Math 1010-90,
Intermediate Algebra (4 cr)
Spring 2022 Syllabus

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COURSE DESCRIPTION, INSTRUCTOR AND LA INFORMATION

Course Description:
• Course Number and Title: Math 1010-90, Intermediate Algebra, Asynchronous Online Section
• Semester and Year: Spring 2022
• Course Overview: Mathematics is a sense making activity to understand the world we live in. Scientists, social scientists, engineers, business leaders, health care providers, and politicians require a high degree of quantitative literacy to accomplish their goals. In this course, students will become adept at working with linear, exponential, basic logarithmic, quadratic, square root, and power functions, and see how these functions can be used to describe and analyze some of the most difficult problems our society faces. Along the way, functions are used to motivate important topics including evaluating expressions, solving equations and inequalities, graphing, and analyzing graphs
• Meeting Days and Times: Section Math 1010-90 is an asynchronous online course. There are no weekly meeting times. There are required exam times and a weekly required meeting (with flexible times offered). All exams and meeting will be in Zoom.
• Communication: All announcements for the course will either be posted in quiz format on the Canvas website (these are graded) or sent by Canvas-mail.

Instructor Information:
• Instructor: Predrag Krtolica (he/him/his)
• Email: krtolica@math.utah.edu
• Accessibility & Support: I want to provide lots of opportunities for you to talk about math or talk with me. 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/Meetings: M 12:00-12:50 pm & H 4:00-4:50 pm in Zoom; zoom link will be posted in Canvas
Learning Assistant (LA)
- LA: Sam Embley & Rylee Gregor
- Contact Information: provided in Canvas
- 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, 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. Our LA(s) don’t provide tutoring (though they will certainly contribute in discussions), but they can help you navigate all the academic support resources at the University.

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. Instead, the Math Department is moving to informed self-placement and students are responsible for determining whether they are ready for the course they select. The former prerequisites for Math 1010 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:
  - C or better in Math 980
  - Accuplacer QAS score of at least 245,
  - 18+ in ACT Math
  - 470+ in SAT Math
  - Qualifying GPA 3.35

The Math Department provides resources to help you think about which class is the right match for you: [https://www.math.utah.edu/undergraduate/placement.php](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. A quiz on prerequisite material will be given during the first week of the semester, which will give you feedback on how well you know the necessary prerequisites. You are expected review the feedback on your graded prerequisite quiz to make an informed decision about whether this class is a good fit for you, and you are expected to learn or relearn any necessary prerequisite material if you choose to stay in this class.

- Course Materials:
  - Access to ALEKS (Assessment and LEarning in Knowledge Spaces). You will be instructed on how to access it in canvas, once canvas is up and running.

- Technical requirements:
  - Scientific Calculator Important: graphing calculators are not allowed!
  - 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 preferably different than the device you are using for your webcam (smartphones can be used as scanning devices)
- a microphone (used for online meetings);
  - Students are expected to be computer literate and Canvas and zoom navigation skills are expected. Knowledge and navigation of canvas and zoom is critical to access all features and resources of this course.
  - During exams, students are required to have a camera that is turned on. Students need to position the camera and/or themselves so that their head, hands and workspace is visible. Students are required to have a separate scanning device and continue to have their Zoom camera turned on while scanning; during the scanning phase, students may be gone from the screen for a few seconds if this is prearranged with their instructor.
  - A printer is recommended, but not required, so that you can print out templates for quizzes and exams ahead of time. If you do not have a printer, you will need to make and use hand-written versions. You must copy these exactly and they are designed to be fast and straight forward to create by hand.

- **UofU Learning Support:**
  - Math Center Online Tutoring, (Paid for by Your Student Fees)
    [https://www.math.utah.edu/undergraduate/mathcenter.php](https://www.math.utah.edu/undergraduate/mathcenter.php)
  - The Learning Center, 3 free tutoring sessions, $5 after that, learning consultations
    [https://learningcenter.utah.edu/](https://learningcenter.utah.edu/)
  - Student Success Advocates [https://ssa.utah.edu](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](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](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.

**COURSE EXPECTED LEARNING OUTCOMES (ELOs)**

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

1. Work with functions presented in tables, graphs, with algebraic expressions, or in words. Determine if relations presented in any of these formats are functions. The functions covered in this course are linear, exponential, logarithmic, quadratic, square root, power, and \( n \)-th-root.
2. Find the domain, \( x \)-intercepts, \( y \)-intercepts, output given input, and input given output for all functions presented with tables, graphs, or algebra. Find the range of functions presented graphically.
3. Know the shapes of the graphs of all the above functions. Be able to recognize when a sufficient portion of the graph is sketched in order to indicate the graph shape.
4. Decide if a given function is linear, quadratic, exponential, or none of the above for functions presented algebraically, graphically, or in tables.
5. Graphing Techniques Vary by Function
   a. Graph linear functions using either two points or one point and a slope.
   b. Graph quadratic functions using either of these approaches:
      i. the \( x \)-intercepts and the vertex (or line of symmetry);
      ii. the vertex and an efficient table (be able to use symmetry and possibly the \( y \)-intercept).
   c. Graph logarithmic functions with no transformations using the meaning of the logarithm.
   d. Graph exponential and square root functions, when given in transformation form, using efficient tables.
   e. Graph power functions and \( n \)-th-root functions with no transformations using tables.
6. Solve linear, quadratic, exponential, logarithmic and square root equations.
   a. Solve quadratic equations using factoring and the zero-product property, completing the square, and the quadratic formula.

7. Solve linear inequalities and give answers in inequality, interval, and graphical (number line) format.

8. Determine the slope of a line; find the equations of lines given information about them. Decide if lines are parallel, perpendicular, or neither.

9. Solve 2x2 systems of linear equations and functions using graphical and substitution methods.

10. Be able to factor quadratic expressions or decide if they cannot be factored; complete the square.

11. Perform composition of functions presented with tables, graphs, or algebra.

12. Decide if a function presented with a table or graph is invertible and give the inverse in the same format.

13. Find the algebraic inverse of a linear function presented algebraically.


15. Understand $n^{th}$-roots, rational exponents and the connection between the two. Simplify $n^{th}$ roots and exponential expressions with rational exponents.

16. Construct algebraic models to describe real life situations. Be able to decide what type of model fits a situation best:
   a. Use linear functions to model constant rates of growth.
   b. Use exponential functions to model constant percent change.
   c. Use quadratic functions to model constant acceleration.

17. Analyze linear, exponential, and quadratic models to answer questions about the situations they represent. In particular, relate graphical features (like the $x$- and $y$-intercepts of all functions or the vertex of a parabola) to specific aspects of the situation being modeled. For quadratics, be able to rewrite the function appropriately in order to find the information desired.

**COURSE DESIGN**

In this course, we cover specific sections each week. You can choose when you work on the material in the week (as long as you meet deadlines), but you cannot complete the course at your own pace, as there are specific due dates throughout the semester. The course week starts on a Wednesday and ends on a Tuesday. Due dates for assignments and quizzes are on a Tuesday. This allows students to get more feedback on the last two days of the week. (So Week 2 in our class spans the end of University Week 2 and the start of University Week 3).

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

- **Reading Announcements on Canvas.** (3% of final grade) Course documents and announcements are given in quiz format and have a short quiz about the content at the end. These "quizzes" begin with "A:...." Suggested due dates are shown, but these can be completed at any time before the common final.

- Watch the U of U video lectures and/or read the textbook sections. Try to make this experience interactive by pausing and trying to anticipate the next step in the problem/example and comparing it to yours. Many students focus primarily on the videos or the textbook, but then turn to the other source if they have a question or as practice material before exams.

- **ALEKS Homework.** (20% of final grade, lowest score dropped at end of term) ALEKS is an adaptive homework system, which means it assesses what you know and what you don't know and then customizes your assignments accordingly. In ALEKS, you will work on Objectives (the equivalent of homework assignments) and periodically take Knowledge Checks (quizzes that are not graded, but determine the customization of objectives). There are 17 objectives in the course, one for each week and one for each exam. Their due dates are shown in ALEKS.

- **Weekly Quizzes.** (16% of the grade, lowest quiz score dropped at the end of the term) You can access them on Friday (earlier by special arrangement) and they are due on Tuesdays. You will either need to print your quiz, or make a handwritten version of the quiz. (If handwriting, you need to have exactly as many pages as the template and have the same questions in the same places on the same pages. You don't need to copy the questions.) You are responsible for submitting the assignment with the correct format and correct file extension. There are penalties for not following directions.

- **Participate in small group discussions** every week AFTER completing their quiz and BEFORE turning it in. The goal of these discussions is to help students understand the material more deeply, and to create community
among students in this course so that they can use this community to help them learn. For the first two weeks, come to any session that works for you. During this time, you will be surveyed about your availability and then assigned a permanent session to attend. Adjustments can be made later in the semester, if necessary. At the session, the LA will put you into a small group to discuss your quiz. Meetings should last between 30-60 minutes. Attending meetings is graded and you will get credit for submitting work ahead of time and filling in a short survey at the end of the meeting.

- **Successful habits:** Each week you will be asked to do one or more practices that contribute to your learning and success in this and future courses. Your goal is to accumulate 60 points during the semester. Options include
  - Meeting with your instructor or the LAs in office hours or at a specially arranged meeting. (2 points)
  - Making posts in the Canvas discussions that contain your math thoughts. (More information about what to include is in Canvas) (1 point per post)
  - Completing 50% of an assignment 2 days before the due date. If you are stuck on any problems, make notes and bring questions about them to class. (1 point per assignment)
  - Reviewing feedback from graded quizzes and exams. (1 point per assignment)
  - Doing an activity of your choice that helps you learn (1 point)
  - Making plans for the week that is coming up. (1 pt)

Other options will be offered as they come up. You should aim for 5 and you can earn up to 10 points each week. If you complete more than one option in a given week, you will earn extra credit. You will need to report which option(s) you chose and answer a few other questions in Gradescope each week on Tuesday night (about the week that is concluding).

- **Midterm and Final Exams:** (Midterms and final exam each worth 20% of course grade; you have to take the final to pass the class)
  The exam logistics we describe below are our best prediction of how exams will be offered. But, things may change based on COVID-19 and University of Utah policies. If we need to, we'll make adjustments and communicate these changes through Canvas announcements and e-mail.
  All exams will be online through Zoom. The dates are shown below. You will have 50 minutes to take the exam, but should budget about 90 minutes, because it will take time to get started, turn in exams, and be checked out. Before each exam, students should print out or hand-copy templates to write answers on. These will be made available in Canvas a few days before the exam. At the end of a 50-minute period, students will scan their work and upload it to either Canvas or Gradescope, as instructed. Students may ask questions of their instructor through the chat feature in Zoom.
  Students may also bring one page of notes (8.5 in by 11 in, writing on both sides) for exams. Each student should make their own notes. Students are required to turn in their notes with their exam. Using phones, calculators, other notes, online resources or communicating with others is not allowed. Not following these rules is considered academic misconduct and will be penalized as such.

**CLASS SCHEDULE & IMPORTANT DATES**

**Dates:**

**Weekly Due Dates:**
- Online HW due each Tuesday at 11:59pm
- Quiz due each Tuesday at 11:59 pm in Canvas (grace period through 5am the next morning)
- Successful Habits Survey – due each Tuesday (grace period through 5 am Friday)
- Exam 1: (Week 6) Friday, February 18, 5:00 pm (on Zoom)
- Exam 2: (Week 12) Friday, April 8, 5:00 pm (on Zoom)
- Final Exam: Tuesday, May 3rd 3:30-6:00 on Zoom. This date and time is assigned by the University of Utah scheduling office. Extra time has been added to manage Zoom logistics (but not for taking the test).

Students are expected to take departmental final exam. Please arrange vacation and work schedules so that you can make this time. Exceptions will only be made for extreme situations or University excused absences.

**Other dates:**
- Drop/audit date: Friday, Jan 21
- Withdraw date: Fri, March 4
# Course Outline Fall/Spring

<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 – Tues Jan 18</td>
<td>R2 – R4</td>
<td>Fri Jan 21st: Last Day to Wait List</td>
</tr>
<tr>
<td>2</td>
<td>Wed Jan 19 – Tues Jan 25</td>
<td>1.1-1.4</td>
<td>Fri Jan 21st: Last Day to Drop</td>
</tr>
<tr>
<td>3</td>
<td>Wed Jan 26 – Tues Feb 1</td>
<td>2.1-2.4</td>
<td></td>
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<tr>
<td>4</td>
<td>Wed Feb 2 – Tues Feb 8</td>
<td>2.5-2.7, 3.1-3.2</td>
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</tr>
<tr>
<td>5</td>
<td>Wed Feb 9 – Tues Feb 15</td>
<td>3.3-3.4, 4.1-4.3</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Wed Feb 16 – Tues Feb 22</td>
<td>Prepare for and Take Exam 1</td>
<td>Exam 1, Friday, 2/18, at 5pm</td>
</tr>
<tr>
<td>7</td>
<td>Wed Feb 23 – Tues Mar 1</td>
<td>4.5-4.8</td>
<td></td>
</tr>
<tr>
<td>8/Break</td>
<td>Wed Mar 2 – Tues Mar 15</td>
<td>6.1-6.6</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Wed Mar 16 – Tues Mar 22</td>
<td>6.7, 7.1, 7.2</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Wed Mar 23 – Tues Mar 29</td>
<td>7.4, 7.5</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Wed Mar 30 – Tues Apr 5</td>
<td>Prepare for and Take Exam 2</td>
<td>Exam 2, Tuesday, 4/5, at 5pm</td>
</tr>
<tr>
<td>12</td>
<td>Wed Apr 6 – Tues Apr 12</td>
<td>8.1, 8.2</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Wed Apr 13 – Tues Apr 19</td>
<td>8.3, 8.4, 8.6, 8.7</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Wed Apr 20 – Tues Apr 26</td>
<td>Prepare for Final Exam</td>
<td></td>
</tr>
<tr>
<td>Final</td>
<td></td>
<td></td>
<td>Final Exam, Tues May 3rd 3:30-6:00 pm</td>
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</tbody>
</table>

## ASSESSMENTS, GRADING, LATE POLICY, GRADES

### Course Grade Components:

- **Announcement Quizzes**: 2% Weekly
- **Successful Habits**: 3% Weekly
- **Quizzes**: 15% Almost Weekly
- **ALEKS Homework**: 20% Weekly
- **Midterms**: 40% Two total
- **Final Exam**: 20% You have to take the final to pass the course!

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).

If a grade is recorded incorrectly, it is the student’s responsibility to let the instructor know in a timely manner (at the latest within 2 weeks of when the grade was recorded.)

### Early Policy

- **(HW)** You can complete ALEKS homework early, so long as you have finished what is currently due.
- **(Quizzes)** You have a 5-day window to complete quizzes. If you need to turn one in early, submit it on Friday or Saturday instead of Tuesday.
- **(Exams)** Please arrange your schedule to take your exam at the time offered.

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.

### 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. Documentation may be requested.

Credit/No Credit Option:
- 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%20Policy
  - Dates for Choosing CR/NC: UofU academic calendar
  - Consider speaking with an academic advisor to determine whether this is a good option.

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

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

NETIQUETTE - EXPECTATIONS FOR AN ONLINE LEARNING ENVIRONMENT
- Respectful participation in all aspects of the course will make our time together productive and engaging. Zoom lectures, discussion threads, emails and canvas are all considered equivalent to classrooms and student behavior within those environments shall conform to the student code. Specifically:
  - Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting.
  - Disrespectful language and photos are never appropriate.
  - Using angry or abusive language is not acceptable, and will be dealt with according to the Student Code. The instructor may remove online postings that are inappropriate.
  - Do not use ALL CAPS, except for titles, or overuse certain punctuation marks such as exclamation points and question marks.
  - Course e-mails, e-journals, and other online course communications are part of the classroom and as such, are University property and subject to the Student Code. Privacy regarding these communications between correspondents must not be assumed and should be mutually agreed upon in advance, in writing.
- Here are additional expectations for online communication (on Discussion Board, Emails, Zoom chat etc):
  - Emails: When emailing your Instructor and Teaching Team keep a professional tone (e.g. Use a descriptive subject line, avoid “Hey.” 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.

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 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, 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 for students identifying with the following groups is posted in Canvas.

- 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.