

Course Number and Title: Business Algebra, Math 1090-90

Semester and Year: Fall 2020

Instructor: Kristen Lee (she/ her/ hers)

Email: klee@math.utah.edu

Office: JWB 105

Accessibility & Support: Students should contact me using the email listed above. I will respond to emails within 24 hrs during business days. An email sent on the weekend may take up to 48 hrs to receive a response. Office hours will be held two hours each week via zoom. These time slots will be scheduled during the first week of the semester.

COURSE DESCRIPTION

In Math 1090 Business Algebra, 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 QA graduation 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).

COURSE DETAILS

- **Course Type:** Online (asynchronous)
- **Location & Meeting Times:** On Canvas.
- **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.

➤ **Course Materials:**

Textbook: Business Algebra, 3rd edition, published by Kendall Hunt, (ISBN: 9781524993405)
 Book Purchasing Instructions: In order to purchase your textbook, click on the following link.
 You may purchase the digital version or the physical textbook.
<https://he.kendallhunt.com/product/business-algebra-4>

Additional course materials:

- The course website is in Canvas.
- The course will use online videos created specifically for it. They are available through the Canvas modules or in both streamable and downloadable versions at <http://www.math.utah.edu/lectures/index.php>. Links are also on 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.
- Any additional course materials will be available on Canvas.

➤ **Technical requirements:**

- The following equipment is required for proctored testing. Having this equipment will also make accessing course materials and attending office hours and study sessions more efficient and effective.
 - A strong internet connection with sufficient bandwidth (in order to access course materials and take exams):
 - A webcam on your computer or camera on your phone (this is required for taking exams in Zoom):
 - A scanning device which is different than the device you are using for your webcam (smartphones can be used as scanning devices)
 - a microphone (though it may be muted during exams);
- 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. For technical assistance, review the [Canvas Getting Started Guide for Students](#) and/or contact TLT, Knowledge Commons.
- During quizzes and exams, students are required to have audio and microphone enabled (students may be asked to mute your 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, but they are designed to be fast and straightforward to create by hand.
- 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.

- **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.

COURSE EXPECTED LEARNING OUTCOMES

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 our 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. This allows students to get more feedback and use U resources at the end of the week than if the week ended on a Sunday. (So, Week 2 in our class spans the end of University Week 2 and the start of University Week 3).

On the first day of the course, you should go to the "Course Information Module" in Canvas. Here you will find announcement quizzes about different aspects of the course including the textbook, homework, quizzes, exams, communications and other things. You should read them all and take the quiz at the end of each. They are graded.

Weekly Expectations:

- o Read/take the weekly announcement quiz and any other additional announcement quizzes
- o Watch the UofU video lectures and/or read the textbook sections. Try to make this experience interactive by pausing and trying to anticipate the next step in the problem/example and comparing it to yours. Many students focus primarily on the videos or the textbook, but then turn to the other source if they have a question or as practice material before exams.
- o Work through HW assignments from the online textbook. Work is shown on paper and uploaded to Gradescope.
- o There will be quizzes weekly, except for exam weeks. 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.

- o Use the discussions on Canvas to get questions about the course or questions about homework answered. You can also earn extra credit for participation that shows your mathematical thought.

Exams:

There will be 2 exams in the semester.

All exams will be taken via Zoom. During exams, students are required to have their cameras and microphones turned on (though their microphone may later be muted) and have their head, hands, and workspace be visible. They are required to show identification before beginning the exam. There will be a mandatory "Zoom rehearsal" one-two weeks before the exam, where students confirm that their camera and microphone are set-up correctly, and also practice using the chat and raising their hand in Zoom

Each exam will consist of two blocks with a short break in between. Before each exam, students should print out or hand-copy templates to write answers on. These will be made available in Canvas a few days before the exam. At the end of each block of the exam, students will scan their work and upload it to either Canvas or Gradescope, as instructed. Students may ask questions of their instructor through the chat feature in Zoom.

Students may also bring one page of notes (8.5 in by 11 in, writing on both sides) that they make during quizzes and exams. Each student should make their own notes. They should not use notes from other students or other sources. Students are required to scan and upload their notes with their exam. You may use a permissible calculator on the exam. Phones should not be used or visible until the scanning phase of the exam. Students are not allowed to use any computer or online resources (including math sites and online calculators), notebooks or books, or to communicate about the exam with other humans. Not following these rules is considered academic misconduct and will be penalized as such. See further comments about academic misconduct below.

Feedback on quizzes and exams will be given through Gradescope. Students should look at this feedback after each assessment. After each exam, there will be an extra credit assignment to reflect on the exam experience and write about misunderstandings.

Final Exam:

The Math 1090-90 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 a specific topic from earlier in the course. Students will be informed ahead of time which sections will be emphasized on the final exam.

Extra Credit

Extra credit, worth up to 3-6% of your course grade, can be earned for participating in online discussions (by asking or answering questions with significant mathematical content), by spotting errors in course materials, or by reflecting on your exams by e-mail or in person.

CLASS SCHEDULE & IMPORTANT DATES

Exam Dates:

Required Exam Rehearsal I in Zoom – Thursday, September 12 (15-min evening time slots)

Exam 1 – Thursday, October 1, 5:00 - 6:30 pm (on Zoom, Start of Course's Week 6)

Exam 2 – Thursday, November 2, 5:00 – 6:30 pm (on Zoom, Start of Course's Week 11)

Final Exam – Wednesday, December 9, 3:30 - 5:30 pm (on Zoom)

This date and time is assigned by the University of Utah scheduling office.

You can view the Fall 2020 final exam schedule at (math 1030 is listed under the departmental finals):

<https://registrar.utah.edu/academic-calendars/final-exams-fall.php>

Students are not allowed to take early/late departmental final exam. Please do not schedule your trip before this date, or do not ask me to give you extra time to study.

Week	Dates	Sections Covered	Topic/Assignment/Exam
1	Mon, Aug 24- Tues Sept 1	1.1, 1.2, 1.3	A:Welcome, A:Syllabus, A: Online?, A:Online HW, A:QuizDirections,A:Group Meetings, A:Exams, A:Communications, A:Extra Credit A:Wk1 HW 1.1, 1.2, 1.3 (Tuesday, Sep 1st) Quiz Wk 1 (Tuesday, Sep 1st)
2	Wed, Sep 2 – Tues, Sep 8	1.4, 1.5 1.6	A: Wk2 HW 1.4, 1.5, 1.6 (Tuesday, Sep 8th) Quiz Wk 2 (Tuesday, Sep 8th)
3	Wed, Sep 9 – Tues, Sep 15	1.7, 1.8	A: Wk3 HW 1.7,1.8 (Tuesday, Sep 15th) Quiz Wk 3 (Tuesday, Sep 15th)
4	Wed, Sep 16 – Tues, Sep 22	2.1, 2.2, 2.3	A: Wk4 HW 2.1, 2.2, 2.3 (Tuesday, Sep 22nd) Quiz Wk 4 (Tuesday, Sep 22nd)
5	Wed, Sep 23 – Tues, Sep 29	2.4, 2.5	A: Wk5 A:E1 Details HW 2.4, 2.5 (Tuesday, Sep 29) Quiz Wk 5 (Tuesday, Sep 22nd)
6	Wed, Sep 30 – Tues, Oct 6	Exam 1	A: Wk6 Exam 1 (Thursday, Oct 1) (no quiz this week)
7	Wed, Oct 7 – Tues, Oct 13	3.1, 3.2, 3.3	A: Wk7 A:E1 Results HW 3.1, 3.2, 3.3 (Tuesday, Oct 13th) Quiz Wk 7 (Tuesday, Oct 13th)

8	Wed, Oct 14- Tues, Oct 20	3.4, 3.6, 3.7	A: Wk8 HW 3.4, 3.6, 3.7 (Tuesday, Oct 20th) Quiz Wk 7 (Tuesday, Oct 20th)
9	Wed, Oct 21 – Tues, Oct 27	4.1, 4.2, 4.3	A: Wk9 HW 4.1, 4.2, 4.3 (Tuesday, Oct 27 th) Quiz Wk 9 (Tuesday, Oct 27th)
10	Wed, Oct 28 – Tues, Nov 3	4.4, 4.5, 4.6	A: Wk10 A:E2 Details HW 4.4, 4.5, 4.6 (Tuesday, Nov 3rd) Quiz Wk 10 (Tuesday, Nov 3rd)
11	Wed, Nov 4 – Tues, Nov 10	Exam 2	A: Wk11 Exam 2 (Thurs, Nov 5th) (no quiz this week)
12	Wed, Nov 11 – Tues, Nov 17	5.1, 5.2	A: Wk12 A:E2 Results HW 5.1, 5.2 (Tuesday, Nov 17th) Quiz Wk 12 (Tuesday, Nov 17th)
13	Wed, Nov 18 – Tues, Nov 25	5.3, 5.4, 5.5	A: Wk13 HW 5.3,5.4,5.5 (Tuesday, Nov 25th) Quiz Wk 13 (Tuesday, Nov 25th)
14	Wed, Nov 25 – Thurs, Dec 3	Review (Thanksgiving Break)	A: Wk14 A:Final Details Quiz Wk 14 (Tuesday, December 1 st)
Finals		Final Exam	Final Exam – Wednesday, December 9, 3:30 - 5:30 pm (on Zoom)

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.

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. 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 klee@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, the posts on the Discussions Board, and pay attention to the announcements given in class and Discussion Section.*
- *Course Canvas Page: 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" and always use your professors' proper title: Dr. or Prof., 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.*

- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards). (Rebecca's comment: I might not include this one. I will include the one about slang)
- 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.*
- *Instructors may wish to point out that Canvas allows students to change the name that is displayed AND allows them to add their pronouns to their Canvas name. Additionally, students can indicate their pronouns in Zoom.*

ASSIGNMENTS, ASSESSMENT & GRADING

Your grade will be based on:

Announcement Quizzes	2%
Quizzes (lowest 2 scores dropped)	19%
Homework (assigned by section, lowest 5 scores dropped)	19%
Exams (2 exams)	40% (20% each)
Final exam	20% (10% on new material, 10% on selected topics)

The grading scale is:

A [93-100),	B- [80-83),	D+ [66-70),
A- [90-93),	C+ [77-80),	D [60-66),
B+ [87-90),	C [73-77),	D- [55-60),
B [83-87),	C- [70-73),	E [0-55).

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 the instructor as soon as possible, or at the latest within two weeks from when the assignment was returned.

Late Assignments/Missed Assignments/Regrading Policies:

EARLY POLICY FOR HW and QUIZZES:

You can start HW early at any time.

You have a 5-day window to complete quizzes. If you have special circumstances, you may request them up to two-days earlier than this. Please request this at least 48 hours before you would like to access the quiz.

LATE POLICY FOR HW AND QUIZZES

You are expected to turn things in on time. It is your responsibility to maintain your computer and related equipment in order to participate in this online course. Equipment failures will not be an acceptable excuse for late or absent assignments. Similarly, it is your responsibility to start assignments early enough, so that even if you are in traffic, your flight gets delayed, you are called into work, your run out of ink, you do work for another class, etc., you still have time to deal with the situation and then finish the assignment.

However, because things may happen that will prevent you from turning in assignments on time, this course provides the following accommodations. The 5 lowest HW and 3 lowest quiz scores are dropped at the end of the semester.

LATE HW:

There will be no late assignments accepted. I understand that circumstances outside of your control may occur. This is why I choose to drop your 5 lowest assignments.

LATE QUIZZES:

You should submit your quiz in Gradescope . No Late quizzes will be accepted..

- 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 on time, but you send the quiz to your instructor instead of uploading it as instructed, there is a 10 point penalty . This is because it is more time consuming to upload it into Gradescope when sent this way.

ALTERNATE TIMES FOR EXAMS:

If students are unable to take an exam at the time given, an alternate exam can be set-up, provided the situation preventing them from taking the exam is beyond their reasonable control and they do the following:

- Students who have planned conflict with the exam time (like a university class or officially sanctioned University activities like band, debate, student government, intercollegiate athletics, government obligations like military duty or religious obligations) must provide documentation early in the semester and then send a reminder at least five business days before the exam.
- Students who have absences that arise suddenly (like illnesses, deaths in the family or last-minute university-related sports activities) must contact their instructor as soon as possible, given the situation. Documentation is preferred, but students should contact their instructor to discuss alternatives if documentation is not available.
- Documentation should be sent by e-mail (scanning and attaching documents works well). Students should black out or leave out personal information beyond their name and the general reason for the excuse. This creates a record that both the student and instructor can refer back to.

All other students should arrange their work and personal schedules to take exams at the scheduled times.

EXTREME SITUATIONS

If you have an extraordinarily severe situation, contact me, your instructor and we will come up with a solution. Please contact me as soon as possible and be ready to provide documentation.

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.

SAFETY POLICIES

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. *If you have a specific policy, indicate it here (example: Incidents of academic misconduct (e.g. cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating on exams) will be subject to penalty per Section V of Policy 6-400, the Student Code. Incidents of academic dishonesty on homework assignments will result in a minimum penalty of a full letter-grade reduction and up to a failing grade (E) for the course. Incidents of academic dishonesty on exams will result in a minimum penalty of a failing grade (E) for the course, and the incident(s) will be referred to the dean of your major-department college for possible further sanction.). You may also view the Chemistry Department's Code of Conduct at this link.*

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. *The language above was borrowed from a CTLE template, to view other sample inclusivity statements, [click here](#).*

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

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>).

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

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.

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.