

# Syllabus: Math 1050-3

## Summer 2021

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## COURSE DESCRIPTION, INSTRUCTOR, AND LA INFORMATION

### Course Description:

- **Course Number and Title:** Math 1050-3, College Algebra
- **Semester and Year:** Summer 2021
- **Course Overview:** This is a course in the algebra and quantitative reasoning skills needed for success in calculus and other sciences. A comprehensive list of learning objectives is below.
- **Days and Times:** MTWH 10:00-12:15, zoom information provided in Canvas

### Instructor Information:

- **Instructor:** Rebecca Noonan Heale (she/her/hers)
- **Email:** [rebecca@math.utah.edu](mailto:rebecca@math.utah.edu)
- **Zoom Office Hours:** 15 minutes before and after each class and by appointment
- **Homework Workshops:** I will hold HW workshops (times to come and do HW, talk about problems, and ask questions) if there is interest; the class will be surveyed to try to determine the most convenient times.
- **Accessibility & Support:** Please ask questions in class, before or after class (at the same Zoom link), in Canvas discussions, Homework workshops or by e-mail or Canvas mail. I try to respond to e-mail the morning after it comes in, so if you write at noon on Monday, look for a response on Tuesday morning. I look over Canvas discussions and respond about 24-36 hours after a post is made; this encourages all members of our class to participate in discussions.

## COURSE DETAILS

- **Course Type:** IVC (Interactive video classes, in other words in Zoom). Class meetings will be interactive, and will incorporate lecture, discussions, individual work and group problem solving. There will be a short "in-class" quiz delivered in Zoom each day. There will be two exam and a final held during class time.

Note: In Fall 2021, most UofU classes, will be in person. If the IVC format doesn't work well for you, consider postponing until Fall.

- **Accelerated Course:** Math 1050-3 is a 5.5-week long course. Each week, we will cover what a Fall/Spring 1050 College Algebra course covers in 3 weeks. If you miss one day of class, this is similar to missing 3 days during the Fall and Spring. There will be 5 to 6 homework assignments per week. In this course students should expect at least 16 to 24 hours of work outside of class per week.
- **Prerequisites:** Starting in Summer 2021, the Math Department will not be using prerequisites to place students in math classes. Students are responsible for determining whether they are ready for the course they select. The former prerequisites for Math 1050 are listed below. These are still recommended as guidelines to determine if you have the background to be successful in this course (without a lot of additional work on your part):
  - C or better in Math 1010, 1060, 1080 or 1090
  - 245+ in Accuplacer AAF (The UofU provides one free Accuplacer exam to all students. <https://testingcenter.utah.edu/students/placement-tests/math-placement.php>)
  - 23+ in ACT Math
  - 570+ in SAT Math
  - Qualifying GPA 3.35
- Note: This course combined with Math 1060 provides students a foundation to be successful in Calculus. Few majors on campus require Math 1050. Although Math 1050 fulfills the general education QA

requirement, those who do not need it as a prerequisite or for their major are encouraged to investigate Math 1030 or Math 2000 to fulfill that requirement

▪ **Course Materials:**

- **Textbook:** The course uses Math1050 College Algebra (2018). This text was created by a partnership between institutions in the Utah System of Higher Education. You can access the text for free in Canvas.
- **Additional course materials:**
  - The course website is in Canvas.
  - The course uses Online Homework through a system called IMathAs. This homework is free to students and can be accessed on Canvas.
  - The course will use online videos created for the Math 1050-90 and Math 1060-90 courses. They are available through the Canvas modules or in both streamable and downloadable versions at <http://www.math.utah.edu/lectures/math1050.php> and <http://www.math.utah.edu/lectures/math1060.php>. There are video quizzes to be taken while watching the videos. These quizzes are available in Canvas.
  - We will use the online site, Gradescope, for grading and giving feedback on exams. There is a link in Canvas to Gradescope. You may be asked to submit some assignments directly to Gradescope.

▪ **Technical requirements:**

- Because the class is IVC and exams will be given online, students are required to have access to the following equipment:
  - A strong internet connection with sufficient bandwidth (in order to participate in IVC classes, access course materials, and take exams):
  - A webcam on your computer or camera on your phone (this is required for taking quizzes and exams in Zoom; it is recommended for IVC lecture classes):
  - A scanning device which is different than the device you are using for your webcam (smartphones can be used as scanning devices)
  - a microphone (used for online meetings);
- **Calculators** will be useful on some homework assignments, but **will not be allowed on exams** nor the final. If you do not have a scientific or graphing a calculator, there are free calculator applications online.
- Students are expected to be computer literate and have Canvas and zoom navigation skills. Being able to navigate canvas and zoom is critical to access the features and resources of this course.
- Students are encouraged to participate in classes with camera turned on. Doing so improves learning and the classroom environment. Please mute microphone when not in use.
- During quizzes and exams, students are required to have a camera that is turned on. 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 and they are designed to be fast and straight forward to create by hand.

- **Attendance & Punctuality:** Students are expected to attend the synchronous online classes. (Classes will be recorded, but the class is designed with active participation in mind and students benefit most when present.) There will be a quiz or exam due in class. You need to be present in the online class in Zoom to participate in all of these assessments. Not being present during an assessment, but turning it on will be considered academic misconduct. However, a certain number of check-ins and quizzes will be

dropped in order to accommodate for illness and other absences (See Late/Absent policy later in the syllabus.)

▪ **Video Recording of Classes:**

- Classes will be recorded and link posted in Canvas. The links are good for 30 days. You are allowed to download classes (note the files are huge) and save them to have access to them after 30 days. If you are the first to arrive at class OR you speak during class, you will appear in the videos. (If you do not wish to appear, then try not to be the first one and use the chat, rather than speaking to communicate.)

▪ **UofU Learning Support:**

- Math Center Online Tutoring, (Paid for by Your Student Fees)  
<http://www.math.utah.edu/undergraduate/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>

▪ **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://lib.utah.edu/coronavirus/checkout-equipment.php>
- 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.

- **COVID-19 Considerations:** The University of Utah requires that students self-report if they test positive for COVID-19 via [coronavirus.utah.edu](https://coronavirus.utah.edu). Please also contact me (your instructor) to discuss whether accommodations are needed.

## **COURSE EXPECTED LEARNING OUTCOMES**

1. Sketch the graphs of quadratic and cubic polynomials, rational, radical, exponential, logarithmic, and piecewise functions with or without transformations. Be able to identify important points such as x- and y-intercepts, maximum or minimum values; domain and range; and any symmetry.
2. Given the graph of a function, be able to identify the domain, range, any asymptotes and/or symmetry, x- and y-intercepts, as well as find a rule for the function if it is obtained from a standard function through transformations.
3. Perform composition of functions and operations on functions
4. Find the inverse of a function algebraically and graphically.
5. For polynomial, rational exponential and logarithmic functions, identify the x-intercepts, asymptotes, end behavior and domain from algebraic and graphic representations. Convert back and forth between algebraic, graphical and verbal representations.
6. Solve polynomial, rational, exponential, and logarithmic equations and inequalities.
7. Represent and interpret physical world situations using exponential and logarithmic functions.
8. Define  $i$  as the square root of  $-1$  and know the complex arithmetic necessary for solving quadratic equations with complex roots.
9. Perform matrix arithmetic computations.

10. Solve systems of linear and non-linear equations in two or three variables, including the use of Gaussian elimination and matrix inverses in the linear case.
11. Understand sequences and be able to differentiate between geometric, arithmetic and others such as Fibonacci-type sequences, giving direct formulas where available or a numeric representation.
12. Understand series notation and know how to compute sums of finite arithmetic and finite and infinite geometric series.

## COURSE DESIGN

- **Lectures:** Course content will be delivered using interactive video conferencing on Zoom. Zoom classes will be held on the days and times according to the official university schedule. You may use various Zoom features including the chat and polls. Zoom sessions will be recorded and may be accessed later.
- **Homework:** Homework is delivered online through the IMathAS software, which is accessed through Canvas. Homework problems may be attempted as many times as necessary before the due date. The software immediately grades each problem. Because this class moves quickly, there are often only a few days between when a topic is covered in class and when the related HW is due; students are encouraged to start homework the day that material is covered in class. Students are also encouraged to seek help when stuck, and work together when doing homework (in such a way that all are learning the mathematics.) Homework is usually due Mon-Wed-Fri at 11:59 pm (grace period through 5 am the next day), with exceptions in weeks with holidays or short weeks. Students may submit HW late for 80% credit. (If some problems are turned in on-time and some late, you get 100% credit for the on-time ones and 80% credit for the elate ones)
- **Homework Workshops:** If there is interest, zoom workshops will be held where students can work on and discuss HW together and ask questions.
- **Successful habits:** Each week you will be asked to do one or more practices that contribute to your learning and success in this and future courses. Your goal is to accumulate 25 points during the 5.5 week semester. Options include
  - Making posts in the Canvas discussions that contain your math thoughts. You should post at least 3-4 sentences or lines of math work, but your posts could be a few paragraphs too. You can post questions about homework. help classmates, or write about topics related to this course that interest you. Each post is worth 1 point.
  - Attending and participating in one Homework Workshop. Each time you attend is worth 4 points.
  - Working with a classmate to lead a study-session on a particular topic for other students in the class (announce these in Canvas discussions 24 hours head of time.). This is worth 4 points if you organize it and 2 points if you attend it.
  - Meeting with Rebecca in Office Hours to discuss your learning and learning strategies (you can do this twice per semester for successful habit credit). This is worth 2 points.
  - Completing 50% of each assignment the day after we cover it in class. If you are stuck on any problems, make notes and bring questions about them to class. This is worth 1 point per assignment.
 Other options will be offered as they come up. If you complete more than one option in a given week, you will earn extra credit. You will need to report which option(s) you chose and answer a few other questions in Gradescope each week on Monday night (about the previous week).
- **Quizzes and Exams:** There will be short quizzes every day, except on exam days. During quizzes, students are required to be logged into Zoom, to have their camera on and their head, hands, and workspace be visible. At the end of the quiz or exam, students will scan their work and upload it to Gradescope, the grading website. Student may ask questions during the exam through the Chat feature in Zoom.
- **Midterm and "Final" Exams.** This course has three exams, each covering one third of the material. Exam 3 is given at the end of the semester. There is no comprehensive final exam. You also have the

option at the final exam to take either Exam 1 or Exam 2 again (an alternate version of the exam). If your score is better than it was previously, it will replace your past score. If it is not better, then your old score is kept. If you are satisfied with your old score, then you do not need to retake an exam.

- **Templates/Notes:** Students are expected to use a printed or a hand-copied template for each quiz and exam. This makes grading more efficient. There will be a penalty for not doing so. Students may use one page of notes which they create themselves; for quizzes this is optional; for exams it is required. The resources that can be used for the out-of-class problems will be explained in class. For the in-class portion, student can only use the page of notes. Using other resources (calculators, online resources, etc.) is academic misconduct.

## CLASS SCHEDULE & IMPORTANT DATES

Tentative Schedule of Topics – to be adjusted as necessary

	Monday	Tuesday	Wednesday	Thursday
<b>Week 1</b>	1.1, 1.2	1.2, 1.3	1.4, 1.5	2.1, 2.2
<b>Week 2</b>	2.2, 2.3	2.4, 2.5	2.5, 2.6	3.1,3.2
<b>Week 3</b>	Memorial Day	3.3, Review	Exam 1, 3.4	3.4
<b>Week 4</b>	4.1	4.2, 4.3	4.3, 4.4	4.5, 6.1
<b>Week 5</b>	Review 6.2, 6.3	Exam 2, 6.3	6.4	6.4, 6.5
<b>Week 6</b>	7.1, 7.2	7.2	Review	Exam 3, Option to Retake Exam 1 or 2

### Important Dates:

Classes begin: Monday, May 17

Last day to add/drop, select credit/no credit, or audit classes: Wednesday, May 26

Memorial Day (no class) Monday, May 31

**Exam 1: Wednesday, June 2nd**

Last Day to Withdraw from Classes, Friday, June 4th

**Exam 2: Tuesday, June 15<sup>th</sup>**

Last day to reverse credit/non credit option: Friday, June 18

**Exam 3 (and Option to retake Exams 1 or 2): Thursday, June 24**

**The semester ends on June 24<sup>th</sup>.**

## ASSIGNMENTS, ASSESSMENT & GRADING

- **Homework: 17% of final grade.** The lowest 3 online HW scores will be dropped. You may also complete HW late for 80% credit.
- **Quizzes: 14% of final grade.** The lowest 2 quiz grades will be dropped
- **Successful Habits: 3% of final grade.** Complete practice worth 25 points for full credit. Completing extra practices is extra credit (capped at 25 extra points; you can earn additional points for completing a course evaluation or spotting errors)
- **Exams: 66% of final grade.** There will be three exams as described above. Each exam is worth 21%. You will have the chance to retake either Exam 1 or Exam 2 at the time of the “final” for a higher grade.

## Grading Scale:

Semester letter grades will be converted from numerical semester scores (N) as follows:

100 ≥ N ≥ 93: A	93 > N ≥ 90: A-	
90 > N ≥ 88: B+	88 > N ≥ 83: B	83 > N ≥ 80: B-
80 > N ≥ 78: C+	78 > N ≥ 73: C	73 > N ≥ 70: C-
70 > N ≥ 68: D+	68 > N ≥ 63: D	63 > N ≥ 60: D-
60 > N : E		

**Regrading Policy:** If a grade is recorded incorrectly, it is the student's responsibility to let the instructor know in a timely manner (at the latest within 1 weeks of when the grade was recorded.)

**Late/Makeup Work:** The course is designed to provide flexibility if you occasionally cannot turn work in on time. A certain number of scores at the end of the semester are dropped and there is an option to turn in HW late for 80% credit. But in general, you are expected to turn things in on time and take quizzes and exams at the times given. If there are extenuating circumstances, please contact me in a timely way to discuss alternatives. If the situation is one that can be documented, you may be asked to provide documentation.

The University of Utah student code allows for making up quizzes or exams in advance for "officially sanctioned University Activities ..., or government obligations, or religious obligations". Please contact me at least one week in advance of any events.

## Credit/No Credit Option:

- If you are taking Math 1050 to meet a major or minor requirement, then you should opt for a letter grade, rather than credit/no credit (CR/NC).
- This is the official University description of the credit/no credit option: "The credit/no credit (CR/NC) option allows a student to enroll in selected courses outside of his/her academic plan, without the pressure of competing for a letter grade. By electing CR/NC, students are expected to complete the same work as students enrolled for letter grades." If you are interested in credit/no credit, consult the following:
  - University guidelines: <https://catalog.utah.edu/#/policy/B12v3LX0G?bc=true&bcCurrent=Grading%20Poli>
  - Dates for Choosing CR/NC <https://registrar.utah.edu/academic-calendars/spring2021.php>
  - Consider speaking with an academic advisor to determine whether this is a good option.

## 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.

## COMMUNICATION

- All course materials, such as lecture slides, assignments, solutions, grades, etc. will be posted on the Course Canvas site.
- Class announcements will be done via email through the Canvas server and in the Canvas announcements page. You will be responsible for any information contained in them as well as the information announced in class. Students are also strongly advised to set up notifications for canvas so they do not miss any important notifications.
- 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.

- Feel free to contact me by email for questions, I will do my best to answer emails within 24 hours. 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 the logistics of the class, course material and assignments, or anything else your classmates might wonder as well, please post a question on the Canvas Discussions Board. This way the information is shared quickly to the entire class, and everyone benefits from seeing other classmates' questions and the responses.

## **NETIQUETTE - EXPECTATIONS FOR ONLINE LEARNING ENVIRONMENT**

- 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.
- Here are additional 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 begin the e-mail with Dear Rebecca or Dear Dr. Noonan Heale. 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.
  - Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
  - Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or be offensive to others.
  - Be careful with personal information (both yours and others).
- Electronic or equipment failure: It is your responsibility to maintain your computer and related equipment in order to participate in the online portion of the course. Equipment failures will not be an acceptable excuse for late or absent assignments.
- Online submissions: You are responsible for submitting the assignment with the required naming convention, correct file extension, and using the software type and version required for the assignment.
- 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.

## **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**

**Plagiarism and Academic Integrity:** Academic integrity means that scholars, including students, conduct their work ethically. This includes taking credit only for work they themselves perform. Violations of academic integrity undermine the principle of fairness, devalue your degree, and leave you underprepared for applying what you have been taught. In this way, it defrauds you, your classmates, the university, and the people you will serve with your education after graduation. It includes cheating on tests and other assessments, collaborating on projects when not permitted to, presenting other people's work as yours (whether they agree to that), and more. Plagiarism is a serious offense against academic integrity that could result in failure for the test or paper, failure for the course, and expulsion from the university. Plagiarism usually involves passing off the work, words, or ideas of others as your own without giving proper credit.

**Privacy Policy:** FERPA, the federal law that guards student privacy, prohibits me from discussing your performance in this class with anyone except you without your permission, which must be on file with the university, not simply told to me. To ensure compliance with this law, send e-mail with a university e-mail address or via Canvas mail.

Out of respect for the privacy of your classmates, do not record or screenshot any part of this class for use outside of this class, even if you omit identifying information about the speaker or poster. You may not circulate or share images, clips, or other course materials with individuals who are not enrolled in this class. Doing so is a serious violation of our class ethical code and will result in a charge of academic misconduct.

**Inclusivity Statement:** It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, and veteran status, and other unique identities. gender, sexuality, disability, age, socioeconomic status, ethnicity, race, culture, and other unique identities. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

**Discrimination and Harassment:** If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or Office of the Dean of Students, 270 Union Building, 801-581-7066. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS). Please see Student Bill of Rights, section E <http://regulations.utah.edu/academics/6-400.php>. I will listen and believe you if someone is threatening you.

**Names/Pronouns.** Canvas allows students to change the name that is displayed AND allows them to add their pronouns to their Canvas name. Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account, which managed can be managed at any time). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Resource Center. [https://lgbt.utah.edu/campus/faculty\\_resources.php](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](http://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](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 ([ssa.utah.edu](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. 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](http://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. More information about the counseling center, including ways to contact them, can be found here: <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. Their phone number is 801-582-7066.

