Course Description:
- **Course Number and Title:** Math 1060-90, Trigonometry, Asynchronous Online Section
- **Semester and Year:** Spring 2022
- **Course Overview:** This course covers trigonometric functions, inverses, equations and identities with applications; introduction to vectors. A grade of C or better in Math 1050 (College Algebra) and in this class is the recommended preparation for Math 1210 (Calculus). This course fulfills the University QA requirement.
- **Meeting Days and Times:** Section Math 1060-90 is an asynchronous online course. There are no weekly meeting times. There are required exam times and occasional required meetings (with flexible times offered). All exams and meeting will be in Zoom.
- **Communication:** All announcements for the course will either be posted in quiz format on the Canvas website (these are graded) or sent by Canvas-mail.

Instructor Information:
- **Instructor:** Rebecca Noonan Heale (she/her/hers)
- **Email:** rebecca@math.utah.edu or via Canvas
- **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:** Office hours are times for students to drop by, no appointment necessary. I have two office hours per week, times TBA. My office hours will be a mixture of in-person (JWB 213) and on Zoom (link given in Canvas). If the times I offer aren’t convenient, let me know and we can set up something that works for you.
Learning Assistants (LAs)
  - **LAs:** Lynne South and Una Willhoite
  - **Contact Information:** will be given 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. Students are responsible for determining whether they are ready for the course they select. The former prerequisites for Math 1060 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 1050
  - 263+ in Accuplacer AAF (The UofU provides one free Accuplacer exam to all students. https://testingcenter.utah.edu/students/placement-tests/math-placement.php)
  - 5+ in IB SL Math
  - Qualifying GPA 3.5

- **Course Materials:**
  - **Textbook:** The course uses Math 1060 Trigonometry, 1st Edition (2017). This text was created by a partnership between institutions in the Utah System of Higher Education. You can access the text for free in Canvas.
  - **Additional course materials:**
    - The course website is in Canvas.
    - The course uses Online Homework through a system called IMathAs. This homework is free to students and can be accessed on Canvas.
    - The course will use online videos created for to correspond to the textbook. They are available through the Canvas modules or in both streamable and downloadable versions at http://www.math.utah.edu/lectures/math1060.php.
    - We will use the online site, Gradescope, for grading and giving feedback on exams. There is a link in Canvas to Gradescope. You may be asked to submit some assignments directly to Gradescope.

- **Technical requirements:**
  - Students are required to have access to the following equipment for taking exams:
    - A strong internet connection with sufficient bandwidth (in order to participate in IVC classes, access course materials, and take exams):
    - A webcam on your computer or camera on your phone (this is required for taking exams in Zoom):
    - A scanning device 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.
  • Calculators are not allowed on exams and are discouraged on quizzes. They will be needed on some HW assignments. If you do not have a scientific or graphing calculator, there are free calculator applications online.
  • A printer is recommended, but not required, so that you can print out templates for quizzes and exams ahead of time. If you do not have a printer, you will need to make and use hand-written versions. You must copy these exactly and they are designed to be fast and straight forward to create by hand.

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

• 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)
Upon successful completion of this course, students will be able to:
1. Understand trigonometric function definitions in the context of right triangles and on the unit circle.
2. Graph basic trigonometric functions and those with basic transformations. Be able to write an equation given a graph. Identify amplitude, periods, phase shifts, and asymptotes from graphic and algebraic representations of functions.
3. Represent and solve physical world problems using trigonometric functions.
4. Use trigonometric inverses correctly, understanding the domain/range restrictions.
5. Verify trigonometric identities, using proper logic and use trigonometric identities to evaluate expressions.
7. Solve for all measurements in any triangle, using the Pythagorean Theorem, trigonometric functions, the Law of Sines, and Law of Cosines in a variety of contexts and applications.
8. Be able to convert to and from rectangular and trigonometric forms of complex numbers and polar and rectangular forms of coordinates.
9. Graph complex numbers in a plane, perform operations on such numbers and interpret this graphically, and use DeMoivre’s theorem to find roots and powers of complex numbers.
10. Understand geometry and arithmetic operations with vectors and use vectors in application problems.
11. Give an equation or verbal description for a conic given a graph of the conic; given an equation of a conic, identify the conic and be able to graph it and describe its attributes.
TEACHING AND LEARNING METHODS

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

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

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

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

- **Work through your weekly HW assignments** in IMathAs. There are usually two to four assignments per week. To be fully prepared for quizzes and exams, you should aim for getting a HW score of 100%.

- **There will be quizzes weekly**, except for exam weeks. You can access them on Friday (earlier by special arrangement) and they are due on Tuesdays. You will either need to print your quiz, or make a handwritten version of the quiz. (If handwriting, you need to have exactly as many pages as the template and have the same questions in the same places on the same pages. You don’t need to copy the questions.) You are responsible for submitting the assignment with the correct format and correct file extension. There are penalties for not following directions.

- **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. Anything above 5 points acts as 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:** This course has three midterm exams and one final exam. 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. You can choose your exam modality:
  1) Online via Zoom. The dates are shown below. This option takes about 2 hours (though you will have 60-70 minutes for the exam) or 3 hours for the final (though you will have 2 hours for the exam). You will need an internet connection for this option. 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 you work at the end. Other rules for the exam will be shared in Canvas.

2) At the University of Utah Testing Center or other testing center if one is available. You can take the exam on the Thursday – Monday BEFORE the exam. You will need to register for a testing slot ahead of time and follow all testing center procedures.

If you are in a special situation and neither of the above options work, contact me your instructor as soon as possible (but at least 2 weeks before the exam) to figure out other arrangements. This exam will be held at a specific time (times for all exams will be announced early on in the semester).

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 (grace period through 5am the next morning)
- Quiz due each Tuesday at 11:59 pm in Canvas (grace period through 5am the next morning)
- Successful Habits Survey – due each Tuesday (grace period through 5 am Friday)

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

<table>
<thead>
<tr>
<th>1060-90 Week</th>
<th>Date</th>
<th>Topics Covered (Textbook)</th>
<th>Exams (The Zoom exam time is shown; see testing center opton described above.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mon Jan 10 – Tues Jan 18</td>
<td>TG 1.1-1.2, 2.1-2.2,2.3</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>TG 2.5, 3.1-3.2, 3.3-3.4</td>
<td>Fri Jan 21st: Last Day to Drop</td>
</tr>
<tr>
<td>3</td>
<td>Wed Jan 26 – Tues Feb 1</td>
<td>TG 2.4, 4.1-4.2</td>
<td>Mon Jan 31st and Tues Feb 1st: Exam Rehearsals During Discussions</td>
</tr>
<tr>
<td>4</td>
<td>Wed Feb 2 – Tues Feb 8</td>
<td>Prepare for and Take Exam</td>
<td>Mon Feb 7th 5:00-7:00 pm: Exam 1</td>
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<tr>
<td>5</td>
<td>Wed Feb 9 – Tues Feb 15</td>
<td>TG 4.3-4.5, 5.1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Wed Feb 16 – Tues Feb 22</td>
<td>TG 5.2-5.3, 5.4-6.2</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Wed Feb 23 – Tues Mar 1</td>
<td>CA 6.2-6.3, 5.2-5.3</td>
<td></td>
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<tr>
<td>8/Break</td>
<td>Wed Mar 2 – Tues Mar 15</td>
<td>CA 5.4, 5.5</td>
<td>Mon Mar 21 5:00-7:00 pm, Exam 2</td>
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<tr>
<td>9</td>
<td>Wed Mar 16 – Tues Mar 22</td>
<td>Prepare for and Take Exam</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Wed Mar 30 – Tues Apr 5</td>
<td>TG 8.3,8.4, 8.5</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Wed Apr 6 – Tues Apr 12</td>
<td>TG 9.1-9.3</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Wed Apr 13 – Tues Apr 19</td>
<td>Prepare for and Take Exam</td>
<td>Mon Apr 18 5:00-7:00 pm, Exam 3</td>
</tr>
<tr>
<td>14</td>
<td>Wed Apr 20 – Tues Apr 26</td>
<td>Prepare for Final Exam</td>
<td></td>
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<tr>
<td>Final</td>
<td></td>
<td></td>
<td>Thurs Apr 28 1:00-4:00 pm, Final</td>
</tr>
</tbody>
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ASSESSMENTS, GRADING, LATE POLICY, GRADES

The numerical grade consists of several components:

- **Homework: 15% of final grade.** Homework is delivered online through the IMathAS system. These homework assignments will be linked through Canvas and are fully online (no file uploads needed). The lowest 4 online HW scores are dropped. You may also complete HW late for 80% credit.
- **Quizzes: 14% of final grade.** There will be weekly quizzes delivered through Canvas and submitted via file upload. There are 11 quizzes in total, which must be submitted within a given time window. The two lowest quiz scores will be dropped.
- **Discussion Groups: 3% of final grade.** This grade is earned by working on take-home quizzes before the group meeting and participating at the meeting. The lowest 3 grades in this category are dropped.
- **Successful Habits & Extra Credit: 3% of final grade.** Practice habits and report them in the weekly survey. Aim to earn 60 points over the semester. If you earn more than 60 points, they contribute extra credit to your grade. You can also earn points for reporting errors in the course.
- **Announcement Quizzes: 2% of final grade.** Read announcements and take announcement quizzes in Canvas.
- **Exams: 42% of final grade.** There will be three exams as described above. Each exam is worth 14%. The lowest exam score will be dropped and replaced by the final exam grade, if it is higher. If you do not take an exam, that score will not be dropped -- it's best for you in the course to attempt all the assigned work.
- **Final Exam: 21% of final grade.** The final exam is a comprehensive exam covering all topics in the course. The final exam grade will replace the lowest midterm score.

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 HW early. Just open the assignments from Canvas.
- (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) If you can't take an exam on a Monday evening, arrange to take it as early as Thursday before.
- If you have an extreme situation and the above won't work, contact me to discuss options. Please give me at least 7-days notice. I create all exams and quizzes from scratch each semester, so I need lots of time to get ready.

**Late Policy**

The course is designed to provide flexibility if you occasionally cannot turn work in on time by dropping a certain number of scores at the end of the semester and having the buffers described below that all students can use (no need to ask).

- (HW) You can return to HW that is not completed using a late pass. Just open the HW from Canvas after the due date and look for the late pass option. You get 80% credit for this.
- (Quizzes) You should submit the quiz to Gradescope. Quizzes are technically due on Wednesdays at 5 am (though you will see the deadline of Tuesday, 11:59 pm in Canvas). There is no penalty for submitting before this time. If your quiz is one day late (through Thursday 5 am.), there is a 20-point penalty. If your quiz is two days late (grace period through Friday 5 am.), there is a 30-point penalty. After this time the solutions are published and you may not submit.
• (Quiz Discussion Groups) Try to attend the quiz discussion group that you sign up for. But, if this will not work in a given week, attend a different discussion group. If your schedule changes and you would need to permanently switch to another group, please contact the LA.

• (Habits Surveys) There is no penalty for submitting successful habits surveys late, through Friday 5am. But they will not be accepted after this time.

• (Exams) If you are aware ahead of time of a time-conflict, take your exam early. Similarly, students in University-sanctioned activities (like a university class or officially sanctioned University activities like band, debate, student government, intercollegiate athletics, government obligations like military duty or religious obligations) must provide documentation early in the semester and then send a reminder at least five business days before the exam. But, if something arise suddenly that prevents you from taking the exam, contact me your instructor by e-mail as soon as possible to discuss options.

Extreme Situations:
If you have an extraordinarily severe situation, contact me, your instructor. We can discuss waiving penalties, granting longer extension periods for HW, excusing quizzes, extending exam dates, etc. Send documentation if possible. If not possible, still contact me to discuss alternatives.

Credit/No Credit Option:
- If you are taking Math 1060 to meet a major or minor requirement, then you should opt for a letter grade, rather than credit/no credit (CR/NC).
- A grade of a C or better is recommended to enroll in Math 1210 (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:
  - University guidelines: https://catalog.utah.edu/#/policy/B12v3LX0G?bc=true&bcCurrent=Grading%20Poli
  - Dates for Choosing CR/NC: UofU academic calendar
  - Consider speaking with an academic advisor to determine whether this is a good option.

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

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

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