Math 1080-01 Precalculus, Summer 2020

Course Information Math 1080, Precalculus is a 5-credit semester course. In Summer 2020, Math 1080 is being taught fully online without required class meeting times, run primarily through the Canvas interface. You can access the Canvas page through CIS or go to https://utah.instructure.com/courses/623103.

Students will be required to meet once weekly online in small groups. Students will be provided with materials in Canvas including videos, notes, homework, quizzes, and discussions. There are bi-weekly deadlines and twice-weekly problem sessions. You can also make appointments for individual meetings. There are 3 proctored midterm exams and 1 proctored final exam.

Math 1080 covers a lot of material. In short, you are going through what College Algebra covers in 14 weeks in about 6 weeks and similarly for Trigonometric. In order to do this, there will be about 6 to 8 new sections and homework assignments per week. Students for whom the material is new spend about 3 to 4 hours per section plus some time working on the weekly quiz. To ensure that you are successful, make sure you have the time and motivation to spend 20 to 35 hours per week on this course.

Instructor Information Instructor: Chee Han Tan (My first name is Chee Han)
Pronouns: he/him/his
What to call me: Chee Han
Office (when campus is open): JWB 129, Department of Mathematics (JWB is on President's circle, east of Kingsbury Hall)
Email: tan@math.utah.edu (Please include "Math 1080" in the subject line)

Required Course Materials For both quality learning and proctored testing, you are required to have access to the following equipment:

- **Internet** (in order to access course materials and take exams);

- a **webcam on your computer** or **camera on your phone** (this is necessary for taking exams in Zoom; it is useful for online meetings);

- a **scanning device** (smartphones can be used as scanning devices) which is different than the device you are using for your camera.

The following are recommended, but not required:

- a **microphone** (useful for online meetings);

- a **printer** (if you don't have one, you will need to make hand-written templates).

The textbook and online HW were created in a joint project sponsored by the Utah System of Higher Education, with contributions from the University of Utah and Salt Lake Community College. A pdf of the textbook is free and available in Canvas. The online HW is also free to students.

Communication You may contact me by email or through Canvas-mail. I will contact the class by sending Canvas messages and posting announcements in Canvas's announcement page. You can expect my replies within one day of sending during normal daytime hours, although I will often respond much sooner.

Course Description Math1080 provides an accelerated, in-depth review of college algebra and trigonometry to prepare for science-track calculus courses. Most topics from Math1050 and Math1060 are covered in this course.

Course Goal - Improve quantitative reasoning and prepare for future math learning in calculus, linear algebra, and discrete mathematics.

Instructor Goal - Provide a well-structured course in which each student is successful, enjoys the learning experience, and gains skill and confidence in logical reasoning.

Textbook	The course uses Math 1050 College Algebra (2018) 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.
Prerequisites	"B" or better in (MATH 1010 OR MATH 1050 OR MATH 1060) OR MATH ACT score of at least 24 or MATH SAT score of at least 560 OR Accuplacer CLM score of at least 65 (within the last two years).

Important note: The mathematics department DOES enforce prerequisites for all undergraduate courses. If you were able to register for this class based on your enrollment in the prerequisite course last semester and you did not receive the minimum grade in that course to enter this class, then you will be dropped from this class on Friday of the first week of classes. If you are in this situation, it is in your best interest to drop yourself from this class and enroll in a class for which you have the prerequisites before you are forcibly dropped.

Future courses: Most students who take Math 1080 plan to go on to calculus. A grade of C in Math 1080 is a prerequisite for Calculus 1, Math 1210. You can obtain the same prerequisite by completing Math 1050 and Math 1060.

Is Math 1080 Online Right for You? Most semesters, we recommend that students consider whether an online course will work for them by looking at A: Online? In Summer 2020, we know there is not much choice, however it is still really important to think about whether you have the motivation and time to be successful in this course.

If you would like to work at a slower pace, consider taking Math 1050-90 online in the Summer and Math 1060 in the Fall. This meets the same prerequisite as Math 1080 does. If you would like more personal interaction, consider the other 1050 sections (there are both full summer and 6-week section). These courses are being taught with online meetings during the normal class time.

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

CA1. Sketch the graph of basic polynomials (second and third order), 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.

CA2. For rational functions, identify x- and y-intercepts, vertical, horizontal and oblique asymptotes (end behaviour), and domain. Use information to sketch graphs of functions.

CA3. For polynomial functions, identify all zeros (real and complex), factors, x- and y-intercepts, end behaviour, and where the function is positive or negative. Use information to sketch graphs.

CA4. Understand the connections between graphic, algebraic, and verbal descriptions of functions.

CA5. 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.

CA6. Define i as the square root of -1 and know complex arithmetic necessary for solving quadratic equations with complex roots.

CA7. Solve absolute value, linear, polynomial, rational, radical, exponential, and logarithmic equations and inequalities.

CA8. Find the inverse of a function algebraically and graphically.

CA9. Perform composition of functions and operations on functions.

CA10. Understand sequences and be able to differentiate between geometric, arithmetic, and others such as Fibonacci-type sequences, giving direct formulas where available.

CA11. Understand series notation and know how to compute sums of finite or infinite arithmetic or geometric series.

CA12. Solve systems of equations (3×3 linear) and nonlinear equations in two variables.

CA13. Make sense of algebraic expressions and explain relationship among algebraic quantities including quadratic, exponential, logarithmic, rational, radical, and polynomial expressions, equations, and functions.

CA14. Represent and interpret "real world" situations using quadratic, exponential, logarithmic, rational, radical, and polynomial expressions, equations, and functions.

T1. Understand trigonometric function definitions in the context of the right triangles and on the unit circle.

T2. 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.

T3. Solve applications problems using principles in trigonometry.

T4. Represent and interpret "real world" contexts situations using radian trigonometric functions.

T5. Use trigonometric inverses correctly, understand the domain/range restrictions.

T6. Verify trigonometric identities, using proper logic and use trigonometric identities to evaluate expressions.

T7. Solve trigonometric equations.

T8. Solve for all measurements in any triangle, using the Pythagorean Theorem, trigonometric functions, the Law of Sines, and the Law of Cosines in a variety of context and applications.

T9. Be able to convert to and from rectangular and trigonometric-form coordinates (polar coordinates).

T10. Graph complex numbers in a plane, perform operations on such numbers and use de Moivre's theorem to find roots and powers of complex numbers.

T11. Understand geometry and arithmetic operations with vectors and use vectors in application problems.

T12. Use parametric equations in application problems and be able to convert between parametric and non-parametric representation of functions.

T13. Understand and explain arithmetic with complex numbers using trigonometry.

T14. Recognise the formulas for parabolas, hyperbolas, and ellipses (including circles). Be able to manipulate these basic conics to find foci, any asymptotes, and important points and to graph these conics. Use conics in real world context situation.

Online Problem Sessions   There will be two online problem sessions each week where we talk about problems from the homework. You can also work on problems during these sessions. These will be held in Zoom and the link will be posted in Canvas. Mondays 5pm-6pm, Fridays 11am-12pm.

Individual Meetings   If you would like to meet individually to talk about individual stuff, math concepts, or make a studying/learning plan, please contact me to set-up a time. We will meet in Zoom. Also, if campus reopens, we may be able to meet in-person. I will announce this in announcements if available.

Resources to Help You

Here are various resources for students, some math-related and some human-related.

Recorded Lecture Videos - They are available through the modules in Canvas or in both streamable and downloadable versions at http://www.math.utah.edu/lectures/math1050New.html and http://www.math.utah.edu/lectures/math1060New.html. It is good to save these addresses somewhere else, in case Canvas is down.

Interaction with the Instructor - I will be available to meet in Zoom for office hours, will respond to emails, and participate in discussion boards.

Canvas Discussion Boards - The Canvas interface makes connecting with other students easy. Though it is required that every student do his or her own work, you are encouraged to form study groups and/or ask questions of your peers. You are encouraged to post and answer discussions on Canvas. Your classmates are often the faster and most knowledgeable people to respond! If something is urgent, send me an email too. That said, it is important that these mathematical discussions not be one-sided: the only real way to learn mathematics is to struggle through it, and not simply to accept the fruit of someone else's understanding.

Math Department Tutoring Center - The T. Benny Rushing Mathematics Student Center offers free drop-in online tutoring. Click here for more information: https://utah.instructure.com/courses/613503/.

UofU Learning Center (formerly ASUU Tutoring; offers subsidised one-on-one tutoring) - The Learning Center offers 3 free tutoring sessions per student per semester. Additional hours can be purchased after that. Scholarship assistance is also available. Click here for more information: https://learningcenter.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. Click here for more information: https://union.utah.edu/covid-19/.

General Help, in particular in light of COVID-19 - Click this link for information from the University about logistics in light of COVID-19, financial assistance, counseling, the food pantry, and much more: https://coronavirus.utah.edu/#students.

Important Dates

Weekly Due Dates

- Online HW due Tuesdays and Fridays at 11:59pm (on exam weeks HW due Wednesday and Friday at 11:59pm)

- Quiz due Fridays at 11:59pm in Canvas (grace period through 5am the next morning)

- Group meeting between Wednesday and Friday, time to be determined by the group

Exams: Students are asked to fill out polls found in the Week 1 Module to determine the exam times and dates. Exam dates will be set in Week 2 of the course.

Other dates:

- Last day to add without a permission code: Friday, May 15

- Last day to add, drop (delete), or audit classes: Wednesday, May 20

- Last day to withdraw from classes: Friday, June 19

- Last day to elect CR/NC: Wednesday, July 22

- Last day to reverse CR/NC option: Thursday, July 23

Grading

Grades for each student will be calculated using the following formula:

Announcement Quizzes (2%) + Weekly Quizzes (11%) + Weekly Group Meetings (4%)
+ Homework Assignments (13%) + Midterms (45%) + Final (25%)

- The lowest 5 HW scores, 2 quiz scores, and 3 meeting scores will be dropped at the end of the term. The lowest midterm will be worth 9% and the two higher midterms will be worth 18% each. If your final exam grade is higher than one of your midterm exam grades, you can replace this midterm grade with the average of it and the final.

- Extra credit, worth up to 3-6% of your course grade, can be earned for participating in online discussions (by asking or answering questions with significant mathematical content), or by spotting errors in course materials. See A: Extra Credit for details.

Letter Grades

A score of 73% is required for a C, which is the prerequisite to take the next class. You should monitor your course grade throughout the semester by looking at "Grades" in Canvas. At the end of the semester, the "current grade", not the "final grade" is used to determine the course letter grade. Letter grades will be assigned from your percentage total grade X as follows:

$$93 \leq X \leq 100 \implies A \qquad 73 \leq X < 77 \implies C$$
$$90 \leq X < 93 \implies A- \qquad 70 \leq X < 73 \implies C-$$
$$87 \leq X < 90 \implies B+ \qquad 66 \leq X < 70 \implies D+$$
$$83 \leq X < 87 \implies B \qquad 60 \leq X < 66 \implies D$$
$$80 \leq X < 83 \implies B- \qquad 50 \leq X < 60 \implies D-$$
$$77 \leq X < 80 \implies C+ \qquad X < 50 \implies E$$

Online Proctoring of Exams

There will be 3 midterm exams and a comprehensive final exam. A fewwbefore each exam, information about what is on the exam and recommendations on how to study will be posted on Canvas. After the exam, information about the grading and solutions will be posted in the same place. Because of the restriction from COVID-19, the format of how exams are given will be different than it was when the testing center was open. We may also need to make adjustments during the semester.

Basic Structure - Exams will be

1. Delivered through the "Quizzes" feature in Canvas; exams are timed;
2. Proctoring will be done through Zoom. You will need to show your ID at the start and/or of the exam. The exam will be given in "chunks", meaning you will have a few problems, submit them, and then get a short break.
3. Scanned and uploaded into Canvas during the exam time.

In order to take the exam, you will need to be able to access Canvas, you will need a camera, like the WebCam on your computer or tablet, and you will need a scanning device that is separate from your camera.

When are the Exams? - In the first week of the semester, everyone is asked to fill out 4 polls about when they are available to take each exam during the given window. The polls are in the Week 1 Module. After this, times for each exam will be chosen. We ask all students to arrange their schedules to attend the exams. We understand the times may not be convenient for all but we thank you for doing everything you can to make the given times. If you cannot make an exam time, please contact the instructor to discuss other options.

Why Does the Exam Have Breaks? - There are two reasons. First, we know you are taking these exams from home. This gives you the chance to go to the bathroom, check in with kids, roommates, spouses, parents, etc, grab a snack, stretch, etc. Second, we want to encourage students to do the right thing during exams and for you to show what YOU know during the exam. Shorter exam intervals makes cheating more difficult, which discourages it.

What Tools are Allowed on Exams? What is Not Allowed? - The point of the exam is for you to show YOUR knowledge and understanding. Because of this, here is what is allowed and not allowed:

- You should print out an exam template before the exam or create one by hand. This is where you will write work and answers. You are allowed to use one page of notes. You are not allowed to use calculators.

- You are not allowed to work with human beings on the exam (including sharing in person, by text, online, by phone, or any other means), or use any online resources, including math software. You are not allowed to have physical books or notebooks and you have just one page of notes.

- If someone does not follow these rules, this will be considered a case of academic dishonesty. They will be penalised. Possible penalties include earning a 0 on the exam or failing the course.

Course Structure Check the Canvas page regularly for course lectures and resources, announcements, grades, files, and any relevant supplementary material. I will hold you accountable for receiving these information. Email notifications and correspondence will be sent to the student's UMail address ([u-number]@utah.edu), so be sure to check the UMail account regularly.

Each week, we cover specific sections. 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. Here is a breakdown of the components in the course and what you do each week:

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: ...". Completing these is worth 2% of your grade. Suggested due dates are shown, but these can be completed at any time.

Reading from your textbook or watching the video lectures - Both are available in Canvas or on the math department website. If you find a video isn't addressing your questions, ask your instructor for additional resources.

Online Homework - Working through problems helps you understand and master the material. Completing homework is worth 13% of the grade. The lowest 5 assignment scores are dropped at the end of the semester. It is to your benefit to do all your homework - partial credit is better than no credit.

Weekly "On-Paper" Quizzes - There will be quizzes weekly, except for exam weeks. You will get them on Mondays and they are due on Fridays. You will either need to print your quiz, or make a handwritten version of the quiz. (If handwriting, you need to have 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. If you submit with the wrong format, there will be either a deduction (for small format issues) or you will be ask to resubmit (for large issues) and there will be a late penalty. The quizzes are worth 11% of your grade. There are 9 quizzes and the lowest 2 quiz scores will be dropped at the end of the semester.

Weekly Small Group Discussions - Talking about mathematical ideas reinforces understanding. Students are expected to participate in small group discussions every week AFTER completing their quiz and BEFORE turning it in. You will be assigned a small group to work with in Canvas. Groups will change throughout the semester. You will need to coordinate a time when you can "meet" with the other group members through an online conference tool that your group chooses (for example Zoom, Google Hangouts, Skype, etc.). Meetings should be about 30-40 minutes. Participation will be checked via a survey on the last page of the quiz. For each quiz, your discussion grade will be the same as the grade you get on the quiz you discuss. The discussions are worth 4% of your grade. There are 9 discussion opportunities and the lowest 3 scores will be dropped at the end of the semester.

Extra Credit - Extra credit, worth 3-6% of your course grade, can be earned for participating in online discussions (by asking or answering questions with significant mathematical content), or by spotting errors in course materials. See A: Extra Credit for details.

In addition to the weekly work, there are 3 online exams and a final exam. The exam process is described above.

Calculator Policy   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.

Early Policy   You can start homework early at any time. You have a multi-day window to complete quizzes. If you have special circumstances, you may request them up to two-days earlier than this. Please request them at least 48 hours before you would like to access the quiz. The University of Utah Student Code allows for making up exams in advance for "officially sanctioned University Activities, or government obligations, or religious obligations". Please contact me at least 1 week in advance of any such obligations to arrange accommodation.

Late Policy   You are expected to turn things in on time. It is your responsibility to maintain your computer and related equipment in order to participate in this online course. Equipment failures will not be an acceptable excuse for late or absent assignments. Similarly, it is your responsibility to start assignments early enough, so that even if you are in traffic, your flight gets delayed, you are called into work, you run out of ink, you do work for another class, etc., you still have time to deal with the situation and then finish the assignment.

However, because things may happen that will prevent you from turning in assignments on time, this course provides multiple types of accommodations.

- The 5 lowest HW scores, 2 quiz scores, and 3 meeting scores will be dropped at the end of the semester.

- You can complete HW after the due date for 70% credit.

- There are no late quizzes, but talk to me if there are extenuating circumstances.

- If your final exam grade is higher than one of your midterm exam grades, you can replace this midterm grade with the average of it and the final.

Extreme Situation   If you have an extraordinarily severe situation, contact me, your instructor. We can discuss options. Send documentation if possible. If not possible, still contact me to discuss alternatives.

Communication in an Online Course

Discussion threads, emails, and chat rooms are all considered to be equivalent to classrooms, and student behaviour 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 setting.

- 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 of certain punctuation marks such as exclamation points !!!!! and question marks ?????

- Course emails, 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 advanced, in writing.

Keys to Success

To be successful in this online course format, a student must be an active participant in their own learning. This requires motivation, time management, and discipline. Here are some strategies that will be effective:

Get Started Early - Get started learning the material early in the week. You will retain and understand the material better if you do a small amount of work each day for a few days than if you try to cram the week's material into one day. Plus, starting early gives you plenty of time to get questions answered from discussion or email. Set aside specific times each week that you will devote to the course work. If you work a job during the day or are more of a night owl, pretend that the homework is due the night before it actually is; that way, you will be sure to get it done in time, and you will have the next day to get any remaining questions answered. Do not wait until the last minute!

Work Examples - Math is Not a Spectator Sport. A math textbook is not a good bedtime reading. You should be actively working while you are reading. Get out paper and pencil and read through the text and examples, working through each step on your paper. If you do not understand a step, go back and work through it again. Progress may be quite slow, but your time will be rewarded by a better understanding of the material.

Ignore your Calculator - You should do your homework assignments without a calculator except for the few problems that do expect numerical answers. For example, suppose you find that an answer to a problem is $\sqrt{5} + \sin(\pi/4)$. You could get out your calculator and find that this equals 2.94317..., then input 2.9432 into the homework system blank. However, it is better to input the whole expression and let homework system handle the calculation. In this example, you would input "sqrt(5) + sin(pi/4)". This is better for three reasons. First, if you need to use this answer in another part of the problem, you can simply cut and paste and/or modify your entry appropriately in the new blank. This eliminates any rounding errors that might cause your second answer to be counted as incorrect if the rounded decimal form is used. Secondly, if you enter decimal answers, it is virtually impossible for the instructor to understand what you are doing to arrive at that answer. Finally, calculators will not be allowed on exams, so it is in your best interest not to become too dependent on it.

Use Homework as a Tool - You should view the homework as a tool for accessing and evaluating your understanding of the course material. Getting a high homework score is desirable, of course. However, that should not be your only goal. Homework questions vary in difficulty and relevance, but they will often follow an example in the book quite closely. All you are required to input is the answer, and it may be possible to get that answer by shortcut methods (following computations in the book, finding a pattern in previous answers, etc). It is not in your best interest to take shortcuts; any additional points you get by these methods will be negated by points you miss on an exam where the problems will be different and you will be expected to show all of your work. There is nobody looking over your shoulder to make sure you are doing the homework problems honestly, so you need to police yourself. If you get a correct answer but are not totally confident of the method, go back and work it again.

Seek Help if Needed - If you are having difficulty with a concept or question, it is up to you to seek help from the instructor, other students, or a tutor. You should attempt to be an honest evaluator of your own understanding. Constantly ask yourself, "How well do I understand this concept?" One way to evaluate this is to pick a problem from the end of the section in the book. If you can't get started or keep getting stuck, then you are clearly lacking some necessary component of understanding. So seek out help. There is no shame in getting assistance. Learning mathematics alone is difficult for everyone and often you just need a nudge back in the right direction. Make sure the help you are getting is directed at your conceptual understanding and not just how to get the final answer. Whether or not you get a particular answer correct or not on your homework will have a negligible effect on your course grade, but whether or not you understand the underlying concept will ultimately have an effect on your course grade through higher exam scores.

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, formerly CDS), located at 162 Olpin Union Building. To do so, contact CDA at 801-581-5020 (V/TDD) to set up an appointment. CDA will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to CDA.

University of Utah Policies

Drop, Withdrawal, and Incomplete - The University of Utah drop and withdrawal dates are on the class schedule, see https://registrar.utah.edu/academic-calendars/summer2020.php. University policy allows assignment of a grade of incomplete (I) if 80% or more of the course work has been completed. We will consider assigning an "Incomplete (I)" only under EXCEPTIONAL circumstances unrelated to academic performance, and only if a student is passing the course with a C or better when the "Incomplete (I)" is requested.

Academic Misconduct - All suspected cases of academic misconduct including cheating and plagiarizing will be dealt with according to rules in the Code of Student's Rights and Responsibility, see http://regulations.utah.edu/academics/6-400.php. Take note of B-2-a, B-2-b, and B-2-c. Cheating and plagiarism are serious offenses and can result in getting a zero on the assignment, failing a class, a note in your record or being expelled. Please know that looking at someone else's exam is cheating and will be dealt with seriously as stated above. By accepting admission to the University you have agreed to abide by the University rules provided to you in the student handbook.

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, veterans 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).
Learners of English as an Additional/ Second Language	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 https://writingcenter.utah.edu/; the Writing Program https://writing-program.utah.edu/; the English Language Institute https://eli.utah.edu/. Please let me know if there is any additional support you would like to discuss for this class.
Student Names and Personal Pronouns	Class rosters are provided to the instructor with the students legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account, which can be managed at any time). While CIS refers to this as merely a preference, I will honour you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, assignments, 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 pronoun will be respected. If you need assistance getting your preferred name on your UIDcard, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am - 5pm.
Diversity 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: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. 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 my meetings or entire due-date windows conflict with your religious events, please let me know so that we can make arrangements for you.
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 https://www.wellness.utah.edu or 801-581-7776.
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 jeopardise 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 https://dream.utah.edu/.
Veterans Center	If you are a student veteran, the University of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. 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.

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 https://safeu.utah.edu/.

Plagiarism Software Policy   I have elected to use a plagiarism detection service in this course, in which case you will be required to submit your paper to such a service as part of your assignment.

Additional Policies   Due to experience, I have decided to make some additional policies regarding my course administration and grading.

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

2. If there are any emergencies that prevents you from attending the exam or turning in homework, it is 100% your responsibility to notify me before any of these events. I will try my best to accommodate and help you in some manner, which I am truly happy to do; but the longer you wait to communicate me, the less I can and am willing to do to help. The best way to contact me is by email or in office hours. Please keep in mind that I do not check my email regularly during the weekend.

3. If you have questions about any exam or homework grade, or you want to appeal the grading, you must bring it to me within one week of the return of the exam or homework. I am happy to look over your appeal and/or questions and give my feedback to benefit your learning.

4. 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 maximise your study strategies and improve your mathematical understanding. However, 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 favours or extra credit when you realise you do not like your grade. Most likely, I just will not respond to such emails or questions in person. Your need to get into a certain program, or needing a specific grade for your work or scholarship or not wanting to upset whomever is paying for your college are all your own personal dilemmas that are truly independent from how I assign grades. The only way to "better your grade" at the end of the semester is to retrieve your final exam, compare it to the solutions, and see if you have any grading appeals. If you do have grading appeals on the final exam, please turn it in to me. I an happy to look over those and possibly give points back, if it is warranted. Other than that, I consider it disrespectful of me and my time for you to ask for a higher grade than you earned, or for some possible way to increase your grade, at that point.

Disclaimer   This syllabus is not a binding legal contract. I reserve the right to modify this syllabus to better suit class needs at any time during this semester. Any changes that are made will be immediately communicated on Canvas.