

Course Number and Title: Math1210-90, Calculus 1
Semester and Year: Spring 2021
Instructor: Kelly MacArthur (she/her/hers)

Class Mission Statement: This is kind, inclusive, brave and failure-tolerant class.

Email: macarthur@math.utah.edu

Office: I will have office hours via zoom, and not in my physical office.

My Accessibility & Support: If you need to contact me, please email me either via my email address (above) or via Canvas. I will typically respond within 24 hours. I'm happy to set up a zoom meeting with you to go over your questions individually. Additionally, feel encouraged to join any and all zoom office hours to get your questions answered.

COURSE “FEEL”

Teaching Philosophy: I believe strongly that mathematics, at its core, is the art/experience/science of problem solving and pattern recognition. It is inherently a creative process, one to be struggled with, repeated, and enjoyed. The process requires imagination, persistence, courage, processing time, and ultimately produces experiential, mathematical skill. It is from this perspective that I teach. I'm not as concerned with the destination, i.e. the answer, as I am about the journey of problem-solving and mathematical exploration since it is exactly the entirety of the journey that creates the answer. And, self-confidence and mastery are then natural by-products of the mathematical journey.

Growth Mindset, Making Mistakes and Failure: The best mathematicians, engineers and scientists fail big and fail often. I strive to kindly challenge you in class (i.e. in discussions, help sessions, exam feedback, etc.) and to push you into perhaps an uncomfortable zone, in order to help you grow mathematically. Sometimes you'll be able to solve the problems we are working on and sometimes you won't. Sometimes you'll be able to solve the problems on your own and other times, you'll need the support of your class colleagues to get the work done. This is the nature of doing mathematics. I ask that you don't get discouraged by that process and instead consider having a growth mindset, focusing on your own growth and improvement. Always remember this motto: mathematics is not an innate ability; it is a skill we learn and refine through work and persistence.

Student Rights in a Mathematics Classroom: Every student in this class has a right to (1) be confused, (2) claim a mistake, (3) speak, listen and be heard, and (4) write, do, and represent only what makes sense. (These student rights are taken from Kalinec-Craig, C. A. (2017). *The Rights of the Learner: A Framework for Promoting Equity through Formative Assessment in Mathematics Education. Democracy and Education*, 25 (2), Article 5.

Available at: <https://democracyeducationjournal.org/cgi/viewcontent.cgi?article=1298&context=home>)

COURSE DESCRIPTION

This course covers functions and their graphs, differentiation of polynomial, rational and trigonometric functions, velocity and acceleration, geometric applications of the derivative, minimization and maximization problems, the indefinite integral, and an introduction to differential equations. We also cover the definite integral and the Fundamental Theorem of Calculus.

COURSE DETAILS

- **Course Type:** This is a fully online (asynchronous) course, as designed even before the pandemic. This means you will be watching lecture videos on your own time, keeping with the

schedule set by the course, and completing the online homework and weekly paper assignments by the deadlines without scheduled class meetings.

- **Location & Meeting Times:** There are no meeting times for class lectures (although there are specified exam dates). Everything will be organized and done on Canvas or some work will be uploaded to Gradescope, which you can get to from Canvas.
- **COVID-19 Considerations:** Students must self-report if they test positive for COVID-19 via coronavirus.utah.edu.
 - 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>
- **Instructional Support Team:** This semester, we're very lucky to have two Learning Assistants (LA) assigned to this class to help you all!
 - The LAs are both undergraduate students who have taken this class or a similar course previously. Each LA receives special training on how to help students learn math/science (*see more details on the [U of U Learning Assistant program page](#)*). LAs facilitate student learning by holding weekly help sessions, answering questions via the Canvas discussions and basically being an advocate for students. The LA will have **no** grading duties in the class (I'll have separate graders to help with that), which means they are fully here to be advocates for your learning. They can be thought of as peer mentors. The names and contact information for the LAs will be on the Canvas page for this course.
- **Course Materials:**
 - **Textbook:** This course uses *Calculus with Differential Equations*, 9th edition, by Varberg, Purcell and Rigdon. ISBN: 0-13-230633-6
This is a book that's been around for quite a while, so you should be able to find used copies online or through the campus store at really reasonable price. Also, you should note that we use the same textbook for Calculus 1, 2 and 3.
- **Additional course materials:**
 - The course website is in Canvas.
 - This course uses Online Homework through a system called WebWork. This homework is free to students and can be accessed from the Canvas course.
 - The course will use [online lecture videos](#) created specifically for the class. They are available through the video links in our course Canvas modules or in both streamable and downloadable versions at <http://www.math.utah.edu/lectures/math1210.php>.
 - We will use Gradescope (an online software for grading mathematics) for grading and giving feedback on exams. There is a link in Canvas to Gradescope. You will be asked to submit all weekly assignments and exams 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 straight forward to create by hand.
 - Calculators will be useful on some homework assignments, but will not be allowed on midterm nor final exams. If you do not have a scientific or graphing a calculator, there are free calculator applications online.
- **U of U Learning Support:**
- Math Center Online Tutoring (already 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>
- **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 and posted on Canvas.

COURSE EXPECTED LEARNING OUTCOMES

Upon successful completion of this course, a student should be able to:

1. Take limits of algebraic and trigonometric expressions of the form $0/0$ (that simplify), non-zero number over 0 , including limits that go to (positive or negative) infinity, limits that don't exist and limits that are finite.
2. Use the limit definitions of derivative and definite integral for polynomial, rational and some trigonometric functions; understand definition of continuity.
3. Differentiate all polynomial, rational, radical, and trigonometric functions and compositions of those functions; perform implicit differentiation and compute

- higher order derivatives.
4. Use differentiation to find stationary, singular and inflection points, as well as domain and limit information to determine vertical and horizontal asymptotes, and then use all of that information to sketch the graph of a curve, $y = f(x)$.
 5. Apply differentiation to optimization and related rates problems.
 6. Compute indefinite and definite integrals, using the power rule and basic u-substitution and the Fundamental Theorems of Calculus.
Apply the definite integral to compute area between two curves, volumes of solids of revolutions, arc length, surface area for surfaces of revolution and center of mass.
 - 7.

Additional Learning Outcomes (for this particular course instructor):

- Collaborate, analyze and address mathematical problems with colleagues.
- Articulate and discuss mathematical ideas, via written, oral and/or video expression.
- Engage in diverse problem-solving with other classmates.
- Expand your knowledge, skills and attitudes about how mathematics can prepare you to be global citizens.

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 course 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:

- Read/take the weekly announcement quiz and any other additional announcement quizzes
- Watch the U of U 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.
- Work through your weekly online HW assignments in WebWork. There are usually two to four assignments per week. To be fully prepared for weekly assignments and exams, you should aim for getting a HW score of 100%.

- There will be weekly assignments (kind of like a take-home quiz), 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 weekly assignment, or make a handwritten version of the weekly assignment, if you don't have a printer or ipad or tablet. (If handwriting, you need to have exactly 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.
- Talking about mathematical ideas reinforces understanding. Students are expected to participate in small group discussions every week AFTER completing their weekly assignment and BEFORE turning it in. You will be assigned a regularly scheduled weekly time to attend your group discussion (this will be done through surveys in the first week of classes). When in zoom for the group discussions, the LA facilitator will assign the groups for that day/time. Participation will be checked via a survey on the last page of the weekly assignment. For each weekly assignment, there will be an associated discussion grade, to account for your participation in the group.
- Use the discussions on Canvas to get questions about the course or questions about homework answered.

Midterm Exams:

There will be 3 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 the microphone may later be muted) and have their head, hands, and workspace be visible. They are required to show identification before beginning the exam, preferably a u-id card. There will be a mandatory “Zoom rehearsal” one-two weeks before the first 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, etc.

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 the exam, students will scan their work and upload it to Gradescope, as instructed. Students may ask questions of their instructor/proctor through the chat feature in Zoom.

Students may also bring one page of notes (8.5 in by 11 in, writing on both sides) to use during the exam. Students may be required to scan and upload their notes with their 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 in any way. Not following these rules is considered academic misconduct and will be penalized as such. See further comments about academic misconduct below.

Feedback on weekly assignments 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:

There is a comprehensive final exam. It will be given on Zoom using the same procedure as for other exams. The time and date for the final exam are given below.

CLASS SCHEDULE & IMPORTANT DATES

Official Drop/Withdraw Dates: The last day to drop classes is Friday, January 29; the last day to withdraw from any class is Friday, March 12. 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.

Exam Dates:

Exam 1 – Friday, February 12, 5:00 - 7:00 pm MST (on Zoom)

Exam 2 – Friday, March 12, 5:00 - 7:00 pm MST (on Zoom)

Exam 3 – Friday, April 16, 5:00 - 7:00 pm MST (on Zoom)

Final Exam – Friday, April 30, 5:00 - 7:00 pm MST (on Zoom)

Course Outline:

Week	Dates	Sections Covered	Topic/Assignment/Exam
1	Tues, Jan. 19- Tues, Jan. 26	1.1, 1.3	A: Welcome, A: Syllabus, A: Online?, A: Online HW, A: Quiz Directions, A: Group Meetings, A: Exams, A: Communications A: Wk1 HW 1.1, 1.3 (due Tuesday, Jan. 26) WA1 (due Tuesday, Jan. 26)
2	Wed, Jan. 27 – Tues, Feb. 2	1.5, 1.6, 2.1	A: Wk2 HW 1.5, 1.6, 2.1 (due Tuesday, Feb. 2) WA2 (due Tuesday, Feb. 2)
3	Wed, Feb. 3 – Tues, Feb. 9	2.2, 2.3, 1.4	A: Wk3 A: Exam1 Details HW 1.1, 1.3 (due Tuesday, Feb. 9) WA3 (due Tuesday, Feb. 9)
4	Wed, Feb. 10 – Tues, Feb. 16	2.4	A: Wk4 Exam 1 (Friday, Feb. 12th 5:00-7:00 pm MST, in Zoom) HW 2.5 (due Tuesday, Feb. 16) (no WA this week)
5	Wed, Feb. 17 – Tues, Feb. 23	2.5, 2.6, 2.7	A: Wk5 HW 2.5, 2.6, 2.7 (due Tuesday, Feb. 23) WA4 (due Tuesday, Feb. 23)
6	Wed, Feb. 24 –	2.8,	A: Wk6

	Tues, March 2	2.9	HW 2.8, 2.9 (due Tuesday, March 2) WA5 (due Tuesday, March 2)
7	Wed, March 3 – Tues, March 9	3.1, 3.2, 3.3	A: Wk7 A:E2 Details HW 3.1, 3.2, 3.3 (due Tuesday, March 9) WA6 (due Tuesday, March 9)
8	Wed, March 10- Tues, March 16	3.5	A: Wk8 Exam 2 (Friday, March 12th 5:00-7:00 pm MST, in Zoom) HW 3.5 (due Tuesday, March 16) (no WA this week)
9	Wed, March 17 – Tues, March 23	3.4, 3.6, 3.7	A: Wk9 HW 3.4, 3.6, 3.7 (due Tuesday, March 23) WA7 (due Tuesday, March 23)
10	Wed, March 24 – Tues, March 30	3.8, 3.9, 4.1	A: Wk10 HW 3.8, 3.9, 4.1 (due Tuesday, March 30) WA8 (due Tuesday, March 30)
11	Wed, March 31 – Tues, April 6	4.2, 4.3, 4.4	A: Wk11 HW 4.2, 4.3, 4.4 (due Tuesday, April 6) WA9 (due Tuesday, April 6)
12	Wed, April 7 – Tues, April 13	4.5, 5.1	A: Wk12 A:E3 Details HW 4.5, 5.1 (due Tuesday, April 13) WA10 (due Tuesday, April 13)
13	Wed, April 14 – Tues, April 20	5.2, 5.3	A: Wk13 Exam 3, (Friday, April 16th 5:00-7:00 pm MST, in Zoom) HW 5.2, 5.3 (due Tuesday, April 20) (no WA this week)
14	Wed, April 21 – Thurs, April 27	5.4, 5.6	A: Wk14 A:Final Details HW 5.4, 5.6 (due Tuesday, April 27) WA11 (due Tuesday, April 27)
			Final Exam – Friday, April 30, 5:00 – 7:00 pm MST (on Zoom)

COMMUNICATION

- All course materials, such as lecture video links, assignments, solutions, grades, etc. will be posted on the Course Canvas site. Class announcements will be done via Canvas. You will be responsible for all information contained in them.
- It is also your responsibility to check your Canvas messages regularly. There will be occasions during the semester that we may need to reach out to you individually (e.g.

- regarding a grade or assignment) and it is in your best interest to respond promptly.
- Feel free to contact me by email or Canvas message. 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 in Canvas 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 also be checking/monitoring those Canvas Discussions and making sure questions get answered.
 - 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.
 - Students are expected to log in and check Canvas every 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

- Classroom equivalency: Respectful participation in all aspects of the course will make our time together productive and engaging. Zoom help sessions, 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 emails, 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.
 - 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).
- 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.

- 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.
- Please note 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

The numerical grade consists of several components:

- Online Homework: 13% of final grade. Homework is delivered online through the WebWork system. These homework assignments will be linked through Canvas and are fully online (no file uploads needed). If you think you have caught a mistake in the online homework, email me with an explanation of what you think is wrong. The lowest 4 online HW scores are dropped.
- Weekly Assignments: 13% of final grade. There will be weekly assignments delivered through Canvas and submitted via file upload, i.e. you will print the assignment, write directly on that assignment and then upload it to Gradescope (or do the equivalent on an ipad or tablet). There will be 11 or 12 weekly assignments in total, which must be submitted within a given time window. The two lowest weekly assignment scores will be dropped.
- Group Meetings: 4% of final grade. You will show that you attended a group meeting by filling out a survey on the last page of the weekly assignment. If you attended, you will get the same grade for your meeting as on your quiz. The lowest 4 group meeting scores are dropped.
- Announcement Quizzes: 2% of final grade. Reading announcements and taking announcement quizzes in Canvas.
- Midterm Exams: 56% of final grade. There will be three midterms. These will also be delivered via Canvas and submitted via file upload into Gradescope (and proctored in Zoom). The two higher midterm scores will be worth 22% and the lowest score worth 12%.
- Final Exam: 12% of final grade. The final exam will offer an opportunity to show mastery of topics after the time they were covered in the course. It is worth only a small portion of your final grade.

The grading scale is:

A [93-100),	B- [80-83),	D+ [66-70),
A- [90-93),	C+ [78-80),	D [60-66),
B+ [88-90),	C [73-78),	D- [55-60),
B [83-88),	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.

Incomplete Grades: 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. Students cannot receive incomplete grades if they are failing the class. If, toward the end of the semester, you find yourself in a situation that you think warrants an incomplete grade, you must request an incomplete grade and I will consider giving that grade only under exceptional circumstances.

Plagiarism: Students must adhere to the standards of academic integrity for this course. In particular, assessments that are not specifically labelled as being group work should be completed without outside help. We encourage you to make use of other internet sources in the learning process and for assistance on homework, but online resources are not to be used during quizzes or exams. Incidences of academic dishonesty will result at a minimum of a zero grade for that particular assignment, or possible stricter sanctions in accordance with University policy (see below).

LATE ASSIGNMENTS/MISSED ASSIGNMENTS/REGRADING POLICIES:

Early Policy for HW and Weekly Assignments:

- You can start HW early at any time.
- You have a 5-day window to complete weekly assignments. 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 weekly assignment.

Late Policy for HW and Weekly Assignments:

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, you 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 multiple types of accommodations. First, the four lowest HW and two lowest WA (weekly assignment) scores are dropped at the end of the semester. There are also late options, though these come with penalties.

Late HW:

You can request an automatic extension to complete HW late. There is a penalty of 20% on problems submitted late.

Late Weekly Assignments:

You should submit your Weekly Assignment in Gradescope. Most weeks, you can submit weekly assignments late too, but there is a penalty.

- Weekly Assignments 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 Weekly Assignment is on time, but you send the Weekly Assignment 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.
- If your Weekly Assignment is uploaded on time, but not formatted correctly, there is a 25-point penalty.

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). We can discuss waiving penalties, granting longer extension periods for HW, excusing Weekly Assignments, extending exam dates, etc. Send documentation if possible. If not possible, still contact me to discuss alternatives.

Regrade Requests on Weekly Assignments and Exams:

For every weekly assignment and exam, you can submit regrade requests directly in Gradescope, within one week from the time it was graded.

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. 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 required class meetings (exams) 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 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 discussions, emails and 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.