

Table of Contents (The links below will take you to that part of the document):

COURSE DESCRIPTION, INSTRUCTOR AND LA INFORMATION

COURSE DETAILS & RESOURCES

COURSE EXPECTED LEARNING OUTCOMES (ELOs)

COURSE DESIGN

CLASS SCHEDULE & IMPORTANT DATES

ASSESSMENTS, GRADING, LATE POLICY, GRADES

COMMUNICATION

NETIQUETTE - EXPECTATIONS FOR AN ONLINE LEARNING ENVIRONMENT

ACADEMIC CODE OF CONDUCT

ADDITIONAL POLICIES AND RESOURCES

COURSE DESCRIPTION, INSTRUCTOR AND LA INFORMATION

Course Description:

- **Course Number and Title:** Math 1090-90, Business Algebra (Asynchronous Online Section)
- **Semester and Year:** Spring 2021
- **Course Overview:** In Math 1090, College Algebra for Business and Social Sciences, students will gain a background of algebra topics that will be important in future business classes. Topics include functions and graphs, polynomial and rational functions, matrices, Gaussian elimination, exponential and logarithmic functions, growth, periodic and continuously compounded interest, arithmetic and geometric sequences, annuities and loans. Math1090 is a 3-credit semester course and satisfies the University's QA requirement.
- **Meeting Days and Times:** Section Math 1090-90 is an asynchronous online course. There are no weekly meeting times. There are required exam times and occasional required meetings (with flexible times offered). All exams and meeting will be in Zoom.
- **Communication:** All announcements for the course will either be posted in quiz format on the Canvas website (these are graded) or sent by Canvas-mail.

Instructor Information:

- **Instructor:** Chase Wilker (he/his/him)
- **Email:** wilker@math.utah.edu Use this for official correspondence. The best way to get ahold of me is through Canvas message
- **Zoom Office Hours:** times/sign up information/zoom handle to be posted in Canvas: I will have a morning office hours from 9 – 10 am one day a week and an evening office hours from 7 to 8 pm one day a week. These times will be determined based off of a Canvas survey to accommodate the most students. If the office hour times do not work for your schedule, contact me to set up an appointment.
- **Accessibility & Support:** 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 & RESOURCES

- **Course Type: Asynchronous Online.** The University of Utah describes this type of class as “facilitated online, primarily through Canvas, with greater than 80 percent of the required learning activities taking place digitally when a student chooses. An online class does not have required locations or meeting times; although, regular, substantive instructor-student interactions are an expected part of the teaching and learning process.”
- **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 1090 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 Math980 (Beginning Algebra), Math1010(Intermediate Algebra) OR Math1030 (Quantitative Reasoning)
 - 240+ 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
- **Course Materials:**
 - **Textbook:** Business Algebra, 3rd edition, published by Kendall Hunt, (ISBN: 9781524993405)
Book Purchasing Instructions:
<http://www.math.utah.edu/schedule/bookInfo/Math1090BookInfo.pdf>
 - **Additional course materials:**

- The course website is in Canvas.
 - The university has recorded lectures for MATH 1090, available at <http://www.math.utah.edu/lectures/math1090.php> These lecture videos can always be used as an additional resource in learning the course material, and may occasionally be used as part of class assignments. They will also be posted in Canvas.
 - We will use the online site, Gradescope, for grading and giving feedback no exams. There is a link in Canvas to Gradescope. You may be asked to submit some assignments directly to Gradescope.
- **Technical requirements:**
 - A scientific calculator is needed for some homework and exams. On exams, you are allowed to use a basic scientific calculator, so long as it does not have graphing or scientific formula functionality. You are not allowed to use a phone or computer calculator app. If you are uncertain whether your calculator meets requirements, ask me.
 - Students are required to have access to the following equipment for taking exams:
 - 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 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 (used for online meetings);
 - Students are expected to be computer literate and Canvas and zoom navigation skills are expected. Knowledge and navigation of canvas and zoom is critical to access all features and resources of this course.
 - During 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.
- **UofU Learning Support:**
 - Math Center Online Tutoring, (Paid for by Your Student Fees)
<https://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>
- **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. Please also contact me (your instructor) to discuss whether accommodations are needed.

COURSE EXPECTED LEARNING OUTCOMES (ELOs)

1. Graph and analyze quadratic, exponential and logarithmic functions; solve quadratic, exponential and logarithmic equations.
2. Understand what a mathematical function is and know how to use linear, quadratic, logarithmic and exponential functions to model real world examples.
3. Know how to solve a system of linear or quadratic equations that arise in business applications.
4. Find solutions to linear programming problems, to maximize a function over a geometric region.
5. Perform simple matrix algebra computations.
6. Use matrices to solve systems of linear equations.
7. Understand what an inverse function is and be able to find the inverse function, when it exists.
8. Distinguish between simple and compound interest situations.
9. Calculate future and present value of annuities, and know when to use which formula for the life application.
10. Compute an amortization schedule and loan payments, such as automobile or mortgage payments.

COURSE DESIGN

In this course, we cover specific sections each week. You can choose when you work on the material in the week (as long as you meet deadlines), but you cannot complete the course at your own pace, as there are specific due dates throughout the semester.

The course week starts on a Wednesday and ends on a Tuesday. Due dates for assignments and quizzes are on a Tuesday. This allows students to get more feedback on the last two days of the week. (So Week 2 in our class spans the end of University Week 2 and the start of University Week 3).

Here is a more detailed description of both graded and non-graded aspects of this course.

- **Reading Announcements on Canvas.** Course documents and announcements are given in quiz format and have a short quiz about the content at the end. These "quizzes" begin with "A:..." Completing these is worth 2% of your grade. Suggested due dates are shown, but these can be completed at any time before the common final.
- **Reading** from your **text book**.
- **Watching** the **video lectures**. These were produced by the U of U math department. They are available in Canvas or on the math department website. If you find a video isn't addressing your questions, ask your instructor for additional resources.
- **Homework:** HW will be assigned from the textbook and submitted in Canvas. There will be a few non-textbook assignments as well. Each assignment should be a single pdf file. Assignments will usually be due on Wednesdays and Fridays. The three lowest assignment scores will be dropped at the end of the semester. Assignments will be graded in the following way:
 - 50% credit for:
 - Turning in the complete assignment on time with sufficient work. Copying answers from the back of the book does not earn these points.
 - 50% credit for:
 - Correctness
 - Neatness
 - Correct work shown (this includes, but is not limited to: relevant equations shown, thought process made clear, variables labeled)

- **Weekly Quizzes:** There will be quizzes weekly, except for exam weeks. You will need to print them out or copy the information down. 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. (If handwriting, you need to have as many pages as the template and have the same questions in the same places on the same pages. You don't need to copy the questions.) You are responsible for submitting the assignment with the correct format and correct file extension. If you submit with the wrong format, there will either be a deduction (for small format issues) or you will be asked to resubmit by Thursday (for large issues) and there will be a late penalty. The quizzes are worth 14% of your grade. There are 12 quizzes and the lowest two quiz scores will be dropped at the end of the term.
- **Successful habits:** Each week you will be asked to complete one task that contributes to your learning and success in this and future courses. Options include
 - Making 3 posts in the Canvas discussions that contain your math thoughts. You can post questions about homework, help classmates, or write about topics related to this course that interest you;
 - Attending a small group quiz discussion (30-40 minutes spend talking with classmates about problems on the upcoming quiz)
 - Holding a study session with/for classmates (Find classmate(s) to host it with you; invite all other students via a Canvas discussion post 24 hours ahead of time)
 - Attending office hours
 - Submitting 50% of each assignment that is due that week 48 hours before it is due. You should have attempted all problems and completed 50% of them. If you are stuck on any problems, write notes in the margins about questions to ask about them. You can then resubmit the version to be graded before the deadline.

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 a survey every Tuesday night.

- **Two midterm exams.** Exams will be given in Canvas and proctored through Zoom. Exams are worth 20% Review material will be provided before the exams. A time and date will be set for each exam in the second week of classes, based on class polls. For the exams you will need a camera (web cam or phone cam) and a separate device for scanning. You are allowed to use one page of notes. You 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.
- **Final Exam:** There is a final at the end of the course. It covers material not on previous exams and selected topics from earlier in the course. The procedures will be similar to the midterm exams.

CLASS SCHEDULE & IMPORTANT DATES

DATES:

Weekly Due Dates (See late policy later in Syllabus):

- Online HW due each Tuesday at 11:59pm (grace period through 5am the next morning)
- Quiz due each Tuesday at 11:59 pm in Canvas (grace period through 5am the next morning)
- Successful Habits Survey – due each Tuesday (grace period through 5 am the next morning)

Exams:

- Exam 1: (Week 4) date will fall between Thursday 6/11 and Tues 6/15
- Exam 2: (Week 8) date will fall between Thursday 7/8 and Tues 7/14
- Final Exam: (Week 12) date will fall between Thursday 8/5 and Fri 8/6

Other dates:

Drop/audit date: Wed 5/26

Withdraw date: Fri 6/25

Week (Starts on Wednesday, Ends on Tuesday)	Sections Covered
1	1.1, 1.2, 1.3, 1.4
2	1.5, 1.6, 1.7, 1.8
3	2.1, 2.2, 2.3, 2.4
4	Exam 1
5	2.5, 3.1, 3.2, 3.3
6	3.4, 3.6, 3.7, 4.1
7	4.1, 4.2, 4.3, 4.4
8	Exam 2
9	4.5, 4.6, 5.1, 5.2
10	5.3, 5.4, 5.5
11	Review
Finals	Final Exam

ASSESSMENTS, GRADING, LATE POLICY, GRADES

- Announcement Quizzes 2%
- Weekly Homework 16% (lowest 3 assignments dropped)
- Weekly Quizzes 17% (lowest 2 quizzes dropped)
- Successful Habits 5%
- Midterms 1 & 2 40% (20% each)
- Final Exam 20%

The grade scale is:

A [93-100),
A- [90-93),
B+ [87-90),
B [83-87),

B- [80-83),
C+ [77-80),
C [73-77),
C- [70-73),

D+ [67-70),
D [63-67),
D- [60-63),
E [0-60).

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 2 weeks of when the grade was recorded.)

Early Policy:

- You have a 5-day window to complete quizzes and a 7 (or more)-day window to complete homework. Under 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 homework or quiz.
- You can also take exams up to a week early, upon well-planned request. Please let me know at least 7 days before you wish to take the exam.

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.

IF you would like a Late Policy with more buffer:

Late Policy for Quizzes, HW, and Successful Habits Surveys:

If the due date of a quiz is directly before an exam week, no late quizzes are accepted after 5 am on Wednesday.

- You should submit the quiz to Gradescope. Quizzes are due Tuesday nights, but there is a grace period through Wednesday 5 am. There is no penalty for submitting before this time. If your quiz is one day late (grace period through Thursday 5 am.), there is a 20-point penalty. If your quiz is two days late (grace period through Friday 5 am.), there is a 30-point penalty.
- You should upload scanned HW in to the assignment in Canvas. HW is also due Tuesday nights. The late policy for HW is similar, except that you upload it in Canvas. There is a 2 point penalty for submitting it on Wednesday (grace period through Thursday 5 am) and a 3 point penalty for submitting it on Thursday (grace period through Friday 5am.)
- Quizzes and HW will not be accepted after Friday, 5am.
- There is no penalty for submitting successful habits surveys late, through Friday 5am. But they will not be accepted after this time.

Alternate Times for Exams:

If students are unable to take an exam at the time given, an alternate exam can be set up, provided the situation preventing them from taking the exam is beyond their reasonable control and they do the following:

- Students who have planned conflict with the exam time (like a university class or officially sanctioned University activities like band, debate, student government, intercollegiate athletics, government obligations like military duty or religious obligations) must provide documentation early in the semester and then send a reminder at least five business days before the exam.
- Students who have absences that arise suddenly (like illnesses, deaths in the family or lastminute university-related sports activities) must contact their instructor as soon as possible, given the situation. Documentation is preferred, but students should contact their instructor to discuss alternatives if documentation is not available.
- Documentation should be sent by e-mail (scanning and attaching documents works well). Students should black out or leave out personal information beyond their name and the general reason for the excuse. This creates a record that both the student and instructor can refer back to.

All other students should arrange their work and personal schedules to take exams at the scheduled times.

Extreme Situations:

If you have an extraordinarily severe situation, contact me, your instructor. We can discuss waiving penalties, granting longer extension periods for HW, excusing quizzes, extending exam dates, etc. Send documentation if possible. If not possible, still contact me to discuss alternatives.

Credit/No Credit Option:

- If you are taking Math 1090 to meet a major or minor requirement, then you should opt for a letter grade, rather than credit/no credit (CR/NC).
- If you are taking Math 1090 to prepare for another course, it is easiest if you opt for a letter grade. The grade of a C or better is recommended to enroll in Math 1100 (Business Calculus).
- 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: UofU academic calendar
 - 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 announcements, video lectures, assignments, solutions, grades, etc. will be posted on the Course Canvas site.
- Class announcements will be done via quizzes and 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 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.

NETIQUETTE - EXPECTATIONS FOR AN 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.
 - Remember that all college level communication should have correct spelling and grammar (this includes discussion boards). (Rebecca's comment: I might not include this one. I will include the one about slang)
 - 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.

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.

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

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.

English Language Learners. If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

Undocumented Student Support. Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.

Veterans Center. If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

Wellness Statement. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

Student Success Advocates: The mission of Student Success Advocates is to support students in making the most of their University of Utah experience (ssa.utah.edu). They can assist with mentoring, resources, etc. Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact a Student Success Advocate for support (<https://asuu.utah.edu/displaced-students>).

The Americans with Disabilities Act:

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Building, 801-581-5020. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability & Access.

Addressing Sexual Misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted on the basis of your sex, including sexual orientation or gender identity/expression, you are encouraged to report it to the University's Title IX Coordinator; Director, Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or to the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to police, contact the Department of Public Safety, 801-585-2677(COPS).

Campus Safety: The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu

University Counseling Center The University Counseling Center (UCC) provides developmental, preventive, and therapeutic services and programs that promote the intellectual, emotional, cultural, and social development of University of Utah students. They advocate a philosophy of acceptance, compassion, and support for those they serve, as well as for each other. They aspire to respect cultural, individual and role differences as they continually work toward creating a safe and affirming climate for individuals of all ages, cultures, ethnicities, genders, gender identities, languages, mental and physical abilities, national origins, races, religions, sexual orientations, sizes and socioeconomic statuses. 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.

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.