Syllabus: Math 1090- 4
Spring 2022

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COURSE DESCRIPTION, INSTRUCTOR, AND LA INFORMATION

Course Description:

- **Course Number and Title:** Math 1090-4, 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.
- **Course Type:** In-person classes, location: SFEBB5130
- **Meeting Days and Times:** TuTh 9:10-10:30

Instructor Information:

- **Instructor:** You-Cheng Chou
- **Email:** chou@math.utah.edu
- **Accessibility & Support:** I want to provide lots of opportunities for you to talk about math or talk with me. I try to come to class 10-15 minutes early, so there is time to ask about HW and past material. Some days I can stay after too. Please also ask questions in class. Outside of class, I encourage you to post questions, especially about HW, and responses in online Canvas Discussions. I look them over almost daily, but wait 24-36 hours after a post is made hours to respond to encourages all members of our class to participate. You are also welcome to e-mail me or contact me through Canvas mail. I try to respond to messages in the early morning, the morning after they come in.
- **Office Hours:** 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. My office hours will be a mixture of in-person and on Zoom. If the times I offer aren’t convenient, let me know and we can set up something that works for you.

COURSE DETAILS

- **Prerequisites:** Starting in Summer 2021, the Math Department will not be using prerequisites to place students in math classes. Students are responsible for determining whether they are ready for the course they select. The former prerequisites for Math 1090 are listed below. These are still recommended as guidelines to determine if you have the background to be successful in this course (without a lot of additional work on your part):
  - C or better in Math980 (Beginning Algebra), Math1010(Intermediate Algebra) OR Math1030 (Quantitative Reasoning)
  - 240+ in Accuplacer AAF (The UofU provides one free Accuplacer exam to all students. https://testingcenter.utah.edu/students/placement-tests/math-placement.php)
  - 23+ in ACT Math
  - 570+ in SAT Math
  - Qualifying GPA 3.35

- **Course Materials:**
  - Book Purchasing Instructions:
    http://www.math.utah.edu/schedule/bookInfo/
  - **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.
- Access to the Internet – to access course materials
- A scanning device – to turn in some assignments

Attendance & Punctuality: Students and expected to attend classes and, if classes are missed, to go through the material covered in class by watching videos, reading the textbook, and thinking about course ideas. 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. (See Grading policies later in the syllabus for more details.)

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

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

- **Lectures:** Classes will combine lecture with time to discuss and practice material. Active Participation is encouraged.

- **Homework Assignments:** HW will be assigned from the textbook and submitted in Canvas. There will be a few non-textbook assignments as well. Each assignment should be a single pdf file. Assignments will usually be due on Wednesdays and Fridays. The three lowest assignments scores will be dropped at the end of the semester. Assignments will be graded in the following way:
  - 50% credit for:
    - Turning in the complete assignment on time with sufficient work. Copying answers from the back of the book does not earn these points.
  - 50% credit for:
    - Correctness
    - Neatness
    - Correct work shown (this includes, but is not limited to: relevant equations shown, thought process made clear, variables labeled)

- **Quizzes:** There will be quizzes on Thursdays most weeks. They will be given in class and a set amount of time, generally 20 minutes, will be given. You will be allowed to use your notes, previous homework assignments, textbook, and a calculator to complete them. You may not use the Internet. The lowest 3 quiz grades will be dropped.

- **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 30 points during the 15 week semester. Options include:
  - Making posts in the Canvas discussions that contain your math thoughts. You can post questions about homework, help classmates, or write about topics related to this course that interest you. Each post is worth 1 point.
  - Homework workshops are an opportunity to talk with classmates about homework problems AND do HW at the same time. (Earn 2 points per workshop where you attend and participate for about an hour.)
  - Meeting with You-Cheng in Office Hours to discuss your learning. This is worth 1 point.
  - Submitting 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. 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)

- **Two midterm exams.** Review Material will be provided in class. You may/should prepare 1 sheet of notes to use during the exam. You should also have a scientific calculator. No other materials are allowed during the exam.

- **Final Exam:** Math 1090 students take a final exam at a date and time set by the University (see information below). There is a final at the end of the course. It covers material not on previous exams and selected topics from earlier in the course. The procedures will be similar to the midterm exams.

CLASS SCHEDULE & IMPORTANT DATES

**Weekly Deadlines:**

- Homework – due Wednesday and Fridays at 11:59 pm (grace period through 2 am the next day)
- Quizzes – due in class on Thursdays
- Successful Habit Reporting – due on Tuesday in Gradescope (grace period through 2 am the next day)

Tentative Schedule of Topics – to be adjusted as necessary
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Material Covered</th>
<th>Exams, Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (1/10 - 1/16)</td>
<td>1.1-1.3</td>
<td>No Quiz</td>
</tr>
<tr>
<td>2 (1/17 – 1/23)</td>
<td>1.3-1.5</td>
<td>Quiz on Thursday</td>
</tr>
<tr>
<td>Mon – MLK Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 (1/24 - 1/30)</td>
<td>1.6-1.8</td>
<td>Quiz on Thursday</td>
</tr>
<tr>
<td>4 (1/30 – 2/6)</td>
<td>2.1-2.3</td>
<td>Quiz on Thursday</td>
</tr>
<tr>
<td>5 (2/7 – 2/13)</td>
<td>2.4-2.5</td>
<td>No Quiz</td>
</tr>
<tr>
<td>6 (2/14 – 2/20)</td>
<td>Review</td>
<td>Exam 1 (Chap 1-2), Thursday</td>
</tr>
<tr>
<td>7 (2/21 – 3/27)</td>
<td>3.1-3.3</td>
<td>No Quiz</td>
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<tr>
<td>Mon – Pres Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 (2/28 – 3/6)</td>
<td>3.4-3.7</td>
<td>Quiz on Thursday</td>
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<tr>
<td>BREAK (3/7 – 3/13)</td>
<td></td>
<td></td>
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<tr>
<td>9 (3/14-3/20)</td>
<td>4.1-4.3</td>
<td>Quiz on Thursday</td>
</tr>
<tr>
<td>10 (3/21 – 3/27)</td>
<td>4.4-4.6</td>
<td>Quiz on Thursday</td>
</tr>
<tr>
<td>11 (3/28 – 4/3)</td>
<td>Review</td>
<td>Exam 2 (Chap 3-4), Thursday</td>
</tr>
<tr>
<td>12 (4/5 – 4/11)</td>
<td>5.1-5.2</td>
<td>No Quiz</td>
</tr>
<tr>
<td>13 (4/12 – 4/18)</td>
<td>5.2-5.4</td>
<td>Quiz on Thursday</td>
</tr>
<tr>
<td>14 (4/19 -4/25)</td>
<td>5.5, Review</td>
<td></td>
</tr>
<tr>
<td>15 (4/26 – 4/27)</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>Wed – Reading Day</td>
<td></td>
<td></td>
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<tr>
<td>Final: Friday, 4/29</td>
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<tr>
<td>3:30-5:30 pm</td>
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**Important Dates:**
Classes begin: Monday, January 10
Last day to add without a permission code/wait list: Friday, January 14
Last day to add or drop classes: Friday, January 21
MLK Day (no class) Monday, Jan 17

**Exam 1: Thursday, 2/17**

Presidents' Day (no class) Monday, Feb 21
Spring Break: Monday Mar 6 – Friday, Mar 10
Last Day to Withdraw from Classes, Friday, April 1

**Exam 2: Thursday, 3/31**

Last Day of Class Tuesday, April 26

**Final Exam: Friday, 4/29 3:30-5:30**
ASSIGNMENTS, ASSESSMENT, GRADING, & LATE POLICY

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Contribution to Grade</th>
<th>Adjustments (dropped at the end of the semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>18%</td>
<td>Lowest 3</td>
</tr>
<tr>
<td>Quizzes</td>
<td>18%</td>
<td>Lowest 3</td>
</tr>
<tr>
<td>Successful Habits</td>
<td>4%</td>
<td>Lowest 2</td>
</tr>
<tr>
<td>Exam 1</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Exam 2</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

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, 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/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. 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.

Emergencies: Things will happen. Your internet will turn off right before a deadline. You will need to work late and forget to submit. You may get sick. If you miss a quiz, homework, or other in-class assignment, instead of having make-ups or extensions, a certain number of assignments will be dropped at the end of the semester. These are for the emergencies (including the very serious ones). For exams, exceptions are made if there are extenuating circumstances with documentation.

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

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).
- 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
Consider speaking with an academic advisor to determine whether this is a good option.

Incompletes:
According to university policy, to be considered for an incomplete, a student must have 20% or less of the course work remaining and be passing the course with a C or better. You must request an incomplete grade and I will consider giving that grade only under exceptional circumstances.

COMMUNICATION
- All course materials, such as lecture slides, assignments, solutions, grades, etc. will be posted on the Course Canvas site.
- Class announcements will be done via email through the Canvas server and in the Canvas announcements page. You will be responsible for any information contained in them as well as the information announced in class. Students are also strongly advised to set up notifications for canvas so they do not miss any important notifications.
- It is your responsibility to also regularly check your Umail (make sure you set up forwarding if you do not check it regularly), your Umail is the only way for me to communicate privately with you, there will be occasions during the semester that we may need to reach out to you individually (e.g. regarding a grade or assignment) and it is in your best interest to respond promptly.
- Feel free to contact me by email for questions, I will do my best to answer emails within 24 hours. I would like to encourage you to email me only if it is something personal that requires individual attention. If instead you have questions about the logistics of the class, course material and assignments, or anything else your classmates might wonder as well, please post a question on the Canvas Discussions Board. This way the information is shared quickly to the entire class, and everyone benefits from seeing other classmates' questions and the responses.

NETIQUETTE - EXPECTATIONS FOR ONLINE LEARNING ENVIRONMENT
- Respectful participation in all aspects of the course will make our time together productive and engaging. Zoom lectures, discussion threads, emails and canvas are all considered equivalent to classrooms and student behavior within those environments shall conform to the student code. Specifically:
  - Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting.
  - Disrespectful language and photos are never appropriate.
  - Using angry or abusive language is not acceptable, and will be dealt with according to the Student Code. The instructor may remove online postings that are inappropriate.
  - Do not use ALL CAPS, except for titles, or overuse certain punctuation marks such as exclamation points and question marks.
  - Course e-mails, e-journals, and other online course communications are part of the classroom and as such, are University property and subject to the Student Code. Privacy regarding these communications between correspondents must not be assumed and should be mutually agreed upon in advance, in writing.
- Here are additional expectations for online communication (on Discussion Board, Emails, Zoom chat etc):
  - Emails: When emailing your Instructor and Teaching Team keep a professional tone (e.g. Use a descriptive subject line, avoid “Hey” and begin the e-mail with Dear Rebecca or Dear Dr. Noonan Heale. Sign your message with your name and return e-mail address. Please consult this page for tips on how to write appropriate professional emails: https://academicpositions.com/career-advice/how-to-email-a-professor
  - Treat your instructor, teaching team and classmates with respect in email or any other communication.
  - Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
  - Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or be offensive to others.
  - Be careful with personal information (both yours and others).
• Electronic or equipment failure: It is your responsibility to maintain your computer and related equipment in order to participate in the online portion of the course. Equipment failures will not be an acceptable excuse for late or absent assignments.
• Online submissions: You are responsible for submitting the assignment with the required naming convention, correct file extension, and using the software type and version required for the assignment.
• Canvas allows students to change the name that is displayed AND allows them to add their pronouns to their Canvas name.

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 Considerations and our class:
I will be doing my best this semester to stay healthy, so that I can support you as your instructor. I will be wearing a mask in class and for in-person office hours. I urge you, when coming to class or in-person office hours, to wear a mask.
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

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 E 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, veteran¹s 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

**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.