

Math 1010-018, Summer 2021 Syllabus

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Course Number and Title: Math 1010-018, Intermediate Algebra (4 credit hours)

Semester and Year: Summer Second Half 2021

Instructor: Dr. Tony Lam (he/him)

Email: tlam@sa.utah.edu and through Canvas

Office: A. Ray Olpin Union Building, Rm 60

Phone: (801) 646-4514

Accessibility & Support: Available after 11:00 am; Contact via Canvas. All Zoom meeting IDs (recurring class, office hours, and final exam) will be posted only on Canvas and never sent through email.

COURSE DESCRIPTION

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

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

PREREQUISITES

The prerequisites for this course are not enforced for summer second half 2021. Use this section as a guide to help you decide if you are prepared.

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

COURSE DETAILS

- **Course Type:** ([click here for definitions](#)) Interactive Video Conferencing (IVC - synchronous online)
- **Location & Meeting Times:** [Canvas and Zoom, 8:05-9:25AM Monday to Friday \(five days a week\)](#)

The Zoom meeting ID and access code will be linked in Canvas only.

- **Attendance & Punctuality:** Students are expected to attend the class via Zoom, during the listed class time. Classes will be recorded when possible, but the class is designed with active participation in mind and students benefit most when present during the live class. Attendance records are made as part of TRIO accountability. **Participation during class is graded.** You need to be present in the online class in Zoom to participate in Exams, Quizzes, and Interactive Participation. Not being present during an assessment, but turning it in will be considered academic misconduct.
- **COVID-19 Considerations:** Students must self-report if they test positive for COVID-19 via coronavirus.utah.edu.
- **Course Materials:**
 - **Required:** Math 1010 Course Packet, *Spring 2021, A Workbook for Math 1010, A Functional Approach to Intermediate Algebra*. Purchasing information will be sent out to students when the purchasing link is available and will be posted on Canvas once the second half session starts. The pdf of the Course Packet will be available in Canvas for free once the second half session starts.
 - Consult with your instructor on a topic-by-topic basis for additional online resources.
- **Technical requirements:**
 - For both quality learning and proctored testing, students are required to have access to the following equipment:
 - A strong internet connection with sufficient bandwidth (in order to participate in IVC classes, access course materials, and take exams);
 - A webcam on your computer or camera on your phone (this is required for taking quizzes and exams in Zoom and for IVC lecture classes);
 - 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);
 - Zoom chat is used during IVC classes. Using a keyboard will make this easier, but using a phone can work by typing quick responses (“y” for yes, etc).
 - Students are expected to be computer literate and Canvas and Zoom navigation skills are expected. Knowledge and navigation of Canvas and Zoom is critical to access all features and resources of this course. Students should log into Zoom for class with audio and video enabled.
 - Students are expected to participate in the IVC portion of class, which is done through Zoom, with audio and visual enabled. Participation enhances learning and the classroom environment. If students need to turn off cameras and/or microphones, then this is allowed. It is polite when you will 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 and quizzes, students are required to have audio and microphone and to have it enabled (students may be asked to mute your microphone for portions of the assessments.) **Students need to position the camera and/or themselves so that their head, hands and workspace is visible.** Students are required to have a separate scanning device and continue to have their Zoom camera turned on while scanning; during the scanning phase, students may be gone from the screen for a few seconds if this is prearranged with their instructor.
 - A printer is recommended, but not required, so that you can print out templates for exams and quizzes ahead of time. If you do not have a printer, you will need to make and use hand-written versions. You must copy these exactly, but they are designed to be fast and straight forward to create by hand.
 - For technical assistance, review the [Canvas Getting Started Guide for Students](#) and/or contact TLT.
 - Most of the math that we cover can be done without the use of calculators. Exams and quizzes will be written so that using a calculator is not necessary and calculators will not be allowed. It is in your best interest to try to do homework and lab problems without calculators, however there are a few calculation intensive problems for which scientific or graphing calculators are appropriate. When in doubt, ask. If you do not own a scientific/graphing calculator, there are free online calculator applications.

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

CONTENT OVERVIEW

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

COURSE EXPECTED LEARNING OUTCOMES

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

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

COURSE DESIGN

- In class via Zoom: We will be working through the course packet during class. You can expect to:
 - Work with your partner(s) on the problems during class,
 - Have whole class discussions and short lectures on pertinent material,
 - Engage in problem solving during class. During these sessions you will work together in groups of two to four. The instructor will be available during each session to help you as necessary. On occasion you may be asked to turn in your work.
 - Think about and work on material ahead of time. This will often be assessed with questions given at the start of classes, but may be assessed in other ways as determined by the instructor.
 - Respond individually or as part of a group to questions. These questions will be frequently used to check in class comprehension and to lead the discussions.

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

- Homework: Working through problems and getting feedback on whether your process and calculations are correct is an important part of understanding material. WeBWorK is an online homework website that gives you instant feedback on your work. The service is free of charge as is a database collecting a variety of math resources. It will allow you as many tries as you need to complete most problems, with the exception of multiple choice questions that typically only allow you one attempt. We will answer questions you have about the homework in class if time permits. There will be several sections due each week with due dates announced in class. You will be able to access WeBWorK using links in Canvas.

There are certain topics where there are not sufficient WeBWorK problems to practice the material. Supplements may be assigned and collected using Canvas. Grades on these will go to your WeBWorK grade. There may be occasional graded surveys and quizzes in Canvas that will also count towards your WeBWorK grade. Due dates for these will be available on Canvas and announced in class.

- In-Class Quizzes: Short quizzes will be given twice a week. They will be given at the end of class and proctored using Zoom. Each quiz will be 10 minutes long to write the quiz, then 5-10 to scan and upload the quiz. These quizzes will be based on the course packet content, WeBWorK, and labs. If you have questions about concepts/problems in any of these, ask about them! The quizzes provide feedback on your understanding of the course material and ability to explain this understanding. Use this feedback to prepare for exams. The dates are as follows:
Quiz 1 – June 30; Quiz 2 – July 2; Quiz 3 – July; Quiz 4 – July 9; Quiz 5 – July 14; Quiz 6 – July 16; Quiz 7 – July 20; Quiz 8 – July 22; Quiz 9 – July 28; Quiz 10 – July 30; Quiz 11 – August 3.

CLASS SCHEDULE & IMPORTANT DATES

Exam Dates: The midterm exams will be held at the start of class time on Thursday, July 8; Wednesday, July 21; and Monday August 2. Each exam will be 30 minutes to write, followed by 5-10 minutes to scan and upload, then a short break. The remaining class time will be spent on new class material.

The final exam will be held on *Thursday, August 5 from 7:30-9:30AM on Zoom. The final exam Zoom meeting ID and access code will be different than the daily class Zoom meeting ID and access code.* The final exam will have three parts. Each part is 30 minutes to write, then 5-10 minutes to scan and upload followed by a short break. The first two parts are required. The third part is optional, and you will be allowed to select to retake one of the midterm exams of your choice.

Official Drop/Withdraw Dates: The last day to drop classes is Thursday, July 1st; the last day to withdraw from this class is Friday, July 16th. Please check the academic calendar for more information pertaining to dropping and withdrawing from a course. Withdrawing from a course and other matters of registration are the student's responsibility.

Holidays: There will be no class on Monday, July 5th (Independence Day observed) and Friday, July 23rd (Pioneer Day observed).

COMMUNICATION

Communication expectations:

- All course materials, such as assignments, solutions, grades, etc. will be posted on the course Canvas site. Class announcements will be done via email through the Canvas platform. You will be responsible for any information contained in them as well as the information announced in class.
- It is your responsibility to also regularly check your Umail (make sure you set up forwarding or notifications if you do not check it regularly). There are times that your Umail is the only way for me to communicate privately with you, there may be occasions during the semester that I may need to reach out to you individually (e.g. regarding a grade or assignment) and it is in your best interest to respond promptly.
- Feel free to contact me using the Canvas inbox. I will do my best to answer emails within one business day you send on weekdays. I cannot promise either way a quick response to emails sent on the weekend. I encourage you to email me when it is something personal that requires individual attention.
- **If instead you have questions about logistics of the class, course material and assignments, and anything else your classmates may wonder as well, please post a question on the Discussions Board instead. This way the information is shared quickly to the entire class, and each of you can benefit from seeing other classmates' questions.**
- I am happy to use email and the Canvas inbox to respond to questions that have short answers. Please see me in office hours or make an appointment for more involved discussions. I am open to appointments during the weekend, and an advanced notice makes weekend appointments easier. Either way, when the question is about a specific math problem, such as in the homework, please include information about what you have tried so that I can better help you.
- I cannot always see Submission Comments in Canvas, so please use the Canvas inbox or email to contact me instead.
- I will always do my best to ensure the communication relevant to the course is clear and transparent, it is your responsibility as well to keep yourself updated by regularly checking: the announcements on Canvas, your Umail, the posts on the Discussions Board, and pay attention to the announcements given in class and Discussion Section.
- Course Canvas Page: Students are expected to log in and check canvas **every class day** for posted announcements and assignments. Students are also strongly advised to set up notifications for canvas so they do not miss any important notifications.

NETIQUETTE - EXPECTATIONS FOR ONLINE LEARNING ENVIRONMENT

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

- Classroom equivalency: Respectful participation in all aspects of the course will make our time together productive and engaging. Zoom lectures, discussion threads, emails and canvas are all considered equivalent to classrooms and student behavior within those environments shall conform to the student code. Specifically:
 - Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting.
 - Disrespectful language and photos are never appropriate.
 - Using angry or abusive language is not acceptable, and will be dealt with according to the Student Code. The instructor may remove online postings that are inappropriate.
 - Do not use ALL CAPS, except for titles, or overuse certain punctuation marks such as exclamation points and question marks.
 - Course e-mails, e-journals, and other online course communications are part of the classroom and as such, are University property and subject to the Student Code. Privacy regarding these communications between correspondents must not be assumed and should be mutually agreed upon in advance, in writing.
- Other expectations for online communication (on Discussion Board, Emails, Zoom chat, etc.):
 - Emails: When emailing your Instructor and Teaching Team keep a professional tone (e.g. Use a descriptive subject line, avoid "Hey" and always use your professors' proper title: Dr. or Prof., Sign your message with your name and return e-mail address. Please consult this page for tips

on how to write appropriate professional emails: <https://academicpositions.com/career-advice/how-to-email-a-professor>

- Treat your instructor, teaching team and classmates with respect in email or any other communication.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or be offensive to others.
- Be careful with personal information (both yours and others).
- The chat in Zoom is not private, so do not post any information you wish to remain private, even if it is sent as a private chat message.
- Electronic or equipment failure: It is your responsibility to maintain your computer and related equipment and software in order to participate in the online portion of the course. Equipment failures will not be an acceptable excuse for late or absent assignments.
- You are responsible for submitting the assignment with the required naming convention, correct file extension, using the software type and version required for the assignment, and following all given formatting directions.
- Canvas allows students to change the name that is displayed AND allows them to add their pronouns to their Canvas name. Additionally, students can indicate their pronouns in Zoom.

ASSIGNMENTS, ASSESSMENT & GRADING

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

Preparation for class and in-class work	10%	Daily
Quizzes	15%	Twice Weekly
Homework (WeBWork)	10%	Weekly
Midterms	45%	Three total
Final Exam	20%	You must to take the final to pass the course!

Scoring Information for the Above Activities:

- Preparation for class and in-class work: Questions will be asked in class almost every today to see how well the class is understanding the material. These questions may be asked in Zoom during class or in Canvas at the end of the class time. You may or may not also be asked to submit your notes in Canvas for an example that was done during class. In order to receive credit for the participation a specific day, you need to have attended class that day and submit the required assignment by the time your instructor gives. At the end of the semester, those students who have accumulated 85% of the total participation points will get the maximum points added to their overall score at the end of the semester. Those falling below the 85% threshold will receive a proportional amount of the maximum points.
- WeBWork: You will receive credit for each correct answer you enter. There is no submit button at the end of each assignment...all you do is answer problem by problem. In past semesters, there have been technical glitches that have prevented some scores from automatically transferring from WeBWork to Canvas. If this happens again this semester, scores will be manually corrected a few times during the semester. Every section of WeBWork homework will be reopened at least once during the semester in order to give students a chance to earn credit for questions that they were unable to complete when the section was initially open.
- Quizzes: Quizzes will be given during class twice a week. They will be proctored using Zoom. A quiz template will be provided to students each week. Students must print the template, or copy it exactly by hand before the quiz. Students must complete their work and answers for every exam on paper, then scan and upload their work as a pdf at the end of each quiz. The file that is submitted will need to meet certain formatting requirements, which will be given in Canvas at the start of the semester. The lowest three quiz scores will be dropped at the end of the semester.

- Exams: There are three midterms. They will be given during class time on the dates listed above. The material that will be covered on the midterm exams will be tentatively schedule on a calendar, with reasonable adjustments due to the pace of the class. The Final Exam will be cumulativ. Exams will be proctored in Zoom. Students are required to have their head, hands, and workspace be visible, and have microphones turned on. Students can ask their instructor questions using the chat feature in Zoom. Students should print out or hand-copy the provided template to write answers on before the exam begins. Students must complete their work and answers for every exam on paper, then scan and upload their work as a pdf at the end of each exam. The file that is submitted will need to meet certain formatting requirements, which will be given in Canvas at the start of the semester.
- The final exam will consist of three parts with short breaks in between. It will be proctored in Zoom, similar to what was done for midterm exams. Parts 1 and 2 are required, and are cumulative. For Part 3, you can choose to test on the Exam 1, Exam 2, or Exam 3 material. If you do better on the third part of the final than you did previously, your score on the third part of the final will replace your score on that exam. If you miss one midterm exam, you will use Part 3 of the final exam to make up the missed midterm. You may opt to not take Part 3 of the final exam if you are satisfied with previous test scores.

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

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

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

Late Assignments/Missed Assignments/Regrading Policies: You are expected to turn things in on time and take exams at the times given unless there are serious extenuating circumstances. Several course policies are designed to provide you flexibility by dropping assignments. If you miss the number of dropped assignments or fewer, no makeup assignments will be given. If you miss more than the number of dropped assignments for compelling reasons, you should contact your instructor in a timely manner to discuss options. If the situation is one that can be documented, you may be asked to provide documentation. If you know about the situation in advance (such as officially sanctioned university activities), contact me at least one week in advance of any such obligations to arrange accommodation.

Incompletes: According to university policy, to be considered for an incomplete, a student must have 20% or less of the course work remaining and be passing the course with a C or better. You must request an incomplete grade and I will consider giving that grade only under exceptional circumstances.

Content Accommodations: Consistent with principles of academic freedom, the faculty, individually and collectively, has the responsibility for determining the content of the curriculum. Students are expected to take courses that will challenge them intellectually and personally. Students must understand and be able to articulate the ideas and theories that are important to the discourse within and among academic disciplines. Personal disagreement with these ideas and theories or their implications is not sufficient grounds for requesting an accommodation (see <https://regulations.utah.edu/academics/6-100.php>).

ACADEMIC CODE OF CONDUCT

Students are encouraged to review the Student Code for the University of Utah: <https://regulations.utah.edu/academics/6-400.php>. In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating. A student

who engages in academic misconduct as defined in Part I.B. may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.

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

ADDITIONAL POLICIES AND RESOURCES

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

- Attend office hours. This time is scheduled for you to come and ask questions on any of the material covered in class/homework/exams or any mathematical inquiry you may have. Times will be announced in class and Canvas during the first week of classes.
- The math department offers free tutoring for students enrolled in this class. They are open Monday - Thursday 8 AM - 8 PM and Friday 8 AM - 6 PM. Tutoring can be accessed online at <https://utah.instructure.com/courses/613503/>
- The Learning Center at the University of Utah offers one-on-one tutoring and individual learning consultations. More information can be found at <https://learningcenter.utah.edu/>
- **Inclusivity Statement.** It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: age, color, culture, disability, ethnicity, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, socioeconomic status, 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 class meetings conflict with your religious events, please let me know so that we can make arrangements for you.
- **TRIO Student Support Services.** Current or incoming university students who need academic assistance and other services for academic success are available for eligible students, and this section of Math 980 is one of the provided services. If you would like to see more about services, tutoring, and workshops provide by Student Support Services (SSS), contact the TRIO program Coordinator in the A. Ray Olpin Student Union, 200 S. Central Campus Drive, Room 60, 801-581-7188. See <http://trio.utah.edu/support/index.php> for links to Workshops and Tutoring.
- **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 <https://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 <http://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 (<http://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 (<http://disability.utah.edu>). 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 (<http://sexualassault.utah.edu>). 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).
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- **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 <https://safeu.utah.edu>.
- **University Counseling Center** The University Counseling Center (UCC) (<https://counselingcenter.utah.edu>) 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 (<https://deanofstudents.utah.edu>) 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.