

Math 1090-003 Syllabus, Spring 2021

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Course Number and Title: *Math 1090-003*

Semester and Year: **Spring 2021**

Instructor: *Jihao Liu*

Email: jliu@math.utah.edu

Zoom Handle: See Canvas.

Office hour: *Thursday 15:00—17:00, or by appointment. **The office hour will also be held on Zoom. The address will be posted on Canvas.** You can also ask me questions via CANVAS discussion.*

Accessibility & Support: Students are encouraged to contact me in one of the following ways: by email (jliu@math.utah.edu) or message me by CANVAS. I expect to reply you in 1 workday. If I have not replied you in 1 workday, please send me an email (or message me by CANVAS) again. **I may not reply emails asking me mathematics questions (please use my office hour). If you cannot attend my office hour, please use the discussion on Canvas.**

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, College Algebra for Business and Social Sciences, is a 3-credit semester course.

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).

Credit/No Credit Option:

If you are taking Math 1090 to meet a major or minor requirement, then you should opt for a letter grade, rather than credit/no credit (CR/NC).

If you are taking Math 1090 as a prerequisite, it is easiest if you opt for a letter grade. You need a C or better to enroll in Math 1100 (Business Calculus). But if you choose to take Math 1090 CR/NC, when you want to enroll in the subsequent class, you will need to request a permission code. The permission code team will look up whether the underlying grade meets the requirements.

This is the official University description of the credit/no credit option: “The credit/no credit (CR/NC) option allows a student to enroll in selected courses outside of his/her academic plan, without the pressure of competing for a letter grade. By electing CR/NC, students are expected to complete the same work as students enrolled for letter grades.” If you are interested in credit/no credit, consult the following:

- University guidelines: <https://catalog.utah.edu/#/policy/B12v3LX0G?bc=true&bcCurrent=Grading%20Poli>
- Dates for Choosing CR/NC
<https://registrar.utah.edu/academic-calendars/spring2021.php>
- Consider speaking with an academic advisor to determine whether this is a good option.

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:** ([click here for definitions](#)) *Interactive Video Conferencing (IVC - synchronous online)*.
- **Location & Meeting Times:** CANVAS, *Tuesday 18:00—19:30 and Thursday 18:00—19:30*.
- **Attendance & Punctuality:** Attendance is strongly encouraged but not required. Classes will be recorded, but the class is designed with active participation in mind and students benefit most when present during the live class. There will be small assignments given in class on each Tuesday and due each Thursday. You can also find these assignments in the recorded videos (for details, see below).

If you have a severe situation that cannot be accommodated through the above policies, you are expected to contact me in a timely way to discuss accommodations.

- **COVID-19 Considerations:** Students must self-report if they test positive for COVID-19 via coronavirus.utah.edu.
- **Course Materials:**
- **Textbook:** Business Algebra, 3rd edition, published by Kendall Hunt, (ISBN: 9781524993405)
Book Purchasing Instructions: <http://www.math.utah.edu/schedule/bookInfo/Math1090BookInfo-3.pdf>
 - Additional course materials:
 - The course website is in Canvas.
 - Some online videos created for the Math 1090-90 are online and are available through the Canvas modules or in both streamable and downloadable versions at <http://www.math.utah.edu/lectures/math1090.php>.
 - Each class will be recorded and will be available on Canvas.

- Review material will be available on Canvas.
- **Technical requirements:**
 - A scientific calculator is needed for some homework and exams, especially for the last Section of this course. 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 requested to participate in IVC classes with audio and visual enabled. Doing so improves learning and the classroom environment. If students need to turn off 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 them (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 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.
- **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

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)

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

- **Grade: 20% midterm1, 20%midterm 2, 20% homework, 20% small assignments, 20% final exam. Some bonus points.**
- **Examination (Midterm1, Midterm 2)**
 - o A proctored examination (midterm 1) for Chapter 1 and Chapter 2 will be held online through Zoom on **March 2nd** in class. If you cannot take the exam, see Exceptions below (on page 9). I will encourage you to let me know before February 23rd.
 - o A proctored examination (midterm 2) for Chapter 3 and Chapter 4 will be held online through Zoom on **April 6th** in class. If you cannot take the exam, see Exceptions below (on page 9). I will encourage you to let me know before March 30th.
 - o There will be two rehearsal exams on February 23rd and April 1st respectively, in class.
 - o The process of the exams is as follows:
 - Students print out templates (with answer blanks, no questions) or copy them down by hand. The templates will be given on Canvas no later than 1 week prior to the exam. Students are also allowed to have 1-page of notes that they create during the exam. They should make the templates and the notes ahead of time.
 - Students login to Zoom and check-in. Their camera should show head, hands and workspace,. They should have the allowed material, but no more.
 - The teacher shares the access code for the exam. Students open exam blocks. When the time is up, the block will close.
 - Students take the exam. There is usually one proctor and one instructor watching students. The instructor also answers questions in the chat.
 - Students let instructors know when they or finished or their block has closed. They then upload the exam to Canvas.
 - There may be one or two blocks for the exam. If there is a second block, repeat the above process again.
- **Homework.**
 - o There will be homework due each week on Tuesday, 11:59 p.m, except the exam weeks and the first week. Students are encouraged to work together when doing homework, but in such a way that they are learning the mathematics.
 - o You will complete homework on your own paper, and then scan each section individually and upload it to Canvas. If you do not have a scanner, you can also take **clear** photos, **combine them into ONE pdf file**, and upload it to canvas.
 - o Each section should be a single pdf, **not** multiple pdfs or other file types (In particular, **NOT** jpgs).
 - o 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
 - o 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.
 - o 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.)
 - o 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.

- o Late homework is accepted but you may only get 80% grade.
- o The lowest 2 homework section grades will be unconditionally dropped.
- **Small assignments.**
 - o There will be small assignments, published during the class on each Tuesday and due each Thursday, 11:59 p.m., except the exam (exam preparation) weeks and the first two weeks. Students are encouraged to work together when doing short assignments, but in such a way that they are learning the mathematics.
 - o The questions in these small assignments are expected to be harder than your homework questions.
 - o No late small assignments is accepted.
 - o Similar to the homework You will complete homework on your own paper, and then scan each section individually and upload it to Canvas. If you do not have a scanner, you can also take **clear** photos, **combine them into ONE pdf file**, and upload it to canvas. Each section should be a single pdf, **not** multiple pdfs or other file types (In particular, **NOT** jpgs).
 - o 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
 - o 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.
 - o The lowest 2 small assignments grade will be unconditionally dropped.
 - o If you cannot submit the small assignment on time due to emergency with a proof, then that small assignment deadline will be negotiable.
- **Final Exam**
 - o 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 Thursday, April 29th, 3:30-5:30 pm. Every student is expected to take the final exam. If you cannot take the exam on time, please let me know but no later than April 22nd. 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 know ahead of time Sections which will be emphasized on the final exam.

CLASS SCHEDULE & IMPORTANT DATES

Mandatory Online Instruction Periods: *The whole semester.*

Exam Dates:

1. Tuesday, March 2nd, 2020, in class (midterm 1), for Chapter 1-2.
2. Tuesday, April 6th, 2020, in class (midterm 2), for Chapter 3-4.
3. Thursday, April 29th, 3:30-5:30 pm (final).

Official Drop/Withdraw Dates: The last day to drop classes is Friday, January 29th; the last day to withdraw from this class is Friday, March 12th. 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: *Our class is scheduled on Tuesday and Thursday, so there will not be holiday for this class.*

Class schedule

Please not the the class schedule is subject to change.

Time	Course content	Remark
January 19th	General guidance for the whole semester and review	<ol style="list-style-type: none"> 1. No homework/small assignments due (because some students may add the class as late as January 29th). 2. The last day to add/drop the class is January 29th.
January 21th	Section 1.1-1.2	
January 26th	Section 1.3-1.4	
January 28th	Section 1.5-1.6	
February 2nd	Section 1.7-1.8	<ol style="list-style-type: none"> 1. Homework/small assignments begin this week. 2. Homework due each Tuesday 11:59 p.m. First homework due February 2nd 11:59 p.m. 3. Small assignments due each Thursday 11:59 p.m. First small assignment due February 4th 11:59 p.m.
February 4th	Review of Chapter 1	
February 9th	Section 2.1-2.2	
February 11th	Section 2.3, and determinant	*The concept of determinant is not required for the Math 1090 course, but is very useful to solve some questions of Section 2, especially for finding inverse matrices, and is an important concept of the theory of matrices.
February 16th	Section 2.4 and part of Section 2.5	Some "applications" in Section 2.5 are meaningless and may confuse students. Therefore, I will skip that part. If that is required in the final (not likely) I will introduce that part and train students related questions in later classes.
February 18th	Chapter 1,2 review	

February 23rd	Rehearsal for midterm 1	No small assignments due this week.
February 25th	Analyzing the problems happened in the rehearsal. More reviews for Section 1,2.	
March 2nd	Midterm 1 for Chapter 1,2.	No homework/small assignments due this week.
March 4th	Section 3.1-3.2	
March 9th	Section 3.3-3.4	Section 3.5 is not required in the syllabus.
March 11th	Section 3.6-3.7	
March 16th	Section 4.1-4.2	
March 18th	Section 4.3-4.4	
March 23rd	Section 4.5-4.6	
March 25th	Chapter 3,4 review	
March 30th	Rehearsal for midterm 2	No small assignments due this week.
April 1st	Analyzing the problems happened in the rehearsal. More reviews for Section 3,4.	
April 6th	Midterm 2	No homework/small assignments due this week.
April 8th	Section 5.1	
April 13th and 15th	Look through the rest of Section 5 (5.2-5.5), and let the students know how the formulas in Section 5.2-5.5 are deduced.	No homework due this week. "How to deduce the formulas in Section 5.2-5.5" is not required. However, I feel that it is useful to let (at least some of the students) to understand how the formulas are given. This will be an important class.

April 20th	Solve example questions for students (section 5.2-5.5)	I will combine 5.2-5.5 together in this one class (as well as the previous one). For students, the best way to deal with this part is to do many questions. Given a question, <ol style="list-style-type: none"> 1. what formulas should you use? 2. What numbers should you put into that formula? 3. Can you effectively use a calculator to figure the number out?
April 22nd	Review: answering questions for students. Provide sample final exams (no rehearsal).	
April 27th	More review. Depending on the performance of most students, I may emphasize either 1) application questions, or 2) logarithm functions, in this review session.	Last day of the class.
April 29th	Final	3:30—5:30 p.m.

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.
- Feel free to contact me by email for questions at jliu@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.
- 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):
 - 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.
- If you have a question in class, please type your question in the chat (**instead of speaking out**). I will answer all the questions in the chat at the end of the class.

ASSIGNMENTS, ASSESSMENT & GRADING

Grade: 20% midterm1, 20% midterm 2, 20% homework, 20% small assignments, 20% final exam.

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.

- I may curve the grade. Your grade will only be curved up and will not be curved down.
- The lowest 2 small assignments grades will be dropped. The lowest 2 homework grades will be dropped.
- For other details in grading, please check the “course design” part of this syllabus.

Exceptions

- The course is designed to provide flexibility via the assignments that are dropped and the ability to use the final to replace earlier grades (see details above). You are expected to turn things in on time and take quizzes and exams at the times given unless there are serious extenuating circumstances. In 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.

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

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. Their phone number is 801-582-7066.