

MATH 1030 - Introduction to Quantitative Reasoning

Spring 2021

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Instructor: Catherine Warner

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Zoom Office Hours: Tuesdays and Thursdays 8:15 am to 9:15 am

Learning Assistants: Scott Pasquale and Aisha Kahn

LA Zoom Office Hours: TBD

Contact Information: See Canvas

COURSE DESCRIPTION

Math 1030 is an application-based course centered around the use of mathematics to model changes in the real world, and the effective communication of these mathematical ideas.

Math 1030 course will fulfill the Quantitative Reasoning – Math QA, general education requirement for graduation. This course addresses the following Essential Learning Outcomes: inquiry and analysis, critical thinking, written and oral communication, quantitative literacy, teamwork, and problem solving.

Math 1030 is a 3-unit course. According to the University of Utah, a 3-unit course should have about 3 hours of lecture per week and 6-9 hours of additional study/homework time every week. This might not be the case for all students, as some will be able to get by on less, and some students will need more.

COURSE DETAILS

- **Course Type:** Online (asynchronous)
- **Location & Meeting Times:** On Canvas.
- **Technical requirements:**
 - **The following equipment is required for this course**, specifically 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* (<https://t.e2ma.net/click/hcz3ew/x4jv5ob/xg9q0dn>) and/or contact TLT, Knowledge Commons.

- During 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 exams ahead of time. If you do not have a printer, you will need to make and use hand-written versions. You must copy these exactly, but they are designed to be fast and straightforward to create by hand.
- Scientific and graphing calculators are allowed and will be necessary for many problems. On exams, calculator apps on phones and computers are not allowed.

➤ **Instructional Support:**

- *Learning Assistants are undergraduate students who have taken this course previously, or a similar course, and who receive special training on how to help students learn science (see more details on the [U of U Learning Assistant program page](#)). LAs will help facilitate learning through discussion boards and Office Hours. LAs are not responsible for grading assignments and can be thought of as peer mentors. The names and contacts of the LAs will be posted on the Canvas website.*

➤ **UofU Learning Support:**

- Math Center Online Tutoring, (Paid for by Your Student Fees)
<https://www.math.utah.edu/undergrad/mathcenter.php>
- The Learning Center, 3 free tutoring sessions, \$5 after that, learning consultations
<https://learningcenter.utah.edu/>
- Student Success Advocates <https://ssa.utah.edu/events.php>

➤ **General Help:**

- Here is information from the University about logistics in light of COVID-19. There is also information about financial assistance, counseling, the food pantry, and much more.
<https://coronavirus.utah.edu/#students>

➤ **MyLab HELP**

- MyLab customer support (search the internet under "MyLab/Pearson customer support" for contact detail) if you have issues with the online platform. If MyLab/Pearson representatives are not able to assist, email your instructor with a description of the problem and the case number.

□ **EQUIPMENT HELP**

- The UofU has a laptop and mobile hotspot loan program – laptops, mobile hotspots mailed to current U students on a first-come, first-served basis. You can find out more information about this through this link: <https://union.utah.edu/covid-19/>
- For technical assistance, review the [Canvas Getting Started Guide for Students](https://community.canvaslms.com/docs/DOC-10701) <https://community.canvaslms.com/docs/DOC-10701> and/or contact TLT, Knowledge Commons, etc.

➤ **Course Materials:**

- **Online HW:** MyLab. This is the homework/practice website. You will access the site through Canvas.
- **Textbook:** *Using & Understanding Mathematics, A Quantitative Reasoning Approach*, by Bennett and Briggs, Custom edition for University of Utah (taken from 6th edition). The course is based on Chapters 1-4, 8,9, and Chapter 10 (sec. A). You are expected to read each section that we cover.

- o Through the inclusive access program, you will have access to both MyLab and the E-book. Inclusive Access is a program between the publisher and the UofU where the cost of your course materials is added to your tuition bill. This program reduces the cost of course materials for students because the purchase is made in bulk for all students in a course, rather than individually. The cost is \$58.85. An email will go out to all math 1030 students (sent by the bookstore to your name/number@utah.edu email address) prior to the first day of class with information on what Inclusive Access is and instructions on how to access the digital course materials.

If you decide you don't want the instant access to the course materials you will have the option to OPT OUT and will be refunded accordingly. Students still need to pay for the course materials cost along with their tuition, but a full refund of the course materials cost will be sent to you during the first two weeks of class. However, you are then responsible for obtaining your own course material/textbook for that course. You could purchase the access directly from the publisher (Pearson), but the cost would be higher than through inclusive access. If you choose to purchase through any site other than the publisher, there is no guarantee that the access materials you get will work.

Additional course materials:

- The course website is in Canvas.
- The course will use online videos created specifically for it. They are available through the Canvas modules or in both streamable and downloadable versions at <http://www.math.utah.edu/lectures/index.php>. Links are also on Canvas.
- We will use the online site, Gradescope, for grading and giving feedback on quizzes and exams. There is a link in Canvas to Gradescope. You may be asked to submit some assignments directly to Gradescope.
- Any additional course materials will be available on Canvas.

- **Syllabus subject to change:** This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas.

COURSE EXPECTED LEARNING OUTCOMES

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

1. Use Venn diagrams to examine relationships between sets and the validity of simple deductive arguments.
2. Use an appropriate sentence to describe both the absolute and percent change in a given quantity and interpret such statements about the change.
3. Use simple and compound units, making conversions when necessary, and develop accurate comparisons between units.
4. Evaluate the impact of compound interest on simple financial decisions.
5. Use the savings plan and loan formulas to calculate the payment amount into the savings plan when a certain financial goal needs to be achieved, to calculate the mortgage payment or interest paid over the life of the loan and discuss whether those results are realistic (or not), compare several loans with different interest rates in order to financial decisions.
6. Compare and illustrate the features of linear and exponential growth using practical examples.
7. Determine simple areas, volumes, and explain the differential effect of scaling on perimeter, area, volume as well as some of the practical implications of scaling.

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 must keep up with the course pace, as there are specific due dates throughout the semester. The course week starts on a Wednesday and ends on a Tuesday. This allows students to get more feedback and use U resources at the end of the week than if the week ended on a Sunday. (So, Week 2 in our class spans the end of University Week 2 and the start of University Week 3).

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

Weekly Expectations:

- o Read/take the weekly announcement quiz and any other additional announcement quizzes.
- o Watch the UofU video lectures and/or read the textbook sections. Try to make this experience interactive by pausing and trying to anticipate the next step in the problem/example and comparing it to yours. Many students focus primarily on the videos or the textbook, but then turn to the other source if they have a question or as practice material before exams.
- o Work through your weekly HW assignments in MyLab. There is one assignment per section and you will have one to two assignments per week. To be fully prepared for quizzes and exams, you should aim for getting a HW score of 100%.
- o There will be quizzes weekly, except for exam weeks. They are accessed on Canvas, printed, then scanned and uploaded to Gradescope. You can access them on Friday (earlier by special arrangement) and they are due on Tuesdays. You will either need to print your quiz, or make a handwritten version of the quiz template as explained below. You are responsible for submitting the assignment with the correct format and correct file extension. There are penalties for not following directions.
- o Use the discussions on Canvas to get questions about the course or questions about homework answered.

Quizzes:

- o Quizzes are weekly, except for exam weeks.
- o Go to Canvas to access the quiz template, then print it out. Show all of your work, and put your final answers in the designated places. (If you cannot print your quiz, you will need to make a handwritten version of the template. It is important to write your answers in the same places and on the same pages as the original quiz template so that the Gradescope algorithm can recognize the template. You don't need to copy the questions as long as your work and solutions are in the correct places on the page.)
- o To submit the quiz, scan and upload it to Gradescope.
- o You can access the quiz on Friday (earlier by special arrangement) and they are due on Tuesdays.
- o You are responsible for submitting the assignment with the correct format and correct file extension. There are penalties for not following directions and for submitting one day late, as explained later in this syllabus.

Discussions:

Discussions are worth 3% of your grade. You can earn discussion credit in two ways: 1.) asking questions during an office hour with one of the LAs or your professor and 2.) posting a mathematically thoughtful discussion post. You are required to do several of these discussion activities throughout the semester, the first of which must be completed before the first exam. Additional discussion posts and visits to office hours are encouraged if they help you learn, but they will not be tracked for credit.

The class will be divided into discussion groups, each facilitated by one of the TAs. To receive credit for a post, responses will have to describe your mathematical thought.

You will earn credit for discussing mathematical concepts and explaining your reasoning. For example:

- If your classmate asks a question in the discussion board, explain how you solved the problem or how far you got. It's okay if you don't solve the problem all the way or if you make a mistake. The important thing is that you explain your thinking.
- There can be many responses to the same question. If someone has already answered, you can give a different way to solve the question.
- You can ask your own question and then give your own attempt at an answer.
 - For example:
 - You can ask, "Does anyone have a good way of understanding the APY formula?"
 - Then you can answer, "I thought about it as $(A-P)/P$, and then I plug in the appropriate equation for A."

Project:

This project is an in-depth 8-12 page paper in which you are implementing some of the mathematics of the course. The project is worth 17% of your grade. You will be given a list of topics and information about the format and expectations in Week 3. You will also be asked to indicate your interests and group preferences at this time. You will then be assigned a group with 2-3 members; working individually is allowed on special request. There are two due-dates for the project. The first is for a (nearly finished) draft. After the deadline for the draft, then there will be a three-day period for peer review (done individually, rather than in groups), then you may revise and resubmit. Both submitting the draft and completing a peer review is part of your project grade. If you do not submit your draft project on time, it will not be peer-reviewed. As for the final version, late projects are accepted, but there is a 3-point penalty (10%) for every day a project is late.

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

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

You may use a scientific or graphing calculator during exams. Phones should not be used or visible until the scanning phase of the exam. Students are not allowed to use any computer or online resources (including math sites and online calculators), notebooks or books, or to communicate about the exam with other humans. Not following these rules is considered academic misconduct and will be penalized as such. See further comments about academic misconduct below.

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

Final Exam:

There is a comprehensive/departmental 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.

Extra Credit:

Extra credit, worth up to 3% of your course grade, can be earned by spotting errors in course materials and by reflecting on your exams with a learning assistant, either by email or in person.

Credit/No Credit Option:

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."

Please keep the following in mind when making a decision:

- If you opt for CR/NC, your instructor still assigns you a course grade, but then the registrar switches it to be CR if the grade is a C- or higher and NC for grades that are a D+ or lower.
- If you are taking Math 1030 to meet the QA general education requirement, a grade of CR will fill the QA requirement, but a grade of NC will not. However grades of D+/D/D- will fill the requirement. So, with this class, although a CR/NC grade may be better for the GPA, a student might prefer the D+/D/D- grade to fulfill the requirement.
- If you are taking Math 1030 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 1030 as a prerequisite, it is easiest if you opt for a letter grade. You need a C or better to enroll in most subsequent courses. But if you choose to take Math 1030 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.

If you are uncertain about what choice to make, speak with an academic advisor to review your situation and discuss the options.

You can read about grading policies here:

<https://catalog.utah.edu/#/policy/B12v3LX0G?bc=true&bcCurrent=Grading%20Policies&bcGroup=Grade%20Information&bcltemType=policies>

CLASS SCHEDULE & IMPORTANT DATES

Exam and Project Dates:

Exam 1 – Thursday, February 18, 5:00 - 6:30 pm (on Zoom)

Exam 2 – Thursday, March 18, 5:00 – 6:30 pm (on Zoom)

Exam 3 – Thursday, April 8, 5:00 – 6:30 pm (on Zoom)

Project Draft Due for Peer Review: **Tuesday, April 13**

Student Feedback on Peer Projects Due: **Friday, April 16**

Final Project Due Date: **Tuesday, April 20**

Final Exam – Monday, May 3, 3:30 – 5:30 pm (on Zoom)

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

You can view the Spring 2021 final exam schedule at (Math 1030 is listed under the departmental finals):

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

Students are not allowed to take the departmental final exam at any other time. By enrolling in this class, students are expected to carefully consider the exam times and plan accordingly. A missed exam receives a score of zero.

Week	Dates	Sections Covered	Topic/Assignment/Exam
1	Tues, Jan 19- Tues Jan 26	1C, 1D	A:Welcome, A:Syllabus, A: Online?, A:MyLab, A:QuizDirections, A:Exams, A:Communications, A:Extra Credit, Code of Conduct Signature A:Wk1 HW 1C, 1D (due Tuesday, Jan 26) Quiz Wk 1 (due Tuesday, Jan 26)
2	Wed, Jan 27 – Tues, Feb 2	2A, 2B	A: Wk2 HW 2A, 2B (due Tuesday, Feb 2) Quiz Wk 2 (due Tuesday, Feb 2)
3	Wed, Feb 3 – Tues, Feb 9	3A,3B	A: Wk3 A:Project Graded Survey: Project Interests Exam Rehearsal (Optional) (Thur Feb 4, 15-min slots) HW 3A, 3B (due Tuesday, Feb 9) Quiz Wk 3 (due Tuesday, Feb 9)
4	Wed, Feb 10 – Tues, Feb 16	3C	A: Wk4 A:E1 Details HW 3C (due Tuesday, Feb 16) Quiz Wk 4 (due Tuesday, Feb 16)
5	Wed, Feb 17 – Tues, Feb 23	Exam 1/ 4B	A: Wk5 Graded Survey: Plan for Project Exam 1 (Thursday, Feb 18th 5:00-6:30pm) HW 4B (due Tuesday, Feb 23) (no quiz this week)

6	Wed, Feb 24 – Tues, Mar 2	4C, 4D	A: Wk6 A:E1 Results HW 4C, 4D (due Tuesday, Mar 2) Quiz Wk 6 (due Tuesday, Mar 2)
7	Wed, Mar 3 – Tues, Mar 9	8A, 9A	A: Wk7 HW 8A, 9A (due Tuesday, Mar 9) Quiz Wk 7 (due Tuesday, Mar 9)
8	Wed, Mar 10 – Tues, Mar 16	9B	A: Wk8 HW 9B (due Tuesday, Mar 16) Quiz Wk 8 (due Tuesday, Mar 16)
9	Wed, Mar 17 – Tues, Mar 23	Exam 2/ 8B	A: Wk9 Exam 2 (Thurs, Mar 18th 5:00-6:30pm) HW 8B (due Tuesday, Mar 23) (no quiz this week)
10	Wed, Mar 24 – Tues, Mar 30	9C	A: Wk10 HW 9C (due Tuesday, Mar 30) Quiz Wk 10 (due Tuesday, Mar 30)
11	Wed, Mar 31 – Tues, Apr 6	10A	A: Wk11 HW 10A (due Tuesday, Apr 6) Quiz Wk 11 (due Tuesday, Apr 6)
12	Wed, Apr 7 – Tues, Apr 13	Exam 3/ Project	A: Wk12 A:Peer Review Exam 3, (Thurs, April 8th 5:00-6:30pm) Project Draft, (due Tuesday, Apr 13) (no quiz this week)
13	Wed, Apr 14 – Tues, Apr 20	Project	A: Wk13 Peer Review, (due Friday, April 16) Project Final, (due Tuesday, Apr 20) Graded Survey: Individual Contributions to Project (no quiz this week)
14	Wed, Apr 21 – Tues, Apr 27	Review	A: Wk14 Quiz Wk 14 (due Tuesday, Apr 27)
Final			Final Exam – Monday, May 3, 3:30 – 5:30 pm (on Zoom)

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

COMMUNICATION

- **Questions for Email:** I would like to encourage you to email me only if it is something personal that requires individual attention.
- **Questions for Discussion Board:** 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 Canvas 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.
- **Questions for Office Hours:** Both I and our Learning Assistant are happy to talk about all of your mathematical questions during office hours and help you with the course concepts. We can also talk about any of the topics above during office hours instead of via email or discussion boards.
- All course materials, such as lecture slides, assignments, solutions, grades, etc. will be posted on the Course Canvas site. Class announcements will be done through the Canvas mail and Graded announcement quizzes. You will be responsible for any information contained in them.
- It is your responsibility to also regularly check your Umail (make sure you set up forwarding if you do not check it regularly); your Umail is the only way for me to communicate privately with you, 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.
- 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 quizzes on Canvas, your Canvas mail, your Umail, and the posts on the Discussions Board.
- **Monitoring the Course Canvas Page:** Students are expected to log in and check canvas **every day** for posted announcements and assignments if they do not already receive immediate Canvas notifications, for instance to their mobile device. Students are strongly advised to set up notifications for canvas so they do not miss any important notifications.

NETIQUETTE - EXPECTATIONS FOR ONLINE LEARNING ENVIRONMENT

- **Classroom equivalency:** 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. Some policies to note:
 - Disrespectful or off-topic comments and photos are not acceptable.
 - 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.
 - Try not to use ALL CAPS except for titles, and do not over-use 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 if desired should be mutually agreed upon in advance, in writing.
- **Other expectations for online communication (on Discussion Board, Emails, Zoom chat, etc):**
 - When emailing your Instructor and Teaching Team, keep a professional tone.
 - Treat your instructor, teaching team, and classmates with respect in email or any communication.
 - Be cautious when using humor or sarcasm as tone is sometimes lost in emails or canvas posts.
 - 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 format, naming convention, correct file extension, and using the software type and version required for the assignment.
- Please use the same name on Canvas, Zoom, and CIS. (This is very helpful for avoiding confusion).

ASSIGNMENTS, ASSESSMENT & GRADING

Your grade will be based on:

Announcement Quizzes	2%
Discussions	3%
Quizzes (lowest 3 scores dropped)	10%
Homework (lowest 3 scores dropped)	10%
Group Project	15%
Exams (3 exams)	45% (15% each)
Final exam	15%

The grading scale is:

A [93-100),	B- [80-83),	D+ [65-70),
A- [90-93),	C+ [77-80),	D [60-65),
B+ [87-90),	C [73-77),	D- [55-60),
B [83-87),	C- [70-73),	E [0-55).

It is the student's responsibility to ensure the accuracy of all recorded homework, quizzes, online assignments, and exam grades. Also you should keep as record all your graded assignments. If you see any error in your grades on Canvas, reach out to the instructor as soon as possible, or at the latest within **two weeks** from when the assignment was returned.

Late Assignments/Missed Assignments/Regrading Policies:

EARLY POLICY FOR HW AND QUIZZES:

You can start HW early at any time.

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

LATE POLICY FOR HW AND QUIZZES

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

However, because things may happen that will prevent you from turning in assignments on time, this course provides multiple types of accommodations. First, the 3 lowest HW and 3 lowest quiz 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 AND IMPROPERLY SUBMITTED QUIZZES:

As explained above, you should submit your quiz in Gradescope using the template given.

- Quizzes are due Tuesday nights, but there is a grace period through Wednesday 5 am. There is no penalty for submitting before this time.
- There is a 20 point penalty on all quizzes that are submitted on Wednesday (grace period through Thursday 5 am.)
- Quizzes will not be accepted after Thursday, 5am.
- If the due date of a quiz is two days before the exam, no late quizzes are accepted after 5 am on Wednesday so that solutions can be posted.
- There is an additional 10 point penalty for any quizzes that do not follow the upload instructions. (This is because it is time-consuming to arrange it into Gradescope when submitted in a non-uniform way.)

ALTERNATE TIMES FOR EXAMS:

Students should arrange their work and personal schedules to take exams at the scheduled times. 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 must provide documentation **as early as possible** 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.

EXTREME SITUATIONS

If you have an extraordinarily severe situation, contact me, your instructor. Send documentation if possible. If not possible, still contact me to discuss alternatives.

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.

Plagiarism: *The Math 1030-90 project is required to be original work. All material taken from other sources should be properly cited. The mathematics and analysis in the project should be done by the team writing the project. Copying another student's project is academic misconduct. It is also not allowed to submit or revise a project from a past semester. Projects will be scanned through Turn-It-In software in Canvas.*

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: I am committed to making our online classroom, our practices, and our interactions as inclusive as possible. Mutual respect and the ability to listen to others are crucial to my course. Respectful participation in all aspects of the course will make our time together productive and engaging. (*Source: Center for Science & Mathematics Education.*)

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>.

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).

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/>).

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 resources regarding 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. (<https://counselingcenter.utah.edu/>)

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. (<https://deanofstudents.utah.edu/>)