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COURSE DESCRIPTION, INSTRUCTOR AND LA INFORMATION

Course Description:

- **Course Number and Title:** Math 1050-90, College Algebra, Asynchronous Online Section
- **Semester and Year:** Fall 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. Note: 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.
- **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:** Dr. Predrag Krtolica (he/him/his)
- **Email:** krtolica@math.utah.edu
- **Zoom Office Hours:** times/sign up information/zoom handle to be posted in Canvas. 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.

Instructional Support:

Learning Assistant: TBD

The LA will be responsible for holding group meetings that will make out 4% of your final grade. More information about group meetings can be found in canvas.

- **Contact information:** Provided in Canvas

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 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
- **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 to correspond to the textbook. They are available through the Canvas modules or in both streamable and downloadable versions at <http://www.math.utah.edu/lectures/math1050.php>.
 - 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:**
 - 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.
 - **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.
 - 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)

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

1. Sketch the graph of basic polynomials (second and third order), 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. For rational functions, identify x and y intercepts, vertical, horizontal and oblique asymptotes (end behavior), and domain. Use information to sketch graphs of functions.
3. For polynomial functions, identify all zeros (real and complex), factors, x and y intercepts, end behavior and where the function is positive or negative. Use information to sketch graphs.
4. Understand the connections between graphic, algebraic, and verbal descriptions of functions.
5. 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.
6. Define i as the square root of -1 and know the complex arithmetic necessary for solving quadratic equations with complex roots.
7. Solve absolute value, linear, polynomial, rational, radical, exponential and logarithmic equations and inequalities.
8. Find the inverse of a function algebraically and graphically.
9. Perform composition of functions and operations on functions.
10. Understand sequences and be able to differentiate between geometric, arithmetic, and others such as Fibonacci-type sequences giving direct formulas where available.
11. Understand series notation and know how to compute sums of finite or infinite arithmetic or geometric series.
12. Solve systems of equations (3×3 linear) and non-linear equations in two variables.
13. Make sense of algebraic expressions and explain relationship among algebraic quantities including quadratic, exponential, logarithmic, rational, radical, and polynomial expressions, equations and functions.
14. Represent and interpret "real world" situations using quadratic, exponential, logarithmic, rational, radical and polynomial expressions, equations, and functions.

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:..." Suggested due dates are shown, but these can be completed at any time before the common final.
- Watch the **U of U video lectures** and/or **read the textbook sections**. Try to make this experience interactive by pausing and trying to anticipate the next step in the problem/example and comparing it to yours. Many students focus primarily on the videos or the textbook, but then turn to the other source if they have a question or as practice material before exams.
- Work through your weekly **HW assignments** in IMathAs. There are usually two to four assignments per week. To be fully prepared for quizzes and exams, you should aim for getting a HW score of 100%.
- There will be **quizzes** weekly, except for exam weeks. You can access them on Friday (earlier by special arrangement) and they are due on Tuesdays. You will either need to print your quiz, or make a handwritten version of the quiz. (If handwriting, you need to have exactly as many pages as the template and have the same questions in the same places on the same pages. You don't need to copy the questions.) You are responsible for submitting the assignment with the correct format and correct file extension. There are penalties for not following directions.
- Talking about mathematical ideas reinforces understanding. Students are expected to **participate in small group discussions** every week AFTER completing their quiz and BEFORE turning it in. At the beginning of the semester, you will be surveyed about your availability and then assigned a session to attend each week. Adjustments can be made later in the semester, if necessary. At the session, the LA will put you into a small group to discuss your quiz. Meetings should last between 30-60 minutes. Attending meetings is graded and you get the same grade for your meeting as on your quiz.

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 60 points during the 15 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 Homework Workshops. Each time you attend is worth 3 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 3 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 2 days before the due date. If you are stuck on any problems, make notes and bring questions about them to class. This is worth 1 point per assignment.
- Reviewing your quiz from the previous week and thinking about the week that is coming up. This is worth 1 point.

Other options will be offered as they come up. You should aim for 5 and you can earn up to 10 points each week. 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 Tuesday night (about the week that just ended).

- You can earn additional extra credit (applied to the successful habits category) for spotting and reporting errors in course materials (up to 10 errors) and for completing the UofU course evaluation at the end of the semester.
- **Midterm and Final Exams.** Exams will be proctored virtually through Zoom. The date for each exam is shown in the course schedule. Please try to arrange your schedule to participate in the exams. See the late policy for options if you are not able to take the Zoom exam.

For the exams you will need a camera (web cam or phone cam) that can show your head, hands, and workspace. You will also need a separate device for scanning. You are allowed to use one page of notes and a scientific calculator. At the end of the exam, you should either upload or turn in your page of notes. You are not allowed to use any computer or online resources (including math sites, phones, graphing or 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.

Review material will be provided before each exam. Feedback on quizzes and exams will be given through Gradescope. Students should look at this feedback after each assessment. Make-up exams may take longer to be graded than the standard exam.

Late Policy for HW and Quizzes

The course is designed to provide flexibility if you occasionally cannot turn work in on time by dropping a certain number of scores at the end of the semester. But in general, you are expected to turn in HW and quizzes on the due dates. It is your responsibility to start assignments early enough, so that even if you are in traffic, your flight gets delayed, you are called into work, you run out of ink, you do work for another class, etc., have equipment failure, you still have time to deal with the situation and then finish the assignment/homework. .

Make-up Policy for Exams:

If you are not able to attend an exam, you can take an in-person make-up exam at a University of Utah Exam Services at the Marriot Library. This center is typically open from 9am-5pm Monday-Friday, and have some hours on Saturday, but the hours will vary week to week. It is students' responsibility to check the center's hours students must register for a time-slot to take their quiz or exam.

Location: Marriott Library, Room 1704

Phone: 801-581-6112 (option 3)

Website: <https://testingcenter.utah.edu/>

If taking an exam with Exam Services is not practical, contact me to discuss alternatives.

For planned absences (including University excused absences (band, debate, student government, intercollegiate athletics, etc.), military duty or religious obligations) please inform me at least 2-weeks ahead of the actual exam date, so that I have time to arrange the make-up and you have time to study for your exam. You will be asked to take the exam prior to the Zoom exam. If you miss your exam because of illness or an extreme situation which arises suddenly,

talk to me as soon as you are aware of your situation to plan for a make-up. If you miss an exam, but it is not due to an extreme situation, also contact me. We will discuss make-up options, but there will be a penalty for taking the exam late.

Extreme Situations:

If you have an extraordinarily severe situation, contact me, your instructor. We can discuss adjustments to the above policies.

COVID-19 Considerations:

University leadership urges all faculty, students, and staff to model the vaccination, testing, and masking behaviors we want to see in our campus community. These include:

Vaccination:

- Get a COVID-19 vaccination if you have not already done so. Vaccination is proving highly effective in preventing severe COVID-19 symptoms, hospitalization and death from coronavirus. Vaccination is the single best way to stop this COVID resurgence in its tracks. Visit <http://mychart.med.utah.edu/>, <http://alert.utah.edu/covid/vaccine>, or <http://vaccines.gov/> to schedule your vaccination.

Masking:

- While masks are no longer required outside of Health Sciences facilities, UTA buses and campus shuttles, CDC guidelines now call for everyone to wear face masks indoors.

Testing:

- If you are not yet vaccinated, get weekly asymptomatic coronavirus tests. This is a helpful way to protect yourself and those around you because asymptomatic individuals can unknowingly spread the coronavirus to others. Saliva based testing is available at alert.utah.edu/covid/testing

Self-Reporting:

- All of us, including faculty, students, and staff, must self-report if we test positive for COVID-19 via this website: <https://coronavirus.utah.edu/>.

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)
- Exam Rehearsal: Times will be announced in class
- **Exam 1:** Thursday, 9/30, 5:00-6:30 pm
- **Exam 2:** Thursday, 11/18, 5:00-6:30 pm
- **Final Exam:** Monday, 12/15, 1:00-3:00 pm

Other dates: Drop/audit date: Fri 9/3; Withdraw date: Fri 10/22

Math 1050-90 Schedule, Fall 2021

Note, in this course most weeks start on a Wednesday and end on a Tuesday. For example, our week 2 spans the end of the University Week 2 and the start of the University Week 3.

1050-90 Week	Date	Topics Covered (Textbook)	Exams
1	Mon Aug 23 – Tues Aug 31	1.1, 1.2, 1.3	
2	Wed Sep 1 – Tues Sep 7	1.4, 1.5, 2.1	
3	Wed Sep 8 – Tues Sep 14	2.2, 2.3, 2.4	
4	Wed Sep 15 – Tues Sep 21	2.5, 2.6, 3.1	Rehearsal
5	Wed Sep 22 – Tues Sep 28	3.2, 3.3	
6	Wed Sep 29 – Tues Oct 5	Prepare for and Take Exam 1	H 9/30 @ 5:00pm
7/Break	Wed Oct 6 – Tues Oct 19	3.4, 4.1	

8	Wed Oct 20 – Tues Oct 26	4.2, 4.3	
9	Wed Oct 27 – Tues Nov 2	4.4, 4.5	
10	Wed Nov 3 – Tues Nov 9	6.1, 6.2	
11	Wed Nov 10 – Tues Nov 16	6.4, 6.5	
12	Wed Nov 17 – Tues Nov 23	Prepare for and Take Exam 2	H 11/18 @ 5:00pm
13	Wed Nov 24 – Tues Nov 30	7.1, 7.2	
14	Wed Dec 1 – Thurs Dec 9	Prepare for Final Exam	
Finals			M 12/13 @ 1:00pm

ASSESSMENTS, GRADING, LATE POLICY, GRADES

The numerical grade consists of several components:

- **Homework: 16% of final grade.** Homework is delivered online through the IMathAS system. These homework assignments will be linked through Canvas and are fully online (no file uploads needed). The lowest 4 online HW scores are dropped. You may also complete HW late for 80% credit.
- **Quizzes: 15% of final grade.** There will be weekly quizzes delivered through Canvas and submitted via file upload. There are 11 quizzes in total, which must be submitted within a given time window. The two lowest quiz scores will be dropped. Quizzes may not be retaken.
- **Group Meetings: 4% of final grade.** This grade is earned by working on take-home quizzes before the group meeting and participating at the meeting. The lowest 3 grades in this category are dropped.
- **Successful Habits: 3% of final grade.** This grade is earned by completing a successful habit and filling in a survey for 9 weeks. (6 points/week * 9 weeks = 54 points). Completing this for all 11 weeks or doing extra habits each week is extra credit.
- **Announcement Quizzes: 2% of final grade.** Read announcements and take announcement quizzes in Canvas.
- **Exams: 60% of final grade.** There will be three exams as described above. Each exam is worth 20%.
- **Extra Credit:** You can earn up to 2% extra credit by completing additional successful habits (see above) You can also earn up to 1% for reporting errors in course materials (10.1% per error, capped at 10 errors). You can earn 0.5% for completing a course evaluation.

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).

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.

Late Policy

The course is designed to provide flexibility if you occasionally cannot turn work in on time by dropping a certain number of scores at the end of the semester. 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.

Alternate Times for Exams:

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

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

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

Extreme Situations:

If you have an extraordinarily severe situation, contact me, your instructor. We can discuss waiving penalties, granting longer extension periods for HW, excusing 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 1050 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 1050 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 1060 (Trigonometry). The grade of a B or better is recommended to enroll in Math 1215 (Calculus with Trigonometry).
- 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 Pedja or similar. 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.

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, veteran¹'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), <https://police.utah.edu/>.

University Counseling Center: The UCC staff is committed to supporting the mental health needs of our campus community. Their phone number is 801-581-6826. Their hours are Monday-Friday, 8:00am-5:00pm. For after-hours emergencies, contact the 24/7 Crisis Line: 801-587-3000. More information is at <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. To contact the Office of the Dean of Students, please email deanofstudents@utah.edu or call 801-581-7066. There is more information at <https://deanofstudents.utah.edu/>.

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.