Course Description:

- **Course Number and Title:** Math 1090-90, Business Algebra (Asynchronous Online Section)
- **Semester and Year:** Spring 2022
- **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, assignment due dates, and occasional required meetings (with flexible times offered). Additionally, the final exam will be in Zoom, **Friday 4/29 from 3:30 – 5:30 pm** proctored live. Please put this on your Calendar right now. You must finish assignments each week to keep up with the course. There are due dates each week.
- **Communication:** All announcements for the course will either be posted in quiz format on the Canvas website (these are graded), sent by Canvas-mail, or sent by Canvas announcement. Make sure you are checking Canvas regularly so you do not miss any important information.

What to do when you have questions about the course:

- With 100+ students in the course, we rely on a few people to make the course run smoothly. Please use this diagram to determine who to ask for help.

Instructor Information:

- **Instructor:** Ryleigh Moore (she/her/hers)
- **Email:** Please use the Canvas messaging system
- **Accessibility & Support:** I encourage you to post questions, especially about HW, and responses in online Canvas Discussions. I encourage all members of our class to participate in these discussions. You are also welcome to contact me through Canvas mail. I usually respond to messages within a day. If you need help with HW, you should attend the LA workshops, or reach out

Learning Assistant (LA)

- **LA:** Georgia Brookstein
- **Contact Information:** Through Canvas mail
- **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 (because 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, help with hw questions, support the Canvas discussion board, and host sessions for students to get together and review for exams. You can also meet with them to talk about how things in the class are going.

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 Math 980 (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:

  ○ 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 straightforward 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 and/or contact TLT, Knowledge Commons, etc.

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. Due dates for assignments and quizzes are also on Wednesday.

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:...."
• 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 Tuesdays. The three lowest assignments scores will be dropped at the end of the semester. Assignments will be graded in the following way:
  ○ Since all of the answers are in the back of the book, you should check your work as you complete the HW. HW will be graded based on completion only.
• Weekly quiz: Each week there will be a quiz which will cover the topics from that week’s HW. The lowest 2 quizzes will be dropped. These will not be timed. You should use this as an opportunity to practice for the exams.
• Exams (3 total): There will be a Chapter 1-2 exam, a chapter 3-4 exam, and a chapter 5 exam. Exam questions will be pulled randomly from a test question bank and will differ from student to student, but will
cover similar concepts. These exams will be timed and you should not work on them with other students. They will be similar to the quizzes, but you will have a fixed time to complete the questions. The lowest exam score will be dropped. The exams will be available for a window of time on Canvas. You will take the exam during that period on your own time.

- **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. You should aim to get 5 habits points each week but you can earn up to 10 each week. Any extra points will count as extra credit.

Habits points can be earned by:
- 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.
- Attending and participating in Homework Workshops or meeting with the LA.
- 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.).
- Completing 50% of each assignment 2 days before the due date.
- Reviewing your quiz from the previous week and thinking about the week that is coming up.

Other options will be offered as they come up. You will need to report which option(s) you chose and answer a few other questions in Gradescope each week.

- **Final Exam**
  - Friday 4/29 from 3:30 – 5:30 pm
  - (Time and day for the final is selected by the math department, all sections of math 1090 take it during this time. You will need to be able to make this time in Zoom.
  - The final will be given online via Zoom with your instructor. You will need an internet connection. You will also need a camera/desk set-up so that can show your head, hands and workspace during the exam. You will also need to print out or hand-copy a template to write your exam work on and be able to scan your work at the end. Other rules for the exam will be shared in Canvas.
  - The final covers material from chapters 1-5. More details will be given to you before the final exam.
  - Students may bring one page of notes (8.5 in by 11 in, writing on both sides) that they make when studying for the exam. This can include formulas, examples, etc. Each student should make their own notes. Using phones, other notes, online resources or communicating with others is not allowed during the exam. Not following these rules is considered academic misconduct and will be penalized as such.
  - You will also need a scientific (non-graphing) calculator for the exam.

**CLASS SCHEDULE & IMPORTANT DATES**

**DATES:**
Weekly Due Dates (See late policy later in Syllabus):
- Online HW due each Wednesday at 11:59pm
- Quiz due each Wednesday at 11:59 pm in Canvas (Some weeks there may not be a quiz)
- Successful Habits Survey – due each Wednesday at 11:59 pm in Gradescope
- Exams: TBD
- Final Exam: Friday 4/29 from 3:30 – 5:30 pm proctored live on Zoom

**Other dates:**
Drop/audit date: Friday, January 21
Withdraw date: Friday, March 4
Each week, complete the quiz and hw associated with the sections covered in that week.

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

**COURSE CALENDAR:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics Covered (Textbook)</th>
<th>Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mon Jan 10 – Wed Jan 19</td>
<td>1.1-1.3</td>
<td></td>
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<tr>
<td>2</td>
<td>Wed Jan 19 – Wed Jan 26</td>
<td>1.4-1.6</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Wed Jan 26 – Wed Feb 2</td>
<td>1.7-1.8</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Wed Feb 2 – Wed Feb 9</td>
<td>2.1-2.3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Wed Feb 9 – Wed Feb 16</td>
<td>2.4-2.5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Wed Feb 16 – Wed Feb 23</td>
<td>Prepare for and take chapter exams</td>
<td>Chapter 1 + 2 Exam</td>
</tr>
<tr>
<td>7</td>
<td>Wed Feb 23 – Wed Mar 2</td>
<td>3.1-3.3</td>
<td></td>
</tr>
<tr>
<td>8 / Break</td>
<td>Wed Mar 2 – Wed Mar 16</td>
<td>3.4, 3.6, 3.7</td>
<td>Chapter 3 + 4 Exam</td>
</tr>
<tr>
<td>9</td>
<td>Wed Mar 16 – Wed Mar 23</td>
<td>4.1-4.3</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Wed Mar 23 – Wed Mar 30</td>
<td>4.4-4.6</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Wed Mar 30 – Wed Apr 6</td>
<td>Prepare for and take chapter exams</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Wed Apr 6 – Wed Apr 13</td>
<td>5.1-5.2</td>
<td></td>
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<tr>
<td>13</td>
<td>Wed Apr 13 – Wed Apr 20</td>
<td>5.3-5.5</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Wed Apr 20 – Wed Apr 27</td>
<td>Prepare for last chapter exam and Final Exam</td>
<td>Chapter 5 Exam</td>
</tr>
<tr>
<td>Finals</td>
<td>1090 Final Exam</td>
<td>1090 Final Exam Friday 4/29 from 3:30 – 5:30 pm proctored live on Zoom</td>
<td>1090 Final Exam Friday 4/29 from 3:30 – 5:30 pm proctored live on Zoom</td>
</tr>
</tbody>
</table>

**ASSESSMENTS, GRADING, LATE POLICY, GRADES**

- Weekly Announcement Quizzes (8%)/first week course information(2%) 10% total
- Weekly Homework 20% (lowest 3 assignments dropped)
- Weekly Quizzes 20% (lowest 2 quizzes dropped)
- Successful Habits 10%
- Chapter Exams 20%
- Final Exam 20%

The grade scale is:
- A [93-100), B- [80-83), D+ [67-70),
- A- [90-93), C+ [77-80), D [63-67),
- B+ [87-90), C [73-77), D- [60-63),
- B [83-87), C- [70-73), 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.)
**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 date. 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.

Late work will only be accepted if there was an emergent situation or if you contact me through Canvas before the due date and we discuss alternate plans for you to submit the assignment late.

**Make-up Policy for Exams:**
The lowest chapter exam score is dropped in the course. There will not be makeup exams. Please make sure you complete the chapter exams on time.

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

**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:
  - 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 AND CLASS DISCUSSION BOARDS:**
- 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 Canvas messaging, Canvas notifications, and Umail (make sure you set up forwarding if you do not check it regularly).
- Feel free to contact me by Canvas messaging for questions, I will do my best to answer within 24 hours. I would like to encourage you to message me directly 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 comment 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 Ryleigh or Dear Ms. Moore. 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

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.

**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. 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.

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 COVID-19 POLICIES
University leadership has urged all faculty, students, and staff to model the vaccination, testing, and masking behaviors we want to see in our campus community. These include:

- Vaccination
- Masking indoors
- If unvaccinated, getting weekly asymptomatic coronavirus testing
- Quarantining after exposure

Vaccination
- Get a COVID-19 vaccination and the booster shot recommended for pairing with your vaccine 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.
  - University of Utah students are required (as of August 27, 2021) to complete a cycle of COVID-19 vaccination and booster shot with an approved vaccine, or complete an exemption form. The university provides three convenient vaccination options:
    - Attend one of the regularly scheduled vaccine events at the Student Union on campus.
    - Schedule an appointment with Student Health here.
Visit http://mychart.med.utah.edu/, https://alert.utah.edu/covid/vaccine/, or http://vaccines.gov/ to schedule your vaccination.

**Masking**

- While masks are not required outside of Health Sciences facilities, on UTA buses or campus shuttles, **CDC guidelines now call for everyone to wear face masks indoors.**
  - With high transmission rates in Salt Lake County, the CDC recommends: “Everyone should wear a mask in public indoor settings.”
  - Treat masks like seasonal clothing (i.e., during community surges in COVID transmission, they should be worn indoors and in close groups outside).
  - In cases of classroom exposure, masks should be worn for the quarantine period (see details below).

**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.
  - Asymptomatic testing centers are open and convenient:
    - Online scheduling
    - Saliva test (no nasal swabs)
    - Free to all students returning to campus (required for students in University housing)
    - Results often within 24 hours
    - Visit alert.utah.edu/covid/testing
  - **Remember: Students, faculty and staff must self-report if they test positive for COVID-19 via this website:** https://coronavirus.utah.edu/.

**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.

**Teacher’s 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 http://regulations.utah.edu/academics/6-400.php. I will listen and believe you if someone is threatening you.

**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).

**University Safety Statement:** 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

**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.

**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

**Student Mental Health Resources:** Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased during the pandemic. If you need help, campus mental health resources are available (https://studentaffairs.utah.edu/mental-health-resources/index.php), including counseling, trainings and other support.

**Diverse Student Support.** Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you. More information about campus resources can be found here: https://www.utah.edu/students/services.php

I have also included link to specific resources in Canvas. In particular, there are resources for students identifying with the following groups:
• TRIO Student Support Services (federal programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities.)
• American Indian Students
• Black Students
• Students with Children
• Students with Disabilities
• Students of Ethnic Descent
• English as a Second/Additional Language (ESL) Students
• Undocumented Students
• LGBTQ+ Students
• Veterans & Military Students
• Women
• Other Student Groups at the U

Please see the student support document in Canvas for more information.

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.

Inclusivity at the U The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below:

Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.

For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact: Office for Inclusive Excellence, 801-581-4600, inclusive-excellence.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.