Mathematics 1080-002
Spring, 2022

Instructor: Rebecca Hardenbrook
they/she pronouns
preferred name/address: Rebecca

Class Mission Statement: This is a kind, inclusive, and failure-tolerant classroom.

Class Time and Place: In-person, WEB L110

Office Hours: Mondays 3-4 PM and Wednesdays 10-11 AM or by appointment

Office Location: JWB 119

E-mail address: rebeccah@math.utah.edu

Textbook(s): The course uses Math1050 College Algebra Edition 2 (2021) and Math 1060 Trigonometry, 1st Edition (2017). These texts were created by a partnership between institutions in the Utah System of Higher Education. You can access the texts for free in Canvas.

Course Information: Math 1080, Precalculus, is a 5-credit semester course. In order to have quality time in class to spend on many topics, some of the topics are covered outside of class through required videos and readings. Between preparation, homework, and studying, students should expect to spend 15-20 hours in addition to class on Math 1080 material in the Spring. Some students will get by with less; other students may need more time.

Course Description: Math 1080 provides an accelerated review of college algebra and trigonometry as a preparation for calculus and other courses.

Is Math 1080 the Right Class for You?

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

Starting in Summer 2021, the Math Department will not be using prerequisites to place students in math classes. The former prerequisites for Math 1080 are listed below. These are still recommended as guidelines. You have the background to be successful in this course (without a lot of additional work on your part) if you have:
• At least a B grade in Math 1010 or Math 1050 or Math 1060.
• Math ACT score of at least 24.
• Math SAT score of at least 580.
• Accuplacer AAFM score of at least 250.

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

The Math Department provides resources to help you think about which class it the right match for you (http://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.

**Expected Learning Outcomes:**

- Sketch the graph of quadratic and cubic polynomials, rational, radical, exponential, logarithmic, and piecewise functions with or without transformations.
- Be able to identify important points such as x-and y-intercepts, maximum or minimum values; domain and range; and any symmetry.
- Given the graph of a function, be able to identify the domain, range, any asymptotes and/or symmetry, x-and y-intercepts, as well as find a rule for the function if it is obtained from a standard function through transformations.
- Perform composition of functions and operations on functions.
- Find the inverse of a function algebraically and graphically.
- For polynomial, rational exponential and logarithmic functions, identify the x-intercepts, asymptotes, end behavior and domain from algebraic and graphic representations. Convert back and forth between algebraic, graphical and verbal representations.
- Solve polynomial, rational, exponential, and logarithmic equations and inequalities.
- Define i as the square root of -1 and know the complex arithmetic necessary for solving quadratic equations with complex roots.
- Give an equation or verbal description for a conic given a graph of the conic; given an equation of a conic, recognize the conic and be able to graph it and describe its attributes.
- Perform matrix arithmetic computations.
- Solve systems of linear and non-linear equations in two or three variables, including the use of Gaussian elimination and matrix inverses in the linear case.
- Understand sequences and be able to differentiate between geometric, arithmetic and others such as Fibonacci-type sequences, giving direct formulas where available or a numeric representation.
- Understand series notation and know how to compute sums of finite arithmetic and finite and infinite geometric series.
- Represent and interpret physical world situations using exponential and logarithmic functions.
• Understand trigonometric function definitions in the context of the right triangles and on the unit circle.
• Graph basic trigonometric functions and those with basic transformations. Be able to write an equation given a graph. Identify amplitude, periods, phase shifts from graphic and algebraic representations of functions.
• Represent solve physical world problems using trigonometric functions.
• Use trigonometric inverses correctly, understanding the domain/range restrictions.
• Verify trigonometric identities, using proper logic and use trigonometric identities to evaluate expressions.
• Solve trigonometric equations.
• 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.
• Be able to convert to and from rectangular and trigonometric-form coordinates (polar coordinates).
• 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.
• Understand geometry and arithmetic operations with vectors and use vectors in application problems.

Those topics which are struck through will not be covered this semester. Anyone interested in learning more about these areas should ask their instructor for resources.

Additional Learning Outcomes (for this particular course instructor):
• Collaborate, analyze and address mathematical problems with colleagues.
• Articulate and discuss mathematical ideas, via written, oral and/or video expression.
• Engage in diverse problem-solving with other classmates.
• Expand your knowledge, skills and attitudes about how mathematics can prepare you to be global citizens.

Tutoring Lab: T. Benny Rushing Mathematics Student Center (adjacent to JWB and LCB), Room 155, M - Th 8 a.m. - 8 p.m. and F 8 a.m. - 6 p.m.
The tutoring is happening online right now: https://utah.instructure.com/courses/613503/

Private Tutoring: University Tutoring Services, Marriott Library (they offer inexpensive tutoring). There is also a list of tutors at the Math Department office in JWB 233.

Course Structure Overview (adapted from Kelly MacArthur):
There is much research to date regarding active-learning classrooms in STEM courses, at the collegiate level, that suggests strongly that active-learning classrooms can provide a more equitable class, particularly for typically
underserved students, including women, students of color and first-generation students. The research I've read, as well as many conversations I have had with experienced educators, also is suggestive that no one is not well-served in this way. In other words, an active-learning classroom, statistically, serves students much better than traditional lecture courses. Compared to a traditional lecture format, literally any amount of active, engaged learning that happens in class is better, for STEM courses. Much research continues to prove that claim. Due to this research and mentoring I have received from many educators, our class will be one where you are doing mathematics every day in class, not just copying down what I write.

**Growth Mindset, Making Mistakes and Failure (adapted from Kelly MacArthur):**

The best mathematicians, engineers and scientists fail big and fail often. I will kindly challenge you in class and will push you into perhaps an uncomfortable zone with the intention of helping you grow mathematically. Sometimes you'll be able to solve the problems we are working on and sometimes you won't. Sometimes you'll be able to solve the problems on your own and other times, you'll need the support of your class colleagues to get the work done. This is the nature of doing mathematics. I ask that you do not get discouraged by this process and instead choose to adopt a growth mindset by actively focusing on your own growth and improvement. As a professor once said to me: mathematics is not a passive activity. Instead, understanding mathematics requires persistent effort and work.

**Student Rights in a Mathematics Classroom:**

Every student in this class has a right to

1. be confused,
2. claim a mistake,
3. speak, listen and be heard, and
4. write, do, and represent only what makes sense.

(These student rights are taken from Kalinec-Craig, C. A. (2017). The Rights of the Learner: A Framework for Promoting Equity through Formative Assessment in Mathematics Education. *Democracy and Education*, 25 (2), Article 5. Available at: https://democracyeducationjournal.org/cgi/viewcontent.cgi?article=1298&context=home)

**Lectures:**

Some material in this course is presented in class via interactive lectures. Other material is first presented in videos and students will have the chance to ask questions and practice problems on this material in class. Classes will have opportunities for student engagement. Active participation is encouraged. Students should refer to Canvas to see what topic is being covered on what day.

**Video Quizzes:**

For sections covered outside of class, students will be expected to watch videos. These videos were produced by the UofU math department. Intermittently during the videos, students will be asked quiz questions. These questions help students
reflect on important ideas and facts in the videos. Videos with quizzes are found in Canvas. The video quizzes will be due at 11:59 PM MST the night before the material is needed in class; the same videos without the quizzes can be accessed at any time through the UofU math department webpage. If students miss questions on video quizzes, they can review the material and create their own questions for half credit back. These should be submitted as comments in the video quiz assignments.

Check-ins:

There will be a check-in survey at the end of class on days when there are not quizzes or exams. You must attend class to take the check-in. At the end of the semester, 25% of the check-in grades will be dropped.

Homework:

Homework is done online through Canvas (we use the ImathAs platform). There will be 3 to 4 HW assignments most weeks, or about 45 in total. HW is due Wednesdays and Fridays. Because this class moves quickly, there are often only a few days between when a topic is covered in class and when the related HW is due; students are encouraged to start homework the day that material is covered in class. Students are encouraged to start HW promptly, seek help when stuck, and work together when doing homework (in such a way that all are learning the mathematics). Students may submit HW late for 80% credit.

Homework Workshops:

There will be hour-long workshops for students to work on and discuss homework problems. These will be led by our LA. This will be done through Zoom.

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 70 points during the 15-week semester. Options include:

- Making posts in the Canvas discussions that contain your math thoughts. You should post at least 3-4 sentences or lines of math work, but your posts could be a few paragraphs too. You can post questions about homework, help classmates, or write about topics related to this course that interest you. Each post is worth 1 point.

- Attending and participating in Homework Workshops. Each time you attend is worth 3 points. Working with a classmate to lead a study-session on a particular topic for other students in the class (announce these in Canvas discussions 24 hours head of time.). This is worth 3 points if you organize it and 2 points if you attend it.

- Meeting with Rebecca in office hours to discuss your learning and learning strategies (you can do this twice per semester for successful habit credit). This is worth 2 points.
• Completing 50% of each assignment 2 days before the due date. If you are stuck on any problems, make notes and bring questions about them to class. This is worth 1 point per assignment.

• Reviewing your quiz from the previous week and thinking about the week that is coming up. This is worth 1 point.

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 Monday night (about the previous week).

**Quizzes and Exams:**

There will be quizzes or exam every Monday, testing the material from the previous week (quizzes) or 3 weeks (exams). Exam 2 is an exception. It is on Wednesday, because of the Monday holiday. Quizzes and exams will have a few problems to be done beforehand and most of the problems should be done in class. The problems to be done beforehand will be made available by Friday’s class. Students may use one page of notes which they create themselves; for quizzes this is optional; for exams it is required. For the out-of-class problems, students may use any resources (including working with others) and there will be a place on the exam to give credit to the sources you used. For the in-class portion, student can only use the page of notes. Using other resources (calculators, online resources, etc.) is academic misconduct.

**Final Exam:**

Math 1080 students take a final exam at a date and time set by the University (see information below). The final exam will consist of two blocks with a short break in between. The first block is Exam 5, which consists of material since Exam 4. It is required. The second block will provide the opportunity to retest on past material. You can choose one exam from Exam 1–4 and retest on that material. Your highest score on the material will be used for that exam grade. You may also opt to not take any exam during the second block if you are satisfied with previous test scores.

**Class Schedule & Important Dates:**

**Weekly Deadlines:**

- Homework: Due Wednesday and Fridays at 11:59 PM MST (grace period through 5 AM MST the next day)
- Quizzes: Available on Thursday nights, due in class on Mondays
- Check-ins: Most days in class
- Successful Habit Reporting: Due on Tuesdays in Gradescope (grace period through 5 AM MST the next day)
Tentative Schedule of Topics (to be adjusted as necessary):

<table>
<thead>
<tr>
<th>Week</th>
<th>Material Covered</th>
<th>Quizzes and Exams</th>
<th>Assignments (TBA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (1/10-1/16)</td>
<td>CA 1.1-1.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 (1/17-1/23)</td>
<td>Mon: MLK Day CA 1.5, 2.1-2.3</td>
<td>Quiz Wk 2</td>
<td></td>
</tr>
<tr>
<td>3 (1/24-1/30)</td>
<td>CA 2.4-2.5, Review</td>
<td>Quiz Wk 3</td>
<td></td>
</tr>
<tr>
<td>4 (1/30-2/6)</td>
<td>CA 2.6, 3.1-3.3</td>
<td>Exam 1</td>
<td></td>
</tr>
<tr>
<td>5 (2/7-2/13)</td>
<td>CA 3.4, 4.1</td>
<td>Quiz Wk 5</td>
<td></td>
</tr>
<tr>
<td>6 (2/14-2/20)</td>
<td>CA 4.2-4.4, Review</td>
<td>Quiz Wk 6</td>
<td></td>
</tr>
<tr>
<td>7 (2/21-2/27)</td>
<td>Mon: Pres Day CA 4.5, 5.1, 5.3</td>
<td>Exam 2</td>
<td></td>
</tr>
<tr>
<td>8 (2/28-3/6)</td>
<td>CA 5.2, 5.4, 5.5, 7.1, 7.2</td>
<td>Quiz Wk 8</td>
<td></td>
</tr>
<tr>
<td>BREAK (3/7-3/13)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 (3/14-3/20)</td>
<td>CA 7.2, TG 1.1, 2.1, 2.2, Review</td>
<td>Quiz Wk 9</td>
<td></td>
</tr>
<tr>
<td>10 (3/21-3/27)</td>
<td>TG 2.3, 2.5, 3.1-3.4</td>
<td>Exam 3</td>
<td></td>
</tr>
<tr>
<td>11 (3/28-4/3)</td>
<td>TG 3.3, 3.4, 2.4, 4.1-4.4</td>
<td>Quiz Wk 11</td>
<td></td>
</tr>
<tr>
<td>12 (4/5-4/11)</td>
<td>TG 5.1-5.4, 6.1-6.2</td>
<td>Quiz Wk 12</td>
<td></td>
</tr>
<tr>
<td>13 (4/12-4/18)</td>
<td>TG 6.2, 6.3, 7.1-7.3</td>
<td>Exam 4</td>
<td></td>
</tr>
<tr>
<td>Final: Tuesday, May 3, 3:30-5:30 PM MST</td>
<td></td>
<td>Exam 5, Option to retake one of Exams 1-4</td>
<td></td>
</tr>
</tbody>
</table>

Online Grades:
I will put your grades online on Canvas. You can get there easily from the main University of Utah website www.utah.edu. To log in, you use the same student ID and password that you use for Campus Information System. My grader and I will do our best to update the grades on a regular basis and keep everything accurate. However, I would advise you to check your grades often to make sure there were no data entry mistakes. I'm always happy to correct any mistakes that have been made. You just need to let me know about them.

Grading:
The grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Percent of Final Grade</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>17%</td>
<td>Lowest 5 dropped; late homework for 80% credit.</td>
</tr>
<tr>
<td>Quizzes</td>
<td>14%</td>
<td>Lowest 2 dropped.</td>
</tr>
</tbody>
</table>
Grading Scale:
Although I'm not completely opposed to curving grades, I find it's rarely necessary and often harms more than it helps. The grade scale will be the usual:
A [93-100), A- [90-92), B+ [87-89), B [83-86), B- [80-82), C+ 77-79), C [73-76),
C- [70-72), D+ [67-69), D [63-66), D- [60-62), E [0-59).

If I do see the need to “curve” the grades, I will simply shift everything down by a few points (whatever is necessary).

Late/Makeup Work:
The course is designed to provide flexibility if you occasionally cannot turn work in on time. A certain number of scores at the end of the semester are dropped, and there is an option to turn in HW late for 80% credit. But in general, you are expected to turn things in on time and take quizzes and exams at the times given. If there are extenuating circumstances, please contact me in a timely way to discuss alternatives. If the situation is one that can be documented, you may be asked to provide documentation.

The 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.

Credit/No Credit Option:

- If you are taking Math 1080 to meet a major or minor requirement, then you should opt for a letter grade, rather than credit/no credit (CR/NC).
- This is the official University description of the credit/no credit option: “The credit/no credit (CR/NC) option allows a student to enroll in selected courses outside of their 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

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

Calculators:

You may find it helpful to have a calculator for your own personal use. I would strongly recommend that you only use a calculator to check your work for homework or other exploratory work, not to actually solve problems before attempting them on your own. However, calculators of any kind will not be allowed on quizzes or exams.

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.

Masking

- **As of January 7, 2022, Salt Lake County has issued a mandatory mask order.** This order applies to the University of Utah. All people are required to wear well-fitting masks indoors or in “when queuing outdoors.”
  - Masks are the first line of defense when you are around others, even if you are vaccinated.
  - If you are in an indoor space with others or any large crowd you should be wearing one.
  - Make sure it is covering both your mouth and your nose. Well-fitting surgical masks, KN95s, or N95s protect better than cloth masks.
- University leadership is monitoring COVID-19 infections and hospitalizations on a daily basis. Along with public health and legislative partners, we will continue to evaluate our
health and safety protocols throughout the semester. Things could change rapidly and should circumstances change we will take steps to protect the wellbeing of our campus community. We urge everyone to be patient and kind to each other during these times. The ultimate kindness is to protect each other by following COVID protocols.

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 to 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/.

**ADA Statement:**

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 (CDA), 162 Olpin Union Building, 581-5020 (V/TDD). CDA will work with you and me to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to CDA.

**Veterans Center:**

If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: http://veteranscenter.utah.edu/. Please also let me know if you need any additional support in this class for any reason.

**Student Responsibilities:**

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. You have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, collusion, fraud, theft, etc. Students should read the Code carefully and know you are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from
class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee. [http://regulations.utah.edu/academics/6-400.php](http://regulations.utah.edu/academics/6-400.php)

**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 status or genetic information. 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 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 the police, contact the Department of Public Safety, 801-585-2677 (COPS).

**Wellness Statement:**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at [www.wellness.utah.edu](http://www.wellness.utah.edu) or 801-581-7776.

**Dean of Students Office:**

The Dean of Students Office is dedicated to being a resource for student through support, advocacy, involvement, and accountability. It serves as a support for students facing challenges to their success as students, and assist with the interpretation of university policy and regulations. Please consider reaching out to the Office of the Dean of Students for any questions, issues and concerns. [https://deanofstudents.utah.edu/](https://deanofstudents.utah.edu/) or 801-581-7066.

**Safety Statement (as required by the university):**

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 [safeut.utah.edu](http://safeut.utah.edu).

**Lauren’s Promise:**

Lauren McCluskey, a 21-year-old honors student athlete, was murdered on Oct. 22, 2018, by a man she briefly dated on the University of Utah campus. We must all take actions to ensure that this never happens again. If you are in immediate danger, call 911. If you are experiencing sexual assault, domestic violence, and stalking, please report it to me, and I will connect you to resources or call the Utah Domestic Violence Coalition at 1-800-897-5465 (a 24-hour crisis hotline). If
you do not feel comfortable disclosing this kind of information to me and do not wish to speak to the police, that is ok. There are other resources on our campus and in our community that may be better trained and equipped to help you based on your specific situation and needs. You deserve to feel safe and comfortable in seeking help, and you may find that in other resources, such as the following:

- **University Victim-Survivor Advocates**
  - Provide free, confidential and trauma-informed support services to students, faculty, and staff who have experienced interpersonal violence (domestic and dating violence, sexual assault and rape, sexual harassment, stalking, etc.)
  - 801-581-7776, [https://wellness.utah.edu/victim-survivor-advocacy/](https://wellness.utah.edu/victim-survivor-advocacy/)

- **University Center for Student Wellness**
  - Provides a number of resources and services for the campus community, including workshops and trainings, victim-survivor advocacy services, STI/HIV testing, student involvement opportunities and more.
  - 801-581-7776, [https://wellness.utah.edu/](https://wellness.utah.edu/)

- **University Counseling Center**
  - Provides individual and group counseling, classes, and workshops at a lower cost to help students resolve existing problems, prevent potential problems, and develop new skills that will enrich their lives.
  - 801-581-6826, [https://counselingcenter.utah.edu](https://counselingcenter.utah.edu)

- **SafeUT**
  - Statewide service that provides real-time crisis intervention to youth through live chat and a confidential tip program right from your smartphone.
  - 833-372-3388, [https://healthcare.utah.edu/uni/safe-ut/](https://healthcare.utah.edu/uni/safe-ut/)

- **Utah Domestic Violence Coalition**
  - Offers trauma-informed support and connects survivors, friends, family, service providers and others to local resources.
  - 1-800-897-LINK, [https://www.udvc.org/](https://www.udvc.org/)

- **YWCA**
  - Offers family violence services and opportunity with leadership and education programs while advocating for the advancement of the well-being of women in Utah through safety.
  - 801-537-8600, [https://www.ywcautah.org/](https://www.ywcautah.org/)

- **Rape Recovery Center**
  - Provides crisis counseling, therapy, hospital accompaniment for rape/sexual assault forensic exams, and the 24-hour crisis line below.
  - 801-467-7273, [https://www.raperecoverycenter.org/](https://www.raperecoverycenter.org/)

Any form of sexual harassment or violence will not be excused or tolerated.
Statement in Support of BIPOC Students:
I stand in solidarity with the Black Lives Matter movement, with BIPOC faculty, staff, and students, and with all who have experienced racism, ancestral trauma, and all other forms of injustice. I refuse to let this statement be performative and will actively work to make this class one in which all students are supported in their educational goals. Please note that I say this in the context that I will not tolerate any instance of racial bias or harassment and will take the appropriate steps to report this behavior with actionable outcomes.

If you are looking to connect with your community, please consider reaching out to the following student organizations and offices at our university:

- **American Indian Resource Center**
  - Works to increase American Indian student visibility and success on campus by providing and advocating for programs and tools to enhance academic success, promote personal wellbeing, and develop leadership skills.
  - [https://diversity.utah.edu/centers/airc/](https://diversity.utah.edu/centers/airc/)

- **Asian American Student Association**
  - Stands toward its goals of supporting, educating, celebrating, and uniting Asian and Asian American students.
  - [https://getinvolved.utah.edu/organization/asian-american-student-association-aasa](https://getinvolved.utah.edu/organization/asian-american-student-association-aasa)

- **Black Student Union**
  - Serves as a holistic resource to foster a sense of community and promote ethnic pride and to increase cultural unity and leadership opportunities for Black students.
  - [https://getinvolved.utah.edu/organization/black-student-union](https://getinvolved.utah.edu/organization/black-student-union)

- **Black Cultural Center**
  - Seeks to holistically enrich, support, and advocate for faculty, staff, and students through Black centered research, culturally affirming educational initiatives, and service.
  - [https://getinvolved.utah.edu/organization/bcc](https://getinvolved.utah.edu/organization/bcc)

- **Center for Ethnic Student Affairs**
  - Committed to providing programming that assists students in navigating cultural, economic, social, and institutional barriers in order to achieve academic excellence and develop advocacy skills.
  - [https://getinvolved.utah.edu/organization/cesa](https://getinvolved.utah.edu/organization/cesa)

- **Dream Center**
  - Works holistically with undocumented students and mixed-status families from college access to graduation.
  - [https://dream.utah.edu](https://dream.utah.edu)

- **Inclusive Excellence**
  - Works 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.
• **Movimiento Estudiantil Chican@ de Aztlan**
  o Seeks to promote Chicanx unity and empowerment through political action and promotes higher education to high school students in hopes of allowing them and providing them resources to proper educational rights.
  o [https://getinvolved.utah.edu/organization/movimiento-estudiantil-chican-de-aztlan](https://getinvolved.utah.edu/organization/movimiento-estudiantil-chican-de-aztlan)

• **Office of Equity, Diversity, and Inclusion**
  o Works to enhance the success of diverse faculty, staff, and students in order to enrich the educational experiences and success of all members of our university community.
  o [https://diversity.utah.edu](https://diversity.utah.edu)

**Land Acknowledgement:**

The University of Utah is located on the stolen lands of the Goshute and Eastern Shoshone peoples. As we take part in this course, it is important to understand the history that has brought us to enjoy our many privileges on this land. While we seek to educate ourselves through our studies, we must to seek to understand our place within the history of the land that we do so on. Land acknowledgements do not exist in a past tense, or historical context. Colonialism is an ongoing process, one that we continue to live within, and we need to build our mindfulness of our participation in that process. We make this land acknowledgement as an active part of our work, not as a way to appease our own guilt, and we must continue to reevaluate our intentions each time that we assess our role in these acknowledgements.

**Student Names and Pronouns:**

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). 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, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronouns are respected. If you need assistance getting your preferred name on your U-ID card, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email [bpeacock@sa.utah.edu](mailto:bpeacock@sa.utah.edu) to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

**Teaching Philosophy:**

My job as your instructor is not only to provide you with information of mathematical tools that will help you in your future studies and careers but is also to advocate for your learning. I believe that the most positive way that I can advocate for you while I am in the classroom is to constantly remind you that mathematics is not purely analytical. Rather, it requires a great amount of
courage, imagination, and creativity. The beauty of mathematics can only be seen when one recognizes that the field is one of art, philosophy, science, and lived experience which we use to understand the natural and man-made issues which most affect us. I am most concerned with your learning and growth process in this course, not with your ability to memorize equations. The ability to solve problems is crucial no matter what you wish to do in your future, and I hope to promote your own innate sense of curiosity to solve these problems.

Classroom Social Equity: I strive to be ethical, kind, fair, inclusive and respectful in my classroom and expect students to behave likewise. In this regard, I have these requests of you, my student:

1. Please do tell me if you have any sort of anxiety disorder, TBI, PTSD, C-PTSD, or any other challenge that would cause psychological harm to you by me calling on you in class. I want students to feel a little uncomfortable and stretched during class, while working on problems as a large group, but I do not want to cause any human being harm. I will hand out a “getting to know you” type assignment on the first day of class which will give you space to do this.

2. If your preferred name is different than your legal first/last name (the preferred name you chose does indeed show up in CIS on my roll sheet, but not yet in Canvas), please let me know (possibly also on the “getting to know you” assignment). It also helps if you log into Canvas and go to Account (on the far left), then Settings, and change your Display Name to be the name you prefer to be addressed by.

3. If you are a first-generation student and are unsure of who to contact for resources, getting transcripts, paying tuition, obtaining scholarships or grants, etc., please let me know and I will put you in contact with the appropriate folks on campus.

4. If there is ever a time that you feel this course or the curriculum is not equitable, please email me or meet with me to discuss your concerns so I have a chance to address that.

Additional Policies: From experience, I have decided to make some additional policies regarding my classroom administration and grading.

- Cell phones should be put away during class. If there is an emergency situation, let me know. If you need to use your phone during class, please leave the classroom.

- There will be no retakes of exams, for any reason.

- If you have crisis-level extenuating circumstances which require an alternate exam, it is completely your responsibility to communicate with me as soon as possible so I can help you in some manner. The longer you wait to communicate with me, the less I can and am willing to do to help. I reserve the right to make alternate exams more difficult than the scheduled exam. I only give alternate exams EARLY, never late.
• I will kindly demand respectful behavior in my classroom.

• There will be no cursing nor negative ranting (for example, “math sucks”) on any written work turned in. The penalty for such things on written work will be a zero score on that assignment or test.

• If you have questions about any exam/quiz/homework grade, or you want to appeal the grading of the exam/quiz/homework, you must bring it to me within a week of it being returned. I'm happy to look it over with you, answer any questions you have, and fix any grading issues when appropriate.

• Please make sure you do your best throughout the semester, knowing the grading scheme and what's expected of you, and come talk to me if you need further study strategies. I am happy to brainstorm ideas to help you maximize your study strategies and improve your mathematical understanding. Extra credit is available on each exam, but no extra credit will be offered at the end of the semester. Please talk with me early on about any concerns with your grade.

• I would advise you to set your notifications in Canvas so you are always up-to-date with information on Canvas. I will post weekly announcements in Canvas, and I will hold you accountable for the information contained in those announcements.

• I keep all the grades in Canvas. There are rare occasions when I or one of my graders makes a data entry error, an arithmetic error or some other mistake in Canvas grades. Please take responsibility to check your grades in Canvas often and report any mistakes to me as soon as you see them. I'm happy to fix them immediately! Additionally, please keep all written work returned to you, including homework, tests, quizzes, etc. If there is some mistake in Canvas, I will need your written work to fix the error. It is your responsibility as a student to keep that written work.

• Please make sure you do your best throughout the semester, knowing the grading scheme and what's expected of you, and come talk to me if you need further study strategies. I will be happy to brainstorm ideas to help you maximize your study strategies and improve your mathematical understanding. I will offer an extra credit opportunity on every midterm and final exam, to help make up for arithmetic mistakes. I will not offer any additional extra credit at the end of the semester or any other way for you to improve your grade at that time. No exceptions. Please respect this and do not ask for special favors or extra credit when you realize you don't like your grade. Emails at the end of the semester (or anytime really) asking to change your grade or offer you late options of extra credit are disrespectful, in my opinion, and unethical. I will either NOT respond to your email or I will forward your email request to the Dean of Students office for them to meet with you and counsel you on appropriate student behavior.

• If you cheat on any homework, project, quiz or exam, I will automatically give you a zero for that grade. Depending on the severity of the cheating, I may decide to fail you from the class. Please note that the use (or even just pulling it out of your pocket) of a cell
phone or any other electronic device is considered cheating and cause for receiving an automatic zero on any in-class exam. Also, if you exhibit any other behaviors that are unethical, like offering me a bribe to give you a better grade (even if you later claim you were joking), I will report your behavior to the Dean of Students.

- I often know students who take my classes, most often because I am a recent undergraduate alumna of the University of Utah or because I am involved with various student groups across campus (I am a graduate student). Please do not hesitate to ask me questions about how to access resources or to get involved on our campus in ways that may be outside of the scope of this course. However, I ask that you respect student-educator boundaries and recognize that I am your instructor.

I reserve the right to change my policies stated in this syllabus at some point in the semester. If I do make a change to a policy, I will announce it in class and send the change in email or post an Announcement on Canvas.