

Math 1030-2, Intro to Quantitative Reasoning, Summer 2023

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General Information

Class Meetings: Mon-Thur, 10-11:30 AM in JWB 335

Instructor: Dalyana Guerra	LA: Trystan Richard
Email: d.guerra@utah.edu Please email me or contact me through Canvas email. You can use the Canvas emailing system by clicking on Inbox on the left side menu.	Email: u1090068@umail.utah.edu

Textbook: Using and Understanding Mathematics: A Quantitative Reasoning Approach, by Jeffrey O. Bennett and William L. Briggs, the seventh edition)

ISBN-13: 9780136414148

Through the inclusive access program, you will have access to an e-book version of the course text, **Using & Understanding Mathematics, A Quantitative Reasoning Approach**, by Bennett and Briggs, the 7th edition and the online homework site, **MyLab and Mastering**. Inclusive Access is a program between the publisher and the UofU where the cost of your course materials is added to your tuition bill. This program reduces the cost of

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course materials for students because the purchase is made in bulk for all students in a course, rather than individually. The cost is \$58.82.

Prerequisite Information: Starting in Summer 2021, the Math Department will not be using prerequisites to place students in math classes. Instead, the Math Department is moving to informed self-placement and students are responsible for determining whether they are ready for the course they select. The former prerequisites for Math 1030 are listed below. These are still recommended as guidelines to determine if you have the background to be successful in this course (without a lot of additional work on your part):

- At least a C grade in Math 980 or Math 1010, or
- Math ACT score of at least 19, or
- Math SAT score of at least 500, or
- Accuplacer QAS score of at least 250 (The U of U provides one free Accuplacer exam to all students. <https://testingcenter.utah.edu/students/placement-tests/math-placement.php>)

To help students make the right decision, the Math Department has prepared some helpful videos (series of 5) and materials. Please go to: www.math.utah.edu/undergraduate/placement.php

Before enrolling for this class, you should be able to manipulate variable expressions, work with simple linear equations and graphs, work with fractions and exponents, and know the basic properties of simple geometric shapes.

(Note: Math 1030 does not satisfy a Math 1050 or Math 1090 prerequisite.)

Course Objective Math 1030 course will fulfill the Quantitative Reasoning – Math QA, general education requirement for graduation. This course addresses the following Essential Learning Outcomes: inquiry and analysis, critical thinking, written and oral communication, quantitative literacy, teamwork, and problem solving. Math 1030 is an application-based course centered around the use of mathematics to model changes in the real world, and the effective communication of these mathematical ideas. The course is based on Chapters 1-4, 8,9. You are expected to read each section that we cover.

Office hours and link to office hours on Zoom:

Office Hours: TBA the second week of classes

The link to office hours: <https://utah.zoom.us/j/97527622652>

You will have to schedule a 30 minute slot appointment for Office hours on Canvas. If these times I offer aren't convenient, let me know and we can set up something that works for you.

*To schedule an appointment for Office Hours on Canvas, all you need to do is click on the **Calendar icon** on the left hand side of the course page. Once you're there, you'll need to click on **Find Appointment** on the right hand side. Once you do this, you should be able to see the **30 minute slots available to reserve**.*

Canvas: All course information and grades will be posted on Canvas. Please check Canvas regularly to ensure your grades have been recorded correctly. **You must bring clerical errors to our attention within one week of the date an assignment was returned.** No changes will be made after this time. You should be checking your emails on a daily basis, major announcements will be communicated through Canvas email and you are expected to be up to date with any announcement relating to assignments, class, etc.

Gradescope: Exams and quizzes will be done on paper in class but later scanned into gradescope by the instructor. **Regrade requests (in gradescope, not email) must be lodged in a timely fashion within a week of grade posting.** Regrade requests may involve creating an argument for why you deserve more points. All regrade requests will be considered but should be based on the facts of the problem, the rubric employed, and the work

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given on the page of the exam, but not what you intended to write, or thought, or any other excuses. The goal of grading is to fairly apply a grading procedure to every student, so a regrade request may result in an increase, decrease, or no change in score.

Attendance and Participation: You are expected to attend and participate in class. This course will involve small group problem solving, class discussion, and lecture. Your success will be limited without full attendance and participation. If you are Covid quarantining or have Covid and have self-reported through the UofU exposure tracking system, then you may request an accommodation to access lecture materials virtually while quarantining. Daily Check -Ins will be administered during each class to check Attendance - these do count towards your final grade. More information on Daily Check -Ins will be described in the [Assessments](#) part of the Syllabus.

Email Accessibility: I want to provide many opportunities for everyone to be able to seek the help they need throughout the semester. If you feel comfortable doing so, I encourage you all to ask questions in class. Participating in class not only helps you but it also helps your fellow classmates. You will also have the support of your LA. Please email me or contact me through Canvas email. You can use the Canvas emailing system by clicking on **Inbox** on the left side menu. My email policy for this class is the following:

I am typically offline from the hours of 5PM to 11:30 AM on weekdays and I do not check my emails at all during the weekends. Messages received during these times will receive attention once I am back online. Otherwise, you can expect to receive a response to your message within 6 hours, or much sooner. If messaging through Piazza, you may receive a response quicker.

Piazza:

We will be using an online platform called *Piazza* for our class. This platform will be used for asking and answering any questions relating to the course. Please do NOT use standard emails to ask math questions. If you have a math related question, please ask it on Piazza. Using Piazza allows all of us to use standard mathematical symbols to better illustrate math concepts. ***A sign up link will be provided on Canvas for you to sign up for our Piazza page. There is a video posted on Canvas that explains how to use Piazza as a student - it is located in the Summer Week 1 page.***

Some things to keep in mind:

- ❖ You can ask questions anonymously to the whole class or as yourself. This means that if you post a question to the whole class, your classmates will be able to answer as well.
- ❖ You may not post any questions about solutions to exam problems. If you have a question regarding a problem on an exam, please only send the question to me or email me privately using Canvas email.
- ❖ When posting a question, you can add mathematical symbols by clicking on **f(x)**, this will show a variety of symbols that you can use when typing your questions. You can also attach pictures and PDF's of your work.

Additional Resources:

Tutoring Center & Computer Lab- There is free tutoring in the T. Benny Rushing Mathematics Student Center (room 155, the lower level between JWB and LCB), as well as a computer lab. For more information, see <https://www.math.utah.edu/undergraduate/mathcenter.php>

Private Tutoring- Learning Center <https://learningcenter.utah.edu/>.

Departmental Videos- Video lectures (supplemental material) are available through the Department of Mathematics. <http://www.math.utah.edu/lectures/math1030.html>

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Grading

You grade in the class will be based on the following:

Assignment Category	Contribution to Grade	Adjustments (all drops are made at the end of the semester)
Homework	10%	Lowest two homework scores are dropped. You can hand in late HW after the due date with a penalty of 30% only on problems submitted after the due date. You can attempt each question unlimited times.
Quizzes	12%	Lowest two quiz scores are dropped No Quiz Makeups - the drops will be used if you are absent
Daily Check-Ins	3%	Lowest 20% dropped
Project	15%	Late projects are accepted with the following condition: Each day that passes beyond the deadline is equivalent to a 5% penalty to your project grade. Projects are not accepted after Thursday, August 3rd.
Three Midterm Exams	30%	ONE score out of the three midterms will be dropped. This means that only the two best exam scores will count as 30% of your semester grade.
Final Exam	30%	

In the next [Section](#), each type of assessment will be described in detail.

Your final letter grade will be determined as follows:

Range	Letter	Range	Letter	Range	Letter
93-100	A	77-79.9	C+	55-59.9	D-
90-92.9	A-	73-76.9	C	0-54.9	E
87-89.9	B+	70-72.9	C-		
83-86.9	B	65-69.9	D+		
80-82.9	B-	60-64.9	D		

The instructor retains the right to modify this grading scheme during the course of the semester; students will, of course, be well notified of any adjustments.

Assessments

Homework :

The homework is given through MyLab and Mastering and you will access your assignments using the “Bookshelf” tab on Canvas. Working through problems helps you understand and master the material. The scores are not imported/transferred to Canvas immediately. “Bookshelf” is synced with Canvas every couple of days. The 2 lowest assignment scores are dropped at the end of the semester. The due dates are assigned (**always due at 11:59PM on the due date**), however, you will be able to continue working on the assignments after the due date with a penalty of 30% only on problems submitted after the due date. You can attempt each question

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unlimited times, and use different tools provided on most problems, such as "Question Help". All homework assignments will close on the day of the Final Exam (Thursday, August 3rd) at 10 AM.

MyLab HELP

Contact MyLab customer support (search the internet under "MyLab/Pearson customer support" for contact details) if you have issues with the online platform. If MyLab/Pearson representatives are not able to assist, send an email with a description of the problem and the case number.

Quizzes:

There will be a quiz given on select days at the beginning of class. The quiz will take around 15-20 minutes to complete - depending on the quiz. The lowest two quiz scores will be dropped at the end of the semester. **There are no makeup quizzes allowed - if you are absent from class, you may drop that quiz.** You are allowed/will need to use a scientific or graphing calculator for your quizzes. I do not provide calculators, so please bring your own. You are not allowed to use your phone during Quizzes or Exams.

Check-Ins

There will be a check-in survey at the end of class on days when there are no quizzes or exams. You must be present for the whole lecture to take the check-in. At the end of the semester, 20% of the check-in grades will be dropped.

Midterm Exams

You will have **three midterm exams** but only the **two** best scores will count for **30%** of your semester grade. These exams will be taken in our classroom during our class time. You **MUST** bring a valid ID to the exam. Absence from an exam will be excused **only if you can provide verifiable and convincing evidence that you have a significant illness or serious personal or family crisis that will prevent you from attending.** Except under extremely unusual circumstances, you must inform me at least 5 days in advance of the missed test, and you must take the make-up exam prior to the actual exam date. All make-up exams have to be approved by me and absolutely have to be completed within 5 days from the actual exam. If there are extremely unusual circumstances, you must talk to me as soon as you are aware of your situation.

University excused absences (band, debate, student government, intercollegiate athletics, etc.), military duty or religious obligations are excused with an official documentation addressing the reason for absence. You are expected to promptly make arrangements with me prior to your departure to make up the test. Vacation or work schedules are not considered to be excused absences.

Your lowest exam score will be dropped at the end of the semester. The FINAL EXAM cannot be dropped as it is in its own category. If the reason you missed an exam does not follow the guidelines described above, that will be the exam that will be dropped at the end of the semester. Please do not ask me to make exceptions.

Exam Review Materials will be posted on Canvas. More details on that later. You are allowed to use a scientific or graphing calculator on Exams. I do not provide calculators, so please bring your own. You are not allowed to use your phone during quizzes or Exams. Notes or "cheat sheets" are not allowed during quizzes and Exams.

EXAM dates: Please plan ahead of time.

1st: Friday, July 6th

2nd: Monday, July 17th

3rd: Monday, July 31st

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Project

The class project is an in-depth 7-10 page paper in which you are implementing mathematical concepts learned in this course. You will have the option to choose your topic and your group. The project will be due on **Tuesday, August 1st**. You can find related information and documents pertaining to the class project on Canvas - on the Home Page. We will discuss the format and expectations for this project before you start working on it. Late projects are accepted with the following condition: ***Each day that passes beyond the deadline is equivalent to a 5% penalty to your project grade. Projects are not accepted after Thursday, August 3rd.***

Note: If any of your group members are not responding/communicating or not contributing to your project work, you must let me know (by sending me an email) as soon as possible. ***The deadline for informing me about any group problems is Monday, July 10th. After this date, there is very little I can do.***

Final Exam

FINAL EXAM (comprehensive) (30% of total grade): Thursday, August 3rd, 10 AM -12 PM in JWB 335. The Final Exam score cannot be dropped.

This date and time is assigned by the University of Utah scheduling office. You can view the Summer 2023 final exam schedule at: <https://registrar.utah.edu/academic-calendars/final-exams-summer.php>

Students are not allowed to take the Final Exam early or late - it needs to be taken on the day scheduled above. Please do not schedule your trip before this date, or do not ask me to give you extra time to study. The written Final Exam review will be posted on Canvas - more details on that later. We will also spend the last few lectures reviewing the material.

Absences

Students with University excused absences (band, debate, student government, intercollegiate athletics) should make alternate arrangements with me as soon as possible if the absence interferes with any course components. **There will be no makeup quizzes offered in this class, and makeup exams will only be offered if proper documentation is provided for an absence.** Please do not ask for extensions on Homework assignments. This course is designed to provide flexibility in other ways:

- Late HW is accepted for 70% credit up to the day of the Final Exam.
- Lowest two homeworks are dropped
- Two lowest quiz scores are dropped.
- Lowest 20% of check-ins are dropped.
- ONE score will be dropped from the three midterms taken throughout the semester.
- Late projects are accepted with the following condition: Each day that passes beyond the deadline is equivalent to a 5% penalty to your project grade.

Class Schedule and Important Dates

Weekly Workload

According to the University of Utah, a 3-unit course (in a 6 week semester) should have about 6 hours of lecture per week and 12-18 hours of additional study/homework time every week. This might not be the case for all students, as some will be able to get by on less, and some students will need more.

Important Dates and Tentative Schedule

Tentative Schedule (Subject to change): This schedule is posted on Canvas (on the Home Page)

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Legend: Green-Quizzes , Purple- Project, Red-Exams

Week	In Class		Homework Due
1 (6/22)	Thur 6/22	Course Introductions 1C - Sets and Venn Diagrams	
2 (6/26-6/29)	Mon 6/26	Course Introductions (cont) 1C - Analyzing Arguments 1D - Analyzing Arguments Project Discussion - Part II	Last day to add or drop classes on Wed 6/28 Homework 1C & 1D due Tuesday 6/27 Homework 2A & 2B due Thursday 6/29
	Tue 6/27	2A - Working with Units 2B - Problem Solving with Units Project Discussion - Part II Quiz 1 (1C-D)	
	Wed 6/28	2B - Problem Solving with Units 3A - Uses and Abuses of Percentages	
	Thur 6/29	3A - Uses and Abuses of Percentages (cont) 3B - Putting Numbers in Perspective Quiz 2 (2A-2B)	
3 (7/3-7/6) No classes on Tuesday, 7/4	Mon 7/3	3B - Putting Numbers in Perspective 3C - Dealing with Uncertainty Project Work Day/Check in: Group Sign ups are due in class	Homework 3A, 3B, and 3C all due on Wed 7/5 @ 11:59 PM
	Wed 7/5	Review for Exam 1 Quiz 3 (3A)	
	Thur 7/6	Exam I: Chapters 1-3 4B - The Power of Compounding	
4 (7/10-7/13)	Mon 7/10	4B - The Power of Compounding (cont) 4C - Saving Plans and Investments Deadline to inform me of any issues with group dynamics for the project	Last Day to Withdraw from classes is on Friday, 7/14 Homework 4B,4C due Wed 7/12 Homework 4D due Thursday 7/13
	Tue 7/11	4C - Saving Plans and Investments (cont) 4D - Loan Payments, Credit Cards and Mortgages	
	Wed 7/12	4D - Loan Payments, Credit Cards and Mortgages (cont) Quiz 4 (4B-4C)	
	Thur 7/13	Exam 2 Review Project Work Day/Check in	
5 (7/17-7/20)	Mon 7/17	Exam 2: Chapter 4 8A - Linear vs. Exponential Growth	Homework 8A due Tuesday 7/18 by 11:59 PM Homework 9A & 9B due Thursday 7/20 by 11:59 PM
	Tue 7/18	Quiz 5 (8A) 9A - Functions: Building Blocks of Mathematical Models 9B - Linear Modeling	
	Wed 7/19	9B - Linear Modeling (cont) 8B - Doubling Time and Half-Life	

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Week 5 cont	Thur 7/20	Quiz 6 (9A-9B) 8B – Doubling Time and Half-Life (cont) 9C – Exponential Modeling	Homeworks 9A & 9B due Thursday 7/20 by 11:59 PM
6 (7/24-7/27) No classes on Monday 7/24	Tue 7/25	9C – Exponential Modeling (cont) 8C – Real Population Growth	Homeworks 8B & 9C due on Wed 7/26 by 11:59 PM Homework 8C due Thur 7/27 by 11:59 PM
	Wed 7/26	Quiz 7 (8B/9C) 8C – Real Population Growth (cont) More Practice on Chap 8 & 9	
	Thur 7/27	Exam 3 Review Project Work Day/Check in	
7 (7/31-8/3)	Mon 7/31	Exam 3: Chapters 8 & 9 Project Work Time after Exam	
	Tue 8/1	Final Exam Review Project and Individual Evaluations Due	
	Wed 8/2	Final Exam Review	
	Thur 8/3	FINAL EXAM 10 AM -12 PM JWB 335 (our regular classroom)	

The Final Exam is on Thursday, August 3rd, 10 AM -12 PM

Location: JWB 335

Homework Workshops

There will be hour-long workshops for students to work on and discuss homework problems. These will be led by our LA, Trystan. They will be offering two homework workshops each week. More information on when these will be offered will be announced the second week of classes.

Extra Credit

You can earn extra credit by attending homework workshops or office hours. **You can only earn a maximum of 2% extra credit.** Here's how:

- If you attend and actively participate in 4 sessions of *homework workshop*: you can earn 1 percentage point toward your overall grade.
- If you attend and actively participate in 6 sessions of *homework workshop*: you can earn 2 percentage points (max) toward your overall grade.
- If you attend and actively participate in at least 4 sessions of *office hours*: you can earn 1 percentage point toward your overall grade.

We will be taking attendance at each homework workshop and each office hour session to keep track.

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Expected Learning Outcomes:

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

- ❖ Use Venn diagrams to examine relationships between sets and the validity of simple deductive arguments
- ❖ Use an appropriate sentence to describe both the absolute and percent change in a given quantity and interpret such statements about the change
- ❖ Use simple and compound units, making conversions when necessary, and develop accurate comparisons between units
- ❖ Evaluate the impact of compound interest on simple financial decisions
- ❖ Use the savings plan and loan formulas to calculate the payment amount into the savings plan when a certain financial goal needs to be achieved, to calculate the mortgage payment or interest paid over the life of the loan and discuss whether those results are realistic (or not), compare several loans with different interest rates in order to make financial decisions
- ❖ Compare and illustrate the features of linear and exponential growth using practical examples
- ❖ Create linear and exponential models

Additional Policies and Resources:

COVID 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>.

Student Etiquette

Respectful participation in all aspects of the course will make our time together productive and engaging. Lectures, discussion threads, emails and canvas are all considered equivalent to classrooms and student behavior within those environments shall conform to the student code.

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 Dalyana or Dear Instructor Guerra. Sign your message with your name and return email address. Please consult this page for tips on how to write appropriate professional emails: <https://academicpositions.com/career-advice/how-to-email-a-professor>

Classroom Behavior: Please turn off your cellphones and other electronic devices while you are in class. In order to create a positive learning environment for everyone, I ask you to please be present during the lecture. Respectful participation in all aspects of the course will make our time together productive and engaging.

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.

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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 email with a university email 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 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 LGBTQ Resource Center. https://lgbt.utah.edu/campus/faculty_resources.php

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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://asu.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).

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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/>.

The 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