays and Thursdays (TuTh). (Classes will be recorded, but the class is designed with active participation in mind and students benefit most when present during the live class.)

Quizzes and exams will be given in class and due in class on Thursdays. You need to be present in the online class in Zoom to participate in these assessments. Not being present during an assessment, but turning it in will be considered academic misconduct. However, a certain number of quizzes will be dropped in order to accommodate for illness and other absences (See Late/Absent policy later in the syllabus.) Students who are not attending the Tu/Th lecture live are expected to review the material before the next class.

- **COVID-19 Considerations:** Students must self-report if they test positive for COVID-19 via [coronavirus.utah.edu](https://coronavirus.utah.edu).
- **Course Materials:**
  - Textbook:** Business Algebra, 3rd edition, published by Kendall Hunt, (ISBN: 9781524993405)  
Business Algebra, by Kelly MacArthur, 3rd edition. (ISBN: 9781524993405)
  - Book Purchasing Instructions:**  
<http://www.math.utah.edu/schedule/bookInfo/Math1090BookInfo.pdf>
  - Link to purchase ebook:** <https://he.kendallhunt.com/product/business-algebra-4>
- **Additional course materials:**
  - The course website is in Canvas. Any additional course materials will be available here.
  - The course may use online videos created for the Math 1090-90. Alternatively, they may help with additional review of the material. They are available through the Canvas modules or in both streamable and downloadable versions at <http://www.math.utah.edu/lectures/math1090.php>
  - 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:**
  - 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.
  - For both quality learning and proctored testing, students are required to

have access to the following equipment:

- A strong internet connection with sufficient bandwidth (in order to participate in IVC classes, access course materials, and take exams):
- A webcam on your computer or camera on your phone (this is required for taking quizzes and exams in Zoom; it is recommended for IVC lecture classes):
- A scanning device which is different than the device you are using for your webcam (smartphones can be used as scanning devices)
- a microphone (used for online meetings);
- Students are expected to be computer literate and 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.
- Students are expected to participate in the IVC portion of class, which is done through Zoom, with audio and visual enabled. This is expectation is there, because it improves learning and the classroom environment. If students need to turn of cameras and/or microphones, this is allowed. It is polite if you will be doing so for long periods to inform your instructor. Also note, even though microphones are enabled, they may be muted when not in use.
- During exams, students are required to both have audio and microphone and to enable it (students may be muted or asked to mute their microphone for portions of the assessments.) Students need to position the camera and/or themselves so that their head, hands and workspace is visible. Students are required to have a separate scanning device and continue to have their Zoom camera turned on while scanning; during the scanning phase, students may be gone from the screen for a few seconds if this is prearranged with their instructor.
- A printer is recommended, but not required, so that you can print out templates for quizzes and exams ahead of time. If you do not have a printer, you will need to make and use hand-written versions. You must copy these exactly and they are designed to be fast and straight forward to create by hand.
- **UofU Learning Support:**
  - Math Center Online Tutoring, (Paid for by Your Student Fees) <https://www.math.utah.edu/undergrad/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>
- **General Help:**
  - Here is information from the University about logistics in light of COVID-19. There is also information about financial assistance, counseling, the food pantry, and much more. <https://coronavirus.utah.edu/#students>
- **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://union.utah.edu/covid-19/>
  - 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.

## **CONTENT OVERVIEW:**

The course goal is for students to improve their quantitative reasoning, gaining an understanding of algebra and its applications to business that prepares them for future business courses.

The instructor's goal is to provide a well-structured course in which each student is successful, enjoys the learning experience, and gains skill and confidence in logical reasoning.

## **COURSE EXPECTED LEARNING OUTCOMES (ELOs):**

- Graph and analyze quadratic, exponential and logarithmic functions; solve quadratic, exponential and logarithmic equations.
- Understand what a mathematical function is and know how to use linear, quadratic, logarithmic and exponential functions to model real world examples.
- Know how to solve a system of linear or quadratic equations that arise in business applications.
- Find solutions to linear programming problems, to maximize a function over a geometric region.
- Perform simple matrix algebra computations.

- Use matrices to solve systems of linear equations.
- Understand what an inverse function is and be able to find the inverse function, when it exists.
- Distinguish between simple and compound interest situations.
- Calculate future and present value of annuities, and know when to use which formula for the life application.
- Compute an amortization schedule and loan payments, such as automobile or mortgage payments.

## **COURSE DESIGN:**

The instructor will present online lectures via Zoom video conferencing. Classes will be dynamic and there will be multiple ways for students to participate in each class, for example through polls and directed responses in the chat. There will also be time for discussion and questions. Assignments will be distributed in Canvas and collected in Gradescope. Active participation is expected of those present. The sessions will be recorded, and lecture notes posted online. There are 3 components to your grade, detailed individually below:

### **Homework:**

- Homework will consist of questions assigned from the book. It is due every Thursday except for the weeks of an exam. Students are encouraged to work together when doing homework, but in such a way that they are learning the mathematics. You will complete homework on your own paper, and then scan (I recommend the app CamScanner) each section individually and upload it to Canvas. Each section should be a SINGLE PDF, not multiple pdfs or other file types. Write the section that the HW is from on every page (so it is easy to tell if it's 1.2 or 1.3) Write the problems and their solutions neatly and in order (or if out of order, make notes, so that problems are easy to find.) Make sure that the pages you upload are in order. For every problem, write a very SHORT summary of the problem you are answering
  - if you are solving an equation, write the equation.
  - If you are doing a word-problem, write the key facts from the word problem
  - For a true/false or multiple choice question, write a short summary of the statement or question.

Look over your pdf file to make sure it is legible (writing is not too light or too fuzzy). There will be deductions if you do not follow the instructions above.

- You will get half credit if you DO every problem. I will NOT be grading for correctness for this half of the grade, so it is your responsibility to make sure you understand the problems and their solutions. This is basically motivation for you to do the homework because that is the only way to survive a math class. (Please notice that there is no way to get an A in this course if you choose not to do any of the homework. On the other hand, turning in all of the homework can help your grade substantially.)
- The other half of the points for each homework set will be given for correct and neat solutions, with all work shown. The grader will grade a few problems on each homework set to check for correctness. We will not tell you ahead of time which problems will be graded for correctness.
- **Your lowest three homework section scores will be dropped.**
- Each homework is worth 10 points

### Quizzes:

- There will be weekly in-Zoom quizzes, every Thursday, except for test weeks. I reserve the right to start the quiz at any time during the Thursday class period. The quiz will cover the material covered in the previous week. Quiz questions will be taken from textbook examples, class examples, assigned problems or problems very much like those problems.
- When taking quizzes, students will spend some time working independently and some time to working in an assigned group. The point of the group work time is for students to discuss the material and share ideas, because this type of interaction reinforces understanding. Students can compare answers as a way to check for errors and ask questions about specific steps, but they should not copy groupmates' solutions. *For this reason, you are required to show ALL your work on quizzes*
- There will be no make-up quizzes. No exceptions. If you're late to class or miss class and thus miss the quiz for any reason whatsoever, you will have to use that as one of your dropped quiz scores. There will be roughly 13 quizzes throughout the semester.
- **Your lowest three quiz scores will be dropped.**
- Each quiz is worth 10 points

### Exams:

- **Midterm Exams** - There will be two midterm exams. Exams will be given during class time on the dates specified in the next section. Each exam will be split into two 35-minute blocks with a 10 minute break in between. Each block will be released on Canvas at the predetermined time. Students will write their solutions

on separate paper and turn it in via Gradescope by the deadline.

- Students will be allowed one page of prepared notes. Each student should make their own notes. They should not use notes from other students or other sources.
- On the day of exams, students will check-in on Zoom at the beginning of class with webcams on (microphones may be turned off). Their workspace, hands, and heads should all be clearly shown. Student may ask questions of their instructor through the Chat feature in Zoom.
- **Final Exam** - The Math 1090 final exam is a common final exam, which means all sections take it at the same time. For Fall 2020, the time is **Wednesday, Dec 9, 3:30-5:30 pm**. The final exam will be proctored in Zoom, in the same way exams were. Half of the exam will be new material. The other half of the exam will be based on specific topic from earlier in the course. Students will be informed ahead of time which sections will be emphasized on the final exam.
- Feedback on quizzes and exams will be given through Gradescope.
- Each exam is worth 100 pts (20% of the grade)

**Extra Credit:**

- Up to 15 extra credit points may be awarded throughout the semester
- Students are encouraged to participate in the online discussions in Canvas to ask mathematical or logistical questions. This is also a good place to report errors in the course materials. You can earn up to 6 points (5 point = 1% of total course grade) for making posts about homework or class content which contain your mathematical thoughts.
- You can also earn up to 6 points for reporting errors, for example factual errors in announcements (the wrong date or time is given), mathematical errors in solutions or HW problems or grammatical errors which impede understanding.
- You can earn up to 3 points for filling out the course evaluation.

**CLASS SCHEDULE & IMPORTANT DATES:**

**Exam Dates:**

Exam 1 - Thursday September 24

Exam 2 - Tuesday November 10

Final Exam - Wednesday December 9, 3:30 - 5:30 MDT

**Official Drop/Withdraw Dates:** The last day to drop classes is Friday, September 4; the last day to withdraw from this class is Friday, October 16. Please check the academic calendar for more information pertaining to dropping and withdrawing from a course. Withdrawing from a course and other matters of registration are the student's

responsibility.

**Holidays:** There will be no class on Monday, September 7 (Labor Day) and November 26-29 (Thanksgiving break).

**The follow schedule is tentative and subject to change!! Check Canvas for the most recent version.**

Date	Topic/Assignment/Exam
Aug 25	Chapter 1.1 - 1.2
Aug 27	Chapter 1.2 - 1.3, Quiz 1, Homework 1 due
Sept 1	Chapter 1.3 - 1.4
Sept 3	Chapter 1.5 - 1.6, Quiz 2, Homework 2 due
Sept 8	Chapter 1.7 - 1.8
Sept 10	Chapter 2.1 - 2.2, Quiz 3, Homework 3 due
Sept 15	Chapter 2.3
Sept 17	Chapter 2.4 - 2.5, Quiz 4, Homework 4 due
Sept 22	Chapter 2/Review
Sept 24	<b>Exam 1</b>
Sept 29	Chapter 3.1 - 3.2
Oct 1	Chapter 3.3, Quiz 5, Homework 5 due
Oct 6	Chapter 3.4
Oct 8	Chapter 3.5, Quiz 6, Homework 6 due
Oct 13	Chapter 3.6
Oct 15	Chapter 3.7, Quiz 7, Homework 7 due
Oct 20	Chapter 4.1
Oct 22	Chapter 4.2, Quiz 8, Homework 8 due
Oct 27	Chapter 4.3
Oct 29	Chapter 4.4, Quiz 9, Homework 9 due
Nov 3	Chapter 4.5
Nov 5	Chapter 4.6/Review, Quiz 10, Homework 10 due
Nov 10	<b>Exam 2</b>
Nov 12	Chapter 5.1, Quiz 11, Homework 11 due
Nov 17	Chapter 5.2
Nov 19	Chapter 5.3, Quiz 12, Homework 12 due
Nov 24	Chapter 5.4
Nov 26	<b>Thanksgiving</b>
Dec 1	Chapter 5.5
Dec 3	Review, Quiz 13, Homework 13 due
Wednesday, Dec 9, 3:30-5:30	<b>Final Exam</b>

## COMMUNICATION:

- All course materials, such as lecture slides, assignments, solutions, grades, etc. will be posted on the Course Canvas site. If you do not have access to the Canvas sight let someone know! Class announcements will be done via email or posted on Canvas. You will be responsible for any information contained in them as well as the information announced in class.
- Feel free to contact me by email for questions at sherman@math.utah.edu, I will do my best to answer emails promptly. 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.
- I will always do my best to ensure the communication relevant to the course is clear and transparent, it is your responsibility as well to keep yourself updated by regularly checking: the announcements on Canvas, your Umail (or Canvas mail), the posts on the Discussions Board, and pay attention to the announcements given in class.
- Students are expected to log in and check canvas **everyday** for posted announcements and assignments. Students are also strongly advised to set up notifications for canvas so they do not miss any important notifications.

## NETIQUETTE - EXPECTATIONS FOR ONLINE LEARNING ENVIRONMENT:

- Classroom equivalency: 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.
- Other 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”, 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.

## **ASSIGNMENTS, ASSESSMENT & GRADING:**

Homework 20%  
 Quizzes 20%  
 Midterm 20%  
 Midterm 20%  
 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).

It is the student's responsibility to ensure the accuracy of all recorded homework, quizzes, online assignments, and exam grades. Also you should keep as record all your graded assignments. If you see any error in your grades on Canvas reach out to me as soon as possible. If you have questions or see an error in Gradescope, for example if the feedback doesn't match the work you show, go to the problem and submit a regrade request. Please take action promptly, at the latest within two weeks from when the assignment was returned.

**Late Assignments/Missed Assignments/Regrading Policies:**

The following policies are built into the course in order to accommodate illness and other reasons for absence:

- Online HW can be submitted late for 50% credit,
- The lowest 3 homework scores will be dropped.
- The lowest 3 quizzes will be dropped

The course is designed to provide flexibility in the case of a few times. But in general, you are expected to turn things in on time and take quizzes and exams at the times givens. 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 such obligations to arrange accommodation.

If you spot a grading error or have question about grading, please contact me within two weeks of the assignment being graded. Also, if the assignment was graded in Gradescope, use the Gradescope regrade request tool to contact me.

**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.

**Content Accommodations:** Consistent with principles of academic freedom, the faculty, individually and collectively, has the responsibility for determining the content of the curriculum. Students are expected to take courses that will challenge them intellectually and personally. Students must understand and be able to articulate the ideas and theories that are important to the discourse within and among academic disciplines. Personal disagreement with these ideas and theories or their implications is not sufficient grounds for requesting an accommodation (see <https://regulations.utah.edu/academics/6-100.php>).

### **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:**

- **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](https://lgbt.utah.edu/campus/faculty_resources.php)
- **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](http://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](http://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](http://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>).
- **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).

- **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](http://safeu.utah.edu)
- **University Counseling Center** [The University Counseling Center \(UCC\)](http://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](http://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.