Syllabus: Math 1080- 003
Fall 2023

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COURSE DESCRIPTION, INSTRUCTOR, AND LA INFORMATION

Course Description:

- **Course Number and Title:** Math 1080-003, PreCalculus
- **Semester and Year:** Fall 2023
- **Course Overview:** Math 1080, Precalculus, provides an accelerated review of college algebra and trigonometry as a preparation for calculus and other courses. My goal as an instructor is to provide a well-structured course in which each student feels supported and is successful, enjoys the learning experience, and gains skill and confidence in logical reasoning.
  Precalculus is a 5-credit class. 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 Fall/Spring. Some students will get by with less; other students may need more time.
- **Days and Times:** MoTuesWeThursFr 2:00pm – 2:50pm
- **Course Type:** In-person
- **Location:** JTB 130

Instructor Information:

- **Instructor**: Tim Tribone (he/him/his)
- **Email**: tim.tribone@utah.edu
- **Office**: JWB 328
- **Accessibility & Support**: I want to provide many opportunities for you to talk about math or talk with me. I try to stay after class (5-10 minutes), so there is time to ask about HW and past material. If you feel comfortable doing so, please ask questions in class. Outside of class, I encourage you to post questions, especially about HW, and responses in online Canvas Discussions. I look over them almost daily but wait 24-36 hours after a post is made to respond to encourage all members of our class to participate. You are also welcome to email me or contact me through *Canvas mail*. The email policy for this class is the following:

  You should be checking your emails and Canvas Announcements daily, major announcements will be communicated through Canvas Announcements, and you are expected to be up to date with any announcement relating to assignments, class, etc. I'm usually quick to respond to questions but if you don't get a reply from me within 24 hours, feel free to send another email.

- **Office Hours:** I have two in-person office hours per week. Times and location will be posted on Canvas. If the times I offer aren't convenient, let me know and we can set up something that works for you.

Learning Assistant (LA)

- **LAs**: We will have an LA this semester! They will be introduced in Canvas.
- **What are LAs?** LAs are undergrad students who are here to support you as you take this course. LAs facilitate discussions in class and in HW workshops. You can talk with them about learning, study strategies, and life. Our LA(s) don't provide tutoring (though they will certainly contribute in discussions), but they can help you navigate all the resources at the University.
- **HW Workshops:** Your LA and other LAs will host HW workshops each week. A schedule will be posted on Canvas.

Is Math 1080 The Right Math 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 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 Math1010 or Math1050 or Math1060
- 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 is the right match for you: 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.

COURSE DETAILS

- **Course Materials:**
  - **Textbook:** The course uses Math1050 College Algebra Edition 2 (2021) and Math 1060 Trigonometry, 2nd Edition (2023). 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.
  - **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 the Math 1050-90 and Math 1060-90 courses. They are available through the Canvas modules or in both streamable and downloadable versions at http://www.math.utah.edu/lectures/math1050.php and http://www.math.utah.edu/lectures/math1060.php. There are video quizzes to be taken while watching the videos. These quizzes are available in Canvas.
    - 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:**
  - Access to the Internet – to access course materials
  - A scanning device – to turn in some assignments
  - **Calculators** will be useful on some homework assignments, but **will not be allowed on exams** nor the final. If you do not have a scientific or graphing a calculator, there are free calculator applications online.
  - Students are expected to be computer literate and have Canvas and zoom navigation skills. Being able to navigate canvas and zoom is critical to access the features and resources of this course.

- **Attendance & Punctuality:** *S*tudents are expected to attend classes and, if classes are missed, to go through the material covered in class by watching videos, reading the textbook, and thinking about course ideas. If you miss a quiz or other in-class assignment, instead of having make-ups, a certain number of assignments will be dropped at the end of the semester. For exams, exceptions are made if there are extenuating circumstances. There is also the option to retake one exam at the end of the semester. (See Grading policies later in the syllabus for more details.)

- **U of U Learning Support:**
  - Math Center Online Tutoring, free drop-in in-person and online tutoring https://www.math.utah.edu/undergraduate/mathcenter.php
  - UONLINE eTutoring, free drop-in online tutoring: https://online.utah.edu/student-resources/etutoring/index.php
  - The Learning Center, scheduled, 1-hour free tutoring sessions, https://learningcenter.utah.edu/
  - Student Success Advocates https://ssa.utah.edu

- **Equipment Help**

  - The U of U 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://www.lib.utah.edu/services/knowledge-commons/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)

College Algebra ELOs	Trigonometry ELOs
1. 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. 2. 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. 3. Perform composition of functions and operations on functions 4. Find the inverse of a function algebraically and graphically. 5. 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. 6. Solve polynomial, rational, exponential, and logarithmic equations and inequalities. 7. Define *i* as the square root of -1 and know the complex arithmetic necessary for solving quadratic equations with complex roots.	14. Understand trigonometric function definitions in the context of the right triangles and on the unit circle. 15. 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. 16. Represent solve physical world problems using trigonometric functions. 17. Use trigonometric inverses correctly, understanding the domain/range restrictions. 18. Verify trigonometric identities, using proper logic and use trigonometric identities to evaluate expressions. 19. Solve trigonometric equations. 20. 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. 21. Be able to convert to and from rectangular and trigonometric-form coordinates (polar coordinates). 22. ~~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~~.

8. ~~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.~~ 9. ~~Perform matrix arithmetic computations.~~* 10. ~~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.~~ 11. 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. 12. Understand series notation and know how to compute sums of finite arithmetic and finite and infinite geometric series. 13. Represent and interpret physical world situations using exponential and logarithmic functions.	~~23.~~ 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.

COURSE DESIGN

- **Lectures:** Some material in this course is presented in class via interactive lectures. Other material is first presented out-of-class in videos, then 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 U of U 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 the night before the material is needed in class; the same videos without the quizzes can be accessed at any time through the U of U math department webpage. Students can take each video quiz twice and the average of the two scores will be kept.

- **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 LAs. Times and locations will be published in Canvas

- **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.
    - Working with classmates in office hours and Homework Workshops. You will need to fill out a short form to get credit. Each time earns you 3 points.
    - Talking at office hours, HW workshops, or special meetings with your teacher or LA. This is worth 2 points. (you can get either 2 points or 3 points per workshop, not combine them)

- 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 ahead of time.). This is worth 2 points if you organize it and 1 point if you attend it.
- Completing 50% of each assignment 1-2 days before the due date (date specified in Canvas). 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 5 points 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 previous week).

- **Quizzes and Exams:** There will be quizzes or an exam every Monday (or Tuesday if there is a Monday holiday), testing the material from the previous week (quizzes) or 3-4 weeks (exams). Quizzes and exams will have a take-home portion (about 25-30%) and an in-class portion (about 70-75%). The take-home portion will be made available by Friday's class. For the out-of-class problems, students may use any resources (including working with others) and there will be a place on the take-home exam to give credit to the sources you used. For the in-class portion, students may usually use one page of notes which they create themselves. Using other resources (calculators, other notes, 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 4, which consists of material since Exam 3. It is required. The second block will provide the opportunity to retest on past material. You can choose one exam from Exam 1 – 3 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 (grace period through 5 am the next day)
- Quizzes – available on Thursday morning, due in class on Mondays
- Successful Habit Reporting – due on Tuesdays in Gradescope (grace period through 5 am the next day)

Important Dates:

Classes begin: Monday, August 21
Last day to add without a permission code/wait list: Friday, August 25
Last day to add or drop classes: Friday, September 1
Labor Day (no class) Monday, Sept 4
Exam 1: Monday, 9/18
Fall Break: Monday Oct 9 – Friday Oct 13
Last Day to Withdraw from Classes, Friday, October 21
Exam 2: Monday, 10/24
Exam 3: Monday, 11/20
Thanksgiving Break, Thursday-Friday Nov 23-24
Last Day of Class Thursday, Dec 7
Common Final Exam (Exam 4 and Retake): Monday, Dec 11, 3:30-5:30pm

Tentative Schedule of Topics – to be adjusted as necessary

Week	Material Covered	Quizzes and Exams	Assignments (TBA)
1 (8/21 – 8/27)	CA 1.1-1.4		
2 (8/28 – 9/3)	CA 1.5, 2.2-2.3	Quiz Wk 2 (Mon)	
3 (9/4 – 9/10) Labor Day: 9/4	CA 2.4-2.6	Quiz Wk 3 (Mon)	
4 (9/11 – 9/17)	CA 3.1-3.2, Review	Quiz Wk 4 (Mon)	
5 (9/18 – 9/24)	CA 3.3-3.4, 4.1	Exam 1 (Mon)	
6 (9/25-10/1)	CA 4.1-4.4	Quiz Wk 6 (Mon)	
7 (10/2 - 10/10)	CA 4.4-7.2	Quiz Wk 7 (Mon)	
BREAK			
8 (10/16 - 10/22)	CA 7.2, TG 1.1-1.2, Review	Quiz Wk 8 (Mon)	
9 (10/23 – 10/29)	TG 1.3, 1.4, 1.6, 2.1	Exam 2 (Mon)	
10 (10/30 – 11/5)	TG 2.1, 2.2, 1.5	Quiz Wk 10 (Mon)	
11 (11/6 – 11/12)	TG 1.5, 3.1, 3.2, 4.1	Quiz Wk 11 (Mon)	
12 (11/13 – 11/19)	TG 4.1-4.3, Review	Quiz Wk 12 (Mon)	
13 (11/20 – 11/26) Thanksgiving Break: 11/23, 11/24	TG 4.4	Exam 3 (Mon)	
14 (11/27 – 12/3)	TG 5.1, 5.2, 6.1, 7.1	Quiz Wk 14 (Wed)	
15 (12/4 – 12/7) Reading Day: 12/8	TG 7.1-7.3, Review	Quiz Wk 15 (Wed)	
Final Exam: Mon, 12/11, 3:30-5:30 pm		Exam 4, Option to retake one of Exams 1-3	

ASSIGNMENTS, ASSESSMENT, GRADING, & LATE POLICY

Assignment Category	Contribution to Grade	Adjustments (All drops made at end of semester)
Homework	18%	Lowest 5 dropped; Late HW for 80% credit
Quizzes	15%	Lowest 2 dropped
Successful Habits	3%	Cumulative...if you earn fewer points one week, you can earn more points the next week.
Video Quizzes	4%	Lowest 25%; Can review material and submit their own questions/answers for half credit back.
Exams 1-3	45% (15% each)	Can retake 1 of these on the final exam
Exam 4 (on Final)	15%	

Extra credit, worth around 3% of the total course grade can be earned by doing multiple successful habits in a week, helping spot errors in the course, and via other opportunities announced in class.

Grading Scale:

A [93-100),
A- [90-93),
B+ [87-90),
B [83-87),
B- [80-83),
C+ [77-80),
C [73-77),
C- [70-73),
D+ [67-70),
D [60-67),
D- [50-60),
E [0-50).

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

Late/Makeup Work: 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).

The course is designed to provide flexibility if other ways as well. You have the 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 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 https://registrar.utah.edu/academic-calendars/spring2021.php
- Consider speaking with an academic advisor to determine whether this is a good option.

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

COMMUNICATION

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

NETIQUETTE - EXPECTATIONS FOR ONLINE LEARNING ENVIRONMENT

- Respectful participation in all aspects of the course will make our time together productive and engaging. Zoom lectures, discussion threads, emails and canvas are all considered equivalent to classrooms and student behavior within those environments shall conform to the student code. Specifically:
  - Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting.
  - Disrespectful language and photos are never appropriate.
  - Using angry or abusive language is not acceptable, and will be dealt with according to the Student Code. The instructor may remove online postings that are inappropriate.
  - Do not use ALL CAPS, except for titles, or overuse certain punctuation marks such as exclamation points and question marks.
  - Course e-mails, e-journals, and other online course communications are part of the classroom and as such, are University property and subject to the Student Code. Privacy regarding these communications between correspondents must not be assumed and should be mutually agreed upon in advance, in writing.
- Here are additional expectations for online communication (on Discussion Board, Emails, Zoom chat etc.):
  - Emails: When emailing your Instructor and Teaching Team keep a professional tone (e.g., Use a descriptive subject line, avoid "Hey" and begin the e-mail with Dear Tim or Dear Dr. Tribone. Sign your message with your name and return e-mail address. Please consult this page for tips on how to write appropriate professional emails: https://academicpositions.com/career-advice/how-to-email-a-professor
  - Treat your instructor, teaching team and classmates with respect in email or any other communication.
  - Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
  - Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or be offensive to others.
  - Be careful with personal information (both yours and others).

- Electronic or equipment failure: It is your responsibility to maintain your computer and related equipment in order to participate in the online portion of the course. Equipment failures will not be an acceptable excuse for late or absent assignments.
- Online submissions: You are responsible for submitting the assignment with the required naming convention, correct file extension, and using the software type and version required for the assignment.
- Canvas allows students to change the name that is displayed AND allows them to add their pronouns to their Canvas name.

ACADEMIC CODE OF CONDUCT

Students are encouraged to review the Student Code for the University of Utah: https://regulations.utah.edu/academics/6-400.php. In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating. A student who engages in academic misconduct as defined in Part I.B. may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.

ADDITIONAL POLICIES AND RESOURCES

COVID-19 Statement: The COVID-19 guidelines for the University of Utah are adapted often due to the ever-changing status of the pandemic. For the most up-to-date information regarding the campus guidelines, visit https://coronavirus.utah.edu.

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.

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.

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.

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

English Language Learners. If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (http://writingcenter.utah.edu/); the Writing Program (http://writing- program.utah.edu/); the English Language Institute (http://continue.utah.edu/eli/). Please let me know if there is any additional support you would like to discuss for this class.

Undocumented Student Support. Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.

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

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

Student Success Advocates: The mission of Student Success Advocates is to support students in making the most of their University of Utah experience (ssa.utah.edu). They can assist with mentoring, resources, etc. Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact a Student Success Advocate for support (https://asuu.utah.edu/displaced-students).

The Americans with Disabilities Act:
The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Building, 801-581-5020. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability & Access.

Addressing Sexual Misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran¹s status or genetic information. If you or someone you know has been harassed or assaulted on the basis of your sex, including sexual orientation or gender identity/expression, you are encouraged to report it to the University's Title IX Coordinator; Director, Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or to the Office of the Dean of Students, 270 Union

Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to police, contact the Department of Public Safety, 801-585-2677(COPS).

Campus Safety: The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu

University 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.

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