Syllabus: Math 1080-2
Fall 2020

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Course Number and Title: Math 1080-2, Precalculus
Semester and Year: Fall 2020
Instructor: Matthew Bertucci (he/him/his)
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Office: JWB 212
Accessibility & Support: Students are encouraged to post questions about course material in the Canvas "Discussions" section. For any other questions, you're welcome to contact me via email or talk to me after class (I'll hang around for a few minutes after each Zoom session). I will also hold office hours over Zoom twice a week at times that we'll determine based on everyone's availability once the semester begins. It's during these times that we can discuss in more detail any questions you might have about homework, course material, etc.

COURSE DESCRIPTION

Math 1080, Precalculus, provides an accelerated review of college algebra and trigonometry. You can obtain the same prerequisite by taking Math 1080 as by taking Math 1050 followed by Math 1060. Currently, Math 1080 uses the same curriculum as Math 1050 and Math 1060 do. Any of these classes satisfy the University QA requirement. Math 1080 is targeted towards students who will take calculus. If Math 1050/1060/1080 is not required by your major or as a prerequisite, you are encouraged to investigate Math 1030 or Math 2000 to fulfill the requirement. Precalculus is a 5-credit class.

Math 1080 is an accelerated class, but has fewer contact hours than Math 1050 and Math 1060 combined. Because of this, about 60% of the topics will be presented synchronously and 40% asynchronously, through required videos and readings. According to university guidelines, an average student should expect to spend 15-21 hours per week outside of class in addition to the time in class. Some students will get by with less; other students may need more time.

Prerequisite: At least a B grade 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.

COURSE DETAILS
Course Type: Interactive Video Conferencing (IVC – synchronous online)

Location & Meeting Times: All classes will be held over Zoom (accessible through the Canvas page) from 8:35 – 9:25 AM on MTWThF (total of five 50 minute sessions per week).

Attendance & Punctuality: Students are expected to (virtually) attend all classes in Zoom. Quizzes or exams will be given in class and due in class on Fridays. You need to be present in the online class in Zoom to participate in these assessments. Not being present during an assessment, but turning it in will be considered academic misconduct. However, a certain number of quizzes will be dropped in order to accommodate for illness and other absences (See Late/Absent policy later in the syllabus).

Course Materials:
  ➢ **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.
  ➢ **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 through 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/math1050New.html and http://www.math.utah.edu/lectures/math1060New.html. 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 will be asked to submit some assignments directly to Gradescope.

Technical requirements:

➢ For both quality learning and proctored testing, students are required to have access to the following equipment:

○ A strong internet connection with sufficient bandwidth (in order to participate in IVC classes, access course materials, and take exams)

○ A webcam on your computer or camera on your phone (this is required for taking quizzes and exams in Zoom; it is recommended for IVC lecture classes)

○ A scanning device which is different than the device you are using for your webcam (smartphones can be used as scanning devices)

○ a microphone (used for online meetings)

➢ Students are expected to be computer literate and Canvas and zoom navigation skills are expected. Knowledge and navigation of canvas and zoom is critical to access all features and resources of this course.

➢ Students are expected to participate in the IVC portion of class, which is done through Zoom, with audio and visual enabled. We expect this because it improves learning and the classroom environment. If students need to turn off cameras and/or microphones, this is allowed. If you will be doing so for long periods, it is polite to inform your instructor. Note that though microphones should be enabled, they may be muted when not in use.

➢ During quizzes and exams, students are required to have audio and microphone and to have it enabled (students may be asked to mute your microphone for portions of the assessments). Students need to position the camera and/or themselves so that their head, hands and workspace is visible. Students are required to have a separate scanning device and continue to have their Zoom camera turned on while scanning; during the scanning phase, students may be gone from the screen for a few seconds if this is prearranged with their instructor.

➢ A printer is recommended, but not required, so that you can print out templates for quizzes and exams ahead of time. If you do not have a printer, you will need to make and use hand-written versions. You must copy these exactly, but they are are designed to be fast and straight forward to create by hand.

➢ 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.

UofU Learning Support:

➢ Math Center Online Tutoring, (Paid for by Your Student Fees)
https://www.math.utah.edu/undergrad/mathcenter.php

➢ The Learning Center, 3 free tutoring sessions, $5 after that, learning consultations
https://learningcenter.utah.edu/

➢ Student Success Advocates https://ssa.utah.edu/events.php

General Help:

➢ Here is information from the University about logistics in light of COVID-19. There is also information about financial assistance, counseling, the food pantry, and much more. https://coronavirus.utah.edu/#students

Equipment Help:

➢ The UofU has a laptop and mobile hotspot loan program – laptops, mobile hotspots mailed to current U students on a first-come, first-served basis. You can find out more information about this through this link: https://union.utah.edu/covid-19/

➢ 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.

CONTENT OVERVIEW

The course goal is for students to improve their quantitative reasoning, gaining an understanding of algebra and trigonometry which prepares them for calculus and other courses.

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

COURSE DESIGN

Because Math 1080 covers so much content (over 50 sections of material), some topics will be presented in online lectures that will be delivered via Zoom video conferencing on canvas and other topics will be covered outside of class through online videos and selected readings. Students should refer to the Course Schedule to see what topic is being covered on what day.

For sections covered outside of class, students will be expected to watch videos produced by the UofU math department. Intermittently during the videos, they 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 quizzes will be due at 11:59 pm the night before the material is needed in class, though students can work on them earlier as well. Guidance will be given for each video about prerequisite material would be important to understand before watching the video.

On Mondays and Wednesdays, instructors will present online lectures via Zoom video conferencing. Classes will be dynamic and there will be multiple ways for students to participate in each class, for example through polls and directed responses in the chat.

On Tuesdays and Thursdays, students will work on problems that reveal the nuances of material from both the synchronous online classes and the pre-recorded online videos. There will also be time for discussion and questions. Active participation is expected.

Homework will be due on Tuesdays and Thursdays. Students are encouraged to start homework the day that material is covered in class, since working on HW nightly helps you identify things to ask about and be ready for the next day's class. There will sometimes only be a 2 to 3-day gap between when material is first covered and when homework is due. There are over 50 online homework assignments, each corresponding to a particular section. The HW problems are randomized meaning that each student will get a unique set of questions. Students are encouraged to work together when doing homework, but in such a way that they are learning the mathematics. There will also be a reflection HW assignment after each exam and a mastery assignment about trig functions.

On Fridays (or earlier on shorter weeks), there will either be a quiz or an exam during class time. There may also be a short amount of lecture time. All of this will be done via Zoom. Before class, students should print out or hand-copy the template to write answers on. These will be made available in Canvas the day before the quiz/exam. During quizzes, students are required to have their cameras on. During exams, students are required to have their head, hands, and workspace be visible. Students may use one page of notes that they make during quizzes and exams. Each student should make their own notes. They should not use notes from other students or other sources. At the end of the quiz or exam, students will scan their work and upload it either to Gradescope, the grading website. For exams, students should also scan and upload their page of notes. Student may ask questions of their instructor through the Chat feature in Zoom.

When taking quizzes, students will spend some time working independently and some time to working in an assigned group. The point of the group work time is for students to discuss the material and share ideas, because this type of interaction reinforces understanding. Students can compare answers as a way to check for errors and ask questions about specific steps, but they should not copy groupmates' solutions.

Feedback on quizzes and exams will be given through Gradescope. Students should look at this feedback after each assessment. After each exam, there will be a homework assignment to reflect on the exam experience and write about misunderstandings.

All Math 1080 students take a final exam at the same time, which is assigned by the university (see the date and time below.) The final exam will consist of three blocks with short breaks in between. It will be proctored in Zoom, similar to what was done for Exams. Block A will cover material not covered on previous exams. It is required. For Block B, you can choose to test on either the Exam 1 or Exam 2 material. If you do better on the final than you did previously, your score on the final will replace your score on that exam. For Block C, you may test on either the Exam 3 or Exam 4 material. If you do better on the final than you did previously, your score on that block of the final will replace your score on that exam. You may also opt to not take Block B or Block C of the final exam if you are satisfied with previous test scores.

Students are encouraged to use the "Discussions" feature of Canvas to ask mathematical or logistical questions. This is also a good place to report errors in the course materials. You can earn up to 200 points (100 point = 1% of total course grade) for making posts about homework or class content which contain your mathematical thoughts. You can also earn up to 100 points for reporting errors, for example factual errors in announcements (the wrong date or time is given), mathematical errors in solutions or HW problems or grammatical errors which impede understanding.

CLASS SCHEDULE & IMPORTANT DATES

Exam Dates: All exams are during class time, 8:35-9:25 AM, on Friday September 11, Friday October 2, Friday October 23, and Friday November 13. The final Exam is on Friday, December 11 from 3:30-5:30 pm.

Official Drop/Withdraw Dates: The last day to drop classes is Friday, September 4; the last day to withdraw from this class is Friday, October 16. Please check the academic calendar for more information pertaining to dropping and withdrawing from a course. Withdrawing from a course and other matters of registration are the student's responsibility.

Holidays: There will be no class on Monday, September 7 (Labor Day) and November 26-29 (Thanksgiving break).

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. You will be responsible for any information contained in them as well as the information announced in class.
- 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, and 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 at bertucci@math.utah.edu. I will do my best to answer emails promptly. I would like to encourage you to email me only if it is something personal that requires individual attention, if instead you have questions about logistics of the class, course material and assignments, and anything else your classmates may wonder as well, please post a question on the Discussions Board instead. This way the information is shared quickly to the entire class, and each of you can benefit from seeing other classmates' questions.

- I will always do my best to ensure the communication relevant to the course is clear and transparent. It is your responsibility as well to keep yourself updated by regularly paying attention to your Umail, the posts on the Discussions Board, and announcements during class.
- Course Canvas Page: Students are expected to log in and check canvas **everyday** for posted announcements and assignments. Students are also strongly advised to set up notifications for Canvas so they do not miss any important notifications.

NETIQUETTE - EXPECTATIONS FOR ONLINE LEARNING ENVIRONMENT
- Classroom equivalency: 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.
- Other expectations for online communication (on Discussion Board, Emails, Zoom chat etc.):
    - Emails: When emailing your Instructor and Teaching Team, keep a professional tone. Sign your message with your name and return e-mail address.
    - Treat your instructor, teaching team and classmates with respect in email or any other communication. Students are encouraged to simply refer to me by my first name, Matthew.
    - 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. Additionally, students can indicate their pronouns in Zoom.

ASSIGNMENTS, ASSESSMENT, & GRADING

Grade Break Down:

- Each Exam   5 x 12% = 60%   There are 5 exams, counting Block 1 of the Final exam
- Online and Other HW   20%   There are more than 50 HW assignments. Assignments can be completed late for 80% credit; the lowest 7 scores will be dropped at the end of the semester;
- Quizzes   15%   There are 11 quizzes. The lowest 2 scores will be dropped.
- Video Quizzes   5%   There are 28 video quizzes. The lowest 7 scores will be dropped at the end of the semester.

An additional 3% extra credit can be earned, either by spotting errors and/or by contributing posts with your mathematical thoughts on the discussion board in Canvas.

The grade scale is:

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)

It is the student's responsibility to ensure the accuracy of all recorded homework, quizzes, online assignments, and exam grades. You should keep as record all your graded assignments. If you see any error in your grades on Canvas, reach out to me as soon as possible. If you have questions or see any errors in Gradescope, for example if the feedback doesn't match the work you show, go to the problem and submit a regrade request. Please take action promptly, at the latest within two weeks from when the assignment was returned.

Late Assignments/Missed Assignments/Regrading Policies:

The following policies are built into the course in order to accommodate illness and other reasons for absence:

- Online HW can be submitted late for 80% credit, the lowest 7 homework scores will be dropped.
- the lowest 25% of the lowest video quiz scores will be dropped (7 quizzes).
- 2 quizzes will be dropped.
- On the final exam, you have the choice of retesting on the Exam 1 OR the Exam 2 material. If you score more highly on the final than you did on the exam, this will replace your original score. Similarly, you will have the choice on the final of retesting on the Exam 3 or Exam 4 material and having this replace your original score.

The course is designed to provide flexibility in the case of a few times. But in general, you are expected to turn things in on time and take quizzes and exams at the times givens. 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 such obligations to arrange accommodation.

If you spot a grading error or have question about grading, please contact me within two weeks of the assignment being graded. Also, if the assignment was graded in Gradescope, use the Gradescope regrade request tool to contact me.

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.

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

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, veteran's status or genetic information. If you or someone you know has been harassed or assaulted on the basis of your sex, including sexual orientation or gender

identity/expression, you are encouraged to report it to the University's Title IX Coordinator; Director, Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or to the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to police, contact the Department of Public Safety, 801-585-2677(COPS).

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.

Wk 1

	Textbook	Video			Sun 8/23	Mon 8/24	Tues 8/25	Wed 8/26	Thur 8/27	Fri 8/28
Sections:	CA 1.1	CA Video 1	Introduction to Functions	Class		Intro & 1.1	1.1 & 1.2 Practice	1.3	1.3 Practice	Quiz
	CA 1.2	CA Video 2	Graphs of Functions							
	CA 1.3	CA Video 3AB	Transformations of Functions	After Class		Due: Video Quiz on CA Video 2 (27 min)	Due: HW 1.1		Due: HW 1.2	Watch/Take: Video Quizzes on CA Video 4 (25 min), CA Video 5 (25 min), CA Video 6AB (27 min, 11 min)
						Work on: HW 1.1 & 1.2	Work on: HW 1.2	Work on: HW 1.2, 1.3	Work on: HW 1.3	
							Extra Practice: UofU Math 1010 Video 5.5: Factoring Quadratics (19 min)			Extra Practice: Completing the Square and the Quadratic Formula: Video 6.5 (23 min)

Wk 2

	Textbook	Video			Sun 8/30	Mon 8/31	Tues 9/1	Wed 9/2	Thur 9/3	Fri 9/4
Sections:	CA 1.4	CA Video 4	Combinations of Functions	Class		1.4 (Domain and Composition)	1.4 & 1.5 Practice	2.2	2.1 & 2.2 Practice	Quiz
	CA 1.5	CA Video 5	Inverses of Functions							
	CA 2.1	CA Video 6AB	Quadratic Functions							
	(Not in Textbook)	CA Video 6.5	Supplemental Quadratic Resources	After Class	Due: Video Quiz on CA Video 4	Due: Video Quiz on CA Video 5	Due: HW 1.3, 1.4, & Video Quiz on CA Video 6		Due: HW 1.5 & 2.1	
	CA 2.2	CA Video 7AB	Graphs of Polynomials		Work on: HW 1.3, 1.4	Work on: HW 1.3, 1.4, 1.5	Work on: HW 1.5	Work on: HW 1.5, 2.1, 2.2	Work on: HW 2.2	Watch/Take: Video Quizzes on CA Video 8 (28 min), CA Video 9 (32 min), CA Video 10 (30 min)

Wk 3

	Textbook	Video			Sun 9/6	Mon 9/7	Tues 9/8	Wed 9/9	Thur 9/10	Fri 9/11
Sections:	CA 2.3	CA Video 8	Using Synthetic Division to Factor Polynomials	Class		LABOR DAY	2.3 & 2.4 Practice	2.5	2.5 Practice	Exam
	CA 2.4	CA Video 9	Real Zeros of Polynomials							
	CA 2.5	CA Video 10	Complex Zeros of Polynomials	After Class		Due: Video Quizzes on CA Video 8 & CA Video 9	Due: HW 2.2, 2.3, & Video Quiz CA Video 10		Due: HW 2.4 & 2.5	
						Work on: HW 2.2, 2.3	Work on: Practice For Exam, HW 2.4	Work on: Practice for Exam, HW 2.4, 2.5	Work on: Practice for Exam	Watch/Take: Video Quizzes on CA Video 11 (25 min), CA Video 13 (26 min), CA Video 14 (18 min)

Wk 4

	Textbook	Video			Sun 9/13	Mon 9/14	Tues 9/15	Wed 9/16	Thur 9/17	Fri 9/18
Sections:	CA 2.6	CA Video 11	Polynomial Inequalities	Class		3.1	2.6, 3.1, & 3.2 Practice	3.4	3.3 & 3.4 Practice	Quiz
	CA 3.1	CA Video 12	Intro to Rational Functions							
	CA 3.2	CA Video13	Graphing Rational Functions							
	CA 3.3	CA Video 14	Holes and Oblique Asymptotes	After Class	Due: Video Quiz on CA Video 11	Due: Video Quiz on CA Video 13	Due: HW 2.6	Due: Video Quiz on CA Video 14	Due: HW 3.1, 3.2	
	CA 3.4	CA Video 15AB	Rational equations and inequalities		Work on: HW 2.5, 2.6	Work on: HW 2.5, 2.6, 3.1	Work on: HW 3.1, 3.2	Work on: HW 3.1, 3.2	Work on: HW 3.3, 3.4	Watch/Take: Video Quiz on CA Video 17 (28 min)

Wk 5

	Textbook	Video			Sun 9/20	Mon 9/21	Tues 9/22	Wed 9/23	Thur 9/24	Fri 9/25
Sections:	CA 4.1	CA Video 16	Into to Exponetials and Logarithms	Class		4.1	4.1 & 4.2 Practice	4.3	4.3 Practice	Quiz
	CA 4.2	CA Video 17	Properties of Logarithms							
	CA 4.3	CA Video 18	Exponential Equations and Functions							
			(Cover CA 4.4 next week)	After Class		Due: Video Quiz on CA Video 17	Due: HW 3.3 & 3.4		Due: HW 4.1 & 4.2	
					Work on: HW 3.3, 3.4	Work on: HW 3.3, 3.4, 4.1	Work on: HW 4.1, 4.2, 4.3	Work on: HW 4.1 & 4.2	Work on: HW 4.1 & 4.3	Watch/Take: Video Quizzes on CA Video 20 (28 min)

Wk 6

	Textbook	Video			Sun 9/27	Mon 9/28	Tues 9/29	Wed 9/30	Thur 10/1	Fri 10/2
Sections:	CA 4.5	CA Video 21	Applications of Exponentials and Logarithms	Class		4.4	4.4 & 4.5 Practice	5.1 & 5.3 (Conics)	Prepare for Exam	Exam
	CA 4.4	CA Video 19	Logarithmic Equations and Functions							
	CA 5.1	(covered in Videos 26-28)	Conic Sections							
	CA 5.2	TRIG Video 26.5	Circles	After Class		Due: Video Quiz on CA Video 20	Due: HW 4.3 & 4.5		Due: HW 4.4	
	CA 5.3	TRIG Video 26	Parabolas		Work on: HW 4.5	Work on: HW 4.4 & 4.5	Work on: HW 4.4, Practice for Exam	Work on: HW 4.4, Practice for Exam	Work on: Practice for Exam	Watch/Take: Video Quizzes on TRIG Video 26.5 (14 min), TRIG Video 27AB (19 min, 18 min), CA Video 21 (31 min)

Wk 7

	Textbook	Video			Sun 10/4	Mon 10/5	Tues 10/6	Wed 10/7	Thur 10/8	Fri 10/9
Sections:	CA 5.4	TRIG Video 27AB	Ellipses	Class		5.5	Practice 5.1 - 5.5	6.2	Practice 6.1 & 6.2	Quiz
	CA 5.5	TRIG Video 28	Hyperbolas							
	CA 6.1	CA Video 21	Systems of Linear and Nonlinear Equations							
	CA 6.2	CA Video 22	3 x 3 Linear Equations	After Class	Due: Video Quiz on TRIG Video 26.5 and TRIG Video 27AB		Due: HW 5.2, 5.3 (Conics), and Video Quiz on CA Video 21		Due: HW 5.4 & 5.5	
					Work on: HW 5.2, 5.3, & 5.4 (conics)	Work on: HW 5.2, 5.3, 5.4, & 5.5 (conics)	Work on: HW 5.4 & 5.5	Work on: HW 5.4 & 5.5	Work on: HW 6.1 & 6.2	Watch/Take: Video Quizzes on CA Video 24AB (23 min, 22 min)

Wk8

	Textbook	Video			Sun 10/11	Mon 10/12	Tues 10/13	Wed 10/14	Thur 10/15	Fri 10/16
Sections:	CA 6.3	CA Video 23	Systems of Linear Equations with Augmented Matrices	Class		6.3	Practice 6.3 & 6.4	6.5	Practice 6.5	Quiz
	CA 6.4	CA Video 24AB	Matrix Arithmetic							
	CA 6.5	CA Video 25	Systems of Linear Equations: Matrix Inverses							
			(Skip CA 6.6 Systems of Linear Equations)	After Class		Due: Video Quiz on TRIG Video 24AB	Due: HW 6.1 & 6.2		Due: HW 6.3 & 6.4	
			(Skip CA 6.7 Partial Fraction Decomposition)		Work on: HW 6.1 & 6.2	Work on: HW 6.1, 6.2, 6.3, & 6.4	Work on: HW 6.3 & 6.4	Work on: HW 6.3, 6.4, & 6.5	Work on: HW 6.5	Watch/Take: Video Quiz CA Video 28AB(23 min, 21 min) and Trig Video 1AB (28 min, 12 min)

Wk 9

	Textbook	Video			Sun 10/18	Mon 10/19	Tues 10/20	Wed 10/21	Thur 10/22	Fri 10/23
Sections:	CA 7.1	CA Video 28AB	Sequences	Class		7.2	Practice 7.1 & 7.2	TRIG 2.1	Practice for Exam	Exam
	CA 7.2	CA Video 29AB	Series							
			(Skip CA 7.3 Binomial Expansion)							
	TRIG 1.1	TRIG Video 1AB	Degree Measures of Angles	After Class	Due: Video Quiz on CA Video 28AB		Due: HW 6.5 & Video Quiz on TRIG Video 1AB		Due: HW 7.1 & 7.2	
	TRIG 1.1		Radian Measures of Angles							
	TRIG 2.1	TRIG Video 2	Right Triangle Trignometry		Work on: HW 6.5, 7.1, & 7.2	Work on: HW 6.5, 7.1, & 7.2	Work on: HW 7.1, 7.2, Study for Exam	Work on: HW 7.1, 7.2, Practice for Exam	Work on: Practice for Exam	Watch/Take: Video Quiz for TRIG Quiz 3AB(24 min, 14 min) and Trig Video 8 (27 min)
			(Cover TRIG 1.3 Later)							

Wk 10

Textbook	Video			Sun 10/25	Mon 10/26	Tues 20/27	Wed 10/28	Thur 10/29	Fri 10/30
TRIG 2.2	TRIG Video 3AB	Unit Circle	Class		2.3 & 2.5	Practice 1.1-1.2, 2.1, 2.2, 2.3, 2.5	3.1 - 3.2	Practice 3.1 - 3.4	Quiz
TRIG 2.3	TRIG Video 4	Six Trig Functions							
		(Cover TRIG 2.4 Verifying Trig Identities Next Week)							
TRIG 2.5	TRIG Video 6	Beyond the Unit Circle	After Class	Due: Video Quiz on TRIG Video 3AB		Due: HW 1.1- 1.2, 2.1, & 2.2	Due: Video Quiz on TRIG Video 8	Due: HW 2.3 & 2.5	
TRIG 3.1-3.2	TRIG Video 7AB	Graphs of Sine and Cosine							
TRIG 3.3-3.4	TRIG Video 8	Graphing Other Trig Functions		Work On: HW 1.1-1.2, 2.1, 2.2,	Work On: HW 1.1-1.2, 2.1, 2.2, 2.3, 2.5	Work On: HW 2.3, 2.5	Work On: HW 2.3, 2.5, 3.1-3.2	Work On: HW 3.1-3.2, 3.3-3.4	Watch/Take: Video quizzes for TRIG Video 9, Just Examples 1-3, and TRIG Video 5 (15 min), and TRIG Video 10 (25 min)

Wk 11

Textbook	Video			Sun 11/1	Mon 11/2	Tues 11/3	Wed 11/4	Thur 11/5	Fri 11/6
TRIG 1.3	TRIG Video 9	Applications of Radian Measure	Class		2.4	Practice 1.3, 2.4, 4.1-4.2	4.3 - 4.5	Practice 4.1 - 4.5	Quiz
TRIG 2.4	TRIG VIDEO 5	Trig Identities							
TRIG 4.1-4.2	TRIG VIDEO 10	Using Trig Identities							
TRIG 4.3-4.5	TRIG Video 11	Multiple Angle Identities							
		(Skip TRIG 4.6 Using Identities to Get Sinusoidal Formulas)							
(Not in textbook)	TRIG Video 11.5	Review of Inverse Functions	After Class	Due: Video Quizzes on TRIG Video 9 & TRIG Video 5	Due: Video Quizzes on TRIG Video 10	Due: HW 1.3, 3.1-3.2, and 3.3-3.4		Due: HW 2.4 & 4.1-4.2	
				Work On: HW 1.3, 2.4	Work On: HW 1.3, 2.4, 4.1-4.2	Work On: HW 4.1-4.2	Work On: HW 4.1-4.5		Watch/Take: TRIG quizzes for TRIG Video 12 (38 min) and TRIG Video 13 (23 min)

Wk 12

Textbook	Video			Sun 11/8	Mon 11/9	Tues 11/10	Wed 11/11	Thur 11/12	Fri 11/13
TRIG 5.1-5.3	TRIG Video 12	Inverse Trig Functions	Class		5.1-5.3	Practice 5.1-5.3, 5.4-6.2	6.2 - 6.3	Practice For Exam	Exam
TRIG 5.4-6.2	TRIG Video 13	Solving Trig Equations							
TRIG 6.3	TRIG Video 14	Solving Trig Equations with Multiple Trig Functions							
			After Class	Due: Video Quiz on TRIG Video 12	Due: Video Quiz on TRIG Video 13	Due: 4.3-4.5 & 5.1		Due: HW 5.2-5.3	
				Work On: HW 5.1-5.3	Work On: HW 5.1-5.3, 5.4-6.2	Work On: HW 5.4-6.2, Practice for Exam	Work On: HW 5.4-6.2, Practice for Exam	Work On: Practice for Exam	Work On: HW 6.3, Watch/Take TRIG Video Quiz for TRIG Video 15

Wk 13

Textbook	Video			Sun 11/15	Mon 11/16	Tues 11/17	Wed 11/18	Thur 11/19	Fri 11/20
TRIG 6.2-6.3	TRIG Video 14	Solving Trig Equations with Multiple Trig Functions	Class		7.3	Practice 6.3, 7.1-7.2	8.1 - 8.2	Practice 8.1-8.2, Preview of 8.4	Quiz
TRIG 7.1-7.2	TRIG Video 15	Law of Sines							
TRIG 7.3	TRIG Video 16	Law of Cosines							
TRIG 8.1	TRIG Video 17	Polar Coordinates and Equations	After Class	Due: Video Quiz on TRIG Video 15		Due: HW 5.4-6.2 & 6.2-6.3		Due: HW 7.1-7.2 & 7.3	
TRIG 8.2									
		(Skip TRIG 8.3 Graphing Polar Equations)		Work On: HW 6.3, 7.1-7.2	Work On: HW 6.3, 7.1-7.2, 7.3	Work On: HW 7.3	Work On: HW 7.3	Work On: HW 8.1-8.2	Work On: HW 8.1-8.2, Watch/Take Video Quiz for Video 19 (21 min)

Wk 14

Textbook	Video			Sun 11/22	Mon 11/23	Tues 11/24	Wed 11/25	Thur 11/26	Fri 11/27
TRIG 8.4	TRIG Video 19	Trig Representation of Complex Numbers	Class		8.5	Practice 8.4 & 8.5	Quiz		
TRIG 8.5	TRIG Video 20	Complex Products, Quotients, Powers and Roots							
TRIG 9.1	TRIG Video 21	Vector Properties and Operations							
			After Class	Due: Video Quiz on TRIG Video 19		Due 8.1-8.2, 8.4		Thanksgiving	
				Work On: HW 8.1-8.2, 8.4	Work On: HW 8.1-8.2, 8.4, 8.5	Work On: HW 8.5	Work On: HW 8.5, Watch/Take Video Quiz for Video 21 (21 min) and Video 22 (20 min)		

Wk 15	Textbook	Video			Sun 11/29	Mon 11/30	Tues 12/1	Wed 12/2	Thur 12/3	Fri 12/4
Sections:	TRIG 9.1	TRIG Video 21	Vector Properties and Operations	Class		Practice 9.1	9.3	Practice 9.2, 9.3	Quiz	Reading Day
	TRIG 9.2	TRIG Video 22	The Unit Vector and Vector Applications							
	TRIG 9.3	TRIG Video 23	Dot Product	After Class	Due: Video Quiz on TRIG Video 21	Due: Video Quiz on TRIG Video 22	Due: HW 8.5, 9.1		Due: HW 9.2, 9.3	
			(Skip TRIG 9.4 Sketching Curves described by Parametric Equations)							
			(Skip TRIG 9.5 Finding Parametric Descriptions for Oriented Curves)		Work On: HW 8.5, 9.1	Work On: HW 8.5, 9.1, 9.2	Work On: HW 9.2, 9.3	Work On: HW 9.2, 9.3, Practice for Final	Work On: Practice for Final	

Finals					Sun 12/6	Mon 12/7	Tues 12/8	Wed 12/9	Thur 12/10	Fri 12/11
Sections:										Final Exam 3:30-5:30 pm