

Syllabus: Math 1080, Sections 1/5

Fall 2021

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COURSE DESCRIPTION, INSTRUCTOR, AND LA INFORMATION

Course Description:

- **Course Number and Title:** Math 1080, Sections 1+5, Pre-Calculus
- **Days and Times:** MTWThF 11:50-12:40 (Section 1)/12:55-1:35 (Section 5)
- **Course Type:** In-person classes, Location: LeRoy E Cowles Building (LCB) 219
- **Course Overview:** Math 1080, Precalculus, provides an accelerated review of college algebra and trigonometry as a preparation for calculus and other courses.

Precalculus is a 5-credit class. In order to have quality time in class to spend on many topics, some of the topics are covered outside of class time through required videos and readings. Between preparation, homework, and studying, students should expect to spend 15-20 hours in addition to class on Math 1080 material in the Fall/Spring. You may need more or less time depending on the topic and your prior familiarity with it.

Instructor Information:

- **Instructor:** Devlin Mallory (he/him/his)
- **Email:** malloryd@math.utah.edu
- **Accessibility & Support:** I want to provide lots of opportunities for you to talk to me. I will try to come to class 10-15 minutes early, so there is time to ask about HW and past material. *Please also ask questions in class at any point, especially when things are unclear. If you have a question, someone else probably has the same question as well!* Outside of class, I encourage you to post questions, especially about HW, and responses in online Canvas Discussions. You are also welcome to e-mail me or contact me through Canvas mail.
- **Office Hours:** *Please come to office hours, even just to ask quick questions or chat.* I have one hour of drop-in office hours per week (anyone can drop by to talk about anything) and one hour where students can sign up for individual slots. Scheduling and modality (zoom vs in-person) will be decided based on student preferences. If you can't make the regular times, *please* email me and we can find an alternative time to meet!

Learning Assistant (LA)

- **LA:** Avalon Blaser
- **Contact Information:** avalon.blaser@utah.edu
- **What is an LA?** LAs are undergrad students who are here to support you as you take this course. In particular, they are there to help you make connections with other students (education research shows that when students talk with their classmates about course ideas they understand them better) and talk with you about how you are learning, to make sure it's effective. Our LA(s) will facilitate group discussions at HW workshops and possibly in class, support the Canvas discussion board, and host sessions for students to review for exams. You can also meet with them to talk about how things in the class are going. Our LA(s) don't provide tutoring (though they will certainly contribute in discussions), but they can help you navigate academic support resources.

Is Math 1080 The Right Math Class for You?

Math 1080 is targeted towards students who will take calculus and who want a fast-paced course to prepare them. You can obtain similar knowledge by taking Math 1050 followed by Math 1060, which go through material at a slower pace and have less work per week. All of these courses satisfy the University QA requirement. Alternatively, if you are using this course to refresh your knowledge of college algebra and trigonometry, you could review on your own and enter directly into Math 1210 (Calculus) or Math 1215 (Calculus with Trigonometry).

Starting in Summer 2021, the Math Department will not be using prerequisites to place students in math classes. The former prerequisites for Math 1080 are listed below. These are still recommended as guidelines. You have the background to be successful in this course (without a lot of additional work on your part) if you have:

- At least a B grade in Math1010 or Math1050 or Math1060
- Math ACT score of at least 24
- Math SAT score of at least 580
- Accuplacer AAFM score of at least 250

If you are not going into Calculus and Math 1050/1060/1080 is not required by your major or as a prerequisite, you may also consider taking Math 1030 (Introduction to Quantitative Reasoning; A collection of math topics useful in everyday life) or Math 2000 (Algebraic Reasoning, a class that is more about why and how algebra works and less about calculations).

The Math Department provides resources for to help you think about which class is the right match for you: <https://www.math.utah.edu/undergraduate/placement.php>. The University of Utah also provides the Accuplacer test (the first test is free for all students) which can also be used to help determine a good class for you.

COURSE DETAILS

- **Course Materials:**
 - **Textbook:** The course uses Math 1050 College Algebra Edition 2 (2021) and Math 1060 Trigonometry, 1st Edition (2017). These texts were created by a Partnership Between Institutions in the Utah System of Higher Education. *You can access the texts 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 them, available in Canvas.
 - We will use the online site Gradescope for grading and feedback on exams. There is a link in Canvas to Gradescope. You may be asked to submit some assignments directly to Gradescope.
- **Technical requirements:**
 - Access to the Internet – to access course materials
 - A scanning device – to turn in some assignments (Genius Scan or similar phone apps work well for this)
 - 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.
- **Attendance & Punctuality:** Students are expected to attend classes and, if classes are missed, to go through the material covered in class by watching videos and reading the textbook. If you miss a quiz or other in-class assignment, instead of having make-ups, a certain number of assignments will be dropped at the end of the semester. For exams, exceptions are made if there are extenuating circumstances. There is also the option to retake one exam at the end of the semester. (See Grading policies later in the syllabus for more details.)
- **Communication:** All course materials, such as lecture slides, assignments, grades, etc. will be posted on the Course Canvas site. Class announcements will be done via email 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. Please regularly check your Umail (make sure you set up forwarding if you do not check it regularly). Feel free to contact me by email for questions, I will do my best to answer emails within 24 hours.
- **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 should 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.
- **UofU Learning Support:**
 - Math Center 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>
- **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 LOGISTICS

I'm very excited to be teaching in-person again (as are many of you, I suspect). With that said, there are some procedures and precautions I hope we can take as a class to ensure everyone's safety and our continuing ability to learn in-person.

- **Masks:** I will wear a mask while teaching, and I strongly encourage you to wear a mask during class as well. I believe that free masks will be available in the classroom if you forget yours.
- **Vaccination:** I encourage you to get vaccinated, if you have not yet already. If you need to miss class in order to get vaccinated or to deal with side effects, email me and I'll make sure to catch you up on anything you missed.
- **Attendance:** The university has asked that we take attendance with a seating chart for the purposes of potential contact tracing. I will not be grading based on attendance. If you need to miss class to quarantine or to recover from COVID (or another illness), let me know and I'll help catch you up.
- **Office Hours:** Office hours may be in-person or virtual depending on class preferences (and may change depending on case numbers). If in-person, masks are strongly encouraged.
- **General Help:** You can find information about COVID-19 and related topics on financial assistance, counseling, the food pantry, and much more at <https://coronavirus.utah.edu/#students>.

COURSE COMPONENTS

- **Lectures:** Some material in this course is presented in class via interactive lectures. Other material is first presented in videos and students will have the chance to ask questions and practice problems on this material in class. Classes will have opportunities for student engagement. Active Participation is encouraged.
- **Video Quizzes:** For sections covered outside of class, students will be expected to watch videos. These videos were produced by the UofU math department. Intermittently during the videos, students will be asked quiz questions. These questions help students reflect on important ideas and facts in the videos. Videos with quizzes are found in Canvas. The video quizzes will be due at 11:59 pm the night before the material is needed in class; the same videos without the quizzes can be accessed at any time through the UofU math department webpage. If students miss questions on Video quizzes, they can review the material and create their own questions for half credit back. These should be submitted as comments in the video quiz assignments.
- **Homework:** Homework is done online through Canvas. (We use the ImathAs platform.) There will be 3 to 4 HW assignments most weeks, or about 45 in total. HW is due Wednesdays and Fridays. 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 encouraged to start HW promptly, seek help when stuck, and work together when doing homework (in such a way that all are learning the mathematics.) Students may submit HW late for 80% credit.
- **Homework Workshops:** There will be hour-long workshops for students to work on and discuss homework problems. These will be led by our LA.
- **Successful habits:** Each week you will be asked to do one or more practices that contribute to your learning and success in this course. Your goal is to accumulate 70 points during the 15 week semester. Options include:
 - Making posts in the Canvas discussions about your math thoughts. You should post at least 3-4 sentences or lines of math work, but your posts can be longer. 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 class study-session on a particular topic (announce these in Canvas discussions 24 hours head of time). This is worth 3 points if you organize, and 2 points if you attend.
 - Meeting with Devlin 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 upcoming week. This is worth 1 point.Other options may be offered. 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 Monday night (about the previous week).
- **Quizzes and Exams:** There will be quizzes or exam every Monday, testing the material from the previous week (quizzes) or 3 weeks (exams). Quizzes and exams will have a few problems to be done beforehand and most of the problems should be done in class. The problems to be done beforehand will be made available by Friday's class. Students may use one page of notes which they create themselves; for quizzes this is optional; for exams it is required. For the out-of-class problems, students may use any resources (including working with others) and there will be a place on the exam to give credit to the sources you used. For the in-class portion, student can only use the page of notes. Using other resources (calculators, online resources, etc.) is academic misconduct.

- **Final Exam:** Math 1080 students take a final exam on December 13 from 3:30–5:30 PM. The final exam will consist of two blocks with a short break in between. Block A will cover material not covered on previous exams. It is required. Blocks B will provide the opportunity to retest on past material. You can choose one exam from Exam 1 – 4 and retest on that material. Your highest score on the material will be used for that exam grade. You may also opt to not take any exam during Block B if you are satisfied with previous test scores.

CLASS SCHEDULE & IMPORTANT DATES

Weekly Deadlines:

- Homework – due Wednesday and Fridays at 11:59 pm (grace period through 5 am the next day).
- Quizzes – available on Thursday nights, due in class on Mondays.
- Video quizzes – due dates will vary, but are available on Canvas. Due on Canvas.
- Successful Habit Reporting – due on Mondays in Gradescope (grace period through 5 am the next day)

Important Dates:

Classes begin: Monday, August 23

Last day to add without a permission code/wait list: Friday, August 27

Last day to add or drop classes: Friday, September 3

Labor Day (no class) Monday, Sept 6

Exam 1: Monday, 9/13

Exam 2: Monday, 10/4

Fall Break: Monday Oct 11 – Friday Oct 15

Last Day to Withdraw from Classes, Friday, October 22

Exam 3: Monday, 11/1

Exam 4: Monday, 11/22

Thanksgiving Break, Thursday-Friday Nov 25, 26

Last Day of Class Thursday, Dec 9

Final Exam: Monday, Dec 13, 3:30-5:30pm

Tentative Schedule of Topics – to be adjusted as necessary:

Week	Material Covered	Quizzes and Exams	Assignments (TBA)
1 (8/23 – 8/29)	CA 1.1-1.4		
2 (8/30 – 9/4)	CA 1.5, 2.1-2.4	Quiz Wk 2	
3 (9/5 – 9/12) Labor Day	CA 2.4-2.5, Review	Quiz Wk3	
4 (9/13 – 9/19)	CA 2.6, 3.1-3.3	Exam 1	
5 (9/20 – 9/26)	CA 3.4, 4.1	Quiz Wk 5	
6 (9/27-10/3)	CA 4.2, 4.3, Review	Quiz Wk 6	
7 (10/4 - 10/8)	CA 4.4, 4.5, 5.1, 5.3	Exam 2	
BREAK			
8 (10/18 - 10/24)	CA 5.2, 5.4, 5.5, 7.1, 7.2	Quiz Wk 8	
9 (10/25 – 10/31)	CA 7.2, TG 1.1, 2.1, 2.2, Review	Quiz Wk 9	
10 (11/1 – 11/7)	TG 2.3, 2.5, 3.1-3.4	Exam 3	
11 (11/8 – 11/14)	TG 3.3, 3.4, 2.4, 4.1-4.5	Quiz Wk 11	
12 (11/15 – 11/21) Thanksgiving Break	TG 5.1-5.4, 6.1-6.2	Quiz Wk 12	
13 (11/22 – 11/28)	TG 6.2, 6.3	Exam 4	
14 (11/29 – 12/5)	TG 7.1-7.3, 8.1, 8.2, 9.1	No Quiz	
15 (12/6 – 12/9)	TG 9.2-9.3	Quiz Wk 15	
Final 12/13		Exam 5 (w/ option to retake one of Exams 1-4)	

ASSIGNMENTS, ASSESSMENT, GRADING, & LATE POLICY

Assignment Category	Contribution to Grade	Adjustments (drops made at end of semester)
Homework	18%	Lowest 5 dropped; Late HW for 80% credit
Quizzes	14%	Lowest 2 dropped
Successful Habits	4%	Lowest 2 dropped
Video Quizzes	4%	Lowest 25%; can review material and submit their own questions/answers for half credit back.
Exams 1-4	48% (12% each)	Can retake 1 of these on the final exam
Exam 5 (on Final)	12%	

Extra credit, worth around 3% of the grade can be earned by doing multiple successful habits in a week, helping spot errors in the course, and via other opportunities announced in class.

Grading Scale:

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 [60-67),
D- [50-60),
E [0-50).

Regrading Policy: If a grade is recorded incorrectly, please do your best to let me know in a timely manner (ideally, within 2 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 UU student code allows for making up quizzes/exams in advance for “officially sanctioned University Activities [...] or government obligations, or religious obligations”. Please contact me at least one week ahead of such events.

Credit/No Credit Option:

- If you are taking Math 1080 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/fall2021.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.

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.

COURSE EXPECTED LEARNING OUTCOMES (ELOs)

College Algebra ELOs	Trigonometry ELOs
<ol style="list-style-type: none"> 1. Sketch the graph 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. Define i as the square root of -1 and know the complex arithmetic necessary for solving quadratic equations with complex roots. 8. Give an equation or verbal description for a conic given a graph of the conic; given an equation of a conic, recognize the conic and be able to graph it and describe its attributes. 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. 13. Represent and interpret physical world situations using exponential and logarithmic functions. 	<ol style="list-style-type: none"> 14. Understand trigonometric function definitions in the context of the right triangles and on the unit circle. 15. Graph basic trigonometric functions and those with basic transformations. Be able to write an equation given a graph. Identify amplitude, periods, phase shifts from graphic and algebraic representations of functions. 16. Represent solve physical world problems using trigonometric functions. 17. Use trigonometric inverses correctly, understanding the domain/range restrictions. 18. Verify trigonometric identities, using proper logic and use trigonometric identities to evaluate expressions. 19. Solve trigonometric equations. 20. Solve for all measurements in any triangle, using the Pythagorean Theorem, trigonometric functions, the Law of Sines, and Law of Cosines in a variety of contexts and applications. 21. Be able to convert to and from rectangular and trigonometric-form coordinates (polar coordinates). 22. Graph complex numbers in a plane, perform operations on such numbers and interpret this graphically, and use DeMoivre's theorem to find roots and powers of complex numbers. 23. Understand geometry and arithmetic operations with vectors and use vectors in application problems. <p>* Those topics which are struck through will not be covered this semester. Anyone interested in learning more about these areas should ask their instructor for resources.</p>

ADDITIONAL POLICIES AND RESOURCES

COVID-19: Students are required to self-report if they test positive for COVID-19. To report, please contact: COVID-19 Central @ The U, 801-213-2874 coronavirus.utah.edu. Masks and face coverings will no longer be required at University of Utah facilities beginning Monday, May 24 2021. While masks are no longer required, masks are welcome to be worn in classroom spaces and on campus for those that choose to wear them.

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

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. 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>).

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 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