Math 1010 Fall 2020 Syllabus

Course Number and Title: Math 1010-30, Intermediate Algebra (4 credit hours)
Semester and Year: Fall 2020
Instructor: **Aurora Jensen**
Class time: Mondays, Tuesdays, Wednesdays, Fridays, between 12:55- 1:45 pm
Location: Canvas, Zoom
Email: *ajensen@math.utah.edu* *(Please contact me through Canvas, via inbox)*
Accessibility & Support: I prefer to contact me by email or via Canvas

COURSE DESCRIPTION
Mathematics is a sense making activity to understand the world we live in. Scientists, social scientists, engineers, business leaders, health care providers, and politicians require a high degree of quantitative literacy to accomplish their goals. In this course, students will become adept at working with linear, exponential, basic logarithmic, quadratic, square root, and power functions, and see how these functions can be used to describe and analyze some of the most difficult problems our society faces. Along the way, functions are used to motivate important topics including evaluating expressions, solving equations and inequalities, graphing, and analyzing graphs.

According to university guidelines, an average student should expect to spend 8-12 hours per week outside of class in addition to the time in class. Some students will get by with less, others may need more time.

PREREQUISITES: "C" or better in (MATH 980 OR Math 990) OR Accuplacer EA score of 54 or better OR ACT Math score of 18 or better OR SAT Math score of 470 or better.

Important Note: The mathematics department DOES enforce prerequisites for all our 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 continue on with your math classes, then you will be dropped from this class on Friday of the first week of classes. If that is the case for you, then it is in your best interest to drop yourself from this class before you are forcibly dropped and get into a class for which you have the prerequisites.

COURSE DETAILS

- **Course:** This is an Interactive Video Conferencing (IVC - synchronous online course), hosted on Zoom, at the class time. You will access Zoom via your Canvas course.
- **Location & Meeting Times**: Canvas, Zoom, on Mondays, Tuesdays, Wednesdays and Fridays, between 12:55-1:45 pm
- **Attendance & Punctuality: Students are expected to attend the class via Zoom, during the listed class time.** Classes will be recorded when possible, but the class is designed with active participation in mind and students benefit most when present during the live class. **Participation during class is graded. You need to be present in the online class in Zoom to participate in Exams, Labs, Quizzes, and Participation. Not being present during an assessment, but turning it in will be considered academic misconduct.**
- **COVID-19 Considerations:** Students must self-report if they test positive for COVID-19 via coronavirus.utah.edu.
- **Instructional Support Team: This class is supported by Learning Assistants (LAs).** LAs are undergraduates who have completed this class (or similar), and who are here to help you learn (see more details on the U of U Learning Assistant program page). Their job is not to offer you answers, but rather to help you figure out how to problem solve, and how to learn from your classmates. Discussion is an efficient learning strategy, and LAs help our discussions stay on track. In general, the only time you'll work with an LA is through discussion during class and during Lab. Your LA may also hold Office Hours, which will be announced in class and on Canvas by the end of the second week of the semester.

Your LA is not responsible for grading any exams or quizzes, and can be thought of as a peer mentor.

- **Course Materials:**
  - **Required:** Math 1010 Course Packet, *Fall 2020, A Workbook for Math 1010, A Functional Approach to Intermediate Algebra*. Purchasing information will be sent out to students when the purchasing link is available and will be posted on Canvas once the semester starts**. The pdf of the Course Packet will be available in Canvas for free once the semester starts.**
  - Consult with your instructor on a topic-by-topic basis for additional online resources.
- **Technical requirements:**
  - For both quality learning and proctored testing, students are required to have access to the following equipment:
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    - 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 and for IVC lecture classes and labs):
    - 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 should log into Zoom for class with audio and video enabled.**
  - Students are expected to participate in the IVC portion of class, which is done through Zoom, with audio and visual enabled. This expectation is there, because it improves learning and the classroom environment. If students need to turn of cameras and/or microphones, they should consult with their instructor in advance. Also note, even though microphones are enabled, they may be muted when not in use.
  - During exams and quizzes, students are required to have audio and microphone and to have it 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 exams and quizzes 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 straight forward to create by hand.
  - For technical assistance, review the Canvas Getting Started Guide for Students and/or contact TLT.
  - A scientific calculator is required for the course. Students are allowed (as per instructor's restrictions) to use calculators provided they show clear/precise work on every problem on the midterms and the final exam in order to receive full credit for correct answers**. No graphing calculators, cell phones or devices with Internet connectivity may be used as a calculator on an exam or quiz.**

- **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.

CONTENT OVERVIEW
This course is designed to prepare students for a wide variety of disciplines by improving their problem solving skills while learning more about algebra.

COURSE EXPECTED LEARNING OUTCOMES
Upon successful completion of this course, a student should be able to:

1. Work with functions presented in tables, graphs, with algebraic expressions, or in words. Determine if relations presented in any of these formats are functions. The functions covered in this course are linear, exponential, logarithmic, quadratic, square root, power, and nth-root.
2. Find the domain, x-intercepts, y-intercepts, output given input, and input given output for all functions presented with tables, graphs, or algebra. Find the range of functions presented graphically.
3. Know the shapes of the graphs of all the above functions. Be able to recognize when a sufficient portion of the graph is sketched in order to indicate the graph shape.
4. Decide if a given function is linear, quadratic, exponential, or none of the above for functions presented algebraically, graphically, or in tables.
5. Graphing Techniques Vary by Function
    a. Graph linear functions using either two points or one point and a slope.
    b. Graph quadratic functions using either of these approaches:
        i. the x-intercepts and the vertex (or line of symmetry);
        ii. the vertex and an efficient table (be able to use symmetry and possibly the y-intercept).
    c. Graph logarithmic functions with no transformations using the meaning of the logarithm.
    d. Graph exponential and square root functions, when given in transformation form, using efficient tables.
    e. Graph power functions and nth-root functions with no transformations using tables.
6. Solve linear, quadratic, exponential, logarithmic and square root equations.
    a. Solve quadratic equations using factoring and the zero-product property, completing the square, and the quadratic formula.
7. Solve linear inequalities and give answers in inequality, interval, and graphical (number line) format.
8. Determine the slope of a line; find the equations of lines given information about them. Decide if lines are parallel, perpendicular, or neither.
9. Solve 2x2 systems of linear equations and functions using graphical and substitution methods.
10. Be able to factor quadratic expressions or decide if they cannot be factored; complete the square.
11. Perform composition of functions presented with tables, graphs, or algebra.
12. Decide if a function presented with a table or graph is invertible and give the inverse in the same format.
13. Find the algebraic inverse of a linear function presented algebraically.
14. Make sense of exponent rules, negative exponents, and rational exponents. Use exponent rules to simplify exponential expressions.
15. Understand nth-roots, rational exponents and the connection between the two. Simplify nth roots and exponential expressions with rational exponents.
16. Construct algebraic models to describe real life situations. Be able to decide what type of model fits a situation best:
    a. Use linear functions to model constant rates of growth.
    b. Use exponential functions to model constant percent change.
    c. Use quadratic functions to model constant acceleration.
17. Analyze linear, exponential, and quadratic models to answer questions about the situations they represent. In particular, relate graphical features (like the x- and y-intercepts of all functions or the vertex of a parabola) to specific aspects of the situation being modeled. For quadratics, be able to rewrite the function appropriately in order to find the information desired.

COURSE DESIGN
- In class via Zoom: We will be working through the course packet during class. You can expect to:
    - Work with your partner(s) on the problems during class,
    - Have whole class discussions and short lectures on pertinent material,

- Engage in problem solving during class. During these sessions you will work together in groups of two to four. The instructor and learning assistants will be available during each session to help you as necessary. On occasion you may be asked to turn in your work.
- Think about and work on material ahead of time. This will often be assessed with questions given at the start of classes, but may be assessed in other ways as determined by the instructor.
- Respond individually or as part of a group to questions. These questions will be frequently used to check in class comprehension and to lead the discussions.

These activities are organized for your benefit. Work in class is meant to train you to become better problem solvers, inform you of how well you are understanding the material, and to inform me what we need to focus on. You are required to attend class and engage actively to maximize the benefits of class work. If you prefer to work in your own time, we recommend taking the asynchronous on-line class (Math 1010-90) that allows this flexibility.

- **In labs via Zoom: In addition to attending class every day, you are expected to attend a lab on Thursdays. Labs**: are conducted by the learning assistant(s) and during the lab sessions, you will work in small groups on problems that are given to you in the lab. There will be time for discussion of the lab material and feedback. At the end of the lab period, you will turn in every problem set along with the names of your group members, even if you don't finish. You must attend a lab to receive credit for lab and you cannot turn in the lab sheet late. Blank lab sheets and solutions will be posted at the end of the week so that you can keep working on the assignments for your own benefit (not for a grade). It is highly recommended that you finish each assignment.
- **Homework**: Working through problems and getting feedback on whether your process and calculations are correct is an important part of understanding material. **WeBWorK is an online homework website that gives you instant feedback on your work.** It will allow you as many tries as you need to complete most problems, with the exception of multiple choice questions that typically only allow you one attempt. We will answer questions you have about the homework in class if time permits. There will be several sections due each week with due dates announced in class. **You will be able to access WeBWorK using links in Canvas**.
  There are certain topics where there are not sufficient WeBWorK problems to practice the material. Supplements may be assigned and collected using Canvas. Grades on these will go to your WeBWorK grade. There may be occasional graded surveys and quizzes in Canvas that will also count towards your WeBWorK grade. Due dates for these will be available on Canvas and announced in class.
- **In-Class Quizzes** and take-home group quizzes. Short quizzes will be given almost weekly, but not in the weeks when you have an exam. **The in-class quizzes will be given during class and proctored using Zoom.** The quizzes will be based on the course packet content, WeBWorK, and labs. If you have questions about concepts/problems in any of these, ask about them! The quizzes provide feedback on your understanding of the course material and ability to explain this understanding. Use this feedback to prepare for exams.
- **Exams**: **The three midterm exams will be held during class time on Monday September 28, Monday October 26 and Monday November 23.**
- **The final exam will be held on Friday, December 11 from 3:30-5:30 pm.**

CLASS SCHEDULE & IMPORTANT DATES

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).

COMMUNICATION

Communication expectations:

- All course materials, such as 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.

- It is your responsibility to also regularly check your Umail (make sure you set up forwarding if you do not check it regularly). There are times that your Umail is the only way for me to communicate privately with you, there may be occasions during the semester that I 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 using the Canvas inbox. I will do my best to answer emails within one business day. 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, 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 **every class day** 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

You are required to adhere to the following list of communication and technological guidelines:

- 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).
    - 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.

- You are responsible for submitting the assignment with the required naming convention, correct file extension, and using the software type and version required for the assignment.
- Canvas allows students to change the name that is displayed AND allows them to add their pronouns to their Canvas name. Additionally, students can indicate their pronouns in Zoom.

ASSIGNMENTS, ASSESSMENT & GRADING

Course Grade Components: Semester grades will be calculated as follows:

Preparation for class and in-class work	9%	Daily
Labs	9%	Weekly
Quizzes	9%	Weekly, except the weeks of exams
Homework (WeBWorK)	9%	Weekly
Midterms	48%	Three total
Final Exam	16%	You have to take the final to pass the course!

Scoring Information for the Above Activities:

- **Preparation for class and in-class work**: Questions will be asked in class almost every today to see how well the class is understanding the material. These questions may be asked in Zoom during class or in Canvas at the end of the class time. You may also be asked to submit your notes in Canvas for an example that was done during class. In order to receive credit for the participation a specific day, you need to have attended class that day. At the end of the semester, those students who have accumulated 85% of the total participation points will get the maximum points added to their overall score at the end of the semester. Those falling below the 85% threshold will receive a proportional amount of the maximum points.
- **Lab Worksheets**: Students must scan and upload their lab worksheet to Canvas at the end of each lab session. Scoring is as follows: 5 points for making a reasonable effort and being mostly correct, 3 points for a reasonable effort or for missing more than 10 minutes of lab (unless you are dismissed early by your LA), 1 point for making a really weak effort, and zero points for not attending the section of lab you registered for or for not turning in the worksheet. **The lowest three lab scores will be dropped at the end of the semester.**
- **WeBWorK:** You will receive credit for each correct answer you submit. There is no submit button at the end of each assignment...all you do is answer problem by problem.
- **Quizzes:** Quizzes will be given during class weekly, but not in the weeks of exams. The in-class quizzes will be given in class and proctored using Zoom. The take-home quizzes will be group quizzes and they will be timed and open for few hours during that day. A quiz template will be provided to students each week. Students must print the template, or copy it exactly by hand before the quiz. **Students will scan and upload their quiz to Canvas at the end of the quiz. The lowest three quiz scores will be dropped at the end of the semester.**
- **Exams: There are three midterms. They will be given during class time on the dates listed above.** The material that will be covered on the midterm exams will be announced at least one week before each exam. **The Final Exam will be cumulative and will be given at the time specified by the University**. **Exams will be proctored in Zoom**. Students are required to have their head, hands, and workspace be visible, and have microphones turned on. Students can ask their instructor questions using the chat feature in Zoom. Students should print out or hand-copy the provided template to write answers on before the exam begins.
  Math 1010 has a departmental final, which means all students in all Math 1010 classes take the final exam on the same day and at the same time, instead of during the slot that is assigned based on class meeting time.
- You are required to take it at this time, unless you have multiple finals scheduled for the same time slot or if a situation beyond your control arises.
- If this applies to you, inform your instructor by the deadline given in class. (Tardy notification of your instructor may result in a penalty on your exam). For all other students, make school/work/family arrangements at the start of the semester to be able to take the common final.

Grading Scale: The grading scale is: A [93,100], A- [90,93), B+ [87,90), B [83,87), B- [80,83), C+ [77,80), C[72,77), C- [69,72), D+ [66,69), D [60,66), D- [50,60), E [0,50).

If I do need to curve the grades, I will do so on individual assignments or exams, not on the course grade at the end of the semester.

As your instructor, I will do my best to make sure that all grades are recorded accurately, but mistakes are occasionally made. It is the student's responsibility to ensure the accuracy of all recorded homework, quizzes, online assignments, and exam grades. Also you should keep a record of all your graded assignments. If you see any error in your grades on Canvas reach out to me as soon as possible, at the latest within two weeks from when the assignment was returned, or the end of the semester (whichever comes first).

Late Assignments/Missed Assignments/Regrading Policies: Several assignments are designed to provide you flexibility via dropped assignments. **You are expected to turn things in on time and take exams at the times given unless there are serious extenuating circumstances**. 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. If you know about the situation in advance (such as officially sanctioned university activities), contact me at least one week in advance of any such obligations to arrange accommodation.

If a student registers for this section of Math 1010 after the first day of the semester, the assignments that were missed due to adding the class late do not qualify to be made up or excused. For this reason, students considering adding the class after the first day of the semester should talk to their instructor BEFORE registering for this class to learn how many assignments they have missed so that they can make an informed decision about whether or not to register for the class.

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.

Students will be required to agree to a Code of Conduct for the class before beginning work in this course, and may occasionally be asked for a confirmation of this agreement on assignments such as exams.

ADDITIONAL POLICIES AND RESOURCES

Additional support: This course is designed to challenge students. You may require additional help outside of class:

- Attend office hours. This time is scheduled for you to come and ask questions on any of the material covered in class/homework/exams or any mathematical inquiry you may have. Times will be announced in class and Canvas during the first week of classes.
- The math department offers free tutoring for students enrolled in this class. They are open Monday - Thursday 8 AM - 8 PM and Friday 8 AM - 6 PM. Tutoring can be accessed online at https://utah.instructure.com/courses/613503/
- The Learning Center at the University of Utah offers one-on-one tutoring and individual learning consultations. More information can be found at https://learningcenter.utah.edu/

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

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, veteran¹s 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.