

# **Course Syllabus Examples for Undergraduate and Graduate Courses**

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# **Undergraduate Course Syllabi**

## **ACC 3020 Intermediate Accounting II**

**Accounting 3020: Intermediate Accounting II**  
Spring Semester 2024

<b>Instructor:</b>	Sheldon R. Smith
<b>Office:</b>	KB 415C
<b>Phone:</b>	(801) 863-6153 (has voice mail for messages)
<b>E-mail</b>	<a href="mailto:smithsh@uvu.edu">smithsh@uvu.edu</a>
<b>Office Hours:</b>	T Th 10:00 - 11:00 a.m.; 4:45 - 5:15 p.m.; 8:20 - 8:30 p.m. and by appointment (I will also be in most Monday/Wednesday mornings)
<b>Online Office Hours:</b>	By appointment
<b>Class meets:</b>	Sec. 1 T Th 8:30 - 9:45 a.m. KB 306 Sec. 601 T Th 7:00 - 8:15 p.m. KB 408
<b>Required materials:</b>	<i>Intermediate Accounting</i> (11th edition); Spiceland, Nelson, Thomas & Winchel, McGraw-Hill, 2023 (electronic access through course fee—optional add-on hard copy also available)
<b>Prerequisites:</b>	ACC 3010 [C- or better]

**Course Information Related to Modality:**

This class is a face-to-face class. Please take every precaution to avoid getting sick or getting others sick. The class will not be livestreamed, but I believe the classes will be recorded when the system is working (which I cannot guarantee). These class recordings should be available sometime after each class period (under Course Media in Canvas), but they are not an ideal substitute for attending class, and they do not count for class attendance (except for sickness, see Attendance below). I will not be “teaching to the camera.” Because I have prepared some lecture videos for Spring and Summer 2020 classes, I will make the content videos available to you, again not as a substitute for class, but as a supplement to class. The videos were prepared from the 10<sup>th</sup> edition of the book, so there may be slight content differences. You should plan to be present in class unless you are sick or have been exposed.

**Course content and objective:**

This course is a continuation of Accounting 3010. We will discuss subjects such as current liabilities and employee compensation, bonds, equity financing, investments in debt and equity securities, leases, income taxes, pensions, earnings per share, and accounting changes and error corrections. Although many topics will be covered, students should be able to synthesize the course content in terms of how financial accounting helps financial statement users make better decisions. Although most of the homework and exam problems will use an objective format, life (including business) has many ambiguities and uncertainties. Some of the other assignments and class discussions will focus on these ambiguities and uncertainties.

**Woodbury School of Business Learning Objectives:**

Graduates will have a functional and integrated knowledge of basic accounting concepts and disciplines. Assessment Tool: Examinations to evaluate knowledge.

**UVU and Woodbury School of Business Policies:**

Students should read the current Utah Valley University Catalog and the Woodbury School of Business Student Handbook to become familiar with the University’s academic policies and procedures. These include, but are not limited to, academic integrity, sexual harassment, access to student records, student privacy, and other such issues.

**Class format:**

Although parts of the class will be conducted as a lecture, the preferred method of class instruction is class discussion. In order to facilitate class discussion, students need to read (and think about) the assigned material before coming to class. We will discuss topics, not chapters. Think of the chapters as a necessary background for your learning process, not as the end of the process. Everyone in the class will learn more if each of you take individual initiative for learning the material. All assignments should be completed by the date indicated on the Course Timetable. Student questions and comments are encouraged at any point during class. Students are responsible for **all** announcements made in class and for all material covered in class (even if such material is not included in the text).

**Technical Support:**

For technical support with Canvas or Proctorio, call the Office of Teaching and Learning (OTL) at (801) 863-8255. The OTL hours are M-F 8:00 a.m. - 6:00 p.m.

**Expectations:**

Accounting 3020 is a demanding course. Do not allow yourself to get behind. Ask questions when you have them; don't wait for a day or two. You should expect to work hard (time and energy), both in class and on your own. Forming study groups with other class members can also help. I care about you and want to help you, but I can only do that if you prepare appropriately, come to class, and ask questions (either in class or during my office hours).

**Attention Students with Disabilities:**

Students who need accommodations because of a disability may contact the UVU Accessibility Services Department (ASD), located on the Orem Campus in LC 312. To schedule an appointment or to speak with a counselor, call the ASD office at 801-863-8747. Deaf/Hard of Hearing individuals, email [nicole.hemmingsen@uvu.edu](mailto:nicole.hemmingsen@uvu.edu) or text 385-208-2677.

**Examinations:** (3 hour limit)

There will be three exams for the course. The examination dates are in the Course Timetable. Please note these dates on your calendar immediately to avoid any conflicts. **Make-up exams will be given only in exceptional circumstances and must be approved in advance.** You will want to have a financial calculator (one with present and future value-type functions) for the exams. Graphing calculators or calculators with alphanumeric keys will not be allowed because too many of them allow storage of notes, formulas, etc. The exams will be given through Canvas (with Proctorio). The exams will include conceptual true/false questions, conceptual multiple choice questions, some calculation questions, and some workout problems. I am setting up question banks for the conceptual questions from which Canvas will randomly select questions for your test. Therefore, each of you will have a different exam, but your specific exam will cover the material from the same chapters as for all other students taking that exam.

For the exams, you will need a computer with a webcam and audio. You will also need to use Chrome as your browser. Part of the setup will include the Proctorio add-on to Chrome. If you haven't already added that in you can learn how by looking at the video on the web page below (you will need to view the Student Proctorio Video (fourth video in the row at the following website)):  
<https://www.uvu.edu/otl/faculty/proctorio.html>

**Proctorio Practice:** (20 minute limit—due by 11:59 p.m. on the due date)

I will have a short practice exercise for you to do prior to the first exam to make sure you have Proctorio set up and ready for the exams.

**Homework:** (due by the end of your class time on the due date)

Eight homework assignments are listed in the Course Timetable. **These assignments will not be accepted late.** Plan ahead! These assignments will be submitted through Canvas (not Connect). You are responsible for making sure you understand the correct solutions to these exercises and problems, as we will not have time to discuss them in class (but we can certainly discuss them in office hours). I suggest you do as much of each homework assignment as you can after each class period; don't leave the entire assignment until the night before it is due. I encourage use of computers (word processing and spreadsheet programs) for your homework. However, I do not require that your homework be done on a computer; it can be written out manually, done in Word/Excel, or done through Connect. However, the homework will be submitted electronically through Canvas (not through Connect). Although I prefer that you do your homework manually (not through Connect), I know some of you prefer Connect, as it will tell you if you have the correct answers, so I have set up the homework in Connect. If you use Connect to do your homework, you will still need to submit it through Canvas. Also, when you submit your homework, please make sure each problem is clearly labeled by number (as assigned in the syllabus). If you do your homework in Connect, I suggest you make sure you keep your scratch paper/calculations for use in studying for the exams later.

**Quizzes:** (10 minute limit—due by 11:59 p.m. on the due date)

Quizzes will be given through Canvas. The quizzes will include questions you should be able to answer if you are up-to-date with the reading and class material.

**Class Participation:**

Each student is expected to participate in class. Participation is separate and different from attendance. Attendance is necessary but not sufficient for a high participation score. Asking questions, answering questions, helping with in-class examples, and being part of the class discussion are all part of participation. Coming to office hours if you need extra help is also part of participation.

**Attendance:**

You will learn more if you come to class. Other class members will learn more if you come and participate. It is important to come to class on time so you don't interrupt class and so you don't miss important material (but it is certainly better to come late than not to come at all). Your attendance score will be reduced by 2 points for each tardy or absence in excess of two for the semester. If you are sick or exposed, please do not come. I'll have a way for you to make up attendance points in these cases, but you should communicate early and clearly about these situations—email me before each class period you miss for illness. I will then respond, asking you to watch the class recording and/or associated videos and send me a short summary within two calendar days to have your absence for illness/exposure excused. If we end up online for any UVU-declared snow days, you will be expected to be online for those class periods.

**Projects:** (due by the end of your class time on the due date)

Two individual spreadsheet projects will be due during the semester. The due dates for these projects are shown on the Course Timetable. The specific assignments will be given later.

**Meeting with the Teacher:**

I will have each of you sign up and come visit with me for a few minutes during the first two weeks of the semester. This visit will give me a chance to meet you individually. Please fill out the “Information Sheet” and bring it with you when you come to see me.

**Student Evaluation of Instructor:**

Near the end of the semester, you will have an opportunity to participate in the Student Rating of Instructor (SRI). As your feedback is important to me in my ongoing quest for excellence in teaching, I will encourage your participation by assigning points for submission of the SRI receipt. I will not see the results until after I have submitted the grades, so your comments will in no way affect your grade. Details and instructions will be given later in the semester when we get closer to the appropriate time frame for the evaluations.

**Grades:**

Your grade in the course will be determined from the points earned on each of the following items:

Exams (3 @ 100 points each)	300
Proctorio Practice	10
Homework (8 @ 5 points each)	40
Quizzes (6 @ 5 points each)	30
Class Participation	30
Attendance	40
Project(s)	40
Meeting with Teacher	5
SRI Receipt	<u>5</u>
Total points	<u>500</u>

To assign the grades you have earned at the end of the semester, I start with the straight-scale grading system shown below and guarantee you at least that grade. If I feel I need to make any adjustments to get an appropriate class average, I reserve the right to curve the grades to your advantage. I will not curve them to your disadvantage.

	A	93 - 100%	A-	90 - 92.99%	
B+	87 - 89.99%	B	83 - 86.99%	B-	80 - 82.99%
C+	77 - 79.99%	etc.			

Notice that no extra credit is mentioned. I do not give extra credit assignments. You need to earn your grade by earning points on the assignments mentioned above. **Make this class a priority, and you will learn more and perform better.**

[Note about an experiment: Past course evaluations have sometimes included concerns about attendance and participation points. I have included these for those who try really hard but struggle on exams. However, this semester, I will try something new. In addition to the grading system outlined above, I will also calculate your overall class percentage without including the attendance and participation points in either the numerator or denominator. I will then assign your final grade using the higher of the two percentages. Please note that I DO NOT suggest that you should ignore attendance and participation, as those who attend will likely do better on the exams. Also, if I exclude attendance and participation scores in calculating your final percentage, that will mean your exams (and other remaining scored things) will have a higher weighting in your final percentage.]

**Repeating “Failed” Business Courses:**

A student will be allowed to repeat a failed School of Business course twice. If the business course is not passed with a minimum grade of “C-“ after the second retake, the student will be dropped from the School of Business program even if accepted in advanced standing (matriculated) previously.

**Cheating/Academic Dishonesty:**

If you have any intent of cheating in this class, please drop the class now. The accounting profession has no room for cheating or other unethical behavior. Because many of the assessment methods for this class will be online, your honesty is imperative.

Cheating or other forms of academic dishonesty are not tolerated in this class. Such incidents will result in a failing grade for the class and may result in even more severe penalties in certain cases. You are all aware of the general concept of cheating and know what to do or not to do. To clarify expectations in this class, I will elaborate. On homework, you may work with other students and get help

from the Business Lab (KB 204) and/or solutions manuals. Connect can also help you with the solutions. I also have the solutions available if you need help. Oftentimes, working with others is the best way for you to learn the concepts and applications in accounting. However, copying the solutions manual or other students' work is not appropriate nor will it help you understand the material to the level that will help you perform optimally in this class. Use the solutions manual to your advantage but not to your disadvantage. Simply understanding the solutions in the manual is not a deep enough understanding for you to do well on the exams. You need to be able to think through and do problems on your own (at least by test time).

The exams will be given online through Canvas (with Proctorio). There will be a time limit on the exams, and there will be a specific due date/time for completing each exam. You should have no more information about an exam when you take it than do others when they take it. Obviously, you should not share questions or answers with others who have not yet taken the exam, nor should you speak about what concepts or applications are found on the test. I also expect that you will not even share with others how hard you thought the exam was or how long it took you. In addition, as mentioned, each of you will have a different version of the exam to discourage attempts at cheating.

The quizzes will be given online through Canvas. They are to be your own work (no notes/books/other help), so you are not to discuss the quizzes with other students.

Specific instructions will be given with each project as to what help you can provide to each other on these assignments. If you have any questions about what I consider dishonest, ask—before you act.

**E-mail Communication:**

If you will be using an e-mail account different than the one provided to you as a student through myUVU (using your student identification number), please go into myUVU and have mail forwarded from that student account to whatever account you will be using. This will make it easier for me to contact you through e-mail.

**Course Timetable**  
(Subject to adjustment)

Day	Date	Topic	Reading Assignment	Other Preparation	Other Assignments
T	1/9	Introduction; Current Liabilities	On all reading assignments, pay attention to the chapter outlines for which parts to skip.		Sign up to come see me. Fill out information sheet.
Th	1/11	Current Liabilities; Payroll	<b>Chapter 13</b> —pp. 716-732	E13-1, E13-5, E13-8, E13-9, E13-13	
T	1/16	Payroll; Time Value of Money	pp. 747-748; Time Value of Money Handouts	E13-27	
Th	1/18	Bonds	<b>Chapter 14</b> —pp. 772-786	E14-7	<b>HW #1 Due</b> (P13-2, P13-4, P13-13) (all homework assignments due by the end of class time)
T	1/23	Bonds	pp. 795-800	E14-9, E14-11, E14-23	
Th	1/25	Bonds	pp. 805-807	E14-24, E14-28, E14-32	<b>Quiz #1</b> (available from 5:00 a.m. on Th., 1/25 to 11:59 p.m. on F, 1/26)

T	1/30	Shareholders' Equity	<b>Chapter 18</b> –pp. 1046-1068	E18-5, E18-7, E18-10, E18-13	<b>HW #2 Due</b> (P14-1(1,2), P14-3(1,2,3), P14-5(issuer only: 1,3,4(through 2024 only)), P14-9(1,2,3), P14-14) <b>Proctorio Practice Due</b> (by 11:59 p.m.)
Th	2/1	Shareholders' Equity	pp. 1068-1078	E18-14, E18-18, E18-19, E18-20	<b>Quiz #2</b> (available from 5:00 a.m. on Th., 2/1 to 11:59 p.m. on F, 2/2)
T	2/6	Shareholders' Equity		E18-21, E18-23	
W Th F Sat	2/7 2/8 2/9 2/10	<b>EXAM #1 IN CANVAS (Chapters 13, 5, 14, 18)–3 hour limit</b>	No class on Thursday, 2/28		<b>EXAM #1</b> available in Canvas from 5:00 a.m. on Wednesday, 2/7 to 11:59 p.m. on Saturday, 2/10
T	2/13	Investments	<b>Chapter 12</b> –pp. 644-663	E12-1, E12-5, E12-10	<b>HW #3 Due</b> (P18-2, P18-5(1), P18-8, P18-9, P18-10)–you should complete this assignment before you take the exam
Th	2/15	Investments	pp. 669-676	E12-13, E12-14	
T	2/20	Investments; Leases	<b>Chapter 15</b> –pp. 834-839, 841-845	E12-16, E12-20, E15-1, E15-6	<b>Quiz #3</b> (available from 5:00 a.m. on T., 2/20 to 11:59 p.m. on W, 2/21)
Th	2/22	Leases	pp. 847-855, 858-861, 864-867	E15-9, E15-11(1), E15-13, E15-18	<b>HW #4 Due</b> (E12-19, P12-1(1-4), P12-2(1-4), P12-3(1-4), P12-7)
T	2/27	Leases		E15-27, E15-29	
Th	2/29	Taxes	<b>Chapter 16</b> –pp. 908-927	E16-1, E16-8, E16-11	<b>Quiz #4</b> (available from 5:00 a.m. on Th., 2/29 to 11:59 p.m. on F, 3/1)
T	3/5	Taxes	pp. 929-941	E16-12, E16-16, E16-17, E16-23	<b>HW#5 Due</b> (lessee only: E15-17, P15-3, P15-9, P15-23); <b>Project #1 Due</b> (both due by the end of your class time)
W Th F Sat	3/6 3/7 3/8 3/9	<b>EXAM #2 IN CANVAS (Chapters 12, 15, 16)–3 hour limit</b>	Optional Q&A session during class time on Thursday, 3/7		<b>EXAM #2</b> is available in Canvas from 5:00 a.m. on Wednesday, 3/6 to 11:59 p.m. on Saturday, 3/9

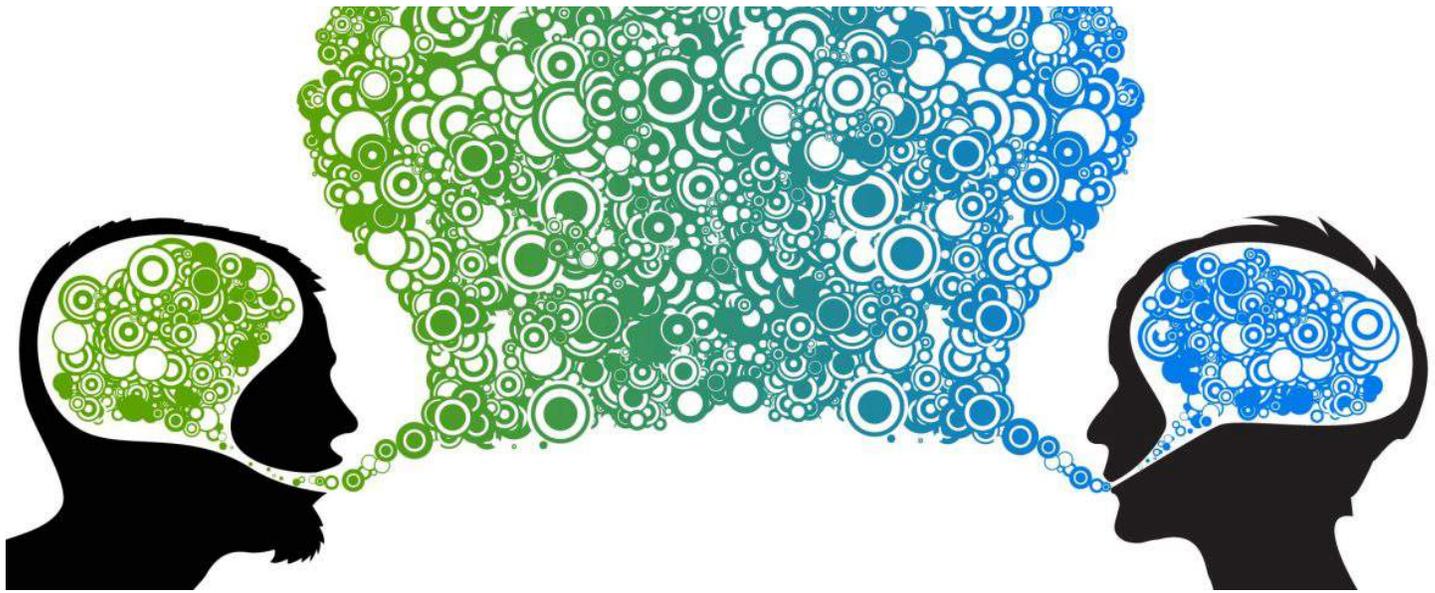
T Th	3/12 3/14	<b>SPRING BREAK</b>			
T	3/19	Pensions	<b>Chapter 17</b> –pp. 976-992	handout, E17-6	<b>HW #6 Due</b> (E16-13, P16-5, P16-7, P16-10)–you should complete this assignment before you take the exam
Th	3/21	Pensions	pp. 992-994	handout, E17-7	
T	3/26	Pensions		handout, E17-12	
Th	3/28	Pensions; Options	<b>Chapter 19</b> –pp. 1104-1105, 1108-1112	E19-8	<b>Quiz #5</b> (available from 5:00 a.m. on Th, 3/28 to 11:59 p.m. on F, 3/29)
T Th	4/2 4/4	TBA			
T	4/9	Earnings Per Share	pp. 1119-1132	BE19-12, BE19-13, E19-13, BE19-14, BE19-15, E19-19	<b>HW #7 Due</b> (P17-1, P17-2, P17-3, P17-6, handout); <b>Project #2 Due</b> (both due by the end of your class time)
Th	4/11	Earnings Per Share		E19-21	
T	4/16	Accounting Changes	<b>Chapter 20</b> –pp. 1170-1185	E20-1, E20-8	<b>Quiz #6</b> (available from 5:00 a.m. on T., 4/16 to 11:59 p.m. on W, 4/17)
Th	4/18	Accounting Changes; Error Corrections	pp. 1186-1193	E20-10, E20-17, E20-18, E20-19	<b>HW #8 Due</b> (E19-9, P19-11, P19-12, P19-14, P19-15(1-4))
T	4/23	Error Corrections		E20-21, E20-23, E20-24, P20-15(a)	<b>SRI Receipt Due</b> (by 11:59 p.m.) Suggested Ch. 20 Problems (not turned in) (P20-1(1, ignore taxes), P20-6(1), P20-10, P20-12, P20-15)
Th F	4/25 4/26	<b>FINAL EXAM IN CANVAS (Chapters 17, 19, 20)–3 hour limit</b>			<b>FINAL EXAM</b> available in Canvas from 5:00 a.m. on Thursday, 4/25 to 11:59 p.m. on Friday, 4/26

**ANTH/LANG 3000 Language & Culture**

## Course Syllabus

 Edit


## ANTH/LANG 3000: Language & Culture



### Instructor Contact Information

**Dr. Bryan K. Eldredge** (<https://uvu.instructure.com/courses/596295/pages/instructor-information>)

The best way to contact me for matters related to the class is via Canvas's internal messaging system.

Email: BryanE@uvu.edu

Office: CB 310B

Voice Phone: 801-863-8529

Videophone: 801 788-4939

### Student Resources

**Student Care Webpage**—<https://www.uvu.edu/studentcare/>  (<https://www.uvu.edu/studentcare/>)

Before we start, please be aware that UVU has a new Student Care web page. I encourage you to visit it so you are familiar with the many resources available to students. If your basic needs are not being met, or if life issues are causing you stress and distracting you from your studies, you won't be able to maximize your efforts to educate yourself. The resources available here include **food, health, housing, and safety**. And watch out for others who might need help but whom might not know these resources exist. If you or anyone you know needs help, you can email [care@uvu.edu](mailto:care@uvu.edu) (<mailto:care@uvu.edu>) for assistance.

### Course Description

Introduces cultural linguistics. Analyzes features of human languages that make possible semantic universality. Examines distinction between phonetic and phonemic units. Explores relationship between language and culture. Studies how language shapes culture and how culture shapes language.

### Course Outcomes

This course studies the relationships between language and culture from the perspective of linguistic anthropology. The objective of the course is to familiarize you with issues related to the relationship between language and culture. We will examine a wide range of questions, including the following:

1. How does language operate as a formal system?
2. What affect does language have on culture and vice versa?
3. What is language?
4. What processes transmit language from one generation to the next?
5. How does language use differ between cultures and how is it used to reinforce relationships of power, especially along racial, gender, and class

lines?

6. What affect does culture have on matters of language politics?

Upon successful completion of this course, students should be able to do the following:

1. Describe the hierarchical nature of language.
2. Demonstrate the interplay among various constituent parts of formal linguistic systems.
3. Define language.
4. Explain multiple points of interplay between language and culture.
5. Articulate the means by which language use reinforces relationships of power, especially along racial, gender, and class lines.

### Essential Learning Outcomes

Upon successful completion of your coursework at Utah Valley University you should have acquired confidence and proficiency in the following areas:

1. Communication
2. Critical Thinking
3. Digital Literacy
4. Ethical Reasoning
5. Inclusion
6. Information Literacy
7. Quantitative Literacy
8. Scientific Literacy

Learn more about [UVU's Essential Learning Outcomes](https://www.uvu.edu/aqa/essential_learning_outcomes/index.html) ([https://www.uvu.edu/aqa/essential\\_learning\\_outcomes/index.html](https://www.uvu.edu/aqa/essential_learning_outcomes/index.html)):  
[https://www.uvu.edu/aqa/essential\\_learning\\_outcomes/index.html](https://www.uvu.edu/aqa/essential_learning_outcomes/index.html). ([https://www.uvu.edu/aqa/essential\\_learning\\_outcomes/index.html](https://www.uvu.edu/aqa/essential_learning_outcomes/index.html))  
[https://www.uvu.edu/aqa/essential\\_learning\\_outcomes/index.html](https://www.uvu.edu/aqa/essential_learning_outcomes/index.html).

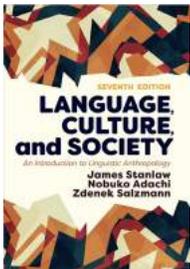
### Textbooks

1. Salzmann, Zdenek, et al. (2012). *Language, Culture and Society: An Introduction to Linguistic Anthropology*, **SEVENTH** edition. *Only the 7th edition will do.*

- We use this one right away.

2. Basso, K. (1979). *Portraits of "The Whiteman": Linguistic Play and Cultural Symbols Among The Western Apache*. New York: Cambridge University Press.

- We read this one later in the semester.



### Canvas

Materials for this course, including the syllabus, handouts, announcements, chat, and other tools will be available here on Canvas. From within Canvas you will be able to view and/or print out the course schedule, see details about assignments, view announcements, navigate to websites related to the course, check your grades and more. You will also be able to communicate with your classmates.

All of your assignments will be submitted via Canvas, and some, including the quizzes and exams, will be taken within Canvas.

I strongly encourage you to check the Canvas calendar regularly; you can even subscribe to it so that assignments and due dates show up on your smart phone, tablet and/or computer.

### UVU Policies and Resources

#### University Policies on Accessibility, Academic Integrity and More

Please visit the following URL for current UVU policies: [https://greengold.uvu.edu/crs\\_info\\_master/success.html](https://greengold.uvu.edu/crs_info_master/success.html)

([https://greengold.uvu.edu/crs\\_info\\_master/success.html](https://greengold.uvu.edu/crs_info_master/success.html)). There you will find a wide range of information including policies on accessibilities, student

grievances, academic integrity, the withdrawal policy, online etiquette standards and a host of videos at the bottom of the page aimed at helping you succeed.



To succeed in this course, you will need to establish regular study times, and you will have to be well disciplined in making regular progress. There is a certain amount of flexibility in a course such as this, but there are limitations as well. Keep in mind that face-to-face courses are built on the expectation that you will spend two-hours outside of class for every hour you spend in it. That means that a 3 credit course such as this expects that you are putting 9 hours of work in every week. (This is according to federal legal definitions of what constitutes a credit hour.)

### Artificial Intelligence

A note on the use of artificial intelligence (AI) tools. The use of artificial intelligence is not prohibited in itself. There are many beneficial uses, and you will do well to learn how to use AI tools effectively. We will discuss this during the semester. Just keep in mind, that it is not appropriate to have an AI tool produce work that you submit as your own. It is appropriate to use AI tools to help you develop ideas, explore counter arguments, get feedback on areas your work might improve, and for many other uses.

If you find that you are using AI to help you learn (e.g., to take full advantage of your educational *opportunity*) rather than to do work for you so you can turn something in (e.g., educational *obligation*), you are probably doing it right. When you see school as an opportunity rather than as an obligation, you open the door to the full benefits.

### The Course Schedule in Overview

The course is divided into 14 lessons, each of about a week long. (There are fifteen chapters in the book, but I have combined chapters 13 & 14 for our purposes.) For each lesson you will be given a set of readings, quizzes, and/or other tasks.

### Grading and Late Work Statement

Letter grades represent the following levels of achievement and are based on course work as indicated. **(I do give + and – grades.):**

Grade	Level	Percentage
A	Superior	93.3-100%
A-	Superior	90.0-93.2%
B+	Above Average	86.7-89.9%
B	Above Average	83.3-86.6%
B-	Above Average	80.0-83.2%
C+	Average	76.7-79.9%
C	Average	73.3-76.6%
C-	Average	70.0-73.2%
D+	Below Average	66.7-69.9%
D	Below Average	63.3-66.6%
D-	Below Average	60.0-63.2%
E	Unsatisfactory	0.0-59.9%

AREA	WEIGHT
Exams	36%
Quizzes	15
Annotated Bibliography	14
Language Creation	13
Participation	9
Homework Assignments	8
Gut Check Exp.	5
Total	100%

### Late Work

Except under extenuating circumstances, late work will simply not be accepted. In the case of extenuating circumstances, reach out to me as soon as possible so we can devise a plan to minimize the negative impacts.

### Assignment and Assessment Descriptions

#### Exams

There will be two exams, a midterm and a final. Both exams will be given online. You will have access to the exams for one week. The final will be available throughout the university's final exam week. There are study guides for both exams already posted in the module **Course Resources**.

(<https://uvu.instructure.com/courses/596295/modules/1677109>)



## Quizzes

There will be at least one quiz corresponding to each "lesson." The quizzes will serve a number of aims:

- They will be a measure of understanding;
- They will motivate you to study and keep up (because you can't take these late);
- They will indicate your reading to me because I will often ask you, as part of the quizzes, how much of the assigned materials you have read
- They will give you an idea of the depth and nature of exam questions.

The lowest of your quiz scores will be dropped.

## Class Participation

Because our class forms a learning community in which everyone benefits from shared thinking about our subject, a significant portion of your grade for the course will be based on your participation in class. Participation is important to bring a variety perspectives and ideas to the discussions and to help me see where further explanation may be in order. You will receive three participation grades spread throughout the semester. The frequency and quality of your participation as well as your preparedness (as indicated by the quality of the contributions you make to discussions) will determine your participation grades. While attendance is not a specific criterion, it isn't possible to participate if you aren't here, so excessive absences will impact your grade.

### [Language Creation Group Project \(https://uvu.instructure.com/courses/596295/assignments/7333956\)](https://uvu.instructure.com/courses/596295/assignments/7333956)

As an ongoing project, you will work *in groups* to create a new language. (Instructions for group formation are to follow.)

At various intervals during the semester, the professor will provide you with specific steps to create this language. These steps will draw on the materials we have been studying at that time. Once you receive a new set of instructions, your group will need to work together (virtually or in person) to produce the deliverables for the assignment.

You will receive a grade *as a group*. Your grade will be determined by (1) the **packet of materials** you will submit as well as on (2) **a short skit** you will perform your new language. These will be due near the end of the semester. The due date is on the course calendar as well as other places such as on the assignment itself and in the module for the week it is due.

## Assignments

Most of your homework for the course will take the form of ungraded study. There will, however, be a few assignments that you will have to submit for a grade. These are already on Canvas with due dates indicated on the Canvas calendar. They are also listed in the modules for each week.

### [Gut Check Experience \(https://uvu.instructure.com/courses/596295/assignments/7333954\)](https://uvu.instructure.com/courses/596295/assignments/7333954)

You will need to submit a 1-1.5 page paper (typed and double-spaced) detailing your experiences in an environment in which you were a distinct linguistic minority. This experience *must* take place during this semester. More details will be given in class and on Canvas. These are due no later than the last day of class.

## Term Project—Annotated Bibliography

As a term project, you will create an annotated bibliography (typed and double-spaced). The bibliography will summarize and critique six articles that are new to you and that you will find yourself. Details about this assignment, along with links to examples and helpful reference sources, will be posted on Canvas under the "assignments" link in the menu. **Be sure to carefully read the assignment rubric so you know how the bibliographies will be evaluated.**

### **There are two submissions for this assignment.**

1. The first is the assignment labeled **Annotated Bibliography—First Entry** (<https://uvu.instructure.com/courses/596295/assignments/7333951>). This is due during the first half of the semester. It is just the annotations and citations for one of your chosen articles. The purpose is to get you started and give you feedback.
2. The final submission is the assignment labeled **Term Project—Annotated Bibliography** (<https://uvu.instructure.com/courses/596295/assignments/7333964>). This will include revised version of the first entry along with the remaining four entries (for a total of five). **I will regrade the (revised) first entry and randomly selected two additional entries to determine your grade.**

Check the calendar for the due dates as you will need plenty of time to get these done. The bibliographies may be turned in at any time up until the due date indicated on the class schedule. Except under extreme extenuating circumstances, late projects will simply not be accepted.

## Student and Faculty Conduct

### Student Responsibilities and Behavior

Students are expected to perform in accordance with the [Student Rights and Responsibilities Code - Policy 541](https://www.uvu.edu/studentconduct/students.html) (<https://www.uvu.edu/studentconduct/students.html>) (<https://www.uvu.edu/studentconduct/students.html>) (<https://www.uvu.edu/studentconduct/students.html>)). This includes the following:

- Attend and actively participate in class regularly.
- *Learn to use and navigate Canvas through the tutorial and contact the Help Desk (See UVU Policies & Services or Get Help menu to your left) if you have any problems with "technology-related" aspects of the course.*
- *Learn and use the communication tools in the online course to be present and meaningfully participate.*
- *Be accountable for course requirements, including adequate preparation through related course materials, and learning activities.*

- Complete all assignments on time as noted in the lessons.
- Abide by ethical standards. Your work must be your own.
- Contact me as early as possible if an emergency arises. Do NOT wait until the last minute to ask for an extension. Extensions are only given when a viable emergency exists AND you have communicated with me early.



### Instructor Responsibilities:

As the instructor, I will:

- Respond to emails promptly, within 24 hours on school days. If multiple emails are received regarding the same question or concern, they may be responded to with an Announcement to the entire class.
- Provide timely, meaningful and constructive feedback on assignments.
- Help guide and facilitate students through course material to provide an effective learning experience.
- Refer students to appropriate services for issues that are non-course content specific. For instance, technical issue, writing labs, accessibility services, etc.
- Mentor students through the course.

Everything else is the student's responsibility.

### Instructor Availability:

I will do my very best to be available to you at times convenient to you. I am often in my office, and you are welcome to stop by, however, it is often best to schedule a time in advance when possible. You are also welcome to catch me by chance, or to conduct business via the phone, Canvas message, email (BryanE@uvu.edu), or MS Teams. I check my email regularly on weekdays, so I will get back to you within 24 hours on business days.

### Problem Resolution

Problems or concerns should be addressed to me first (in most situations). If we are unable to resolve concerns together you may contact Dr. Janet Colvin, Associate Dean of the College of Humanities and Social Sciences. You can arrange an appointment with her by emailing her at [colvinja@uvu.edu](mailto:colvinja@uvu.edu) (<mailto:colvinja@uvu.edu>).

### Technology Support Services

 For technical support contact the [UVU Service Desk](https://www.uvu.edu/servicedesk/) (<https://www.uvu.edu/servicedesk/>).

 (801) 863-8888

## Course Summary:

Date	Details	Due
Tue Jan 9, 2024	 <a href="https://uvu.instructure.com/calendar?event_id=1306867&amp;include_contexts=course_596295">Introduction</a> ( <a href="https://uvu.instructure.com/calendar?event_id=1306867&amp;include_contexts=course_596295">https://uvu.instructure.com/calendar?event_id=1306867&amp;include_contexts=course_596295</a> )	12am
Thu Jan 11, 2024	 <a href="https://uvu.instructure.com/calendar?event_id=1306860&amp;include_contexts=course_596295">Salzmann Chapter 1, PP. 1-16 (Intro to Linguistic Anthropology) (7th Edition)</a> ( <a href="https://uvu.instructure.com/calendar?event_id=1306860&amp;include_contexts=course_596295">https://uvu.instructure.com/calendar?event_id=1306860&amp;include_contexts=course_596295</a> )	12am
	 <a href="https://uvu.instructure.com/calendar?event_id=1306866&amp;include_contexts=course_596295">What are Language and Culture?</a> ( <a href="https://uvu.instructure.com/calendar?event_id=1306866&amp;include_contexts=course_596295">https://uvu.instructure.com/calendar?event_id=1306866&amp;include_contexts=course_596295</a> )	12am
Sat Jan 13, 2024	 <a href="https://uvu.instructure.com/courses/596295/assignments/7333959">OPTIONAL—Canvas Tour for Students</a> ( <a href="https://uvu.instructure.com/courses/596295/assignments/7333959">https://uvu.instructure.com/courses/596295/assignments/7333959</a> )	due by 11:59pm
Mon Jan 15, 2024	 <a href="https://uvu.instructure.com/calendar?event_id=1306895&amp;include_contexts=course_596295">MLK Holiday</a> ( <a href="https://uvu.instructure.com/calendar?event_id=1306895&amp;include_contexts=course_596295">https://uvu.instructure.com/calendar?event_id=1306895&amp;include_contexts=course_596295</a> )	12am
Wed Jan 17, 2024	 <a href="https://uvu.instructure.com/courses/596295/assignments/7333965">Who Are You?</a> ( <a href="https://uvu.instructure.com/courses/596295/assignments/7333965">https://uvu.instructure.com/courses/596295/assignments/7333965</a> )	due by 11:59pm
Thu Jan 18, 2024	 <a href="https://uvu.instructure.com/calendar?event_id=1306877&amp;include_contexts=course_596295">Salzmann Chapter 2, pp. 17-34 (Three Strains of Anthropology+) (7th Edition) &amp; David Crystal Article (PDF Here)</a> ( <a href="https://uvu.instructure.com/calendar?event_id=1306877&amp;include_contexts=course_596295">https://uvu.instructure.com/calendar?event_id=1306877&amp;include_contexts=course_596295</a> )	12am
Fri Jan 19, 2024	 <a href="#">Homework Assignment: Outline Chapter One</a>	due by 11:59pm

Date	Details
	<a href="https://uvu.instructure.com/courses/596295/assignments/7333955">https://uvu.instructure.com/courses/596295/assignments/7333955</a>
	🔗 <b>Lesson 1 Quiz (15 Minutes)</b> <a href="https://uvu.instructure.com/courses/596295/assignments/7333940">https://uvu.instructure.com/courses/596295/assignments/7333940</a> due by 11:59pm
Tue Jan 23, 2024	📖 <b>Salzmann Chapter 3, pp. 35-64 (Phonology), (7th Edition)</b> <a href="https://uvu.instructure.com/calendar?event_id=1306878&amp;include_contexts=course_596295">https://uvu.instructure.com/calendar?event_id=1306878&amp;include_contexts=course_596295</a> 12am
	🔗 <b>Lesson 2 Quiz</b> <a href="https://uvu.instructure.com/courses/596295/assignments/7333939">https://uvu.instructure.com/courses/596295/assignments/7333939</a> due by 11:59pm
Thu Jan 25, 2024	📖 <b>No new reading—Continue discussion of phonology</b> <a href="https://uvu.instructure.com/calendar?event_id=1306871&amp;include_contexts=course_596295">https://uvu.instructure.com/calendar?event_id=1306871&amp;include_contexts=course_596295</a> 12am
Tue Jan 30, 2024	📖 <b>Salzmann Chapter 4, pp. 67-75 only (Morphology) (7th Edition)</b> <a href="https://uvu.instructure.com/calendar?event_id=1306874&amp;include_contexts=course_596295">https://uvu.instructure.com/calendar?event_id=1306874&amp;include_contexts=course_596295</a> 12am
	🔗 <b>Lesson 3 Quiz (12 Minutes)</b> <a href="https://uvu.instructure.com/courses/596295/assignments/7333936">https://uvu.instructure.com/courses/596295/assignments/7333936</a> due by 11:59pm
Wed Jan 31, 2024	📄 <b>Midterm Exam Study Guide</b> to do: 8am
Thu Feb 1, 2024	📖 <b>Salzmann Chapter 4, pp. 76-88 (Syntax), (7th Edition)</b> <a href="https://uvu.instructure.com/calendar?event_id=1306872&amp;include_contexts=course_596295">https://uvu.instructure.com/calendar?event_id=1306872&amp;include_contexts=course_596295</a> 12am
Fri Feb 2, 2024	📄 <b>One-Month Wellness Checkup Tool</b> <a href="https://uvu.instructure.com/courses/596295/assignments/7333960">https://uvu.instructure.com/courses/596295/assignments/7333960</a> due by 11:59pm
Tue Feb 6, 2024	📖 <b>No new Reading--Continue discussion of Syntax</b> <a href="https://uvu.instructure.com/calendar?event_id=1306868&amp;include_contexts=course_596295">https://uvu.instructure.com/calendar?event_id=1306868&amp;include_contexts=course_596295</a> 12am
	📖 <b>Read "The Friends Fallacy" by Malcolm Gladwell. PDF here</b> <a href="https://uvu.instructure.com/calendar?event_id=1306883&amp;include_contexts=course_596295">https://uvu.instructure.com/calendar?event_id=1306883&amp;include_contexts=course_596295</a> 12am
Thu Feb 8, 2024	📖 <b>Salzmann Chapter 5, pp. 89-116 (Communicating Nonverbally), (7th Edition)</b> <a href="https://uvu.instructure.com/calendar?event_id=1306870&amp;include_contexts=course_596295">https://uvu.instructure.com/calendar?event_id=1306870&amp;include_contexts=course_596295</a> 12am
Fri Feb 9, 2024	📄 <b>Annotated Bibliography—First Entry</b> <a href="https://uvu.instructure.com/courses/596295/assignments/7333951">https://uvu.instructure.com/courses/596295/assignments/7333951</a> due by 11:59pm
	🔗 <b>Lesson 4 Quiz (17 Minutes Maximum)</b> <a href="https://uvu.instructure.com/courses/596295/assignments/7333947">https://uvu.instructure.com/courses/596295/assignments/7333947</a> due by 11:59pm
Tue Feb 13, 2024	📖 <b>No new reading. Continue Lesson 5 Discussion</b> <a href="https://uvu.instructure.com/calendar?event_id=1311705&amp;include_contexts=course_596295">https://uvu.instructure.com/calendar?event_id=1311705&amp;include_contexts=course_596295</a> 12am
Wed Feb 14, 2024	📄 <b>Malcolm Gladwell Assignment</b> <a href="https://uvu.instructure.com/courses/596295/assignments/7333958">https://uvu.instructure.com/courses/596295/assignments/7333958</a> due by 11:59pm
Thu Feb 15, 2024	📖 <b>Salzmann Chapter 6, pp. 117-125 only (Animal Communication), (7th Edition)</b> <a href="https://uvu.instructure.com/calendar?event_id=1306880&amp;include_contexts=course_596295">https://uvu.instructure.com/calendar?event_id=1306880&amp;include_contexts=course_596295</a> 12am
Fri Feb 16, 2024	🔗 <b>Lesson 5 Quiz (15 Minutes)</b> <a href="https://uvu.instructure.com/courses/596295/assignments/7333941">https://uvu.instructure.com/courses/596295/assignments/7333941</a> due by 11:59pm

Date	Details	
Mon Feb 19, 2024	 <b>Midterm Exam Opens Online</b> <a href="https://uvu.instructure.com/calendar?event_id=1306853&amp;include_contexts=course_596295">https://uvu.instructure.com/calendar?event_id=1306853&amp;include_contexts=course_596295</a>	12am
	 <b>Movie: "Do You Speak American?" Part one</b> <a href="https://uvu.instructure.com/calendar?event_id=1306869&amp;include_contexts=course_596295">https://uvu.instructure.com/calendar?event_id=1306869&amp;include_contexts=course_596295</a>	12am
Tue Feb 20, 2024	 <b>Read Stokoe, PDF (6 pages) Download here</b> <a href="https://uvu.instructure.com/calendar?event_id=1306856&amp;include_contexts=course_596295">https://uvu.instructure.com/calendar?event_id=1306856&amp;include_contexts=course_596295</a>	12am
	 <b>Salzmann Chapter 6 (continued), pp. 126-143 (Language Evolution) (7th Edition)</b> <a href="https://uvu.instructure.com/calendar?event_id=1306876&amp;include_contexts=course_596295">https://uvu.instructure.com/calendar?event_id=1306876&amp;include_contexts=course_596295</a>	12am
Thu Feb 22, 2024	 <b>Read Amy Tan's Essay, "Mother Tongue" and "Reshaping the Mind: The Benefits of Bilingualism" by Ellen Bialystok (PDFs here)</b> <a href="https://uvu.instructure.com/calendar?event_id=1306888&amp;include_contexts=course_596295">https://uvu.instructure.com/calendar?event_id=1306888&amp;include_contexts=course_596295</a>	12am
	 <b>Salzmann Chapter 7, pp. 145-158 (Acquiring and using Languages) (7th Edition)</b> <a href="https://uvu.instructure.com/calendar?event_id=1306879&amp;include_contexts=course_596295">https://uvu.instructure.com/calendar?event_id=1306879&amp;include_contexts=course_596295</a>	12am
Fri Feb 23, 2024	 <b>Lesson 6 Quiz</b> <a href="https://uvu.instructure.com/courses/596295/assignments/7333945">https://uvu.instructure.com/courses/596295/assignments/7333945</a>	due by 11:59pm
Sat Feb 24, 2024	 <b>Midterm Exam (Remotely Proctored)</b> <a href="https://uvu.instructure.com/courses/596295/assignments/7333948">https://uvu.instructure.com/courses/596295/assignments/7333948</a>	due by 11:59pm
Tue Feb 27, 2024	 <b>Salzmann Chapter 8, pp. 159-167 only. (Language Change) (7th Edition)</b> <a href="https://uvu.instructure.com/calendar?event_id=1306881&amp;include_contexts=course_596295">https://uvu.instructure.com/calendar?event_id=1306881&amp;include_contexts=course_596295</a>	12am
Thu Feb 29, 2024	 <b>Read Salzmann Chapter 8 (continued), pp. 168-178. (Reconstructing Protolanguages) (7th Edition)</b> <a href="https://uvu.instructure.com/calendar?event_id=1306855&amp;include_contexts=course_596295">https://uvu.instructure.com/calendar?event_id=1306855&amp;include_contexts=course_596295</a>	12am
Mon Mar 4, 2024	 <b>Lesson 7 Quiz</b> <a href="https://uvu.instructure.com/courses/596295/assignments/7333944">https://uvu.instructure.com/courses/596295/assignments/7333944</a>	due by 11:59pm
Tue Mar 5, 2024	 <b>MOVIE: Speaking in Tongues</b> <a href="https://uvu.instructure.com/calendar?event_id=1306861&amp;include_contexts=course_596295">https://uvu.instructure.com/calendar?event_id=1306861&amp;include_contexts=course_596295</a>	12am
Thu Mar 7, 2024	 <b>Movie: "Do You Speak American?" Part 2</b> <a href="https://uvu.instructure.com/calendar?event_id=1306865&amp;include_contexts=course_596295">https://uvu.instructure.com/calendar?event_id=1306865&amp;include_contexts=course_596295</a>	12am
Fri Mar 8, 2024	 <b>Lesson 8 Quiz</b> <a href="https://uvu.instructure.com/courses/596295/assignments/7333942">https://uvu.instructure.com/courses/596295/assignments/7333942</a>	due by 11:59pm
Mon Mar 11, 2024	 <b>Spring Break</b> <a href="https://uvu.instructure.com/calendar?event_id=1306890&amp;include_contexts=course_596295">https://uvu.instructure.com/calendar?event_id=1306890&amp;include_contexts=course_596295</a>	12am
Tue Mar 12, 2024	 <b>Spring Break</b> <a href="https://uvu.instructure.com/calendar?event_id=1306891&amp;include_contexts=course_596295">https://uvu.instructure.com/calendar?event_id=1306891&amp;include_contexts=course_596295</a>	12am
Wed Mar 13, 2024	 <b>Spring Break</b> <a href="https://uvu.instructure.com/calendar?event_id=1306892&amp;include_contexts=course_596295">https://uvu.instructure.com/calendar?event_id=1306892&amp;include_contexts=course_596295</a>	12am

Date	Details	
	<a href="#">event_id=1306892&amp;include_contexts=course_596295)</a>	
Thu Mar 14, 2024	 <a href="#">Spring Break (https://uvu.instructure.com/calendar?event_id=1306893&amp;include_contexts=course_596295)</a>	12am
Fri Mar 15, 2024	 <a href="#">Spring Break (https://uvu.instructure.com/calendar?event_id=1306894&amp;include_contexts=course_596295)</a>	12am
Tue Mar 19, 2024	 <a href="#">Salzmann Chapter 9, pp. 179-198 (Contact and Variation). (7th Edition)</a> <a href="#">(https://uvu.instructure.com/calendar?event_id=1306887&amp;include_contexts=course_596295)</a>	12am
Wed Mar 20, 2024	 <a href="#">Language or Dialect Assignment</a> <a href="#">(https://uvu.instructure.com/courses/596295/assignments/7333957)</a>	due by 11:59pm
Thu Mar 21, 2024	 <a href="#">No new reading. Continue Lesson 9</a> <a href="#">(https://uvu.instructure.com/calendar?event_id=1306873&amp;include_contexts=course_596295)</a>	12am
Tue Mar 26, 2024	 <a href="#">"Portraits of the Whiteman"—All of it.</a> <a href="#">(https://uvu.instructure.com/calendar?event_id=1306863&amp;include_contexts=course_596295)</a>	12am
Wed Mar 27, 2024	 <a href="#">Lesson 9 Quiz (17 Minutes)</a> <a href="#">(https://uvu.instructure.com/courses/596295/assignments/7333934)</a>	due by 11:59pm
Thu Mar 28, 2024	 <a href="#">Salzmann Chapter 10, pp. 199-212 (Ethnography of Communication). (7th Edition)</a> <a href="#">(https://uvu.instructure.com/calendar?event_id=1306886&amp;include_contexts=course_596295)</a>	12am
Fri Mar 29, 2024	 <a href="#">Lesson 10 Quiz (20 Minutes)</a> <a href="#">(https://uvu.instructure.com/courses/596295/assignments/7333946)</a>	due by 11:59pm
Tue Apr 2, 2024	 <a href="#">Salzmann Chapter 11, pp. 213-230 (Language, Culture and Meaning). (7th Edition)</a> <a href="#">(https://uvu.instructure.com/calendar?event_id=1306885&amp;include_contexts=course_596295)</a>	12am
Thu Apr 4, 2024	 <a href="#">Salzmann Chapter 12, pp. 231-256 (Language, Culture and Thought). (7th Edition)</a> <a href="#">(https://uvu.instructure.com/calendar?event_id=1306862&amp;include_contexts=course_596295)</a>	12am
Fri Apr 5, 2024	 <a href="#">Lesson 11 Quiz</a> <a href="#">(https://uvu.instructure.com/courses/596295/assignments/7333949)</a>	due by 11:59pm
Tue Apr 9, 2024	 <a href="#">Continue Chapter 12 Discussion</a> <a href="#">(https://uvu.instructure.com/calendar?event_id=1306854&amp;include_contexts=course_596295)</a>	12am
	 <a href="#">Watch this Movie: The Linguists</a> <a href="#">(https://uvu.instructure.com/calendar?event_id=1306864&amp;include_contexts=course_596295)</a>	12am
Wed Apr 10, 2024	 <a href="#">Final Exam Study Guide-2</a>	to do: 8am
Thu Apr 11, 2024	 <a href="#">Read Amy Tan's essay, "The Language of Discretion" from her book The Opposite of Fate. PDF</a> <a href="#">(https://uvu.instructure.com/calendar?event_id=1306857&amp;include_contexts=course_596295)</a>	12am

Date	Details	
	 <b>Salzmann Chapter 13, pp. 257-296 (Language, Identity &amp; Ideology I) (7th Edition)</b> <a href="https://uvu.instructure.com/calendar?event_id=1306859&amp;include_contexts=course_596295">https://uvu.instructure.com/calendar?event_id=1306859&amp;include_contexts=course_596295</a>	12am
Fri Apr 12, 2024	 <b>Lesson 12 Quiz (20 Minutes)</b> <a href="https://uvu.instructure.com/courses/596295/assignments/7333935">https://uvu.instructure.com/courses/596295/assignments/7333935</a>	due by 11:59pm
	 <b>Term Project—Annotated Bibliography</b> <a href="https://uvu.instructure.com/courses/596295/assignments/7333964">https://uvu.instructure.com/courses/596295/assignments/7333964</a>	due by 11:59pm
Tue Apr 16, 2024	 <b>Read the article, "'Women's Language' or 'Powerless Language'?" by O'Barr and Atkins. PDF</b> <a href="https://uvu.instructure.com/calendar?event_id=1306889&amp;include_contexts=course_596295">https://uvu.instructure.com/calendar?event_id=1306889&amp;include_contexts=course_596295</a>	12am
	 <b>Salzmann Chapter 14, pp. 297-332 (Language, Identity &amp; Ideology II) (7th Edition)</b> <a href="https://uvu.instructure.com/calendar?event_id=1306884&amp;include_contexts=course_596295">https://uvu.instructure.com/calendar?event_id=1306884&amp;include_contexts=course_596295</a>	12am
Wed Apr 17, 2024	 <b>Lesson 13 Quiz (17 Minutes)</b> <a href="https://uvu.instructure.com/courses/596295/assignments/7333938">https://uvu.instructure.com/courses/596295/assignments/7333938</a>	due by 11:59pm
Thu Apr 18, 2024	 <b>Salzmann Chapter 15, pp. 333-368 (7th Edition)</b> <a href="https://uvu.instructure.com/calendar?event_id=1306858&amp;include_contexts=course_596295">https://uvu.instructure.com/calendar?event_id=1306858&amp;include_contexts=course_596295</a>	12am
Fri Apr 19, 2024	 <b>SRI Completion</b> <a href="https://uvu.instructure.com/courses/596295/assignments/7333962">https://uvu.instructure.com/courses/596295/assignments/7333962</a>	due by 11:59pm
	 <b>Extra Credit—LAST DAY</b> <a href="https://uvu.instructure.com/courses/596295/assignments/7333952">https://uvu.instructure.com/courses/596295/assignments/7333952</a>	due by 11:59pm
Tue Apr 23, 2024	 <b>Gut Check Experience</b> <a href="https://uvu.instructure.com/courses/596295/assignments/7333954">https://uvu.instructure.com/courses/596295/assignments/7333954</a>	due by 11:59pm
	 <b>Language Creation Group Project</b> <a href="https://uvu.instructure.com/courses/596295/assignments/7333956">https://uvu.instructure.com/courses/596295/assignments/7333956</a>	due by 11:59pm
	 <b>Lesson 14 Quiz</b> <a href="https://uvu.instructure.com/courses/596295/assignments/7333937">https://uvu.instructure.com/courses/596295/assignments/7333937</a>	due by 11:59pm
Thu Apr 25, 2024	 <b>Final Exam Opens</b> <a href="https://uvu.instructure.com/calendar?event_id=1306882&amp;include_contexts=course_596295">https://uvu.instructure.com/calendar?event_id=1306882&amp;include_contexts=course_596295</a>	12am
Wed May 1, 2024	 <b>Final Exam (Remotely Proctored)</b> <a href="https://uvu.instructure.com/courses/596295/assignments/7333943">https://uvu.instructure.com/courses/596295/assignments/7333943</a>	due by 11:59pm
	 <b>First Half Participation</b> <a href="https://uvu.instructure.com/courses/596295/assignments/7333953">https://uvu.instructure.com/courses/596295/assignments/7333953</a>	
	 <b>Second Half Participation</b> <a href="https://uvu.instructure.com/courses/596295/assignments/7333963">https://uvu.instructure.com/courses/596295/assignments/7333963</a>	

## **BIOL 3700 General Ecology**

# BIOL 3700 – General Ecology

Lecture: ONLINE

**Instructor:** Dr. Paul Dunn  
Office: SB 243E  
Email: [paul.dunn@uvu.edu](mailto:paul.dunn@uvu.edu)  
Office hours by appointment. Follow link on Canvas Home Page

**Credit:** 3 semester hours

**Required Text:** *Ecology: The Economy of Nature* (8<sup>th</sup> Edition) by Rick Relyea & Robert Ricklefs, W.H. Freeman 2018.

\*Reference copy of the textbook is available in the UVU library on main campus.

**Course Description:** Introduces the relationships between organisms and their environment, including processes at the individual, population, community, ecosystem, and biosphere levels. Includes specific topics such as adaptation to abiotic factors in terrestrial and aquatic habitats, global climate patterns and biomes, evolution of life histories, reproductive strategies and social behaviors, population distributions and dynamics, species interactions, community structure and succession, energy flow and nutrient cycles in ecosystems, global biodiversity, and the impact of humans on ecological processes.

## Course Objectives:

- 1) Identify the levels at which ecology can be studied and the questions that can be addressed at each level.
- 2) Describe the abiotic challenges organisms face in aquatic and terrestrial habitats and the adaptations they have evolved to cope with these challenges.
- 3) Differentiate between the characteristics of earth's terrestrial and aquatic biomes as well as the processes that contribute to their formation.
- 4) Describe the characteristics of a population's distribution and its dynamics through time.
- 5) Explain how evolutionary processes have led to distinct life-history, reproductive, and social traits and strategies.
- 6) Contrast the different types of species-species interactions and the characteristics of each.
- 7) Describe how ecological communities develop, persist, and change through time.
- 8) Examine the flow of energy through ecosystems, the cycling of vital nutrients within ecosystems, and the impacts that humans have on these processes.
- 9) Discuss ways in which biodiversity can be valued and the role humans have in causing or avoiding loss of this biodiversity.

## Course Evaluation

Lecture Exams: I'll check for comprehension of course concepts using three midterm exams and one comprehensive final exam. Exams may consist of multiple choice, matching, and free response questions. Exams will be administered online through Proctorio. I'll post instructions for how to do this on Canvas. All of the exams will be **open book/open note** and **timed**. Limit your sources to course materials only (no Google searches, phoning a friend, etc.). Students should also have all their exam materials (notes, PowerPoint slides, etc.) ready BEFORE they begin the exam. Proctorio does NOT allow students to download material during the exam and will kick you out if you try, which wastes valuable time as you try to get back in. Exams missed due to an **excused absence** may be made up at my discretion.

Reading Quizzes: To help students make sure they are getting what they need out of their assigned readings, I offer ten reading quizzes on Canvas during the course of the semester. Each quiz may be taken up to **three** times, with the recorded score being the **average of all attempts**. Please complete all quizzes individually. I'll give you multiple days to complete each quiz, so make sure to complete it during that window.

Ecology in the News: Each student will discover current research in ecology by producing two reports about ecology-related stories they come across from a reputable news outlet (e.g. npr.org, phys.org, sciencedaily.com). Each report should cite the **news article** as well as the **original** source(s) for the information. The original source should be a scientific journal article (also called a research article or peer-reviewed article). To find the original source, look for where news stories will say things like "according to a paper recently published in the journal *Nature*..." followed by a link or a citation or "journal reference" at the end of the news article. In addition to these citation(s), each report should include a short summary of the story (no less than 200 words) **in the student's own words**.

Research Proposal: We need students like you to come up with bold new ideas on how to improve our knowledge of how ecological systems work. We also need to know how to critically assess another scientist's ideas. To help you practice these important skills, I ask each student to write a research proposal outlining an ecological question the student would like to answer if he/she had the resources to do so. The proposal need not be long (minimum of two pages, double-spaced), but it must clearly outline the student's research question, explain why the question is of interest, provide citations of at least **5 scientific research articles from scientific journals** (not news articles, websites, textbooks, etc.) that relate to the proposed project, and briefly explain the procedure the student would follow to test his/her hypotheses regarding the question.

Participation: I've been teaching long enough to learn a few things about participation. First, I've learned that attendance in lecture helps students learn AND earn better grades. For this reason, I strongly recommend that you attend all offered lectures in this class, and I promise to make an effort to make each class interesting. To help you help yourself, I require attendance and will take roll **every class period** during the semester (for a total of 28 points). One "freebee" absence is permitted, but each additional absence will result in a deduction of 1pt from your participation grade. If you have a university-excused or medical reason for missing class (e.g. you are sick), you need to **communicate** that to me to be excused

for the day. Second, I've learned that discussing ideas and concepts with others helps us to learn and understand them better. For this reason, I ask each student to participate in **SIX virtual discussions** with their classmates. These discussions will be about six scientific research articles I have selected for us to critically read and respond to found in the Discussions tab on Canvas. To earn full points, you need to **respond to the article in a thoughtful way** (e.g. what did you learn, what questions did the study answer, what were the authors' hypotheses, how did they gather and analyze their data, do you agree with their conclusions, etc.) and then **respond to at least two of the responses & questions of other members** of your discussion group in respectful ways. Don't procrastinate on this or the discussion won't be as good.

### Grade Breakdown

		<u>Grading Scale (%)</u>			
Midterm Exams (3 x 100)	307pts	A	94 and above	C	75.9-73
Final Exam	150pts	A-	93.9-90	C-	72.9-70
Quizzes (10 x 10)	105pts	B+	89.9-86	D+	69.9-66
News Reports (2 x 20)	40pts	B	85.9-83	D	65.9-63
Research Proposal	75pts	B-	82.9-80	D-	62.9-60
Participation	24pts	C+	79.9-76	E	59.9 and below
<b>Total</b>	<b>701pts</b>				

### Policies of the Course

Communication: I will primarily communicate with the class through the Announcements board in Canvas. Make sure you check it regularly! I will post weekly reminders, studying tips, extra credit opportunities, etc. It is absolutely essential to your success in the class that you read all of these announcements. You are welcome to contact me through Canvas or my email. I'll respond as soon as I can.

Lectures: The lectures for this course will be delivered asynchronously (pre-recorded and posted on Canvas). They are available under the **Course Media** tab. This means you can watch them whenever works best for you. Try not to get too far behind, though! It's very hard to try to catch up when you get a week behind. I also post the PowerPoints for you to study with, but make sure to watch those lecture videos! I don't put all the information you need to know on the slides themselves!

Office Hours & Study Sessions: In addition to recorded lectures, Both the TA and I will be available for live office hours and study sessions where we all can chat, ask questions, clarify topics, etc. Please take advantage of these opportunities to help solidify your understanding of the course material. Office hours with me can be booked on the Canvas Home page for the course. Watch Canvas for announcements about when study sessions will be held.

Make-up Work: It's important to do your work when it needs to be done. It helps you stay organized and it helps me keep on top of giving you scores and feedback. This is why points (including exams!) missed during an unexcused absence cannot always be made up. That said, I know life is crazy in our world right now, so I will try to work with you if you let me know what's going on. Communication is key, so please do reach out! In these cases, I will provide the student with a way to make up work that was missed. Prior

notice of absence, when possible, should be provided. It is the responsibility of the student to obtain notes, assignments, or other materials he or she missed.

Academic Integrity and AI: You are all hopefully aware that plagiarism, cheating, and other forms of academic dishonesty are not allowed in any class at UVU. Academic integrity is a basic principle which requires that students take credit only for ideas and efforts that are their own. Cheating, plagiarism, fabrication, and other forms of academic dishonesty are often defined as the submission of materials in assignments, exams, or other academic work that is based on sources that are prohibited by the faculty member or in ways that do not properly cite the source of a student's ideas and content. **This includes using AI resources to complete your assignments for you. While it can be appropriate and helpful to use AI tools such as ChatGPT for brainstorming and early draft writing, your final draft that you submit for an assignment should be in your own words with your own ideas.** I will be using plagiarism and AI detecting tools to ensure each student is doing their own work. Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: Student Code of Conduct. <https://www.uvu.edu/catalog/current/policies-requirements/student-code-of-conduct.html>

Copyright: I worked hard to make the materials for this course and retain ownership of all lecture slides, lecture videos, and original course content at all times. To help you study and learn the material, I've posted them on Canvas. However, I ask that you please don't copy, post, or distribute any of this material without my written consent. If a student wishes to record my lectures for study purposes, please request permission first.

Title IX: UVU is dedicated to providing a safe and equitable learning environment for all students. Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the university's Title IX Office. For more information, please visit <https://www.uvu.edu/equityandtitleix/>

Accessibility: Students needing accommodations due to a disability including temporary and pregnancy accommodations may contact the UVU Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747. Accessibility Services is located on the Orem Campus in LC 312.

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, as amended, prohibit Utah Valley University from engaging in discrimination on the basis of disability in any program or activity. Discrimination is also prohibited in all aspects of employment against persons with disabilities who, with reasonable accommodation, can perform the essential functions of a job. Students who believe they have been denied program access or otherwise discriminated against because of a disability are encouraged to initiate a grievance by contacting the Accessibility Services Director, Sherry Page at 801-863-8747. Employees can contact the ADA Coordinator, Irene Whittier at 801-863-8389. Upon request, this information is available in alternative formats, such as mp3, Braille, or large print. To request this format, email [asd@uvu.edu](mailto:asd@uvu.edu)

Religious Accommodations: UVU values and acknowledges a wide range of faiths and religions as part of our student body, and as such provides accommodations for students. Religious belief includes the student's faith or conscience as well as the student's participation in an organized activity conducted under the auspices of the student's religious tradition or religious organization. The accommodations include reasonable student absences from scheduled examinations or academic requirements if they create an undue hardship for sincerely held religious beliefs. For this to occur, the student must provide a written notice to the instructor of the course for which the student seeks said accommodation prior to the event. The UVU campus has a place for meditation, prayer, reflection, or other forms of individual religious expression as is described at <https://www.uvu.edu/interfaith/reflectioncenter/index.html>

**Lecture Schedule:**

<b>Dates</b>	<b>Topic</b>	<b>Chapters &amp; Quizzes</b>
Week 1 Jan 8-12	Intro to Ecology	Ch. 1
Week 2 Jan 15-19	Aquatic & Terrestrial Environments	Ch. 2 & 3 <b>Quiz 1</b>
Week 3 Jan 22-26	Variable Environments Climates & Soils	Ch. 4 & 5 <b>Quiz 2</b>
Week 4 Jan 29-Feb 2	Biomes	Ch. 6
Week 5 Feb 5-9	Evolution, Adaptation, & Life Histories	Ch. 7 & 8 <b>Quiz 3</b>
Week 6 Feb 12-16	Reproduction & Social Behaviors	Ch. 9 & 10 <b>Quiz 4</b>
Week 7 Feb 19-23	Populations	Ch. 11 & 12 <b>Quiz 5</b>
Week 8 Feb 26-Mar 1	Population Dynamics	Ch. 13
Week 9 Mar 4-8	Predation & Herbivory	Ch. 14
Week 10 Mar 18-22	Parasitism & Competition	Ch. 15 & 16 <b>Quiz 6</b>
Week 11 Mar 25-29	Competition (cont.) & Mutualism	Ch. 17 <b>Quiz 7</b>
Week 12 Apr 1-5	Communities & Succession	Ch. 18 & 19 <b>Quiz 8</b>
Week 13 Apr 8-12	Ecosystems & Energy	Ch. 20
Week 14 Apr 15-19	Ecosystems & Elements Landscape Ecology	Ch. 21 & 22 <b>Quiz 9</b>
Week 15 Apr 22-26	Global Biodiversity	Ch. 23 <b>Quiz 10</b>

**Exam Dates on Proctorio****Midterm 1 (Ch. 1-5): Feb 1-3****Midterm 2 (Ch. 6-11): Feb 29-Mar 2****Midterm 3 (Ch. 12-18): Apr 10-12****Cumulative Final: Apr 29-May 1****Assignment Due Dates (submit on Canvas)**

Ecology in the News Report #1: Feb 9

Ecology in the News Report #2: Mar 22

Research Proposal: Apr 19

**Discussion Session Due Dates (on Canvas)**

1: Jan 26    2: Feb 9    3: Feb 23

4: Mar 8    5: Mar 29    6: Apr 12

**Reading Quizzes are always due on Fridays**

## **COMM 3020 Research Methods**

# COMM-3020 *Research Methods*

## Instructor Contact Information

Meghana Rawat, Ph.D. ([read more about me](#))[Links to an external site.](#)

Email: [Meghana.Rawat@uvu.edu](mailto:Meghana.Rawat@uvu.edu), Office: CB 502P

**Classroom: CB 304, Class time: 2:30 pm to 3:45 pm**

**Office Hours: M and W between 1:30 pm to 2:30 pm or by appointment**

**\*I usually respond to emails within 24 hours between M to F\***

## Course Description

Covers basic communication research methods in both quantitative and qualitative research. Focuses on the research process and discusses the methodological tools for understanding and conducting basic communication research. Includes examples based on research and promotes awareness of the importance of quantitative and qualitative research perspectives as well as of data collection and analytical procedure

This course must be completed to fulfill the graduation requirements for the following programs:

- BA-APCO: Applied Communication, B.A.
- BS-APCO: Applied Communication, B.S.
- BA-PRSC: Public Relations and Strategic Communication, B.A.
- BS-PRSC: Public Relations and Strategic Communication, B.S.

## Course Outcomes

Upon successful completion of this course, students will be able to:

1. Explain the importance of theory and the research issue in determining the choice of quantitative versus qualitative research methodology;
2. Demonstrate competence in quantitative research methodology including measurement, sampling, designing research, hypotheses testing, and interpreting quantitative data;
3. Demonstrate competence in qualitative research methodology including designing qualitative research, applying appropriate methods of data collection, and analyzing, interpreting, and reporting qualitative data;
4. Use acquired research skills to propose a study, collect data, analyze data, and report research findings.

## Prerequisites and Needed Skills

Course Prerequisites

- University Advanced Standing

## Technology Expectations

- You will need consistent access to a computer and a reliable internet connection. Need help finding a computer lab on campus? The following link will help you find computer access on campus: [UVU Computer LabsLinks to an external site.](#)

## Materials, Fees and Technology Tools

### Required materials, fees, and technology

- Merrigan, G., & Huston, C. (2019). Communication Research Methods 4th ed. Oxford University Press

## How This Course Works

### Course Mode:

This course is **an in-class course**, which means there will be regular or expected meeting times with the class or the professor at 2:30 pm on M and W. All assignments should be completed by their due dates in Canvas. You can find the due days for assignments below.

### Description of how the course works:

Canvas and classroom will be the primary mode of instruction. This means that your assignments are available on Canvas but classroom lectures, participation, and discussions account for your grades.

For this three (3) credit-hour course students should typically expect to spend up to 9+ hours a week completing course activities and attending the classroom, though this may vary and some students may require more time.

### Written work

Your ability to communicate your ideas in writing is important. Written assignments will be held to the standards of college writing including content, organization, and presentation. Furthermore, one aim of this course is to teach you how to present your work in formats acceptable in professional settings. The following guidelines should be followed:

- All written work must be completed in APA style unless otherwise noted.
- Proofread your work. Points will be subtracted for errors in form (spelling, punctuation, grammar, format, and neatness).

### Course Assignments

Assignments will be graded using a point system. For each assignment, an assignment sheet will be provided explaining guidelines and expectations. The point breakdown below represents the maximum credit awarded for each assignment.

### Forms of Address: Names and Personal Pronouns

Many people (e.g. international students, performers/writers, trans people, and others) might go by a name in daily life that is different from their legal name. In this classroom, we seek to refer to people by the names that they go by. Pronouns can be a way to affirm someone's gender identity, but they can also be unrelated to a person's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited (if you want to) to share what pronouns you go by, and we seek to refer to people using the pronouns that they share. The pronouns someone indicates are not necessarily indicative of their gender identity.

**Email Conduct**

It is crucially important that we pay close attention to how we communicate digitally. All emails should include a greeting and a salutation. All emails should be written with attention to grammar and spelling. Any rude or disrespectful emails will not be tolerated.

**Student Responsibilities:**

- *Start class the first week of the term by attending classes regularly.*
- ***Be accountable by setting aside regular time each week to complete course activities and assignments on time as noted per the due dates.***
- *Learn how to use Canvas including communication tools (e.g. discussion, Canvas inbox, etc.). If you have technology-related problems contact the [Service Desk](#)Links to an external site..*
- *Abide by ethical standards. Your work must be your own.*
- *Contact your instructor as early as possible if an emergency arises. Do NOT wait until the last minute to ask for an extension.*

**Instructor Responsibilities:**

- *Respond to emails within 1-2 business days. If multiple emails are received regarding the same question or concern, they may be responded to with an announcement to the entire class.*
- *Provide timely, meaningful, and constructive feedback on assignments.*
- *Facilitate an effective learning experience.*
- *Refer students to appropriate services for issues that are non-course content specific. For instance, technical issue, writing labs, accessibility services, etc.*
- *Mentor students through the course.*

**Grading and Late Work Statement**

**Grading Scale:**

The following grading standards will be used in this class:

[Can be Percent or Points]

Grade	Percent
A	94-100
A-	90-93

<b>B+</b>	87-89
<b>B</b>	83-86
<b>B-</b>	80-82
<b>C+</b>	77-79
<b>C</b>	73-76
<b>C-</b>	70-72
<b>D+</b>	67-69
<b>D</b>	63-66
<b>D-</b>	60-62
<b>E</b>	0-59

**Assignment Categories [e.g., Assignments - 10%, Exams - 25%, ...]**

<b>Activity</b>	<b>[Percent/Point]</b>
<b>Application Assignments</b>	135
<b>Discussions/class participation</b>	250
<b>Quizzes</b>	150
<b>Research Assignments</b>	205
<b>Final Proposal</b>	200

<b>Total</b>	940
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### **Late Work Statement:**

### **Absences and Makeup Policy**

You can take up to 3 leave of absence without any penalty from the class. I will take attendance in every class for accountability and that will be part of your group discussion time in class. If you are leaving for a planned event, you may use your leave of absence from the class but please plan how to work on your assignment ahead.

My policy is to NOT accept late work except in cases of documented personal emergencies. It is your responsibility to provide written documentation from a third party of your emergency. I do not consider planned-personal events (like family vacations, and weddings), work-related absences, work in other classes, or meetings with professors as personal emergencies. I will exercise discretion on whether excuses for late work are acceptable.

**Any assignments that are turned in late because of technical difficulties will still be counted as late. Please be sure to give yourself enough time on assignments and exams to compensate for any potential problems. Troubleshooting these earlier in the semester can help prevent late assignments due to technical difficulties.**

### **Assignment and Assessment Descriptions**

- Due Sunday: Application and Writing Assignments
- Due Wednesday: Quizzes - before class.

### **Application Assignments:**

Students will complete weekly application assignments. In these assignments, students will apply the concepts and theories they learned that week in class. To complete these assignments, students will need to be familiar with the weekly reading. On average, application assignments can be completed in 1-3 hours. In these assignments, students will be evaluated on their familiarity with course concepts, idea development, and writing conventions.

### **Discussions:**

Students will participate in weekly discussions in the classroom and will be tacked on with attendance. Discussions will ask students to reflect on and practice material from that week's reading and lecture.

### **Research Assignments:**

Throughout the semester students will complete 5 core research assignments. These assignments are the building blocks to the final proposal in the course due at the end of the semester. All research assignments must be completed to pass this class. If one of the following research assignments is not completed, regardless of the total grade in the class, the student will not earn a passing grade.

1. 5 COM Research Statements
2. 2 Research Questions
3. Final Research Question
4. Annotated Bibliography
5. Introduction Draft

6. Lit. Review Draft # 1
7. Peer Feedback on Lit. Review
8. Intro/Lit. Review Draft # 2
9. Methods Section Draft # 1

### Assessments:

### Quizzes:

Quizzes will assess your understanding of the week's reading assignment - you will need to complete the quiz every Wednesday before class. You will have 30 minutes to complete each quiz. Once a quiz has started, it must be finished.

### Final Proposal:

This assignment is instead of a final exam. In this assignment, you will bring together all of the revised components of your research proposal. **You will also be adding the discussion, a final cumulative revision letter, and a brief writing reflection to your final proposal.**

## Course Schedule

Link to [Course Schedule Canvas page](#).

## UVU Policies and Resources

[Policies and Procedures](#) Links to an external site.

[Student Success Resources](#) Links to an external site.

[Accessibility Services](#) Links to an external site.

- Students who need accommodations because of a disability may contact the UVU Accessibility Services Department (ASD), located on the Orem Campus in LC 312. To schedule an appointment or to speak with a counselor, call the ASD office at 801-863-8747. Deaf/Hard of Hearing individuals, email [nicole.hemmingsen@uvu.edu](mailto:nicole.hemmingsen@uvu.edu) or text 385-208-2677.

### Academic Misconduct

The University's Policy on Academic Misconduct states that each student is expected to maintain academic ethics and honesty in all its forms and to avoid cheating and plagiarism defined by the [UVU Student Code of Conduct](#) Links to an external site.. The penalty for academic misconduct is the failure of the course and a report to the Department Chair and The Student Conduct Office.

### Cheating

Cheating is the act of using or attempting to use or provide others with unauthorized information, materials or study aids in academic work. Cheating includes, but is not limited to, passing examination answers to or taking examinations for someone else, or preparing or copying other's academic work. **Cheating will not be tolerated and consequences are swift and severe.**

### Plagiarism

Anytime you present another person's work as your own, even if that other person is a friend and/or spouse, you have plagiarized. Plagiarism is the act of appropriating another person's or group's ideas or work (written, computerized,

artistic, etc.) or portions thereof and passing them off as the product of one's work in any academic exercise or activity.

## **Use of AI**

The UVU Communication department is also keeping up with artificial intelligence chatbots such as ChatGPT. Believing the technology is here to stay, and will only grow, we feel it's important to understand both its strengths and limitations. AI is already proving its usefulness in brainstorming writing ideas, simplifying complex topics, and performing rudimentary research. We believe AI is a tool with potential usefulness for writers. However, AI is also fraught with serious issues. It possesses accuracy problems while simultaneously sounding very confident about its incorrectness. It also frequently generates fake citations and quotations. It cannot understand the complexities and contexts of human communication. Finally, the way AI is trained on other texts poses several ethical questions about copyright and intellectual theft of property (along with uncritically inheriting the biases of the texts it's trained on).

To be clear, copying the exact wording of an AI chatbot is considered plagiarism and means that a student will be held accountable for violating academic integrity. Although many citation guides are already presenting ways to properly use and cite AI, we do not currently believe that citing AI in your work is in line with the standards of academic writing that value knowing the exact author(s) or sources that informed your writing.

If you are suspected of plagiarism, the first step will always be a conversation with your instructor (in person or via email). If the infraction is very minor or unintentional, there may be no sanctions at all. However, a lowered grade and the chance to revise the paper may also be possible. In more serious cases, the assignment may receive an automatic zero.

## **Student Veterans**

UVU is committed to providing a working and learning atmosphere for student veterans and their families. If you are a student veteran or a family member of a student veteran, you are eligible for support services from the Veterans Success Center at UVU and may be eligible for Post-9/11 GI Bill benefits. For help receiving your benefits, please contact the Veterans Success Center in the Woodbury Business Building, room 100, via email at [veterans@uvu.edu](mailto:veterans@uvu.edu) or by calling 801-863-8212.

## **Technology Support Services**

For 24/7 technical support contact [instructure's Canvas Support Live Chat](#) [Links to an external site.](#)

(385) 204-4930 (Available 24/7)

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## **CS 4490 Compiler Construction**

# CS 4490 | Compiler Construction | Utah Valley University

## CS 4490-001 | 26464 | Compiler Construction | Utah Valley University

TR 1-2:15pm in CS 504

### Instructor Contact Information

Peter Aldous

Contact: Peter.Aldous@uvu.edu, MS Teams, Canvas, or Discord.

Response times will often be faster via email; other services sometimes delay notifications. I will respond to messages within one business day of when I receive them.

Office Hours: 11:15am-12:15pm TR, 2:15-3:15pm MTR in CS 520P.

### Course Description

Builds on software created in CS 4380. Presents concepts necessary to create a modern compiler. Reinforces theoretical and practical software development skills from previous courses through an immersive, expressive approach to compiler construction. Lab access fee of \$45 for computers applies.

This course is required for the CS emphasis.

### Course Outcomes

Upon successful completion of this course, students will be able to:

- Design a compiler that conforms to specifications.
- Implement a working compiler that conforms to a design.
- Manage complexity by multilevel decomposition.
- Solve programming problems using computer science theory.

## Prerequisites and Needed Skills

Course Prerequisites: CS 3450, CS 4380, CS 4450, and University Advanced Standing

Technology Expectations: Access to a computer you can use for programming, which may include installing build tools.

## Materials, Fees and Technology Tools

Required materials, fees and technology: Engineering a Compiler, Second Edition by Keith D. Cooper and Linda Torczon. The text is freely available online using UVU Single Sign-On. Additional resources are available on Canvas.

Optional materials, fees and technology: Compilers: Principles, Techniques, and Tools by Aho, Lam, Sethi, and Ullman has much more detail than this course requires but some students have found it useful. I have a copy in my office if you would like to reference it.

## Course Logistics

Official course announcements will be sent via Canvas. Grades will be reported in Canvas, although assignments will be submitted as pull requests in git.

Students are encouraged to use Teams to discuss course material and collaborate.

This is a face-to-face class. Attendance in person is mandatory. I will take attendance at the beginning of each class. You are responsible for knowing all important university deadlines for students (e.g., last day to add/drop, etc.). You are responsible for announcements made and materials presented in class, whether or not you are present and regardless of the reason for your absence. Automated class recordings will be available as a reference, but there may be occasional quality issues with them.

For this three-credit-hour course, students should expect to spend 9 or more hours a week completing course activities.

## Professionalism

Your professionalism grade determines your due date for the final project. The professionalism grade is made up of attendance scores (five points per class period), adjusted for behavior in and out of class. Arriving to class late will result in a score of 3/5 for the day. Asking good questions can result in bonus points for the day; being distracted or disruptive can result in a loss of points for the day. Communicating in advance of class about absences will earn some or all of the professionalism points for the day depending on the reason (e.g., there is no penalty for illness or university-excused absences).

Your professionalism score at the time when you successfully pass off your compiler determines the due date. Your compiler's due date will be as follows

(the skipped week in March is for spring break):

Professionalism score	Due date
$\geq 90\%$	Apr 16
$\geq 80\%$ and $<90\%$	Apr 9
$\geq 70\%$ and $<80\%$	Apr 2
$\geq 60\%$ and $<70\%$	Mar 26
$\geq 50\%$ and $<60\%$	Mar 19
$\geq 40\%$ and $<50\%$	Mar 5
$\geq 30\%$ and $<40\%$	Feb 27
$\geq 20\%$ and $<30\%$	Feb 20
$\geq 10\%$ and $<20\%$	Feb 13
$<10\%$	Feb 6

### Collaboration

In this course, you must write your own compiler. You are encouraged to collaborate with other students to understand concepts and share knowledge about tools. You may share test files with each other but are personally responsible for the correctness and completeness of the tests that you use.

### Third Party Usage

Assignments will be submitted as pull requests from private repositories on Github.

## Grading and Late Work Statement

### Grading Scale

The following grading standards will be used in this class:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Percent	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59

### Assignment Categories

Activity	Percent
Compiler	95
Final	5

## **Late Work Statement**

### **Grading**

To earn a grade, your compiler must be correct as far as you and the instructor know. Minor correctness issues that can be fixed within the scheduled time for the pass-off attempt will result in a single point penalty. Other correctness issues will result in a two-point penalty and another pass-off attempt will need to be scheduled when the issues are fixed. Design and milestone pass-offs are required but do not affect your grade; there is no penalty for having to resubmit a design or milestone.

Your compiler is due at 5pm on the specified day. Passing it off early will earn you four bonus points per whole week ahead of the deadline (these bonus points can make up for failed pass-off attempts but cannot raise your compiler score above the score for the feature set you have completed). Passing your compiler off after the deadline will result in a penalty of four points per week up to a maximum of 12 points. The compiler cannot be turned in after 5pm on the last day of classes. Keep in mind that instructor and IA time is limited, so you must plan ahead to ensure that you are able to schedule a time to pass off.

## **Assignment and Assessment Descriptions**

### **Compiler**

The compiler will take a program in the KXI language and produce byte code for the virtual machine/emulator you built in CS 4380. You must use the VM/emulator you made in CS 4380. You are responsible for any errors and missing features in it.

The compiler is divided into five milestones, each of which is in its own milestone. For each milestone (except milestone 0), you will submit a design before implementing it. You do not need to pass off the last milestone separately; however, you will need to pass its design off as with the other milestones. You must implement each milestone according to your design for it. If you make changes to your design, you may resubmit it. Resubmitting a design that has been approved will not change the date when you can pass its milestone off.

For each milestone, the sequence of requirements is as follows:

1. You must complete all previous milestones and the homework assignments for the milestone.
2. You must meet with an instructor or IA to go over your design and receive approval.
3. Milestones may not be passed off sooner than one week after their design has been approved.
4. Send a pull request to your instructor and all IAs.

## Homework

Each module has homework assignments that must be completed before submitting the design for the module. The assignments are not graded; instead, they are prerequisites to submitting your design. Most of the assignments are part of a JSON mini-compiler, which is an opportunity to apply the concepts you will use in your compiler in a simpler context. The homework assignments are intended to make the compiler easier and to help you use your time more efficiently.

## Final Exam

The final exam will be administered on Canvas. Proctoring software is not required. There are no makeup exams. You may use a single-sided, 8½x11 sheet of handwritten notes that you prepare yourself.

## Course Schedule

The first half of the semester will be a quick pass through the topics necessary for implementing the class compiler. After that, we will move onto topics that are part of a compilers course but that are not currently required for your compiler implementation. Some class time may be devoted to questions about job searches, grad school, or other things relevant to seniors about to graduate. The schedule of presentation varies with each section; different groups of students require different amounts of time on each topic.

This course is presented in the following order, with relevant chapters or sections from the textbook:

1. Introduction (chapter 1)
2. Lexical Analysis (chapter 2)
3. Syntax Analysis (chapter 3)
4. Semantic Analysis (chapter 4)
5. Desugaring (chapters 5-6)
6. Other compilers topics
  1. Memory layout (chapter 7)
  2. Compiler optimizations (chapters 8-9)
  3. Data flow analyses (chapter 12)
  4. Register allocation (chapter 13)

The textbook presents many topics in more detail than is necessary for this course and focuses on some practical aspects of implementation (e.g., issues related to performance) that are not relevant to your implementation.

## Responsibilities

### Student Responsibilities

- Start class the first week of the term.

- Be accountable by setting aside regular time each week to complete course activities and assignments on time as noted per the due dates.
- Learn how to use Github as well as communication tools (e.g. Canvas, email, and MS Teams). If you have technology-related problems contact the Service Desk.
- Abide by ethical standards. Your work must be your own.
- Contact your instructor as early as possible if an emergency arises. Do not wait until the last minute to ask for an extension.

### **Instructor Responsibilities**

- Respond to messages within one business day. If multiple messages are received regarding the same question or concern, they may be responded to with an announcement to the entire class.
- Provide timely, meaningful and constructive feedback on assignments.
- Facilitate an effective learning experience.
- Refer students to appropriate services for issues that are non-course content specific. For instance, technical issue, writing labs, accessibility services, etc.
- Mentor students through the course.

## **UVU Policies and Resources**

### **Technology Support Services**

For 24/7 technical support, contact Instructure's Canvas Support Live Chat.

+1 (385) 204-4930 (Available 24/7)

### **Academic Policies & Standards**

### **Student Success Resources**

### **Accessibility Services**

### **Accommodations/Students with disabilities Statement**

Students needing accommodations due to a disability including temporary and pregnancy accommodations may contact the UVU Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in LC 312.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers should contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in LC 312.

## **Academic Integrity Statement**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: Student Code of Conduct.

## **Definitions and Examples**

**Academic Integrity** Academic integrity is a basic principle which requires that students take credit only for ideas and efforts that are their own. Cheating, plagiarism, fabrication, and other forms of academic dishonesty are often defined as the submission of materials in assignments, exams, or other academic work that is based on sources that are prohibited by the faculty member or in ways that do not properly cite the source of a student's ideas and content. Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: Student Code of Conduct.

**Cheating** The act of using or attempting to use or providing others with unauthorized information, materials or study aids in academic work. Cheating includes, but is not limited to, passing examination answers to or taking examinations for someone else, or preparing or copying others' academic work.

Examples include but are not limited to:

- Submission of work that is not the student's own for papers, assignments or exams.
- Submission or use of falsified data.
- Theft of or unauthorized access to an exam.
- Use of an alternate, stand-in or proxy during an examination.
- Use of unauthorized material including textbooks, notes or computer programs in the preparation of an assignment or during an examination.

- Supplying or communicating in any way unauthorized information to a “homework help site” such as CourseHero or to another student in the preparation of an assignment or during an examination.
- Collaboration in the preparation of an assignment. Unless specifically permitted or required by the instructor, collaboration will usually be viewed by the university as cheating. Each student, therefore, is responsible for understanding the policies of the department offering any course as they refer to the amount of help and collaboration permitted in preparation of assignments.
- Submission of the same work for credit in two courses without obtaining the permission of the instructors beforehand.

**Plagiarism** Plagiarism is the act of presenting another person’s ideas, research or writing as your own.

Examples include but are not limited to:

- Using another person’s exact language without the use of quotation marks and proper citation.
- Rearranging another’s ideas or material and presenting them as original work without providing proper citation.
- Submitting another’s work as one’s own; this includes purchasing work from sources such as the internet.
- Submitting a translation of someone else’s words claiming them as one’s own
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Duplicating or submitting work that was originally prepared for another class without the explicit permission of the instructor; or knowingly aiding another student who is engaged in plagiarism.

Citation guide

**Fabrication** The use of invented information or the falsification of research or other findings.

Examples include but are not limited to:

- Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials.
- Listing sources in a bibliography not used in the academic exercise.
- Submission in a paper, thesis, lab report or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence.
- Submitting as your own any academic exercise, (e.g., written work, printing, sculpture, etc.) prepared totally or in part by another.

We would like to acknowledge the following institutions: Northeastern University, University of Jamestown, Washington University in St. Louis, and UVU's Woodbury School of Business. This statement uses or adapts parts of their academic integrity statements or used them for inspiration.

### **Acceptable use of AI**

Use artificial intelligence (AI) tools to help you learn, not to skip the learning process. Cite any AI tools that you use at the top of your code. You are responsible to make sure that any code or content does what it is supposed to do and says what you want it to say. In general, accept help from AI tools only when it would be appropriate to accept that help from another person.

### **Religious Accommodation Statement**

UVU values and acknowledges a wide range of faiths and religions as part of our student body, and as such provides accommodations for students. Religious belief includes the student's faith or conscience as well as the student's participation in an organized activity conducted under the auspices of the student's religious tradition or religious organization. The accommodations include reasonable student absences from scheduled examinations or academic requirements if they create an undue hardship for sincerely held religious beliefs. For this to occur, the student must provide a written notice to the instructor of the course for which the student seeks said accommodation prior to the event.

The UVU campus has a place for meditation, prayer, reflection, or other forms of individual religious expression as is described on their website.

### **Equity and Title IX Statement**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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## **DANC 425R Repertory Ballet Ensemble**

# Syllabus

**Utah Valley University**

**Department of Dance**

**DANC 425R**

**Repertory Ballet Ensemble**

**Fall 2023 & Spring 2024**

Instructors: Jamie Johnson and Christa St. John

Office: Office hours by appointment

Email: Direct all correspondence through Canvas email

Prerequisite(s): Audition required

Corequisite(s): DANC427/327 and DANC321/421 RBE members trained in pointe

DANC427/DANC327 and DANC422/DANC423/DANC424 RBE members not trained in pointe

For serious ballet students showing a high level of technical and artistic achievement. Explores the development of the tools necessary for professional performance as students learn and perform diverse repertoire. Requires ballet attire.

May be repeated for a maximum of 9 credits toward graduation.

Course fee of \$75 applies.

3.000 Credit hours

9.000 Lab hours

## Course Objectives:

Upon successful completion, students should be able to:

- 1 - Perform advanced-level skills within Repertory Ballet Ensemble context.
- 2 - Develop artistic approaches to choreography.
- 3 - Demonstrate the self-discipline required in a professional performance atmosphere.
- 4 - Identify stage vocabulary with respect to staging, blocking, and performance.
- 5 - Demonstrate professionalism in technical rehearsals, dress rehearsals, and performances.

## **Attendance, Course Requirements, and Dress Code**

See Repertory Ballet Ensemble Contract for additional information.

## **Syllabus Statement for studio (not classroom) dance courses**

This is a studio dance course where students engage in aerobic movement and depend on their vestibular system for balance. Essential dance maneuvers in this course will include interdependent weight-sharing or lifting of dance partners, aerial maneuvers, use of potentially dangerous props or equipment, dancing near the edge of a stage drop, or the like. Safe participation, therefore, depends on each student's physical, mental, and proprioceptive capacity to reliably maintain consciousness, balance, and motor functions. If you anticipate that a physical or medical condition, including a disability, may impact your ability to meet these essential aspects of the course, please contact Accessibility Services to explore accommodation options. The Dance Program is committed to collaborating with Accessibility Services and you to identify and implement reasonable accommodations while upholding the core learning objectives of this course.

## **Department of Dance Attendance and Observation Policy (updated Dec 4, 2023)**

Attendance is essential and critical to a student's success. A number of discretionary days are allowed based on the number of days per week a class meets (if a class meets for 5 days per week, then 5 discretionary days are allowed; if a class meets 3 days per week, then 3 discretionary days are allowed, etc.). It is at the student's discretion if they wish to observe or miss class during these allotted days. Absences in excess of the discretionary days will result in

percentage deductions of the final grade as follows: For each additional absence beyond the number allotted, a grade will drop by one third. A grade of A will drop to an A- with one additional absence, to a B+ with two additional absences and so forth. Arriving late or leaving early constitutes an absence; if a student arrives 15 minutes late after class begins or leaves 15 minutes early. Three tardies will result in an absence. One observation day is allowed without penalty, outside of the discretionary absence/observation days. If you are ill, please use an absence. Students must speak with the instructor at the beginning of class to determine expectations of the observation day (i.e., note-taking, verbal participation).

Absence from more than 20% of the total class periods constitutes an automatic failing grade by Dance Department policy unless a student experiences an "extenuating circumstance" during the semester. If a student experiences an "extenuating circumstance" that results in absences exceeding 20% of the total class periods, they **may** be eligible for an "Incomplete." The term "extenuating circumstances" includes: (1) incapacitating illness which prevents a student from attending classes (usually more than five consecutive class days); (2) a death in the immediate family; (3) change in work schedule as required by employer; or (4) other emergencies deemed acceptable by the instructor. To learn more about an "Incomplete," visit <https://www.uvu.edu/catalog/current/policies-requirements/academic-policies-and-standards.html> **Links to an external site.** (<https://www.uvu.edu/catalog/current/policies-requirements/academic-policies-and-standards.html>). Please consult your instructor to discuss the possibility of an "Incomplete."

### **Observation due to minimal injury appeal**

In the case of absences due to injury, the following Department of Dance absence appeal policy applies:

If an injury occurs that requires minimum healing time, beyond the aforementioned discretionary days, the student is required to 1) fill out an absence appeal form for this 2) communicate their desire to continue observing classes to their instructor and 3) provide appropriate documentation. **Note: For this request to be approved, the student must provide a note from doctor, or a physical therapist before the class observations occur.** The absence appeal committee, together with the teacher of record, will determine whether or not the appeal is granted.

### **Absence Appeals**

All absence appeals must be submitted within 1 week of the attendance date(s) requesting appeal. Requested absence appeals during the last week of the semester must be submitted by the last day of semester classes. [See the Absence Appeals Form page for complete information.]

Note the following policies:

- Significant changes to appearance (e.g., hair-length, hair color, piercings) must be approved by Artistic Directors in advance
- Tattoos must be covered, and jewelry and nail polish must be removed for tech rehearsals and performances unless approved in advance by the Artistic Directors.
- For safety, hair clips may not be worn in rehearsal or performance. Hair should be secured to the head with bobby pins.
- Nails must be trimmed and not pose a safety hazard

UVU's policy on drug use:

<https://www.uvu.edu/wellness/aboutus/drug-policy.html>  (<https://www.uvu.edu/wellness/aboutus/drug-policy.html>)

## **RBE Important Dates**

### **Fall 2023 (Subject to Change)**

- RBE Photoshoot Sept 22 – 3:00-5:00
- Complexions Residency – Sept 25-29, 3:00-5:30 pm & Saturday, Sept 30, 9:00-1:00 pm
- Scholarship Ball, Saturday, Oct. 7 (times TBD)
- Arpino Residency – October 9-13, 3:00-5:00 pm & Saturday 9:00-12:00 pm
- ACDA audition Nov. 16
- High School Dance Day Nov. 17
- Percussion Ensemble Concert, December 7, Dress Rehearsal 3 pm & Performance 7 pm, Noorda Concert Hall

### **Spring 2024 (Subject to Change)**

- RBE Tech Week and Performances – Tech rehearsals Feb 12-14, Performances Feb 15-17
- Complexions Masterclass - Feb 22, 11:00-12:55 pm
- Complexions Mock Audition - Feb 22, 3:00-4:45 pm
- Complexions class with the company on stage - Feb 23 & 24, 12:00-1:15 pm
- Complexions Tech & Performances – Tech rehearsals Feb 22 & 23, Performances Feb 23 & Feb 24

- ACDA March 6-9
- Ballet Alliance May 6-9

### **Noorda Guidelines for Performances**

No guests backstage

Dancers remain in their assigned dressing rooms

Alert Directors, stage manager, and technical staff to any relevant medical issues

Park in lot M-25

### **Grading Procedures**

Learning / Developing Choreography	15%
Work Ethic / Participation	25%
Performance	30%
Contract Rules	30%

To receive an A, students must:

- Demonstrate continued growth in advanced technical skills and artistic interpretation
- Embody stylistic nuance in diverse repertoire
- Show respect towards their peers, instructors, and all those involved with the process
- Maintain a positive, professional approach to class, rehearsals, performances, etc.
- Contribute to the company environment through open communication and collaboration
- Integrate and be receptive to feedback
- Engage in advanced understudying skills in a self-directed manner

- Demonstrate a willingness to take risks and delve into the creative process

### **Course format: Face to Face**

- Face to face classes take place on campus and attendance is counted when the student is physically present.
- Faculty are not expected to teach dual modality or set up zoom/teams for students sick or quarantining at home.

**Note on Physical Contact:** Participation in movement classes regularly utilizes human contact as a mode of instruction and feedback. In addition to demonstration and verbal instruction, the use of physical contact may be employed as a method of communicating kinesthetic and proprioceptive information, lines of energy, body awareness and connection. If you prefer to not receive touch as a means of learning—either for the entire semester or on any given day—it is the responsibility of the student to inform the instructor before class. Your grade will not be affected by this choice.

### **Syllabus Statement for studio (not classroom) dance courses: (updated Jan 2, 2024)**

This is a studio dance course where students engage in aerobic movement and depend on their vestibular system for balance. Essential dance maneuvers in this course will include interdependent weight-sharing or lifting of dance partners, aerial maneuvers, use of potentially dangerous props or equipment, dancing near the edge of a stage drop, or the like. Safe participation, therefore, depends on each student's physical, mental, and proprioceptive capacity to reliably maintain consciousness, balance, and motor functions. If you anticipate that a physical or medical condition, including a disability, may impact your ability to meet these essential aspects of the course, please contact Accessibility Services to explore accommodation options. The Dance Program is committed to collaborating with Accessibility Services and you to identify and implement reasonable accommodations while upholding the core learning objectives of this course.

### **UVU Grading Scale**

- A = 93.6 % - 100%
- A- = 90% - 93.5%
- B+ = 86.6% - 89.9%
- B = 83.6% - 86.5%
- B- = 80% - 83.5%
- C+ = 76.6% - 79.9%
- C = 73.6% - 76.5%
- C- = 70% - 83.5%

D+ =66.6% - 69.9

D = 63.6% - 66.5%

D- =60% - 63.5%

## University Policies:

### Inclusion Statement

“Come as you are. UVU has a place for you.”--President Tuminez.

Commitment to You: UVU is committed to fostering an inclusive and diverse learning environment. In this class, we acknowledge our differences and accept our diversity in gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture as a strength. Your experience in this class is important to me. As your instructor, it is my intent to create an inclusive and equitable climate that fosters a safe and successful learning environment. My main goal is to provide you with equal opportunities to succeed in this class. Please feel free to contact me if you would like to talk about any suggestions and/or concerns. If that feels uncomfortable to you, you can also contact the [Inclusion and Diversity Committee \(Links to an external site.\)](https://www.uvu.edu/inclusion/about/index.html)  (<https://www.uvu.edu/inclusion/about/index.html>) to ask for help and support.

Identity: I will gladly honor your request to address you by your name and pronoun if our records don't reflect so. Please advise me of this early in the semester so that I may make appropriate changes to my records. If you would like additional assistance regarding communication about your name or pronoun, please contact LGBT Student Services at [lgbt@uvu.edu](mailto:lgbt@uvu.edu) (<mailto:lgbt@uvu.edu>) or 801-863-8885

### Mental Health and Wellness Statement

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. To learn more about Utah Valley University's Mental Health Services, please visit <https://www.uvu.edu/studenthealth/psych/Links to an external site.>  (<https://www.uvu.edu/studenthealth/psych/>). 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at <https://988lifeline.org/Links to an external site.>  (<https://988lifeline.org/>).

## Land Acknowledgement:

Utah Valley University acknowledges that we gather on land sacred to all Indigenous people who came before us in this vast crossroads region. The University is committed to working in partnership—as enacted through education and community activities—with Utah’s Native Nations comprising: the San Juan Southern Paiute, Paiute Indian Tribe of Utah, Uintah & Ouray Reservation of the Northern Ute, Skull Valley Goshute, Confederated Tribes of the Goshute Reservation, Northwestern Band of Shoshone Nation, Hopi Tribe, Navajo Nation, Ute Mountain Ute-White Mesa Community, and urban Indian communities. We recognize these Native Nations and their continued connections with traditional homelands, mountains, rivers, and lakes as well as their sovereign relationships with state and federal governments. We honor their collective memory and continued physical and spiritual presence. We revere their resilience and example in preserving their connections to the Creator and to all their relations, now and in the future.

With this statement comes responsibility and accountability. We resolve to follow up with actionable items to make the School of the Arts at UVU and The Noorda Center for the Performing Arts an inclusive, equitable, and just space for all. There is much work to be done, and we are committed to putting these words into practice.

Now what? Land acknowledgements are just a starting point. There are many approaches an individual may take to move from the important step of acknowledging the ancestral and contemporary territories of tribal nations to direct action. Consider the following:

- Increase your understanding of the histories and cultures of Native American and Indigenous peoples. To deepen your knowledge of Utah’s tribal nations, please visit <https://indian.utah.gov/>**Links to an external site.**  [\(https://indian.utah.gov/\)](https://indian.utah.gov/) and/or enroll in an **American Indian Studies course at UVU****Links to an external site.**   [\(https://www.uvu.edu/americanindianstudies/#:~:text=American%20Indian%20Studies%20\(AIS\)%20at,within%20scholarly%20and%20applied%20contexts.\);](https://www.uvu.edu/americanindianstudies/#:~:text=American%20Indian%20Studies%20(AIS)%20at,within%20scholarly%20and%20applied%20contexts.);)
- Learn more about and support Indigenous arts and cultures by becoming familiar with organizations like the **Native Arts & Cultures Foundation****Links to an external site.**  [\(https://www.nativeartsandcultures.org/\)](https://www.nativeartsandcultures.org/) and **Cultural Survival****Links to an external site.**  [\(https://www.culturalsurvival.org/\)](https://www.culturalsurvival.org/);
- Support **Indigenous-led grassroots change movements and campaigns****Links to an external site.**  [\(https://resourcegeneration.org/land-reparations-indigenous-solidarity-action-guide/\)](https://resourcegeneration.org/land-reparations-indigenous-solidarity-action-guide/);
- Engage with advocacy organizations supporting Indigenous People’s land and civil rights, self-determination, cultures, and political resilience, like the **LANDBACK MOVEMENT****Links to an external site.**  [\(https://landback.org/\)](https://landback.org/)

## Title IX Statement

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 experienced or experiences harassment or sexual assault including, dating and domestic violence, stalking or sexual exploitation, you are encouraged to report it to the Title IX Coordinator in the Office for Equal Opportunity and Affirmative Action, BA-203, (801) 863-7999. Please be aware that all faculty members and university employees are considered "Responsible Employees" and are required to report incidents of sexual misconduct and relationship violence and thus cannot guarantee confidentiality. Please know that you can seek confidential resources at UVU Student Health Services, SC-221, (801) 863-8876. Please visit <https://www.uvu.edu/equalopportunity/> for more information.

## Religious Accommodations Statement

UVU values and acknowledges a wide range of faiths and religions as part of our student body, and as such provides accommodations for students. Religious belief includes the student's faith or conscience as well as the student's participation in an organized activity conducted under the auspices of the student's religious tradition or religious organization. The accommodations include reasonable student absences from scheduled examinations or academic requirements if they create an undue hardship for sincerely held religious beliefs. For this to occur, the student must provide a written notice to the instructor of the course for which the student seeks said accommodation prior to the event.

The UVU campus has a place for meditation, prayer, reflection, or other forms of individual religious expression as is described at [https://www.uvu.edu/ethics/reflectioncenter/Links to an external site.](https://www.uvu.edu/ethics/reflectioncenter/Links%20to%20an%20external%20site) 

<https://www.uvu.edu/interfaith/reflectioncenter/index.html%7D>

Documents: Guidelines For the [Accommodation of Sincerely Held Religious Beliefs](#)[Links to an external site.](#) 

<https://www.uvu.edu/facultyrelations/docs/guidelines-for-the-accommodation-of-sincerely-held-religious-beliefs-and-practices.pdf>

and [Practices Student Religious Accommodation Request Form](#)[Links to an external site.](#) 

<https://www.uvu.edu/interfaith/docs/religiousaccommodationsrequestform.pdf>

## Academic Integrity Statement

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their **rights and responsibilities**[Links to an external site.](https://policy.uvu.edu/getDisplayFile/5bedd0ef7b23736d542192e3)  (<https://policy.uvu.edu/getDisplayFile/5bedd0ef7b23736d542192e3>). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

## Plagiarism Statement

Plagiarism is the act of appropriating another person's or group's ideas or work (written, computerized, artistic, etc.) or portions thereof and passing them off as the product of one's own work in any academic exercise or activity. Plagiarism will not be tolerated and will be immediately reported to UVU's Office of Student Conduct. Please note: Submitting AI-generated work is not original content and is considered a form of plagiarism. AI may be utilized for research, but written submissions for this class need to be original, self-generated material.

## Accessibilities Statement

Students who need accommodations because of a disability may contact the UVU Accessibility Services Department (ASD), located on the Orem Campus in LC 312. To schedule an appointment or to speak with a counselor, call the ASD office at 801-863-8747. Deaf/Hard of Hearing individuals, email [nicole.hemmingsen@uvu.edu](mailto:nicole.hemmingsen@uvu.edu) or text 385-208-2677.

# **DGM 3580 Digital Cinema Directing Workshop I**

# **DGM 3580: Digital Cinema Directing Workshop I**

Utah Valley University | Fall 2023

**Professor:** Jerell Rosales, M.F.A.

**E-mail:** [jerell.rosales@uvu.edu](mailto:jerell.rosales@uvu.edu)

**Office Location:** CS 710H

## **Office Hours:**



Mondays: 3:15-6:30PM

Wednesdays: 3:15-4:00PM, 5:30-6:30PM

(Virtual or in-person, by appointment. Hours/location subject to change)

**Monday/Wednesdays**

**Section 001: 1:00PM-3:15PM**

**Section 601: 6:30-8:35PM**

In-Person: DX120 (Sound Stage)

Temporary Space: DX103

Online Supplemental Classroom on Canvas  
Asynchronous Meetings on Teams, if necessary

3 Credits, Prerequisite(s): DGM 1510, DGM 1520,  
DGM 2110, Portfolio Review Acceptance and  
University Advanced Standing

## **COURSE DESCRIPTION**

An advanced workshop format class structure. Utilizes project-based opportunities to apply and hone skills in digital cinema direction, editing scripts, casting, rehearsing, and performing a scene. Includes polishing concept for shooting, then shooting and editing for presentation and critique.

## **INTRODUCTION**

This is a hands-on experiential workshop course to give students a clear concept of the responsibilities and challenges of directing narrative cinema as professionals and artists. This workshop-formatted course will help students gain a broader, in-depth understanding of the art, craft, and business of directing for narrative film and television. Students will gain and hone directorial tools, skills, and techniques through praxis and feedback. Through a series of workshop exercises, students will hone their unique individual voice, vision, and process in a creatively safe environment.

For students who wish to become directors, this course will get you thinking, practicing, and growing into the mindset of a professional film and television director. For students who may not intend to be narrative fiction directors, this course aims to give you a breadth of skills and experience to better understand and appreciate the mindset and tasks of a director so that you will be much better equipped to collaborate and contribute in any area of the film, television, and digital media industry.

## **COURSE OBJECTIVES**

Upon successful completion of this course, students will be able to/have:

- A clear understanding of the various aspects of the role of the director in motion picture production with an emphasis on the creative, aesthetic, and psychological functions. This understanding will support the student either in proceeding to train further as a director or to be a strong support to any department head in the narrative film and television industry.
- An ability to articulate and create a coherent creative voice and vision with a mood, tone, and intentional visual style for a motion picture through preparation, collaboration, and feedback.
- An understanding of how actors work and how directors can communicate with them in a way that produces intentional, authentic and/or stylistic performances

## **REQUIRED TEXTS & MATERIALS**

- TEXTBOOK: *Directing: Film Techniques and Aesthetics* (6th Edition) by Michael Rabiger, Mick Hurbis-Cherrier
- Selected readings available on Canvas
- Camera, sound, and editing equipment (available via [DGM Cinema Studio & Equipment Checkout](#), [Fulton Library](#), [DGM Audio Studio](#), DCP Editing Lab, DGM Lab CS412, and [UVU Adobe Creative Cloud Suite](#))
- (Recommended Book) *On Filmmaking: An Introduction to the Craft of the Director* by Alexander Mackendrick
- (Recommended Book) *Directors tell the Story* by Bethany Rooney and Mary Lou Belli
- (Recommended Tools) Pre-Vis Pro, Filmic Pro, Scriptation, Cinescope

## **COURSE REQUIREMENTS**

PARTICIPATION	30%
DIRECTING EXERCISES	40%
FINAL DIRECTING PROJECT	30%

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TOTAL: 100%

### **Participation**

#### *Professionalism*

Industry-standard professionalism is expected and is meant to prepare you for the rigors of the job. Reliability and collaboration are the foundational traits of any successful person in the industry. Submit all your exercises and assignments on-time. Come to all classes, meetings, and productions on-time and for the entire session. Being the director means being prepared, and an active participant by engaging your full attention.

#### *Attendance*

Unless otherwise noted, all sessions are mandatory. Any *unexcused* absence is an automatic zero for attendance that day. Excused absences are approved on a case-by-case basis for illness, family emergencies, and mandatory department/university-sanctioned events.

#### *Collaboration*

Being a director means being a collaborative community member. You will be expected to collaborate with cast and crew to make your films. Directing is reciprocal. You'll be expected to crew and act for your classmates. I highly encourage you to work with peers that you don't typically work with to expand your network.

#### *A note on health and safety:*

Please DO NOT come to class or set if you observe any symptom that might pose a risk to others. Depending on the severity of your symptoms, I highly recommend wearing a mask and observe social distancing. Should you miss any session last-minute due to illness, I only ask that you 1) please keep me updated, 2) see a medical professional if needed, and 3) take the necessary time to recover.

Filmmaking, especially directing, can be physically, mentally, and emotionally demanding. As general advice, it's good practice and habit to:

- Get an appropriate amount of sleep, drink plenty of hydrating fluids, and practice a well-balanced diet
- Lift heavy objects with a team and with your legs (not your back), exercise regularly for stamina and strength, and monitor/communicate any physical abilities you need support with
- Wear comfortable, appropriate, and industry-standard clothing and footwear. Be prepared for inclement weather.
- Wash/sanitize hands frequently (avoid touching your face and mouth)
- Test regularly, stay up-to-date with seasonal influenza, tetanus, COVID-19, and other vaccinations
- Monitor your mental health, set aside time for mindfulness, and schedule regular check-ups with a mental health professional as you would with a physical

#### *Fluidity of Schedule*

Similar to any production schedule, flexibility is the key to overall success. Our schedule is fluid and will be changing throughout the term based on my observations of the course and the many kinds of unforeseen events that may occur. I will always let you know about changes in a timely manner, but it's your responsibility to stay current and keep up-to-date.

For inclement weather, I may move the start or end of class time to ensure safety in travel and commute for everyone. I may also have us meet online or postpone a session if poor weather conditions persist, if I become ill, if there is an outbreak in our class, or if a safety concern arises.

#### *In General*

Commute safely and monitor how you feel physically, mentally, and emotionally. Take care of yourself as a priority, and we can always talk through options to accommodate areas you're struggling in.

## Directing Exercises

In this class, you will get a hands-on experience in the core concepts of directing. You will be filming and editing your exercises during lab time or on your own time as homework throughout the week and over the weekends. We will screen your work in class for feedback and critique.

The course is broken up into the following units with the following directing exercises:

1. The Director's Viewfinder I: Master Shot Exercise
2. The Director's Viewfinder II: Advanced Coverage Exercise
3. Artistic Voice & Vision: The Mood/Tone Film Exercise
4. Directing Actors: Directing Performance Workshop Exercise
5. Final Project: Directing the Narrative Short Film

You'll be expected to articulate your goals before shooting and note what you've learned after feedback sessions in your reflections.

## Final Project: Directing the Short Film

Building off every unit and exercise, each student will prepare a "Director's Binder" that contains a visual lookbook that conveys your artistic vision regarding proposed film grammar, coverage, mood/tone and performance style intentions. Your Director's Binder will also include story/script breakdowns, character breakdowns, shot lists, storyboards, and floor plans.

Students will develop (by writing themselves or by procuring a script as a producer), direct, and edit a narrative short film that conveys craft confidence, voice, vision, and artistry as a director. Restrictions and limitations to this film applies: Five-minutes maximum and an out-of-pocket budget of no more than \$100.

## **CLASS GOLDEN RULE: PROCESS, NOT PRODUCT**

I care more about your experience in the process of filmmaking than the final product. I do not expect, nor do I encourage anyone to shoot their magnum opus in this class. It's a workshop course. Treat your film like an exercise to grow and learn from failure. As a working director, opportunities to develop in a creatively safe and free environment is a rare privilege. I strongly recommend setting yourself up for success with a "stretch goal" based on your skills and confidence at this moment in time. Each exercise is designed as a low-stakes filming experience for you to experiment, push yourself, try, fail, and reflect/grow.

## **EQUIPMENT/SPACE RENTAL & SOFTWARE**

UVU provides the opportunity for students within the Digital Cinema Production program to check out cinema and photo equipment, reserve the Sound Stage, and use the Post-Production Lab for class projects and assignments. Guidelines and step-by-step instructions to check out and reserve equipment/space can be found at the following link: <http://bit.ly/3v14mRx>

You may also visit the [DGM Equipment Checkout in-person in the DX Lobby](#). For additional questions, comments, or concerns contact: Austin Perez, DCP Studio Lab Manager, [10695843@uvu.edu](mailto:10695843@uvu.edu).

You may use your own equipment, or you may check out equipment from our [DGM Equipment Checkout](#) or the [DGM Audio Studio](#). Use your due diligence. Late fees, missing/damage fees, and restrictions apply. I expect you all to shoot with the best equipment available to you. Phones may be acceptable on a case-by-case basis.

Our department is equipped with all the software you need for this course in the DCP Editing Lab or the Digital Media Lab (CS 412). This includes Final Draft, Avid, and Adobe Premiere Pro. You have access to student licenses of [Microsoft 365](#), [Adobe Creative Cloud](#), and [LinkedIn Learning](#) for tutorials and training. Please have a portable hard drive — your "working drive." This is the drive that you bring to the lab, that you edit off of, and it travels with you. Do not edit off of UVU computers; your files may not be saved.

**LATE POLICY**

All assignments and posts are due by the indicated deadline stated on Canvas. I will update Canvas with any due date changes. Any *unexcused* late assignment will result in a full letter grade knocked off for each day late. Any late assignments may not qualify for feedback. To be excused of a deadline, have a conversation with me at least 72-hours in advance for a potential deadline extension or alternative plan. In cases of sudden illness and family emergencies, be prepared to bring evidence/documentation to be excused retroactively.

**COMMUNICATION**

Our class will communicate face-to-face/in-person in our assigned classroom unless notified that we meet elsewhere or virtually on Teams/Zoom. Canvas is our virtual “classroom” that you can access any 24/7.

My preferred method of communication is by e-mail ([jerell.rosales@uvu.edu](mailto:jerell.rosales@uvu.edu)). I do my best to respond within 48-hours. For anything time sensitive, e-mail me with the subject line URGENT. You may also reach me via Canvas (which forwards to my e-mail, with limited capabilities) or by Teams Chat which I do my best to check regularly.

I will make announcements via Canvas with any updates to the entire class. **Please activate e-mail notifications for Canvas announcements for any last-minute notifications from me.** (Go to [UVU Canvas > Account > Notifications](#) > Settings for ACCOUNT is selected in the drop-down menu > Scroll under COURSE ACTIVITIES > In the line for ANNOUNCEMENT, ensure that the “Bell Icon” is green for your e-mail.

I suggest using Teams as another way to communicate. **Use your UVU e-mail or your UVU Teams for all communications with faculty, staff, and with your classmates.**

**Office Hours**

Office hours are by appointment (30-minutes reservable up to 14-days in advance). [Click here to schedule an appointment](#) or scan the QR code.



My office is in CS 710H, though our meeting location or mode may vary depending on varying circumstances. Hours are subject to change last-minute and without notice. If you need to meet outside of my office hours, feel free to e-mail me to schedule an alternative time. We can meet virtually or in person.

***Communicating with Each Other***

Filmmaking is a highly collaborative business, art, and craft. I strongly recommend taking the initiative to get to know all of your classmates outside of our class. Network, coordinate social gatherings and lean on each other for resources and guidance.

**GRADING**

Because of the varying levels of experience and the subjective nature of filmmaking, I grade each individual against themselves in terms of growth, professionalism, and execution of expectations. I intend to meet you where you are. I expect to see you grow and stretch in each film to raise your own bar.

I grade your assignments much like you would be graded in the professional world. Effort counts into your grade but your grade is not a reflection of the amount of effort you put in. You don’t get an ‘A’ for effort. You earn it for mastery. Success is measured by the journey of your mastery, not how hard you work.

The grading scale in this class is as follows:

95% to 100%	A	90% to 94%	A-		
87% to 89%	B+	84% to 86%	B	80% to 83%	B-
77% to 79%	C+	74% to 76%	C	70% to 73%	C-
67% to 69%	D+	64% to 66%	D	60% to 63%	D-
0% to 59%	E (F)				

## **ETHICS AND PROFESSIONAL STANDARDS**

### *Academic Dishonesty*

Academic dishonesty will be tolerated. All work submitted must be wholly original to you, produced during the time permitted, and submitted for this course only. Should I suspect any form of academic dishonesty, including the unethical use of any tool (including AI), you will receive a “0” for the assignment and may be reported to Student Rights & Accountability for due process.

### *Disclosure and Privacy*

This course involves group activities and other opportunities for self-disclosure. Your classmates, instructor, and/or guest speakers may reveal something personally or professionally important and private in discussions. Professional behavior dictates that you will maintain each individual’s privacy and trust in this class. Therefore, all information shared in our class and on any production related to our class is private between you and the individual that has chosen to disclose to you. If you feel there has been a breach of professionalism, ethics, or law, please come to me with your concern.

## **ACCESSIBILITY SERVICES**

Students needing accommodations due to a disability, including temporary and pregnancy accommodations, should contact Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747, located in LC 312.

Deaf/Hard of Hearing students who are already approved for accommodations and need to request ASL interpreters, transcription services, or closed captioning, please email [dhhservices@uvu.edu](mailto:dhhservices@uvu.edu)

## **EQUITY, INCLUSION, & DIVERSITY**

### *A Safe Learning Environment*

UVU is committed to fostering an inclusive and diverse learning environment. In this class, we celebrate and acknowledge our differences and commonalities. We accept diversity in religion, gender, sexuality, ability, age, socioeconomic status, ethnicity, race, citizenship, and culture as a strength. We strive to foster equity and maximize respect and fairness. Please feel free to contact me if you would like to talk about any suggestions and/or concerns. Our program coordinator, department chair, and Office of Equity, Inclusion, and Diversity are resources in fostering a safe learning environment.

### *Personal Identity*

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called and, if we choose, to identify pronouns, pre-fixes and suffixes with which we would like to be addressed at any given time. I will do my best to address and refer to all students accordingly.

### *Discussions and Debates*

Discussions and debates are a way to grow and learn. In this class, you will be encouraged to share your ideas and debate them critically and rationally. I ask that you do so with kindness and empathy for your classmates and that you listen and respond respectfully and with care. It is a director’s job to read subtext and non-verbal cues, so please be conscious of what you project non-verbally during discussions and debates.

## **MENTAL HEALTH**

All of us have a need to maintain mental health and benefit from the assistance of professionals to do so. UVU’s Mental Health Services At Mental Health Services provides assessment and treatment for a variety of mental health concerns such as anxiety, depression, eating disorders, trauma, grief, substance abuse, and relationship issues. UVU offers individual and couples therapy for \$10. Group therapy is free. There may also be fee waivers for those struggling with finances.

Student Health Services is located in SC 221, telephone 801-863-8876 <https://www.uvu.edu/studenthealth/psych/>.

The following community resources are available 24/7:

- The National Suicide Prevention Lifeline 1-800-273-8255
- Safe UT Crisis Chat & Tip Line <https://safeut.med.utah.edu/>
- You may also access the Crisis Text Line 741-741 or call 9-1-1
- **If an emergency is happening on campus, call campus police: 801-863-5555.**

### **STUDENT CARE**

Any student who has difficulty affording groceries, accessing sufficient food to eat every day, struggles with childcare, finances, safety, legal issues, technology access, academics, transportation, lacks a safe and stable place to live, in need of LGBTQIA+ related services, and believes this may affect their performance in the course, is urged to visit <https://www.uvu.edu/studentcare/> for access to a variety of resources. You may also email [care@uvu.edu](mailto:care@uvu.edu) for assistance.

### **TITLE IX**

Title IX makes it clear that violence and harassment based on sex and gender (including sex, pregnancy, pregnancy-related conditions, sexual orientation, gender identity, or gender 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 experienced or experiences harassment or sexual assault including, dating and domestic violence, stalking or sexual exploitation, you are encouraged to report it to the Title IX Coordinator in the Office for Equal Opportunity and Affirmative Action, BA-203, (801) 863-7999.

Please be aware that all faculty members and university employees are considered “Responsible Employees” and are required to report incidents of sexual misconduct and relationship violence and thus cannot guarantee confidentiality. Please know that you can seek confidential resources at UVU Student Health Services, SC-221, (801) 863-8876.

Please visit <https://www.uvu.edu/equityandtitleix/> for more information.

### **WEEKLY SCHEDULE**

<b><u>WEEK 1</u></b>	Wednesday 8/23	<p><b>Introductions</b></p> <ul style="list-style-type: none"> <li>• The Director – an overview</li> </ul> <p><b>Action Items (Homework):</b></p> <ul style="list-style-type: none"> <li>• READ: Ch. 1: The World of the Film Director</li> <li>• READ (Optional): Ch. 2: The World of the Film Director</li> <li>• REFLECT: Initial goals and intentions</li> </ul>
<b><u>WEEK 2</u></b>	Monday 8/28	<p><b>Visual Grammar</b></p> <ul style="list-style-type: none"> <li>• Composition/Framing</li> <li>• Choosing a lens</li> <li>• Looking for angles</li> <li>• Designing with size</li> <li>• Motivating Motion/Movement</li> </ul> <p><b>Master Shot Exercise</b></p> <ul style="list-style-type: none"> <li>• Exercise Prompt and examples</li> <li>• Expectations and setting your goals</li> </ul> <p><b>Action Items (Homework):</b></p> <ul style="list-style-type: none"> <li>• READ: Ch. 12: Film Language</li> <li>• READ: Ch. 13: The Frame and the Shot</li> <li>• READ: Ch. 27: The Director and Production Tech</li> <li>• PREP: Master Shot Exercise</li> </ul>

	Wednesday 8/30	<b>LAB/WORKSHOP: SHOOT MASTERSHOT FILM</b>
<b>WEEK 3</b>	Monday 9/4	<b>OBSERVANCE OF LABOR DAY – NO CLASS</b>
	Wednesday 9/6	<p><b>Master Shot Exercise Screening</b></p> <ul style="list-style-type: none"> <li>• Feedback &amp; Critique</li> </ul> <p><b>Action Items (Homework):</b></p> <ul style="list-style-type: none"> <li>• REFLECT: On feedback session and shoot experience</li> <li>• READ: Ch. 24: Developing the Shooting Script</li> <li>• READ: Ch. 28: On Set: Production Begins</li> </ul>
<b>WEEK 4</b>	Monday 9/11	<p><b>Advanced Coverage I</b></p> <ul style="list-style-type: none"> <li>• Coverage review</li> <li>• Advanced coverage topics</li> <li>• Exercise Brief</li> </ul> <p><b>Action Items (Homework):</b></p> <ul style="list-style-type: none"> <li>• READ: Ch. 29: Directing On The Set</li> <li>• READ: Ch. 30: Monitoring Your Continuity and Progress</li> <li>• PREP: Coverage Film</li> </ul>
	Wednesday 9/13	<b>LAB/WORKSHOP: SHOOT COVERAGE FILM</b>
<b>WEEK 5</b>	Monday 9/18	<b>LAB/WORKSHOP: EDIT COVERAGE FILM</b>
	Wednesday 9/20	<p><b>Coverage Exercise Screening</b></p> <ul style="list-style-type: none"> <li>• Feedback &amp; Critique</li> </ul> <p><b>Action Items (Homework):</b></p> <ul style="list-style-type: none"> <li>• REFLECT: On feedback session and shoot experience</li> <li>• READ: Ch. 9: Cinematic Point of View</li> <li>• READ: Ch. 10: Form and Style</li> </ul>
<b>WEEK 6</b>	Monday 9/25	<p><b>Developing the Director's Vision</b></p> <ul style="list-style-type: none"> <li>• Articulating “the essence”</li> <li>• The director’s statement / artist’s statement</li> <li>• Interpretation: The grid</li> <li>• The mood board</li> </ul> <p><b>The Mood Film</b></p> <ul style="list-style-type: none"> <li>• Exercise Prompt and examples</li> <li>• Expectations and setting your goals</li> </ul> <p><b>Action Items (Homework):</b></p> <ul style="list-style-type: none"> <li>• READ: Ch. 11: Tone, Style, and Genre</li> <li>• READ: Ch. 23: Planning the Visual Design</li> <li>• PREP: Mood Film</li> </ul>
	Wednesday 9/27	<b>LAB/WORKSHOP: SHOOT MOOD FILM</b>
<b>WEEK 7</b>	Monday 10/2	<b>LAB/WORKSHOP: EDIT MOOD FILM</b>
	Wednesday 10/4	<p><b>Mood Film Exercise Screening</b></p> <ul style="list-style-type: none"> <li>• Feedback &amp; Critique</li> </ul> <p><b>Action Items (Homework):</b></p> <ul style="list-style-type: none"> <li>• REFLECT: On feedback session and shoot experience</li> <li>• READ: Ch. 17: Exploring the Script</li> <li>• READ: Ch. 19: Acting Fundamentals</li> </ul>

<b><u>WEEK 8</u></b>	<b>Monday 10/9</b>	<p><b>Directing Actors</b></p> <ul style="list-style-type: none"> <li>• Performance styles and different approaches</li> <li>• Casting, Rehearsals, Blocking</li> <li>• Script Breakdowns</li> <li>• Workshop Presentation Schedule</li> <li>• Final Film Brief</li> </ul> <p><b>Action Items (Homework):</b></p> <ul style="list-style-type: none"> <li>• READ: Ch. 18: Casting</li> <li>• READ: Ch. 20: Directing Actors</li> <li>• READ: Ch. 21: Rehearsals</li> <li>• READ: Ch. 22: Acting Exercises</li> </ul>
	<b>Wednesday 10/11</b>	<b>LAB/WORKSHOP: REHEARSAL</b>
<b><u>WEEK 9</u></b>	<b>Monday 10/16</b>	<p><b>PRESENTATIONS: DIRECTING ACTORS WORKSHOP I</b></p> <p><b>Action Items (Homework):</b></p> <ul style="list-style-type: none"> <li>• REFLECT: On presentation experience</li> <li>• DEVELOP: Final Film</li> </ul>
	<b>Wednesday 10/18</b>	<p><b>PRESENTATIONS: DIRECTING ACTORS WORKSHOP II</b></p> <p><b>Action Items (Homework):</b></p> <ul style="list-style-type: none"> <li>• REFLECT: On presentation experience</li> <li>• DEVELOP: Final Film</li> </ul>
<b><u>WEEK 10</u></b>	<b>Monday 10/23</b>	<p><b>PRESENTATIONS: DIRECTING ACTORS WORKSHOP III</b></p> <p><b>Action Items (Homework):</b></p> <ul style="list-style-type: none"> <li>• REFLECT: On presentation experience</li> <li>• DEVELOP: Final Film</li> </ul>
	<b>Wednesday 10/25</b>	<p><b>PRESENTATIONS: DIRECTING ACTORS WORKSHOP IV</b></p> <p><b>Action Items (Homework):</b></p> <ul style="list-style-type: none"> <li>• REFLECT: On presentation experience</li> <li>• DEVELOP: Final Film</li> </ul>
<b><u>WEEK 11</u></b>	<b>Monday 10/30</b>	<p><b>PRESENTATIONS: DIRECTING ACTORS WORKSHOP V</b></p> <p><b>Action Items (Homework):</b></p> <ul style="list-style-type: none"> <li>• REFLECT: On presentation experience</li> <li>• DEVELOP: Final Film</li> </ul>
	<b>Wednesday 11/1</b>	<p><b>PRESENTATIONS: DIRECTING ACTORS WORKSHOP VI</b></p> <p><b>Action Items (Homework):</b></p> <ul style="list-style-type: none"> <li>• REFLECT: On presentation experience</li> <li>• DEVELOP: Final Film</li> </ul>
<b><u>WEEK 12</u></b>	<b>Monday 11/6</b>	<p><b>The Final Film</b></p> <ul style="list-style-type: none"> <li>• Assignment Brief</li> <li>• Look Book</li> <li>• Director's Binder</li> </ul> <p><b>Action Items (Homework):</b></p> <ul style="list-style-type: none"> <li>• REFLECT: On presentation experience</li> </ul>
	<b>Wednesday 11/8</b>	<b>LAB/WORKSHOP: FINAL FILM PRODUCTIONS</b>
<b><u>WEEK 13</u></b>	<b>Monday 11/13</b>	<b>LAB/WORKSHOP: FINAL FILM PRODUCTIONS</b>
	<b>Wednesday 11/15</b>	<b>LAB/WORKSHOP: FINAL FILM PRODUCTIONS</b>
<b><u>WEEK 14</u></b>	<b>Monday 11/20</b>	<b>THANKSGIVING BREAK – NO CLASS</b>

	Wednesday 11/22	<b>THANKSGIVING BREAK – NO CLASS</b>
<b><u>WEEK 15</u></b>	Monday 11/27	<b>LAB/WORKSHOP: FINAL FILM POST-PRODUCTION</b>  <b>Action Items (Homework):</b> <ul style="list-style-type: none"> <li>• REFLECT: Your Production experience</li> <li>• READ: Ch. 33: The Rough Cut</li> <li>• READ: Ch. 34: Getting to Fine Cut and Picture Lock</li> </ul>
	Wednesday 11/29	<b>LAB/WORKSHOP: FINAL FILM POST-PRODUCTION</b>  <b>Action Items (Homework):</b> <ul style="list-style-type: none"> <li>• SUBMIT: Final Film (see specs)</li> <li>• SUBMIT: Director’s Binder</li> </ul>
<b><u>WEEK 16</u></b>	Monday 12/4	<b>Final Film Screenings I</b> <ul style="list-style-type: none"> <li>• Feedback &amp; Critique</li> </ul>
	Wednesday 12/6	<b>Final Film Screenings II</b> <ul style="list-style-type: none"> <li>• Feedback &amp; Critique</li> </ul> <b>Debrief</b> <ul style="list-style-type: none"> <li>• Class debrief</li> <li>• Directing Careers Pathways and Advice</li> <li>• Final Exam Assignments</li> </ul> <b>Action Items (Homework):</b> <ul style="list-style-type: none"> <li>• SUBMIT: Final Exam</li> </ul>
<b><u>FINALS WEEK</u></b>	Monday 12/11 (Section 601)	<b>FINAL EXAM (asynchronous) due by 6:50PM</b>
	Wednesday 12/13 (Section 001)	<b>FINAL EXAM (asynchronous) due by 2:50PM</b>

**By registering for this class you are agreeing to the terms of this syllabus. The instructor reserves the right to alter the course syllabus and requirements as the term progresses.**

*“We are only as good as our team. You can be the greatest storyteller on the planet, but if you don’t have a team, you can’t tell your story.”*

—Lesli Linka Glatter  
 (President of the Directors Guild of America and  
 five-time Emmy nominee for *Mad Men*, *Homeland*)

## **ENTR 2500 Creativity and Entrepreneurial Thinking**

# Syllabus

## **ENTR-2500 *Creativity and Entrepreneurial Thinking***

### **Instructor Contact Information**

Dr. Vance Gough, EdD MBA CD

I am happy to meet with you any time I am available. Please message me on Canvas and we can make it happen. I work full time besides this so please allow me a few days to get back to you.

Email: [vance.gough@uvu.edu](mailto:vance.gough@uvu.edu)

Phone: 801-822-2193

### **Course Description**

Introduces the concepts of innovation and entrepreneurial creativity. Draws upon the inspired thinking and entrepreneurial pursuits of leaders in a variety of disciplines in order to understand the process of innovation and appreciate the role of creativity in making innovation possible. Includes topics such as the customer/problem/solution framework, design thinking, prototyping, intellectual property, creative idea development, lead user research methodology, peer feedback, new venture financing, and the lean start-up.

This is a GE course and fulfills the Social/Behavioral Science GE Distribution.

This course is a discipline core requirement for:

- Entrepreneurship, Minor (Currently only for business majors.)
- Business Management, A.A.S.
- Pre-Major in Business, A.S.
- Enterprise Development and Entrepreneurship, Minor (effective Fall 2023) For any major at UVU.

### **Course Outcomes**

Upon successful completion of this course, students will be able to:

- Identify the characteristics of creative entrepreneurs.
- Define entrepreneurial creativity.
- Develop a new product or service.
- Produce a prototype through an iterative process.
- Validate new product/service concepts through feedback from lead users.
- Measure value creation of a new product/service concept.

## Prerequisites and Needed Skills

Course Prerequisites: None

Technology Expectations:

- You will use **Teams** as a video conferencing tool and messaging tool for groups.
- You will be expected to **create and edit short videos** in this course.
- Use a makerspace - You will also be expected to **develop and create a prototype for potential solutions for specific target customers problems**. The university is providing access to a local makerspace with 3D printers and CNC machines to help you with this. You may want to learn some basic 3D modelling skills during Module 1 of this course. The local makerspace provides tools. All materials used there either need to be supplied by you, or if you want to use their materials you will need to pay the makerspace.

## Materials, Fees and Technology Tools

We will be using a number of texts for the course. **You will not need to purchase any.** We will be drawing information from texts including:

- “Design Centered Entrepreneurship” by Min Basadur and Michael Goldsby. Routledge, Taylor & Francis Group Publishers, New York. 2016.
- “The Art of the Start 2.0” by Guy Kawasaki. Portfolio Penguin Publishers.
- “Value Proposition Design” by Osterwalder, Pigneur, Bernarda & Smith. Wiley Publishers. 2014.
- “Nail it, Then Scale it” by Nathan Furr & Paul Ahlstrom. self-published. 2011.
- “Business Model Generation” by Alexander Osterwalder & Yves Pigneur. Wiley Publishers. 2010.
- “Testing Business Ideas” by David Bland & Alex Osterwalder. Wiley Publishers. 2020.

You will need to purchase and take part in a simulation called VentureBlocks during the course. The cost of purchasing this SIM is \$14.95.

You will also need to pay any costs required to develop and build prototypes that will be required in Assignment #2 and for the Innovation Challenge. These prototypes do not need to be fully functional. They will only need to convey:

- the uniqueness and creativity of your solution.
- how your idea is better than other existing solutions for your target customer (in terms of impact and feasibility).
- the limitations of your idea (what it can and cannot do).

### **Assignments and Technology**

Some assignments will be video submissions. These requirements will be noted in assignment instructions.

- All video assignments will need to be uploaded and shared with the professor. You will need to upload the videos using either .mov or .mp4 file formats. No videos should be more than three minutes in duration. All videos submitted **MUST** be virus free and submitted with file sizes of less than 250mb.

## **How This Course Works**

### **Course Mode: Online**

This course will be provided in the online format, but it also will require you to work in teams. Unit 3 and 4 will specifically require you to use Teams video conferencing. This course includes a lot of group activities/experiential learning methods.

### **Description of How this Course Works:**

This is an experience-based course and will challenge students to think and act as an entrepreneur in developing business ideas. Readings of timely academic and popular press articles will serve as a reference and a starting point in researching business opportunities. Students will be expected to read any assigned material. Additional materials such as slide presentations and videos will be used to provide information to help students gain knowledge to help them develop opportunities.

For this **three (3) credit-hour** course students should expect to spend up to **9+ hours a week** completing course activities. Students are expected to take an **ACTIVE** role in the learning process by meeting course requirements as specified in the syllabus. Though this is an online class, students are still responsible for understanding the course syllabus and the requirements of the course.

You will also be required to spend some time "pitching" your ideas and solutions to your peers in the class. This also will require you to spend time "listening" and providing

verbal feedback to your peers in the class. This activity is called the "World Cafe". For the World Cafe, you will need to synchronously meet with small groups of your peers. You will need to schedule times to do this and you will need to be flexible with some time to do this. **If you are unable to do this, you should withdraw from the class now.**

A significant assignment of the course, the "Innovation Challenge" also requires you to form and work in teams. During that part of the course (during the last six weeks) you will need to be able and available to schedule and dedicate significant time to work with your team. If you are unable to do this, you should withdraw from the class now.

If you do not understand the requirements for an assignment it is your responsibility to ask the instructor during office hours or by email.

### **Innovation Challenge Finals Event**

There is also a **mandatory attendance requirement for the Innovation Challenge Finals event** during the last week of the course This semesters date is April 22 from 6-8pm. This may be done synchronously using MS Teams if you have professor approval, or by attending the event in person. The reason for mandatory attendance at this event is so you will be available to answer questions from judges, should you be one of the finalists.

#### **Canvas will be used:**

- For the submission of all assignments.
- All grading will be done using Canvas.
- All rubrics and assignment descriptions/instructions will be available in Canvas.
- All lecture material and instruction from the professor will be provided through Canvas.
- All official communications with the Instructor should be done through the Canvas email system.

MS Teams will be used for any and all group work. This includes:

- Group meetings,
- Group discussions,
- Providing feedback to other students (for the **Design: Good and Bad assignment**, and the **World Cafe** activity),
- Innovation Challenge teamwork and team discussions with the Professor (during the Innovation Challenge).
- Synchronous attendance for the Innovation Challenge Finals event during the last week of classes. You are also encouraged to attend this event in person if you are able to do so.

### **Professional Conduct Expected**

Students will conduct themselves professionally in and outside the online learning

environment. Staying up to date is required. Much of what we do each week will be experiential activities. Students are responsible to find out what was missed from other students using MS Teams.

### Student Responsibilities:

- *Start class the first week of the term.*
- ***Be accountable by setting aside regular time each week to complete course activities and assignments on time as noted per the due dates.***
- *Learn how to use Canvas including communication tools (e.g. discussion, Canvas inbox, etc.). Learn how to use Microsoft Teams to hold video/voice meetings, post chats, and retrieve files. If you have technology-related problems contact the [Service Desk](#) *Links to an external site.**
- *Abide by ethical standards. Your work must be your own.*
- *Contact your instructor as early as possible if an emergency arises. Do NOT wait until the last minute to ask for an extension.*

### Instructor Responsibilities:

- *Respond to messages within TWO business day. If multiple messages are received regarding the same question or concern, they may be responded to with an announcement to the entire class.*
- *Provide timely, meaningful and constructive feedback on assignments.*
- *Facilitate an effective learning experience.*
- *Refer students to appropriate services for issues that are non-course content specific. For instance, technical issue, writing labs, accessibility services, etc.*
- *Mentor students through the course.*

## Grading and Late Work Statement

### Grading Scale:

The following grading standards are consistent with all courses taught in the Woodbury School of Business and will be used in this class:

<b>Grade</b>	<b>Percent</b>
<b>A</b>	94-100
<b>A-</b>	90-93

<b>B+</b>	87-89
<b>B</b>	83-86
<b>B-</b>	80-82
<b>C+</b>	77-79
<b>C</b>	73-76
<b>C-</b>	70-72
<b>D+</b>	67-69
<b>D</b>	63-66
<b>D-</b>	60-62
<b>E</b>	0-59

### Assignment Categories

<b>Activity</b>	<b>Percentage</b>
In-class assignments/Field trips/Quizzes & Participation	10%
Entrepreneurship Attitude Orientation ( <b>EAO</b> ) (at both the beginning and then at the end of the course).	5%

Activity	Percentage
This will be taken through: <a href="http://www.entleap.com">www.entleap.com</a> <a href="#">Links to an external site.</a>	
Assignment #1	15%
Assignment #2	20%
World Cafe participation	5%
Assignment #3	20%
Innovation Challenge	25%

**Late Work Statement:**

All assignments are expected to be completed on time. This course will allow you to resubmit assignments **with the prior approval of the professor** with no penalties. The aim of the course is for you to learn. If by re-working and re-submitting assignments, you may be able to demonstrate that you have learned the subject matter and be given credit for your learning. **This privilege is NOT to be abused.**

**Assignment and Assessment Descriptions**

Entrepreneurship is more than envisioning. It is also enacting the embodiment of the vision. Therefore, form and substance are critical. Emphasis will be placed on the (1) form and (2) content of written, oral and video presentations. A professional quality written or video report is required for all assignments and the quality of the form of the report will be evaluated for each assignment. You will not be graded on “effort”, but on the quality of your research and reasoning and communication of this information.

**Assignments:**

- There are two survey assignments that are done both at the beginning and then at the end of the course. Together, they are worth five percent of your grade. These surveys measure your entrepreneurial attitude (using the **EAO** methodology). The survey at the end of the course is the final assessment, which is in lieu of a final exam.

- There are a number of smaller assignments that are part of your Class Participation grade. These are generally due on Tuesday include things such as:
  - Watching and submitting short summaries of your learnings from lecture style videos.
  - Discussions of some of the topics covered in the course.
  - Completing some "course wellness checkup" feedback requests.
  - Submitting a media release agreement.
  - Providing feedback for other student's work and submissions.
  - You will do at least one exercise, "**Design: Good and Bad**" with one of your peers.
- You will do a reflective video summarizing your learnings from content covered in the course and compare these concepts to some of your own personal experience in **Assignment 1**.
- You will use concepts of design thinking to creatively find unique and "curve jumping" business solutions to a problem that you identify in **Assignment 2**. You will create and share a prototype of your concept solution.
- You will participate in small groups for the "**World Cafe**" activity. This will be done using MS Teams.
- You will conduct multiple interviews with target customers and a "lead user" to conduct primary qualitative research for **Assignment #3**.
- You will work as a team to compete in the "**Innovation Challenge**". You will utilize the same processes that you used in Assignment #2 (Ideation) and Assignment #3 (Validation), but instead of doing these individually, you will do them as a team and with a topic/problem that will be given to you at the beginning of the challenge.

### Discussions:

Discussions will be opportunities to explore topics together. Posts to the discussion should add significantly to the conversation and support your point of view. These discussions form part of your Class Participation grade. *Comments that do not add significantly to a discussion will receive **no credit***. It is okay to disagree in a discussion. In fact much learning happens when we disagree. However we need to be respectful and keep our online classroom a safe place to learn.

Due dates for discussions correspond with the initial post date which is usually a **Thursday**. Responses are due by Saturday. After this, posts and responses will be marked late. Follow up comments to responses are expected to be after the due date and are not marked late.

### Assessments:

Assessments are part of the assignments. You will be evaluated on the final product for each unit.

## Course Schedule

Refer to the [Course Schedule](#).

## **UVU Policies and Resources**

[Policies and Procedures](#)[Links to an external site.](#)

[Student Success Resources](#)[Links to an external site.](#)

[Withdrawal Policy](#)

[Accessibility Services](#)

[Academic Integrity](#)

[Title IX Statement](#)

[Religious Accommodations Statement](#)

[UVU Honor Code](#)

Notes about images and copyright in this course. They all fall under one of the following.

- Images were created by OTL for use in this course.
- Images were bought from Adobe Stock
- Professor created some images.
- All others fall under Fair Use Doctrine.

## **Technology Support Services**

For 24/7 technical support contact [Instructure's Canvas Support Live Chat](#) [Links to an external site.](#)

(385) 204-4930 (Available 24/7)

## **EXSC 4700 Advanced Gross Motor Assessment**



## GROSS MOTOR ASSESSMENT

EXSC 4700 – Spring 2024 – 3 credit hours

**Lecture Location & Time:** Rebecca Lockhart (RL) 225, T/Th @ 8:30 – 9:45 am

**Instructor:** Melani R. Kelly, PhD, ATC

**Phone:** 801-863-5229

**Email:** [Melani.Kelly@UVU.edu](mailto:Melani.Kelly@UVU.edu)

Office: RL 147F

**Office Hours:** Open office hours M-F: 10:00 – 11:00am\*

\*Or email to set up an in-person OR virtual meeting

### REQUIRED TEXTBOOK

Starkey, C, Long BC, Cavallario JM. Examination of Orthopedic & Athletic Injuries. McGraw Hill, 5<sup>th</sup> Ed., 2023. ISBN10: 0803690150.

### GENERAL COURSE DESCRIPTION

The primary goal of the course is to provide the student with advanced instruction on and the development of knowledge, skills and abilities to be able to safely and effectively evaluate and interpret / qualify gross motor function. Includes but is not limited to surface anatomy, boney and soft tissue palpation, range of motion (ROM), muscular strength, neurologic enervation and stress tests of supportive structures.

### GENERAL COURSE OBJECTIVES

1. Develop an understanding of different examination techniques necessary to perform a comprehensive injury evaluation of the musculoskeletal system.
2. Be able to objectively measure muscular strength, girth, and other measurements as determined for each anatomical structure.
3. Demonstrate neurological assessment procedures and special tests used to evaluate common injuries.
4. Be able to interpret the results of the injury evaluation and make appropriate decisions, actions, and medical referrals.

### COURSE POLICIES & PROCEDURES

#### Evaluation/Assessment

Your final grade for the semester will be based on the overall percentage of total possible points earned in class. Points will come from attendance, assignments, quizzes, and exams (*see tentative schedule for details*). The lecture and final exams will begin at the time listed in the course schedule and you will be given the entire course period to finish. If you arrive late for an exam/quiz, you will only be given the remaining amount of class time to finish the exam/quiz.

Questions on exams/quizzes may consist of multiple choice, T/F, short answer, fill in the blank, and/or essay-type questions. The lowest quiz score will be dropped at the end of the semester. Exams will be available to review in my office. When reviewing graded exams taking photos and redistribution/sharing of the exam will result an automatic zero for that exam with potential for reporting, following the academic dishonesty policy (*below*). The final exam will be comprehensive (25%) and cover lecture material since the last lecture exam (75%).

This course may use remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of the webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

The following grading standards will be used in this class:

	Percent (%) of Grade
<i>Participation/Attendance</i>	13%
<i>Quizzes</i>	37%
<i>Exams</i>	51%

### **Department of Exercise Science and Outdoor Recreation Grading Scale\*:**

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A = 94-100%	A- = 90-93%	B+ = 87-89%	B = 83-86%	B- = 80-82%
C+ = 77-79%	C = 73-76%	C- = 70-72%	D+ = 67-69%	D = 63-66%
D- = 60-62	F = $\leq$ 59			

- Grades of Incomplete (“I”) will only be assigned under instructor discretion following the current Utah Valley University Undergraduate guidelines and any other pertinent university policies.

***\*Grades will not be rounded.***

### **Communication**

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All students are required to have an active email address and to utilize their UVU email account for this course. Announcements will be posted via Canvas and it would be prudent for you to check this site. Any changes made to the schedule or upcoming due dates will be communicated via Blue Line announcements.

It is also important that you communicate in a professional manner. E-mails should be appropriate in terms of salutations, content, and grammar. Inappropriate emails (e.g., “Yo Teach...”) may not be responded to. Appropriate emails will be responded to within 48 hours. Please feel free to come to me with questions, concerns, issues, etc. However, if your answers, whether through e-mail, call, or in person can be answered by the syllabus or with additional information already provided to you I reserve the right to not respond.

### **Classroom Behavior Expectations**

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To be prepared for class, you should do the assigned reading/watching/listening/etc before class starts. Make notes, write questions, and think about how you could contribute to a class discussion. You should also bring the reading to class in a way that won’t distract you or others.

#### ***Respect to Others.***

It is expected that discourse will be respectful and model the highest standards of professional dialogue. This does not mean that you cannot present opposing viewpoints. In fact, you are encouraged to challenge each other’s ideas and promote stimulating discussions. However, unprofessional and inappropriate comments are to be avoided in the classroom and with outside classroom communication. Any comments/postings that do not appear to adhere to professional standards will be addressed/removed. In such a case an assignment posting is removed, it will be the responsibility of the student to provide a replacement posting to meet course requirements.

#### ***Laptop/Smartphone Policy.***

While you may find it useful to have your device(s) on hand to access materials digitally, you are expected to be only accessing course relevant material. As research on learning shows, unexpected noises and movement automatically divert and capture people’s attention, which means you are affecting everyone’s learning experience when you deviate from the present lesson material.

- If your cell phone, ipad, laptop, etc. makes noise or is visually distracting during class, you will first be asked to silence the device/prevent a reoccurrence.
- If your device(s) continue to be distracting, you may be asked to leave the class and participation points will be subject to deduction.

Please limit cell phone use in class; this includes texting or other activities. In the rare case that you truly need to make an emergency phone call or text, please let me know ahead of time and step out of the classroom to do so. If you are texting in class, you may be asked to leave and participation points will be subject to deduction.

## Attendance

You are highly encouraged to attend all scheduled lecture periods to obtain optimal knowledge of the material presented, to have an opportunity to gain all possible points for the course, to ask questions, and to hear any course-related announcements. **Attendance will be taken, and participation points will be earned by coming to class.** You will not be assigned the body region quiz unless you were in attendance the day it was assigned. If you must be absent because of an emergency, illness, or other health issue, please make every effort to contact me about it beforehand, if possible, or before the next class, and be prepared to present official documentation of the reason for your absence (doctor's note, etc.). It is also expected that students will make every attempt to schedule all non-emergency medical appointments outside of class time. I want to see you succeed in this course, but life happens, please let know as soon as you can if something arises. However, lack of preparation on your part does not constitute an emergency on mine and excusing the absence will remain up to my discretion.

## Late/Makeup Work Policy

If you know you are to be absent for an assignment, activity, quiz, or exam due to an emergent or unique situation, please work with me to complete it prior to your absence. Attendance/participation points can only be obtained if you attend class that day or have a pre-arranged excused absence. You are responsible for all material presented in lecture and/or the assigned readings from the class meeting you missed (*listed in the tentative course schedule on Canvas*). If you are worried about what you may have missed, please contact a classmate for assistance first. Attendance is mandatory at exam times, quizzes, or as otherwise specified by your assignments/tentative schedule found on Canvas.

### *Assignments*

- Late assignments are not accepted.
- Late assignments will receive a score of zero (0).

### *Quizzes/Exams*

- Normally, quizzes/exams cannot be made up, thus all must be taken on the scheduled date.
  - Make-up quizzes/exams may not have the same questions as the original.
- An unexcused absence from will result in a grade of zero.
  - It is the student's responsibility to consult with the instructor at least 1 full week before a scheduled quiz/exam if special arrangements are to be considered.
  - In cases where such conflicts cannot be anticipated at least 1 week prior, it remains the student's responsibility to present the most immediate notice possible or a grade of zero will be recorded.

### *Make-up Quizzes/Exams*

- Will be allowed when documentation is provided for an excused absence including:
  - 1) the student is participating in a university-sponsored activity.
  - 2) a death in the immediate family has occurred.
  - 3) the student has an illness/injury (e.g., COVID) that has been documented.
  - 4) documented religious accommodation (advanced written notice must be provided).
- A score of zero (0) will be assessed for any exam in which it is determined the absence is not excused.

## Class Cancellation Policy

If class is cancelled, I will notify you as soon as possible through Canvas/email. There are a variety of assignments in Canvas that I will use if class is cancelled due to my own illness or emergent situation. If I am not able to contact you for some reason, please watch for an email from the chair of the department, Dr. Andrew Creer.

## COLLEGE/UNIVERSITY POLICIES & PROCEDURES

### University Cancellation Policy

Utah Valley University may modify, suspend, or postpone any and all activities and services immediately and without notice because of force majeure causes beyond UVU's control and occurring without its fault or negligence including, but not limited to, acts of god, fire, war, governmental action, terrorism, epidemic, pandemic, weather, national emergencies, or other threats to the safety of students or staff. Class will be cancelled

if the University has cancelled classes. If class must be cancelled for any other reason, you will be notified in advance, unless prior notification is not possible.

## **Academic Integrity**

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Academic integrity is a basic principle which requires that students take credit only for ideas and efforts that are their own. Cheating, plagiarism, fabrication, and other forms of academic dishonesty are often defined as the submission of materials in assignments, exams, or other academic work that is based on sources that are prohibited by the faculty member or in ways that do not properly cite the source of the student's ideas and content. Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

The penalty for academic dishonesty is failure of the course and a report to the Department Chair and Student Advising. The following are definitions of what constitutes academic misconduct taken from the UVU Catalog (Students Rights and Responsibilities Code). Each student is expected to maintain academic ethics and honesty in all its forms, including but not limited to cheating and plagiarism, as defined hereafter:

### ***Cheating***

“Cheating is the act of using, attempting to use, or providing others with unauthorized information, materials, or study aids in academic work. Cheating includes, but is not limited to, passing examination answers to or taking examinations for someone else or preparing or copying other's academic work.”

### ***Plagiarism***

Anytime you present another person's work (e.g., ideas, research, writing, etc) as your own, even if that other person is a friend and/or spouse, you have plagiarized. Resource: [citation guide](#).

### ***Fabrication***

The use of invented information or the falsification of research of other findings.

## **Generative AI**

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AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice (*yes, it's hard and time consuming*). At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

Generative AI tool (e.g., ChatGPT, GoogleBard, etc.) use is permitted in this course for the following activities:

- Brainstorming and refining your ideas
- Fine tuning your research questions
- Finding information on your topic (*be very careful; only has access to open access sources*)
- Drafting an outline to organize your thoughts
- Checking grammar and style (*great for proofreading!*)

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chats.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of an assignment.
- Writing entire answers, sentences, paragraphs, papers, etc, to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student’s work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing, please reach out to me for a conversation before submitting your work

### **Accommodations for Disabilities**

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Students needing accommodation due to a disability, including temporary and pregnancy accommodations, may contact UVU Accessibility Services [here](#) or call 801-863-8747. Accessibility services is located on the Orem Campus in LC 312. Once accommodations are granted, students are responsible for informing their professors of approved academic accommodations. Accommodation letters are generated and shared via ClockWork, an accommodation software system.

### **Equity & Title IX**

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Title IX states that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Students who believe they have been excluded from participation in, denied benefits of, or discriminated against because of their sex may contact the EO/AA office to make a report, ask questions, or share concerns by email at: [titleix@uvu.edu](mailto:titleix@uvu.edu), in person at BA-203, or by phone at: (801) 863-7999. To learn more about the Equity and Title IX office please visit us online at: <https://www.uvu.edu/equityandtitleix/>.

### **Student Support Resource Links**

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[Writing Center](#)  
[Learning Strategies Support](#)  
[Academic Success](#)

[Library resources](#)  
[Accessibility Services](#)  
[Technology services](#)

### **Important Dates to Remember – Fall 2023**

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1/16	Waitlist Period & Open Registration Ends
1/17	\$45 Late Registration Fee & Instructor Approval Begins
1/29	Last day to drop individual courses from schedule (100% refund)
1/30	“W” grade for Withdrawn Classes Begins
1/31	Last day to add courses (+ late fee/instructor approval)
3/18	Last Day to Withdraw/Audit Classes

### **Important Suggestions**

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Attend class. Take notes. Ask questions. Review frequently. Read the book! Communicate. Most importantly, with a second mention for emphasis, ask questions!

Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies to meet both your needs and the requirements of the course.

**HM 4200 Event Planning**

# HM4200 Event Planning



## Instructor Contact Information

Jessica Ballard

Email: [jessica.ballard@uvu.edu](mailto:jessica.ballard@uvu.edu) (email or Canvas Messages are my preferred method of communication)

Cell phone: 801-573-0437

- - No calls on the weekends or after 6 p.m.
- Office: KB 215D

## Course Description

The purpose of this course is to introduce the learner to the event industry, its scope and responsibilities, and the multidimensional nature of an event experience. The course will familiarize the learner with needs assessments, feasibility studies, and project management techniques for events. Students will explore the ways interaction between the attendee and the environment enhances the event experience. Procedures and options for providing food and beverage services, technical services, ancillary activities, and event marketing will be covered as well as learner strategies for creating, capturing, and using information connected with an event.

## Course Outcomes

- Define the breadth of event types and opportunities for professional event coordination.
- Recognize the interdependence of event elements in order to forecast potential gaps and discrepancies in an event plan.
- Develop a strategy for creating and coordinating a comprehensive event experience.
- Appraise the scope, concept, components, and feasibility of an event project.
- Explain the needs, available resources, and constraints of an event project.

- Develop site plans that utilize the space in an efficient and effective manner to meet the goals and objectives of an event.
- Design themes that support the event objectives and communicate the desired message.
- Develop the structure of an effective and progressive event experience.
- Identify food and beverage needs of the audience, participants, staff, and other stakeholders at an event.
- Identify, analyze, and prepare response plans from the risks associated with the event project.
- Construct and implement efficient record keeping systems and data processing procedures, utilizing technology for the acquisition, storage, retrieval, and security of information.

## **Prerequisites**

**Course Prerequisites: HM3210 Event Venue & Conventions Management**

## **Materials, Fees and Technology Tools**

**Required Textbook:**

*Professional Event Coordination.* Julia Rutherford Silvers. Wiley. 2<sup>nd</sup> Edition. 2012.

## **How This Course Works**

**Course Mode:**

Hybrid Online Course with in-person delivery one day per week.

- Days: Mondays
- Time: 11:00 a.m. - 12:40 p.m.
- Room: KB (Keller Building) 248

**Description of how course works:**

Canvas is where course content, grades, and communications will reside for this course. Students are expected to complete one module each week which consists of readings, recordings, assignments, discussion posts, and quizzes.

For this three (3) credit-hour course students should expect to spend up to 9+ hours a week completing course activities.

## Student Responsibilities:

- *Start class the first week of the term.*
- *Be accountable by setting aside regular time each week to complete course activities and assignments on time as noted per the due dates.*
- *Learn how to use Canvas including communication tools (e.g. discussion, Canvas inbox, etc.). If you have technology-related problems contact the [Service Desk](#) [Links to an external site.](#)*
- *Abide by ethical standards. Your work must be your own.*
- *Contact your instructor as early as possible if an emergency arises. Do NOT wait until the last minute to ask for an extension.*

## Instructor Responsibilities:

- *Respond to emails within ONE business day. If multiple emails are received regarding the same question or concern, they may be responded to with an announcement to the entire class.*
- *Provide timely, meaningful and constructive feedback on assignments.*
- *Facilitate an effective learning experience.*
- *Refer students to appropriate services for issues that are non-course content specific. For instance, technical issue, writing labs, accessibility services, etc.*
- *Mentor students through the course.*

## **Grading and Late Work Statement**

### Grading Scale:

The following grading standards will be used in this class:

Grade	Percent
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82

<b>C+</b>	77-79
<b>C</b>	73-76
<b>C-</b>	70-72
<b>D+</b>	67-69
<b>D</b>	63-66
<b>D-</b>	60-62
<b>E</b>	0-59

### Assignment Categories

<b>Activity</b>	<b>[Percent/Point]</b>
Assignments	28%
Discussions	9%
Quizzes	10%
Exams	28%

Activity	[Percent/Point]
Event Project	15%
Attendance	10%

### **Late Work:**

**In the workplace, managers and supervisors expect assignments and projects to be submitted on time. To get used to this expectation (and to earn full credit in this course), class assignments are expected to be on time. Do not procrastinate.**

- **Chapter Assignments:** These are the only assignments that will be accepted late. The grade for an assignment turned in later than the due date is 10% off for each 24-hour period after the class (i.e., the grade on an assignment turned in by three days late after the due date will be discounted 30%). Assignments will not be accepted later than seven days.
- **Discussion Posts:** Initial posts that miss the Thursday due date will receive a point deduction. No posts or responses will be accepted after the Sunday deadline when the discussion post closes.
- **Quizzes & Exams:** No late work accepted.
- **Major Assignments:** Other major assignments, papers, or assignments related to the course project will not be accepted late.

**If valid emergencies come up, contact the instructor right away and PRIOR to deadlines so I can work with you. I understand that you are human and unexpected things arise in your life. However, "I forgot to put it in my calendar" or "I ran out of time because the assignment was too long" are not valid emergencies. It is better to contact the instructor when you start to fall behind, rather than wait until the end of the semester when it is too late to save your grade. I am more than willing to work with you.**

## **Assignment and Assessment Descriptions**

### **Assignments:**

Readings & Chapter Assignments:

- **Complete readings from required textbook as assigned. At the end of every chapter is a section called “Exercises in Professional Event Coordination.” Select one of the event exercises from this section and complete in a one to two-page paper with any needed attachments as instructed in the exercise. Focus on fully completing the exercise rather than the length of the answer. Some exercises may be slightly less than a full page, while others might be slightly longer.**
  - **Class Presentation: At the beginning of the semester you will sign up to present your chapter assignment during live class.**

### **Additional Assignments:**

- **Site Evaluation**
- **Career Panel Questions**

## **Event Project:**

**Throughout the semester the class will work on an event for Utah Valley University. The class will be divided into smaller groups to plan and manage different aspects of the event.**

## **Attendance:**

**You will be assigned points for attendance. In-person attendance is expected and required for full points.**

- **Attendance via Microsoft Teams: If you are unable to attend in person, but can still watch via Microsoft Teams, then you are welcome to join virtually. However, when attending virtually, you will only receive partial attendance points. If you have extenuating circumstances (travel for work, family issues, quarantine, etc.) and reach out in advance, then I am more than happy to give you the full points. But if attending virtually becomes a regular occurrence, then only the partial points will be assigned.**
- **Absences: All classes will be recorded. If you miss a class entirely, it is your responsibility to watch the recorded lecture in order to stay up to date on content in preparation for quizzes.**

## **Discussions:**

**Discussions will be opportunities to explore topics together. Posts to the discussion should add significantly to the conversation and support your point of view. *Comments that do not add significantly to a discussion will receive no credit.* It is okay to disagree in a discussion. In fact much learning happens when we**

disagree. However we need to be respectful and keep our online classroom a safe place to learn.

Due dates for discussions correspond with the initial post date which is usually a Thursday. Follow up comments are due by Sunday. Follow up posts are expected to be after the due date and are not marked late. Discussions conclude by the Sunday following the due date. After this, posts will close for comments.

## Assessments:

Quizzes:

There will be quizzes over the course of the semester associated with the modules. These will be a combination of multiple choice and short answer.

Midterm & Final:

These will be more extensive exams with event planning scenarios or examples similar to the "Exercises in Professional Event Coordination."

## **UVU Policies and Resources**

[Policies and Success Strategies](#)[Links to an external site.](#)

Accommodations/Accessibility Services

- Students needing accommodations due to a disability including temporary and pregnancy accommodations may contact the UVU [Accessibility Services](#)[Links to an external site.](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in LC 312.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers should contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in LC 312.

Academic Dishonesty

Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#)[Links to an external site.](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the

appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices. Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#)[Links to an external site.](#)

### Use of AI in this Course

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas
- Fine tuning your research questions
- Finding information on your topic
- Drafting an outline to organize your thoughts

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If AI use is not properly cited or is used in the ways outlined above that are not permitted, then you will be subject to an Academic Dishonesty violation resulting in a failing grade or further action from the University. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

### Equity & Title IX

**Title IX states that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Students who believe they have been excluded from participation in, denied the benefits of, or discriminated against because of their sex may contact the EO/AA office to make a report, ask questions, or share concerns by email at: [titleix@uvu.edu](mailto:titleix@uvu.edu), in-person at BA-203, or by phone at: (801) 863-7999. To learn more about the Equity and Title IX office please visit us online at: [https://www.uvu.edu/equityandtitleix/Links to an external site.](https://www.uvu.edu/equityandtitleix/Links%20to%20an%20external%20site)**

### **Religious Accommodations**

**UVU values and acknowledges a wide range of faiths and religions as part of our student body, and as such provides accommodations for students. Religious belief includes the student's faith or conscience as well as the student's participation in an organized activity conducted under the auspices of the student's religious tradition or religious organization. The accommodations include reasonable student absences from scheduled examinations or academic requirements if they create an undue hardship for sincerely held religious beliefs. For this to occur, the student must provide a written notice to the instructor of the course for which the student seeks said accommodation prior to the event.**

**The UVU campus has [a place for meditation, prayer, reflection, or other forms of individual religious expression](#)Links to an external site. as is described on their website.**

### **Using Remote Testing Software**

**This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.**

### **Inclusion & Diversity**

- **UVU is committed to fostering an inclusive and diverse learning environment. In this class, we acknowledge our differences and accept our**

diversity in gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture as a strength. We strive to foster equity and to maximize respect and fairness. Please feel free to contact me if you would like to talk about any suggestions and/or concerns. If that feels uncomfortable to you, you can also contact the [Inclusion and Diversity Committee](#)[Links to an external site.](#) to ask for help and support.

## Federal Student Aid (FAFSA)

Every student is encouraged to apply for FAFSA. The government offers both loans and grants to students. A grant is an amount of money given to a student to help pay for educational expenses. Grants usually do not have to be paid back...ever! A loan is money you can borrow but must pay back over time...with interest. Whether you are on scholarship, using a college fund, or paying for your own education, FAFSA is a great resource for you.

### To learn more:

1. Watch this quick video about applying for FAFSA!<https://youtu.be/ZcEsUcExztA>[Links to an external site.](#)



2. Visit [studentaid.gov](http://studentaid.gov)[Links to an external site.](#) for FAQ
3. Visit the Financial Aid & Scholarships office, located in the Browning Administration building Room BA-103

[Other Campus Resources](#)[Links to an external site.](#)

## Technology Support Services

For 24/7 technical support contact [Instructure's Canvas Support Live Chat](#)[Links to an external site.](#)

(385) 204-4930 (Available 24/7)

- Visit link for short tutorials and resources from the Office of Teaching and Learning: [Student Video Tutorials](#)[Links to an external site.](#)
- Visit link for a short video on how to access Microsoft Teams: [Students: How to get into Teams](#)[Links to an external site.](#) (~two minute video)

## **MATH 1050 College Algebra**

**Math 1050-009**  
*College Algebra (Hybrid Course)*  
**Spring 2024**  
**Utah Valley University**  
**MWF 10:00 – 10:50 a.m., LA 235**

<b>Instructor</b>	Dr. Violeta Vasilevska	<b>E-mail</b>	<a href="mailto:Violeta.Vasilevska@uvu.edu">Violeta.Vasilevska@uvu.edu</a>
<b>Office</b>	LA 109b	<b>Phone</b>	(801) 863-8649
		<b>Fax</b>	(801) 863-6254
<b>Office Hours</b>	MW 8:00 – 9:00 a.m., T 10:00 – 11:00 a.m., R 11:30 a.m. – 12:30 p.m., F 9:00 – 9:50 a.m. <b>or <u>by appointment.</u></b>		

**Welcome!** to the hybrid (flipped) course for Math 1050 College Algebra. **This is an exciting way of learning if you are well-prepared and comfortable working on computers.** You will need a dependable, high-speed Internet connection in order to watch video lectures and complete homework assignments **before** you come to class, and to participate during the in-person class meetings.

**Adjusting to and Succeeding in this Hybrid Course**

- Learning mathematics is time-consuming. Technology can also be time consuming. Therefore, learning mathematics through technology is very time-consuming, but it is also flexible and available at any time, day or night. **Do not procrastinate your homework.** Set aside scheduled time each day (two hours or more) to watch the videos for the course and complete the homework. Use your time wisely.
- The bulk of your learning must happen **online before class** in order for this course to be a successful experience. Your UVU instructor is available to help answer questions about those concepts that caused you difficulty at home and will give you Problem Solving Assignments to help you stay caught up. Your UVU instructor **will not be giving complete lectures on any of the topics; rather, she will go over additional examples, answer questions, and present difficult concepts in a slightly different way, when needed, in order to facilitate your learning.**
- An average student should plan to spend approximately 12 hours per week outside of class doing homework in order to earn a passing grade. A student whose background is weak or rusty may need to spend substantially more than 12 hours per week to pass.

**Technical Support**

If you experience technical difficulties, **get help immediately** from [Lumen Learning Technical Support](#).

**Math Lab**

If you experience mathematical difficulties, **get help** through the UVU Math Lab services. (<https://www.uvu.edu/mathlab/>). They offer F2F (LA 201) and online support.

**Getting Started**

**Step 1** – Have this printed syllabus for future reference.

**Step 2**—Register into the Lumen OHM (online homework manager) by following the Registration steps on the first HW.

**Step 3**—Watch the videos for each section. Rewind and pause as needed. Work examples along with the online professors.

**Step 4**—Complete the online homework. You have three attempts to input the correct answer for each question in the homework. After the third wrong attempt, you can try again on a similar question and repeat this process up to three times to earn full credit on the question. (NOTE: This process will give you nine attempts to get full credit for each homework question.) All homework must be submitted **on the due date by the time indicated.**

*The lowest **six** homework scores are dropped at the end.*

**Step 5**—Attend classes each week. Ask any questions you may have from the homework during the Q&A sessions. **Ask your in-class instructor for any alternate methods or helpful hints she may have for you.**

**Step 6**—Take the Problem-Solving Assignment given daily in class. **These Problem-Solving Assignments are not given at any other times.** *The lowest **six** Problem-Solving Assignment scores are dropped at the end.*

**Step 7**—Watch the calendar for exam dates and course due dates. Exams are in-class; they are write-out exams (not multiple choice). **Calculators are not allowed on exams.**

**Step 8**—Don't give up. Stay disciplined. Make friends with your classmates and arrange study group sessions to talk about the concepts learned and collaborate while learning the material.

<b>Textbook</b>	<i>College Algebra</i> , Version 2, (OER textbook ( <a href="http://www.slcc.edu/math/docs/oer-college-algebra.pdf">http://www.slcc.edu/math/docs/oer-college-algebra.pdf</a> ) -- partnership between SLCC, U of U, Weber State University) The print copy of the text is <b>not required</b> but is useful if you prefer reading from a paper book rather than an e-book.
<b>Course Description</b>	Includes inequalities, functions and their graphs, polynomials and rational functions, exponential and logarithmic functions, systems of linear and nonlinear equations, matrices and determinants, arithmetic and geometric sequences, and the Binomial Theorem.
<b>Course Outlines</b>	We will cover most of Chapters 1—7 (excluding Chapter 5) from the required textbook. Please refer to the tentative course schedule for more details.
<b>Calculators Policy</b>	Scientific calculator is needed for some homework problem. <b>Note</b> that <b>no</b> calculator will be allowed on any Problem-Solving Assignment and any exam in this course.
<b>Prerequisite</b>	One of the following must be less than two years old: <ul style="list-style-type: none"> <li>• MAT 1000 or MAT 1010 with a grade of <b>C</b> or better;</li> <li>• An ACT mathematics score of 23 or higher;</li> <li>• An SAT mathematics score of 540 or higher; OR</li> <li>• Appropriate placement by the ACCUPLACER or ALEKS test.</li> </ul> <p><b><u>Students who have not satisfied this prerequisite may be administratively withdrawn from this course at any time without notice. If you have problems with your prerequisite, please see the math advisor, Melissa Braithwaite (<a href="mailto:Melissa.braithwaite@uvu.edu">Melissa.braithwaite@uvu.edu</a>), immediately.</u></b></p>
<b>Department of Mathematics Policy</b>	Each student is expected to: <ul style="list-style-type: none"> <li>• Perform basic algebraic and arithmetic operations using their knowledge of mathematical facts, rules, and properties.</li> <li>• Recognize and use their knowledge of a wide variety of mathematical definitions, terms, symbols, expressions, statements, formulas, procedures, and methods taught or used in the course.</li> <li>• Solve problems by selecting the most appropriate mathematical formula, procedure, or methods from among several formulas, procedures, or methods known by the student.</li> </ul>
<b>MATH 1050 Course Outcomes</b>	Upon successful completion, students will be able to: <ul style="list-style-type: none"> <li>- Use algebraic methods to solve a variety of problems involving exponential, logarithmic, polynomial, and rational functions, systems of equations and inequalities, sequences notation.</li> <li>- Solve equations by correctly completing several logical steps before arriving at a final answer, and when possible, check solutions</li> <li>- Graph linear, power, root reciprocal, absolute value, polynomial, rational, exponential, logarithmic functions and conic sections along with basic transformations.</li> <li>- Analyze real world problems such as population growth, half-life, compound interest, and optimization. Select appropriate mathematical models to aid in finding solutions.</li> <li>- Demonstrate understanding by interpreting mathematical vocabulary and symbols representing mathematical information.</li> <li>- Use algebraic manipulations to rewrite equations and expressions, including rewriting in standard form, factoring, and completing the square. Use matrix methods such as Gaussian elimination, inverse matrices, and determinants to solve systems of linear equations.</li> </ul>
<b>Advisements</b>	<ul style="list-style-type: none"> <li>• Come to classes regularly and be prepared for class. Attendance is highly recommended.</li> <li>• Be actively involved in class discussions, Q&amp;A session, and group work.</li> <li>• Watch the online videos and do all of your homework regularly <b>before</b> you come to class.</li> <li>• All communication for this course will be done through Canvas. <b><u>Check Canvas regularly.</u></b> <b>Note:</b> E-mails send after 10 p.m. during weekdays will be answered the next day; e-mails send during weekend/holidays will be answered the next working day.</li> </ul>
<b>Essential Learning Outcomes</b>	This course is part of UVU's general education program and is intended to address the Essential Learning Outcome: Intellectual and Practical Skills Foundation.

## EVALUATION PROCEDURES

**Credit is earned not only for correct answers but also for neatness, organization, and steps used to derive your answer.**

### Chapter exams 4x15%=60 %

There will be 4 in-class Chapter Exams. **No calculators will be allowed on exams.** No formula (note cards or textbooks are allowed on any of the exams unless they are provided by the instructor. Chapter Exam problems are similar to the problems on the daily Problem-Solving Assignments and online homework problems.

No Chapter Exam scores will be dropped.

**Note: There is no re-testing of Chapter Exams.** In case of an emergency, illness, military obligations, or University sponsored activity (occurring on the scheduled exam dates) student is eligible for a make-up exam (to be given no later than 2-3 days after the in-class exam is given). In those cases, students need to notify the instructor **before** the exam day (if possible) and provide documentation (as required) of their absence.

### Read & Watch / Homework 8 %

All reading, watching the videos, and homework is completed online through Canvas (homework is done through the Lumen OHM platform) and is due 30 minutes **before** class on the assigned days. **These deadlines are enforced through the software and will be strictly adhered to.** Note that Read & Watch assignments are pre-requisite for the homework.

Read & Watch section as well as homework is the personal responsibility of the student. It is necessary to complete all homework assignments to master the concepts of this course. To ensure your success in this class and future math classes, it is to your benefit to complete all assignments. Keep in mind that working the assigned problems only once may not be enough for you to master the concepts covered. To enhance your chances of making a good grade, you should consider working all the assigned problems several times.

**Six lowest Read & Watch assignments as well as six lowest Homework scores will be dropped at the end.**

### Problem-Solving Assignments 10%

Daily Problem-Solving Assignments will be given on topics due that day. Instructor will decide if each student takes the Problem-Solving Assignment individually or work as part of a group (depending on the problems and material covered). Your instructor will have time for questions during the Q&A session on the material before giving the Problem-Solving Assignment.

**No calculators will be allowed on Problem-Solving Assignments.**

**No make-up Problem-Solving Assignments.** But **six lowest assignment scores will be dropped at the end.**

### Pre-class Assignments / Active in-class Participation 2%

Pre-class assignments are good way to let instructor what topics should be discussed during the Q&A session. Active participation during in-class discussions and activities, and Q&A sessions is valuable learning experience and is highly recommended.

### Final Exam 20 %

The Final Exam is scheduled on the day outlined in the Spring 2024 Class Schedule (by University policy):

**Monday, April 29, 9:00 – 10:50 a.m.<sup>1</sup>**

It will be given in-class. The Final Exam is comprehensive. Problems will be similar to those encountered throughout the course but will not be the exact problems used on previous Chapter Exams or Problem-Solving assignments. One of the best ways to prepare for the Final Exam is to choose one or two problems from each topic and practice them so that you can refresh your memory with definitions, formulas, and concepts you have learned throughout the semester. **Also, going over previous Chapter Exam/Problem-Solving assignment's (whose solutions are posted on Canvas) is a great way to prepare for the Final Exam.** It is recommended, as you complete each chapter throughout the semester, that you prepare chapter summary notes including definitions, theorems, formulas, examples, and some practice problems. This will be a great help to you in reviewing for the final exam.

**Important Note:**

**Failure to take the final exam will result in a grade of UW or E (based on last date of attendance) for the course regardless of other grades. It is University policy that no one will be permitted to take a Final Exam early** except for extenuating circumstances (to be approved with the instructor in advance with appropriate documentation). *Note that a scheduled flight before your final exam is itself not an acceptable reason for rescheduling your exam!* **No late Final Exam will be given.**

<sup>1</sup> Please check the Final Exam Schedule ([https://www.uvu.edu/academicscheduling/exam\\_schedule/](https://www.uvu.edu/academicscheduling/exam_schedule/)) for correctness of the Final Exam Date.

**Grading**

All work needed to arrive at the final answer must be shown on Problem-Solving Assignments and Exams. Student work must be clear, neat, accurate, and make use of the appropriate mathematical symbols and syntax in order to receive full credit. Correct answers without justification earn little or no credit. Partial credit is given for incorrect answers only when substantial progress is made toward the right answer and correct logic is demonstrated.

**Grading Scale**

A	93-100 %		C	73-76.9 %
A-	90-92.9 %		C-	70-72.9 %
B+	87-89.9 %		D+	67-69.9 %
B	83-86.9 %		D	63-66.9 %
B-	80-82.9 %		D-	60-62.9 %
C+	77-79.9 %		E	Below 60%

**Incomplete (I) Grade Policy**

An “I” grade for an incomplete may be given only to students who may be unable to complete all of the course work because of extenuating circumstances. The term “extenuating circumstances” includes: (1) incapacitating illness which prevents a student from attending classes (usually more than five consecutive class days); (2) a death in the immediate family; (3) change in work schedule as required by employer; or (4) other emergencies deemed acceptable by the instructor.

If circumstances are deemed appropriate, the student may petition the instructor for time beyond the end of the semester to finish the work. If the instructor agrees, an “I” grade will be given. An Incomplete Grade Form indicating work completed and work to be completed must be signed by the student, instructor, and the department chairperson, and turned into the Registrar’s Office at the end of the semester.

“I” grades should not be requested nor given for lack of completion of work because of procrastination or dissatisfaction with the grade earned. Per policy, students must be passing the course and have completed 70% or more of the course work in order to qualify for an incomplete.

Specific arrangements to remove an “I” grade must be made between the student and the instructor. In most circumstances, work to be completed should be finished in the first two or three weeks following the end of the semester in which the “I” was given. Failing to complete the “I” and replace it with the appropriate letter grade may negatively affect any financial aid.

**Incomplete work cannot be completed by retaking the class.** More info can be found at <https://www.uvu.edu/catalog/current/policies-requirements/academic-policies-and-standards.html>

**Academic Responsibilities:** As outlined by the students Rights & Responsibilities (see UVU Student Catalog – <https://www.uvu.edu/catalog/current/policies-requirements/student-code-of-conduct.html>).

- i. Each student is expected to display appropriate conduct in classroom situations, which will enhance the learning environment.
- ii. Each student is expected to take an active role in the learning process by meeting course requirements as specified in the written syllabus.
- iii. Each student is expected to maintain integrity and high standards of individual honesty in academic work, to obey law, and to show respect for others.
- iv. Each student is expected to support an environment of academic integrity, have the right to such an environment, and should avoid all aspects of academic dishonesty.
- v. Academic dishonesty (ZERO Tolerance) will result in failing grade and disciplinary action by the university. Academic dishonesty includes but is not limited to: plagiarism; faking of data; receiving or giving assistance on a quiz or exam that is not authorized by the instructor; using notes, reference materials, or calculators while taking an exam, submitting a written assignment which was authored by someone else, preparing or copying other’s examination work, and/or cheating in any form.

**Important****Dates:**<sup>2</sup>

- **Monday, January 29, 2024**  
Last Day to Drop with **100% Refund** (any refund) and Not Show on Transcript.
- **Tuesday, January 30, 2024**  
W Grade for Withdrawn Classes Begins.
- **Wednesday, January 31, 2024**  
Last Day to **Add** Classes (with late fee and instructor approval).
- **Monday, March 18, 2024**  
Last day to **Withdraw/Audit** Classes.

**Campus Closure:**

If an emergency situation occurs (e.g., weather situation, or COVID-19, etc.) that causes the campus to be closed, instructions will be offered utilizing Canvas/MS Teams.

**Students with Disabilities:**

*Students needing accommodation due to a disability including temporary and pregnancy accommodations may contact the UVU Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747. Deaf/Hard of Hearing students requesting ASL interpreters or transcribers should contact Accessibility Services to set up accommodations. Accessibility Services is located on the Orem Campus in LC 312.*

**Getting Familiar with Canvas**

You will want to familiarize yourself with Canvas. The UVU Canvas website ([www.uvu.edu/canvas](http://www.uvu.edu/canvas)) has an array of information. The Office of Teaching and Learning student resources web page is another good resource. If you need technical support, Instructure's Canvas support is available 24/7 (<https://www.uvu.edu/canvas/students/index.html>) via live help or via email ([support@instructure.com](mailto:support@instructure.com)).

**Class Delivery and Attendance**

All class sessions (MWF 10:00 – 10:50 a.m.) will be face-to-face. Note that the face-to-face classes **will not be** live-streamed unless it becomes required due to COVID outbreak or other circumstances (such as a snow day). Please plan to attend in person unless you are sick or required to quarantine.

**Attendance for this class is required, and active participation is part of grading policy.** However, every effort will be made to accommodate students who are sick and/or guaranteed to catch up with the material covered.

**If you are sick**, please let me know ASAP.

**Students resource websites**

**OTL Student Resources and Video tutorials:** <https://www.uvu.edu/otl/students/index.html>

**Student Care** <https://www.uvu.edu/studentcare/>

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to visit <https://www.uvu.edu/studentcare/> for access to a variety of resources. You may also email [care@uvu.edu](mailto:care@uvu.edu) for assistance.

All of us have a need to maintain mental health and benefit from the assistance of professionals to do so. UVU offers mental health services at very low cost (some are free). While there may be a wait list for individual counseling, group counseling may be available in some circumstances. Student Health Services is located in SC 221, telephone 801-863-8876 <https://www.uvu.edu/studenthealth/psych/>. The following community resources are available 24/7- the National Suicide Prevention Lifeline 1-800-273-8255 and the Safe UT Crisis Chat & Tip Line <https://safeut.med.utah.edu/>. You may also access the Crisis Text Line 741-741 or call 9-1-1. If an emergency is happening on campus, call campus police 801-863-5555.

<sup>2</sup> Please check the Student Timetable (<https://www.uvu.edu/schedule/spring/index.html>) for correctness of these dates.

**Additional resources for students**

<https://www.uvu.edu/equityandtitleix/> (Title IX coordinator for victims of any form of harassment, sexual misconduct, discrimination, or intimate partner violence)

<https://www.uvu.edu/ombuds/> (Student complaint procedures and conflict resolution)

**Religious Accommodation**

UVU values and acknowledges a wide range of faiths and religions as part of our student body, and as such provides accommodations for students. Religious belief includes the student's faith or conscience as well as the student's participation in an organized activity conducted under the auspices of the student's religious tradition or religious organization. The accommodations include reasonable student absences from scheduled examinations or academic requirements if they create an undue hardship for sincerely held religious beliefs. For this to occur, the student must provide a written notice to the instructor of the course for which the student seeks said accommodation prior to the event.

- The UVU campus has a place for meditation, prayer, reflection, or other forms of individual religious expression as is described at <https://www.uvu.edu/ethics/reflectioncenter/>

**Core Statement based on the official definition of Inclusion at UVU (See website)**

“Come as you are. UVU has a place for you.” – President Tuminez.

UVU is committed to preparing all students for success in an increasingly complex, diverse, and globalized society. We value and promote collegial relationships and mutual respect among students, faculty, staff, and the community. We acknowledge and seek to address the needs of populations who are underserved as well as students with varying levels of academic preparation. Since your experience in this class is important to me, it is my intent to promote civility and respect the voice, dignity, and potential of each individual. I aim for an inclusive learning environment that provides equitable opportunities and fosters the understanding, appreciation, and recognition that diversity and individual differences are a source of strength. I aim for a course that is respectful of diversity including age, culture, disability, ethnicity, gender, nationality, race, religion, sexuality, and socioeconomic status.

Please contact me if you need to talk about any issues you are facing. I value any suggestions on how to improve the effectiveness of this course. If that feels uncomfortable to you, you can contact the [Inclusion and Diversity Committee](#) to ask for help and support.

**Statement 1:**

"All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called and, if we choose, to identify pronouns with which we would like to be addressed...I will do my best to address and refer to all students accordingly and support classmates in doing so as well."

Source: University of Michigan, Center for Research on Learning and Teaching

**Statement 2:**

Discussions and collaborations are a way to grow and learn. In this class, you will be encouraged to share your ideas, discuss ideas of your classmates, and give constructive feedback to peers. I ask that you do so with kindness and empathy for your classmates; that you listen and respond respectfully and with care. Always remember that all answers, ideas, and contributions are welcome and appreciated in this class. Moreover, in this class “Being stuck is OK!” and “Mistakes are Good.” – and we will use these mistakes as a stepping point to learn, clear confusions, and grow in our knowledge.

**Statement 3:**

Microaggressions are small yet very hurtful statements that one can make intentionally or unintentionally. They are generally based on derogatory or negative stereotypes. Sometimes they are viewed as simple jokes. In our class, we will all try to be kind and respectful towards each other. Our diversity is our strength and microaggressions do not belong here. If you experience and or witness an instance of microaggression, please contact me so that together we can address the situation, and hopefully use it as an opportunity to educate and grow.

## **MKTG 3600 Principles of Marketing**

# MKTG 3600 - 006

## *Principles of Marketing*

### Instructor Contact Information

**Bret Skousen**

801-863-5248

[bret.skousen@uvu.edu](mailto:bret.skousen@uvu.edu)

The best way to reach me is always through your Canvas inbox or MS Teams.

**OFFICE:** KB 437B

**OFFICE HOURS:** By appointment. I am happy to meet with you live or on MS Teams.

**Time/Course Location:** Thursday 10:00-11:15 am / KB 348. This is a Face to Face course where you are expected to be in class during the scheduled time. From time to time we may do a virtual live course to develop additional skills and this will be announced well in advance of the class.

### Course Description

## WELCOME TO PRINCIPLES OF MARKETING

The purpose of this course is to teach you how to solve today's marketing problems with sound strategy and creative thinking. If you complete your reading and assignments and apply what you learn, you will be able to talk intelligently about core marketing and business strategy with the best and brightest. You will be introduced to the terminology of marketing, the foundations of marketing strategy, and the elements of a marketing plan.

*From Course Catalog:* MKTG 3600 studies consumers, markets, and environments from the perspective of the marketing manager. Covers consumer behavior, marketing research, product management, and channels of distribution. Explores pricing, advertising, and personal selling.

### Course Outcomes

#### Course Objectives Highlights

- Understand marketing and business
- Understand the marketplace and consumers
- Learn how to formulate a marketing strategy
- Identify the 4Ps, marketing mix, and learn how to use them strategically and tactically

### Summary of Concepts and Terms

By reading the e-textbook and participating in the online quizzes and activities, you will be taught key marketing concepts and terms. Your understanding of these key concepts and terms will be evaluated by quizzes and assignments.

- Marketing and the marketing process
- Customer Relationship Management
- The 4 P's/4 C's of the Marketing Mix
- SWOT Analysis
- Target markets
- Product-Market Expansion Grid
- Market research process
- Market Intelligence
- Primary vs. Secondary market research
- Define a consumer market
- Model of consumer buyer behavior
- Buyer behavior (consumer and industrial)
- Psychology, motivation, and learning theory
- Consumer buying behavior
- Five stages of the buyer decision process
- Business markets and consumer markets
- Targeting and segmenting
- Three steps of target marketing
- Positioning strategies
- Branding strategy and equity
- Product Life Cycle
- Price Strategy: price skimming, penetration
- Communication model
- Advertising Reach vs. Frequency

- Message appeals, objectives, and strategies

## Materials, Fees and Technology Tools

Stukent - Modern Marketing Principles

May 2023

Wilson & Rackley

Please click on the Stukent tab in canvas and purchase the course materials.

**Please note:** Barnes and Nobel or the UVU Bookstore may recommend additional “Optional Study Tools & Resources” for this class on their website. These resources are advertisements and were not selected or endorsed by your professor. Purchasing these resources is **not recommended and we will not be using these items.**

## How This Course Works

### Course Mode

**This is an Face to Face course.**

All reading material, video cases, assignments, quizzes, exams and the simulation will be submitted here in Canvas and through the StuKent Online Interface.

### Description of How Course Works:

Canvas is where course content, grades, and communications will reside for this course.

This course is carefully laid out in modules. **YOU MUST NAVIGATE THIS COURSE VIA THE MODULES.** Do not rely solely on the task list.

Please keep up and complete the assigned work each week. If you wait until the unit due date, you will be overwhelmed and not do as well.

For this **three (3) credit-hour** course students should expect to spend up to **9+ hours a week** completing course activities.

My aim is to use both academic theory and my real-world, on-the-job experience and story to inspire you to study marketing further. I am teaching this course because I love marketing. Marketing is special. Marketing is about people. Marketing uses a unique blend of art and science, cold data mining, and warm sparks of insight to solve difficult business problems. I believe that marketing is the noblest of all the business disciplines, and will provide an interesting and fun career filled with opportunities. I believe that true marketing, really fulfilling the needs of the people, can improve our economy and the entire society, and lead to a better life for all—especially us marketers.

### Teaching Method

Students are expected to complete all assignments on time, attend to their online class responsibilities, participate and contribute as responsible online group members, and be properly prepared for each discussion section. In other words, students are expected to have read, studied, and thought about the assigned material in each module.

### **Student Involvement**

Students are expected to check into Canvas regularly and complete all areas of the coursework. You should be consistently prepared to participate appropriately in a variety of online activities and discussions in the course. All course materials will be available to the student on Canvas, which is accessible through UVlink on UVU's homepage.

### **Approach**

The class includes 4 units of work. Unit #1 - #3 will require you to read the chapter and take the reading quiz. In some chapters, there will also be additional assignments. Chapter assignments are **OPEN BOOK**; Chapter quizzes and exams are **CLOSED BOOK, CLOSED NOTES**. Unit #4 requires you to work with a group to write a marketing plan for a business product. You will also complete a final comprehensive exam.

### **Due Dates**

The class has 4 units. You may work at your own pace and can work ahead if desired except for the final project and the final exam.

### **Student Responsibilities:**

- *Start class the first week of the semester and complete the modules as assigned.*
- ***Be accountable by setting aside a regular time each week to complete course activities and assignments on time as noted per the due dates.***
- *Learn how to use Canvas including communication tools (e.g. discussion, Canvas inbox, MS Teams, etc.). If you have technology-related problems contact the [Service DeskLinks to an external site.](#)*
- *Abide by ethical standards. Your work must be your own.*
- *Contact your instructor as early as possible if an emergency arises. Do NOT wait until the last minute to ask for an extension.*

## Instructor Responsibilities:

- Respond to emails within ONE business day. If multiple emails are received regarding the same question or concern, they may be responded to with an announcement to the entire class.
- Provide timely, meaningful, and constructive feedback on assignments.
- Facilitate an effective learning experience.
- Refer students to appropriate services for issues that are non-course content-specific. For instance, technical issues, writing labs, accessibility services, etc.
- Mentor students through the course.

## Grading and Late Work Statement

### Grading Scale

The following grading standards will be used in this class:

<b>Grade</b>	<b>Percent</b>
<b>A</b>	93-100
<b>A-</b>	90-92
<b>B+</b>	87-89
<b>B</b>	84-86
<b>B-</b>	80-83
<b>C+</b>	77-79
<b>C</b>	74-76

<b>C-</b>	70-73
<b>D+</b>	67-69
<b>D</b>	64-66
<b>D-</b>	60-63
<b>E</b>	0-59

### Late Work Statement

Late work is not accepted under normal circumstances. The assignments will be automatically turned in at the end of the unit due date--if they are not completed by the unit due date, those assignments will automatically receive a 0.

### A NOTE ON COURSE GRADING

**YOU** choose your final grade by how much effort you are willing to put into this course. There is very little subjective grading on my part—if you do the work, you get the credit. If you don't do the work, you get no credit. Your final grade will simply be about amassing as many points as possible. If you don't keep up with your online assignments consistently over the semester, you will probably fail this course. If you don't read the textbook and get to know the material for your weekly online quizzes, you will probably fail this course. How well you do in the multiple-choice exams will be a direct result of how much you studied. There is little subjective grading. **Don't ask me to change your grade after the semester is over.** You are the master of your own destiny and you earned your own grade. *Earn it. Own it.*

## Assignment and Assessment Descriptions

### Assignments

Some of your assignments will be group-based or interactive assignments. You will be able to choose your group at the beginning of the course and this will be your group for the entire semester so you can get to know each other. Unit 4 will be your final project and it will be important to get to know and work well with your team.

### Discussions

There will be some online discussions. Many will be based on current business news articles and events. Others will be based on the textbook content. Some will be

presented to the whole class, and others will simply be discussions within your project groups.

Discussions will be opportunities to explore topics together. Posts to the discussion should add significantly to the conversation and support your point of view. *Comments that do not add significantly to a discussion will receive **no credit**.* It is okay to disagree in a discussion. In fact, much learning happens when we disagree. However, we need to be respectful and keep our online classroom a safe place to learn. Please respond to at least two of your classmates during the discussions.

## **Assessments**

### **QUIZZES**

In order to encourage students to do the assigned chapter reading, a quiz will also be given at the end of each chapter. This will be a 10-question multiple-choice quiz randomly drawn from a textbook database. Each student will receive a unique quiz.

### **FINAL GROUP PROJECT**

#### **Marketing Plan Group Assignment**

The final group project will provide you with an opportunity to apply your new marketing strategy skills to a real-world situation. You will be required to put together a basic marketing plan for your chosen product or service, to demonstrate that you have learned the fundamentals of marketing management. I will leave it up to you as groups to decide how to best collaborate online. Only one person in your group needs to submit the final compiled group paper electronically in Canvas.

### **EXAMS**

There will be 4 exams. Examinations will consist of objective, multiple-choice questions. All exams are “closed book” and “closed notes.” If you are caught cheating, you will receive a 0.

Each exam is uniquely and randomly generated from a larger question pool. Your exam will thus have different questions than every one of your classmates. The questions all come from the textbook readings. A study guide listing what specific questions you will be asked is thus not available. You need to be familiar with every topic in the assigned textbook chapters.

The exam questions are based on the material presented in the textbook. Students should, therefore, study the textbook fully to prepare for exams. In particular, students should be very familiar with the concepts discussed in the chapter summary and the key terms and concepts listed at the end of each chapter. All work on examinations and assignments (other than group projects) is expected to be done honestly and independently of other students. Failure to comply will result in a score of zero for the work in question.

Each exam will be worth 50 points. These will be administered online in Canvas.

## Course Schedule

The schedule is subject to possible change. Modifications can and will be made to the syllabus to reflect the needs of the class. Any changes will be announced in class and/or through the course website. It is the student's responsibility to stay aware of any changes. Please visit Canvas often in order to keep up with the course activities, updates, and deadlines.

Week #	Chapter(s)	Topic
1	1	Course Intro and Intro to Marketing
2	15	The Marketing Environment
3	16	The Marketing Plan and Analytics Process
4	2	Marketing Research
5	3	Segmentation and Target Marketing
6	4	Positioning
7	5	The Buyer Behavior Process
8	6, 7	Introduction to Product Management and Services Marketing
9	8	Brands and Brand Management
10		Spring Break
11	11, 14	Promotions Overview and Focus on Advertising / Distribution
12	10	Pricing Products and Services
13	12, 13	Digital Marketing, SEO, and Social Media Marketing
14		Final Group Marketing Plan Project Preparation
15		Final Group Project Due
16		Final Exam

## UVU Policies and Resources

[Policies and Success Strategies](#)Links to an external site.

[Campus Resources](#)Links to an external site.

This course adopts all of UVU's policies related to Student Conduct:

- Student Conduct: <https://www.uvu.edu/catalog/current/policies-requirements/student-code-of-conduct.html>Links to an external site.

- **Academic Integrity:** <https://www.uvu.edu/studentconduct/students.html>Links to an external site.
- **Sexual Misconduct:** <https://www.uvu.edu/equalopportunity/titleix/sexual-misconduct.html>Links to an external site.
- **Americans with Disabilities Act:** Americans with Disabilities Act and Section 504 of the Rehabilitation Act

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, as amended, prohibit Utah Valley University from engaging in discrimination on the basis of disability in any program or activity. Discrimination is also prohibited in all aspects of employment against persons with disabilities who, with reasonable accommodation, can perform the essential functions of a job.

Students who believe s/he has been denied program access or otherwise discriminated against because of a disability is encouraged to initiate a grievance by contacting the Accessibility Services Director, Pola Morrison at 801-863-8747. Employees can contact the ADA Coordinator, Irene Whittier at 801-863-8389

- Students who need accommodations because of a disability may contact the UVU Office of Accessibility Services (OAS), located on the Orem Campus in LC 312. To schedule an appointment or to speak with a counselor, call the OAS office at 801-863-8747. Deaf/Hard of Hearing individuals, email [nicole.hemmingsen@uvu.edu](mailto:nicole.hemmingsen@uvu.edu) or text 385-208-2677.

Upon request, this information is available in alternative formats, such as mp3, Braille, or large print. To request this format, email [asd@uvu.edu](mailto:asd@uvu.edu).

### **AI Statement**

I am a huge supporter of AI used in the correct way. However, AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own

individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.
- Building graphics and line art.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

**Technology Support Services**

For 24/7 technical support contact [Instructure's Canvas Support Live Chat Links to an external site.](#)

(385) 204-4930 (Available 24/7)

## Syllabus Statement for Academic Tutoring

To help every learner at UVU, the university has five tutoring labs across campus that offer both in-person and online modes of support. This is a free resource for all UVU students where peers work alongside of one another to work through and understand the concepts of the course. Because the program is a peer-to-peer program, not every course of every discipline can be supported each semester. However, the tutoring program is certified by the College Reading & Learning Association, which means that tutors are trained to share learning and study strategies during tutorial sessions that are often helpful regardless of the course. While tutors will not complete or correct homework for you, or help you on take-home tests or quizzes, they will help you understand and reinforce concepts that you are learning in this class. For more information about offerings and to see what courses are supported this semester, visit [www.uvu.edu/academictutoring](http://www.uvu.edu/academictutoring)[Links to an external site.](#).

### **Will my course have a tutor this semester?**

Because of our peer-to-peer approach to tutoring, the courses we support each semester are limited to the courses that our student employees have already successfully completed. This typically means that 1000- and 2000-level courses are well covered and that we tend to have decent 3000-level course support. At the 4000-level we run into a little bit of a problem because the students who have successfully completed those courses are either graduated and no longer eligible for student work or are offered jobs in the industry. We do our best to find master's students who can help with those upper-division courses, but it's not always perfect. If you're curious about a specific course, please feel free to email Laurie Toro ([Laurie.Toro@uvu.edu](mailto:Laurie.Toro@uvu.edu)) or me ([Skyler.Meeks@uvu.edu](mailto:Skyler.Meeks@uvu.edu)), and we can double-check with our staff.

### **What will tutoring look like this upcoming semester?**

Our anticipation is to have both in-person and online tutoring available to students, but with a heavy emphasis on online tutoring. The in-person tutoring will be by appointment only, while the online appointments will be open for both drop-in and appointment. One challenge we're running into is that our business lab space, WB111, is too small to have significant traffic; with social distancing in mind, we're looking at 2-3 sessions at a time. We've tried our best to make the virtual experience as similar to in-person as possible. Our online platform, Upswing, has video chat, a digital whiteboard, screen sharing, document uploading, and a few other educational tools. Students looking to schedule an appointment can visit [uvu.upswing.io](http://uvu.upswing.io) or call our front desk at 801-863-5376.

### **What other options are available for students?**

In addition to our business lab, select classes each semester are offered targeted support via our Supplement Instruction program. This embedded tutoring program offers a series of weekly guided study sessions for students enrolled in historically difficult courses. For this upcoming fall 2020 semester, the SI will be offered for particular ACC 2010, MGMT 2240, and MGMT 2340 courses. This may not be helpful for every student, but it can be a great option for those in the targeted courses. For more information about our SI program and future course offerings, Aubrey Ryan ([Aubrey.Ryan@uvu.edu](mailto:Aubrey.Ryan@uvu.edu)) is the best point of contact. The Math Lab can be a great resource, depending on the subject. They have support in statistics, which is a focus of some business degree paths.

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## **PHIL 1000 Introduction to Philosophy**

# Syllabus

**Introduction to Philosophy**  
**PHIL 1000 - X04 – Spring 2024**  
**Online (asynchronous)**

**Instructor:** Thomas H. Bretz, PhD

**E-Mail:** [tbretz@uvu.edu](mailto:tbretz@uvu.edu)

**Office:** CB 507J

**Office Hours:** By appointment, but I'm pretty flexible timewise.

NOTE: You can address me as Doctor Bretz, Professor Bretz, or simply Thomas. I don't have a preference, so do whatever you feel most comfortable with.

## **Course Description and Learning Goals**

This is an introduction to philosophy, which means that by the end of the class you should have a good sense of what philosophy is and of some of the diverse ways in which you can philosophize. The way I chose the readings and assignments for the course is a little bit like a sampling buffet. Philosophy – like any discipline – can be done in many different ways and not every philosopher philosophizes in the same way – although probably all philosophers care about getting things right and, specifically, understanding the world and anything within it through the most appropriate categories that can be made available. Thus, I chose a broad range of philosophical texts – some ancient, some contemporary, some more popular, some more academic, some Western, some non-Western, some more focused on theoretical issues, some more focused on practical issues (ethical, social and political issues).

The class is organized around four units each of which will introduce you to various texts and discussions concerning a specific topic. These units are: I. Living as a mortal, II. Knowledge and Faith, III. Body and Mind and IV. Being good

The first section will primarily focus on one of the classics of European philosophy, namely Plato and his thoughts on how to live truthfully as a mortal being. The second section will concern epistemology (i.e. the philosophical study of knowledge) and philosophy of religion and belief. The third section will introduce you to various philosophical accounts of mind and body. The fourth

section, finally, will deal with ethics broadly construed, which has to do with our obligations and responsibilities and what it means to be good.

### Learning goals:

- To enhance and develop your ability to analyze, evaluate, and construct reasons and arguments (Critical Thinking).
- To enable you to write and talk more coherently about philosophical issues and texts, and, specifically, to develop your ability to formulate and clearly explain ideas, arguments and philosophical issues in writing . (Communication)
- To develop your ability to identify, understand, evaluate and compare basic content of some philosophical theories and texts (Content)
- To enable you to further appreciate the value of self-reflection, intellectual curiosity, intellectual creativity, and intellectual humility (Values)

### UVU's course catalogue says the following about this class:

Designed to investigate major philosophical ideas from the Pre-Socratic era to the present. Students should develop philosophical skills through supervised analysis of readings in epistemology (knowledge), metaphysics (reality), ethics (values), and social philosophy. Emphasizes the articulation, assessment, and discussion of fundamental religious, social, political issues through class discussions, lectures, media, and writing projects.

### **Required Texts**

All course materials will also be posted on canvas.

### **COURSE REQUIREMENTS AND EVALUATION**

#### IN A NUTSHELL, How to do well in this class class:

1. Read/listen to the introductory and the concluding lectures for the class (1 of each) and for each of the four units.
2. Read/listen to the introductory lectures for each reading.
3. Read and annotate our readings, upload a scan of your annotations (digital or printed) [where applicable]
4. Respond to the reading questions for each reading. [occasionally this assignment will slightly change]
5. Submit your reflection at the end of each unit as well as the final reflection (5 total)
6. Submit a discussion post and respond to a discussion post at the end of each unit and the end of the class (5 total)
7. Take 1 mid-term exam
8. Take 1 final exam

Final grades will be calculated on the basis of grades given for the following graded components (note that there might be slight changes to the grade distribution as well as on the precise requirements for the individual parts depending on development of the class).

### 1) Readings questions/logic assignments/films (35%)

This part, for the most part, consists in reading philosophical texts, annotating them (digitally or after you print them), uploading your annotations (or notes if you can't annotate) and answering a few simple questions on the text. The only 2 exceptions to this will be, first, when we listen to podcasts or watch movies where you have to answer questions or prompts, but not upload anything else. Second, when you do your three logic assignments, the instructions will be a little different. You will receive 100/100 for this component if you answer correctly at least 90% of these questions. This means that you can always calculate your current grade for this component by multiplying your percentage grade for this component (as indicated under the "grades" tab) by 1.111.

### 2) Feedback assignments (20%)

There are two kinds of feedback assignments, 1 of each at the end of each unit and at the end of the class. There will be reflections where you reflect on what we've read in a unit and raise a question. These are worth 1 point each. There will also be discussion posts where you will post a comment as well as (at least) one response to another person's comment. Each comment and each response will also be worth 1 point (2 points combined). With 5 reflections and 5 reflection post total, there'll be 15 points you can earn for this component. You can miss 2 of these points and still get a 100/100 for this component. This also means that you can always calculate your current grade for this component by multiplying your percentage grade for this component (as indicated under the "grades" tab) by 1.154.

### 3) 2 exams (45%) (22.5% each)

There will be 1 take-home mid-term and 1 take-home final exam where you'll have to answer questions on the texts, thinkers and concepts you read about.

**NOTE I:** For each component, additional information as to what is required of you will be posted on Canvas

**Late submissions:** One of the advantages of an online class is that you have more flexibility in terms of when you do what. You should certainly make use of that feature. Having said that, for each reading and assignment, I did indicate a due date. This is strongly recommended for four reasons:

1. Our canvas course will close on April 23<sup>rd</sup>, so I need to receive submissions long enough before this hard deadline to be able to still grade it.
2. If you heed the due dates, it means that you'll do some work consistently rather than

overwhelming yourself with work early or late in the semester. This is not just probably more comfortable, but also will give you some time to process what you're reading and discussing. After all, a lot of thinking happens subconsciously after we have read and discussed something. This is why sometimes you suddenly have an insight about a topic that you seemingly haven't thought about for days, weeks or sometimes even months. Abiding roughly by the suggested deadlines is meant to maximize the use of your subconscious thinking [maybe reference]

3. While most assignments are solo-assignments, there are a few discussion assignments where you have to respond to other people's posts. For those it's best if people don't do them at vastly different times (say some people in early March and other in late April).
4. While almost everything is uploaded in advance, the exception are concluding lectures for each unit and the course. This is because those lectures will be tailored to questions raised in your reflections and on the discussion boards so I'll only create those around the end of the unit/close to the end of the class. I believe you'll get the most out of these lectures if you're not too far ahead or behind.
5. In line with this, assignments will usually close after 3-4 weeks early in the course and after about 5-14 days later in the semester, so you should have everything done then. However, if you falls behind further, please let me know and we can discuss reopening the assignments.

### **Grading Policy**

Grading will be done on a standard letter-grade scale, as follows:

A	≥ 94%	C	≥ 73%
A-	≥ 90%	C-	≥ 70%
B+	≥ 87%	D+	≥ 67%
B	≥ 83%	D	≥ 63%
B-	≥ 80%	D-	≥ 60%
C+	≥ 77%	E	< 60%

Please note that a grade of incomplete ("I") will only be assigned in the case of an extreme unforeseen emergency.

### **Course Policies**

**Communication:** If you have any questions concerning the course, please e-mail me (tbretz@uvu.edu). There are no stupid questions and your e-mail will generally be answered within 48 hours. If it isn't, please feel free to follow up. Please make sure that your e-mails comply with professional standards of politeness and courtesy. And please don't hesitate to stop by during office hours or to make an appointment to meet with me.

**Statement on Plagiarism/Academic Integrity:** Plagiarism (or cheating of *any* kind) is a serious offense and will not be tolerated. You will receive an F for your assignment. Keep in mind that plagiarism takes many forms, including negligently failing to cite your sources or forgetting quotation marks. Avoiding plagiarism requires an active effort on your part. *If you are uncertain about what constitutes plagiarism, please come and talk to me.* There are also some useful websites such as [https://owl.purdue.edu/owl/avoiding\\_plagiarism/index.html](https://owl.purdue.edu/owl/avoiding_plagiarism/index.html) ([https://owl.purdue.edu/owl/avoiding\\_plagiarism/index.html](https://owl.purdue.edu/owl/avoiding_plagiarism/index.html)). The possible consequences for plagiarism (or other forms of academic misconduct such as cheating or fabrication) will minimally lead to a failing grade for the assignment or exam, but can also include "failing the class, suspension, or withholding a degree." For more information on Utah Valley's plagiarism policy, see <https://www.uvu.edu/studentconduct/faculty/cheating.html> (<https://www.uvu.edu/studentconduct/faculty/cheating.html>) (<https://www.uvu.edu/studentconduct/faculty/cheating.html>)

## STUDENT RESOURCES

### **Accessibility:**

Students who need accommodations because of a disability may contact the UVU Accessibility Services Department (ASD), located on the Orem Campus in LC 312. To schedule an appointment or to speak with a counselor, call the ASD office at 801-863-8747. Deaf/Hard of Hearing individuals, email nicole.hemmingsen@uvu.edu or text 385-208-2677. For more information on UVU Accessibility Services please visit <https://www.uvu.edu/asd/> (<https://www.uvu.edu/asd/>).

Note also that the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, as amended, prohibit Utah Valley University from engaging in discrimination on the basis of disability in any program or activity. Discrimination is also prohibited in all aspects of employment against persons with disabilities who, with reasonable accommodation, can perform the essential functions of a job.

Students who believe s/he has been denied program access or otherwise discriminated against because of a disability is encouraged to initiate a grievance by contacting the Accessibility Services Director, Sherry Page at 801-863-8747. Employees can contact the ADA Coordinator, Irene Whittier at 801-863-8389.

Upon request, this information is available in alternative formats, such as mp3, Braille, or large print. To request this format, email asd@uvu.edu.

### **Religious Accommodations:**

UVU values and acknowledges a wide range of faiths and religions as part of our student body, and as such provides accommodations for students. Religious belief includes the student's faith or conscience as well as the student's participation in an organized activity conducted under the auspices of the student's religious tradition or religious organization. The accommodations include reasonable student absences from scheduled examinations or academic requirements if they create an undue hardship for sincerely held religious beliefs. For this to occur, the student must provide a written notice to the instructor of the course for which the student seeks said accommodation prior to the event.

The UVU campus has a place for meditation, prayer, reflection, or other forms of individual religious expression as is described at <https://www.uvu.edu/interfaith/reflectioncenter/index.html> (<https://www.uvu.edu/interfaith/reflectioncenter/index.html>) (<https://www.uvu.edu/interfaith/reflectioncenter/index.html>)

### **Title IX**

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 experienced or experiences harassment or sexual assault including, dating and domestic violence, stalking or sexual exploitation, you are encouraged to report it to the Title IX Coordinator in the Office for Equal Opportunity and Affirmative Action, BA-203, (801) 863-7999.

Please be aware that all faculty members and university employees are considered "Responsible Employees" and are required to report incidents of sexual misconduct and relationship violence and thus cannot guarantee confidentiality. Please know that you can seek confidential resources at UVU Student Health Services, SC-221, (801) 863-8876.

Please visit <https://www.uvu.edu/equityandtitleix/> (<https://www.uvu.edu/equityandtitleix/>) (<https://www.uvu.edu/equityandtitleix/>) for more information.

### **Academic Tutoring—Humanities and Social Sciences Lab:**

Offers academic assistance in all areas of study, including research and writing. Located in Room LA-015; contact by email ([tutoring@uvu.edu](mailto:tutoring@uvu.edu) (<mailto:tutoring@uvu.edu>)) or phone (801-863-5376), and find on the web at <http://www.uvu.edu/academictutoring/> (<http://www.uvu.edu/academictutoring/>) (<http://www.uvu.edu/academictutoring/>). Services are free to all UVU students, and are available in both face-to-face and online tutoring sessions on a first-come/first-served basis. While tutors will not complete or correct homework for you or help you on take-home tests or quizzes, they will help you understand and reinforce concepts that you are

learning in your classes.

**Resources to improve your writing:** Philosophy is a lot about developing your ability to express yourself, especially in writing. The class will help you develop you this skill. However, there are further resources available provided by UVU at the Writing Center (<https://www.uvu.edu/writingcenter/> (<https://www.uvu.edu/writingcenter/>)). The following is some of the information provided on their website:

The UVU Writing Center is a free resource provided to students of all disciplines. Specially trained and certified tutors work one-on-one with students on any assignment at any part of the writing process. While tutors do not correct assignments, they do help student writers identify patterns of errors and discuss revision strategies and address students' writing concerns. The Writing Center is located in the Library, room 208, across the hall from the Visual Arts Lab. To contact the front desk, call 801-863-8936 or visit their website at [www.uvu.edu/writingcenter](http://www.uvu.edu/writingcenter).

The Writing Center works on a first-come, first-serve appointment basis, with some availability for drop-in tutoring sessions. Student writers may sign up for a maximum of one hour of one-on-one tutoring per day, either as one 60-minute session or two 30-minute sessions. However, appointments are no needed to access handbooks, computers, and other Center resources. Tutorials may be scheduled up to two weeks in advance via the MyWCONline ([www.uvu.mywconline.com](http://www.uvu.mywconline.com)) appointment schedule. Please take your assignment guidelines, course syllabus, and any class notes, drafts, or ideas to your sessions.

**Health Resources:** UVU has resources available if you struggle with physical and mental health. Student Health Services is located in Room SC-221. Contact by phone (801-863-8876) and find on the web at <http://www.uvu.edu/studenthealth/> (<http://www.uvu.edu/studenthealth/>) (<http://www.uvu.edu/studenthealth/>). They offer an array of health services to students, including wellness education and mental health services (behavioral medicine).

If you feel that a health issue is affecting your performance in class, please try to let me know early on so we can work something out.

**Food Pantry:** If you have trouble affording food, know that UVU has a food pantry available: <https://www.uvu.edu/socialimpact/programs/food-pantry.html> (<https://www.uvu.edu/socialimpact/programs/food-pantry.html>)

## **PSY 3425 Cognitive Psychology Lab**

# Syllabus

## PSY-3425 *Cognitive Psychology Lab*



### Instructor Contact Information

Who: Dr. Acacia Overono

Pronunciation: <https://www.name-coach.com/acacia-overono> (<https://www.name-coach.com/acacia-overono>)

Pronouns: she/her

Email: [acacia.overoye@uvu.edu](mailto:acacia.overoye@uvu.edu)

Office Hours: Tuesdays at 10am in CB 210F and **on Teams** ([https://teams.microsoft.com/l/meetup-join/19%3ameeting\\_ZmFIN2NjMTYtMmlwNS00NzU2LTg3OGQtNjE3ZmNhZDcxYjA0%40thread.v2/0?context=%7b%22Tid%22%3a%221ea2b65f-2f5e-440e-b025-dfdafd8e097%22%2c%22Oid%22%3a%22c8e495b8-9bc9-42bd-bf85-b198ab75b58e%22%7d](https://teams.microsoft.com/l/meetup-join/19%3ameeting_ZmFIN2NjMTYtMmlwNS00NzU2LTg3OGQtNjE3ZmNhZDcxYjA0%40thread.v2/0?context=%7b%22Tid%22%3a%221ea2b65f-2f5e-440e-b025-dfdafd8e097%22%2c%22Oid%22%3a%22c8e495b8-9bc9-42bd-bf85-b198ab75b58e%22%7d)). You can also message me to set up a separate time to meet!

### Course Description

Provides firsthand experience with core concepts and empirical practices within cognitive psychology. Creates opportunities for the application of practical research skills. Includes a discussion of topics such as sensation, perception, attention, memory, and higher-order cognition.

### Course Outcomes

Upon successful completion of this course, students will be able to:

- Investigate theoretical constructs from the field of cognitive psychology.
- Design experimental procedures using appropriate methods from within cognitive psychology.

- Collect data from psychological experiments exploring cognition.
- Communicate experimental findings using APA style.

## 📌 Prerequisites and Needed Skills

Course Prerequisites- PSY 1010 (with C- grade or higher); (ENGL 2010 with a C+ or higher); and University Advanced Standing

Technology Programs: You will use Excel, Perusall, and Jamovi for this course.

## Technology Expectations

### COMPUTER & THE INTERNET

You will need a reliable desktop or laptop computer and a reliable internet connection to take this course. You are required to develop a back-up plan for maintaining access to the internet in case of a computer and/or internet failure – such as locating your local public library in case of emergencies.

### COMPUTER & SOFTWARE HELP

If you need help with any computer issues (Adobe, Microsoft, PowerPoint, or Canvas), please contact the UVU Helpdesk. They can assist you with most of the problems you may encounter. Contact the Helpdesk at 801-863-8888 or access online at <https://www.uvu.edu/itservices/>. (<https://www.uvu.edu/itservices/>)

## 📁 Materials, Fees and Technology Tools

Required materials, fees and technology

You will need to download Excel, as a UVU student you have **free access to Microsoft app downloads** [🔗\(https://uvu.edu/software/\)](https://uvu.edu/software/).

You will need to download Jamovi, a stats program, to use in our labs. **It is free to download from its website** [🔗\(https://www.jamovi.org/download.html\)](https://www.jamovi.org/download.html).

You will also use the program, Perusall, but it will be embedded into the course and so no downloads are needed.

None of these programs require any personal information and all are free to use.

## ❓ How This Course Works

## Course Mode:

This course is delivered fully online. Course readings, labs and assignments are posted within the online Canvas course.

## Description of how course works:

This course is divided into eight modules. Except for the first and last module, each module will take two weeks to complete. The first week will be the "Learning Week" during which you will read and comment on an empirical, peer-reviewed article related to cognitive psychology. The second week of each module is the "Application Week" during which you will complete a lab related to the module topic.

## Course Credit Hours: 1

For this **1 credit-hour** course students should expect to spend up to **3+ hours a week** completing course activities.

Our readings and discussions will take place in an app called Perusall, which you will access directly from the reading pages in the course. We will be annotating and commenting directly on readings of the PDFS

## Student Responsibilities:

- *Start class the first week of the term.*
- ***Be accountable by setting aside regular time each week to complete course activities and assignments on time as noted per the due dates.***
- *Learn how to use Canvas including communication tools (e.g. discussion, Canvas inbox, etc.). Learn how to use Microsoft Teams to hold video/voice meetings, post chats, and retrieve files. If you have technology-related problems contact the [Service Desk](https://www.uvu.edu/servicedesk/) .*
- *(<https://www.uvu.edu/servicedesk/>).*
- *Abide by ethical standards. Your work must be your own.*
- *Contact your instructor as early as possible if an emergency arises. Do NOT wait until the last minute to ask for an extension.*

## Instructor Responsibilities:

- *Respond to messages within ONE business day. If multiple messages are received regarding the same question or concern, they may be responded to with an announcement to the entire class.*
- *Provide timely, meaningful and constructive feedback on assignments.*
- *Facilitate an effective learning experience.*
- *Refer students to appropriate services for issues that are non-course content specific. For instance, technical issue, writing labs, accessibility services, etc.*
- *Mentor students through the course.*

## Inclusion Statement

Considering all the challenges we, as a country, have faced for many years, that have reached a new intensity during the last few months, I feel compelled to share a statement provided by UVU's Inclusion Committee (see below). This is very important to me.

“Come as you are. UVU has a place for you.” --President Tuminez.

UVU is committed to preparing all students for success in an increasingly complex, diverse, and globalized society. We value and promote collegial relationships and mutual respect among students, faculty, staff, and the community. We acknowledge and seek to address the needs of populations who are underserved as well as students with varying levels of academic preparation. Since your experience in this class is important to me, it is my intent to promote civility and respect the voice, dignity, and potential of each individual. I aim for an inclusive learning environment that provides equitable opportunities and fosters the understanding, appreciation, and recognition that diversity and individual differences are a source of strength. I aim for a course that is respectful of diversity including age, culture, disability, ethnicity, gender, nationality, race, religion, sexuality, and socioeconomic status.

Please contact me if you need to talk about any issues you are facing. I value any suggestions on how to improve the effectiveness of this course. If that feels uncomfortable to you, you can contact the **Equity, Inclusion, and Diversity Committee** [↗\(https://www.uvu.edu/inclusion/\)](https://www.uvu.edu/inclusion/) to ask for help and support.

## Grading and Late Work Statement

### Grading Scale:

The following grading standards will be used in this class:

#### [Can be Percent or Points]

Grade	Percent
<b>A</b>	94-100
<b>A-</b>	90-93
<b>B+</b>	87-89
<b>B</b>	83-86
<b>B-</b>	80-82

<b>C+</b>	77-79
<b>C</b>	73-76
<b>C-</b>	70-72
<b>D+</b>	67-69
<b>D</b>	63-66
<b>D-</b>	60-62
<b>E</b>	0-59

### Assignment Categories

<b>Activity</b>	<b>Points</b>
Orientation Assignments (Getting Started Quiz & Practice Perusall Assignment)	10
Perusall Assignments	70
Lab Assignments	70
Final Survey	10
<b>Total Points:</b>	<b>160</b>

### Late Work Statement:

This course uses due dates to help keep you on track with course content at a regular pace so that assignments don't pile up at the end of the semester. By default, Canvas will assign you a 0 if you do not turn in an assignment by the due date. That said, **I understand that life happens and it may**

**not always be possible to get assignments in by the due date.** I also don't want you to feel pressure to share details of your situation to receive more time on assignments. **If you need to turn something in late, for any reason, please email or message me and let me know that you need an extension and an estimate of when you will be able to turn in the late assignment and I will make adjustments for you.** You can do this at any time during the course, before or after assignments are due. **I would rather you have more time to show me what you've learned for full credit than penalize you for the unpredictability and demands of life and other classes.**

## Assignment and Assessment Descriptions

### **Perusall Assignments:**

Our readings and discussions take place in the app Perusall which you will access from the canvas assignment. In Perusall you annotate and comment on your peers annotations.

Discussions on Perusall will be opportunities to explore topics together. Annotations and comments should add significantly to the conversation and support your point of view. *Comments that do not add significantly to a discussion will receive **no credit**.* It is okay to disagree in a discussion. In fact much learning happens when we disagree. However we need to be respectful and keep our online classroom a safe place to learn.

### **Lab Assignments:**

Our lab assignments are in the Canvas quiz format. Each lab will walk you through the steps of understanding the purpose of the lab, data collection, analysis, and interpretation. In each lab you will be linked to different websites to do the lab itself and then answer questions on Canvas. You will also use Excel and/or Jamovi analyze data.

### **Other Assignments:**

There are a few other assignments for this class. A "Getting Started" quiz that helps you get set up with the tools and resources for this class, a mid-term course evaluation, and a final survey reflection on the course.

## Course Schedule

Link to **Course Schedule Canvas page** (<https://uvu.instructure.com/courses/596158/pages/course-schedule>)

## UVU Policies and Resources

**Policies and Procedures**  (<https://www.uvu.edu/otl/students/policiesandprocedures.html>)

**Student Success Resources**  (<https://www.uvu.edu/otl/students/index.html>)

**[Accessibility Services](https://www.uvu.edu/accessibility-services/)**  [\(https://www.uvu.edu/accessibility-services/\)](https://www.uvu.edu/accessibility-services/)

## **Americans with Disabilities Act and Section 504 of the Rehabilitation Act**

 [. \(https://greengold.uvu.edu/\\_crs\\_info\\_master/success.html\)](https://greengold.uvu.edu/_crs_info_master/success.html)

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, as amended, prohibit Utah Valley University from engaging in discrimination on the basis of disability in any program or activity. Discrimination is also prohibited in all aspects of employment against persons with disabilities who, with reasonable accommodation, can perform the essential functions of a job.

 [. \(https://greengold.uvu.edu/\\_crs\\_info\\_master/success.html\)](https://greengold.uvu.edu/_crs_info_master/success.html)

Students who believe they have been denied program access or otherwise discriminated against because of a disability are encouraged to initiate a grievance by contacting the Accessibility Services Director, Sherry Page at 801-863-8747. Employees can contact the ADA Coordinator, Irene Whittier at 801-863-8389.

 [. \(https://greengold.uvu.edu/\\_crs\\_info\\_master/success.html\)](https://greengold.uvu.edu/_crs_info_master/success.html)

Upon request, this information is available in alternative formats, such as mp3, Braille, or large print. To request this format, email [asd@uvu.edu](mailto:asd@uvu.edu) (<mailto:asd@uvu.edu>).

 [. \(https://greengold.uvu.edu/\\_crs\\_info\\_master/success.html\)](https://greengold.uvu.edu/_crs_info_master/success.html)

Students needing accommodations due to a disability including temporary and pregnancy accommodations may contact the UVU **[Accessibility Services](https://www.uvu.edu/accessibility-services/)**  [\(https://www.uvu.edu/accessibility-services/\)](https://www.uvu.edu/accessibility-services/) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) (<mailto:accessibilityservices@uvu.edu>) or 801-863-8747. Accessibility Services is located on the Orem Campus in LC 312.

 [. \(https://greengold.uvu.edu/\\_crs\\_info\\_master/success.html\)](https://greengold.uvu.edu/_crs_info_master/success.html)

## **Academic Integrity**

 [. \(https://greengold.uvu.edu/\\_crs\\_info\\_master/success.html\)](https://greengold.uvu.edu/_crs_info_master/success.html)

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

 [. \(https://greengold.uvu.edu/\\_crs\\_info\\_master/success.html\)](https://greengold.uvu.edu/_crs_info_master/success.html)

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their **rights and responsibilities** [↪\(https://policy.uvu.edu/getDisplayFile/5bedd0ef7b23736d542192e3\)](https://policy.uvu.edu/getDisplayFile/5bedd0ef7b23736d542192e3). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

[↪\(https://greengold.uvu.edu/\\_crs\\_info\\_master/success.html\)](https://greengold.uvu.edu/_crs_info_master/success.html)

Further information on what constitutes academic dishonesty is detailed in **UVU Policy 541: Student Code of Conduct** [↪\(https://policy.uvu.edu/getDisplayFile/5bedd0ef7b23736d542192e3\)](https://policy.uvu.edu/getDisplayFile/5bedd0ef7b23736d542192e3).

[↪\(https://greengold.uvu.edu/\\_crs\\_info\\_master/success.html\)](https://greengold.uvu.edu/_crs_info_master/success.html)

### **Religious Accommodation**

[↪\(https://greengold.uvu.edu/\\_crs\\_info\\_master/success.html\)](https://greengold.uvu.edu/_crs_info_master/success.html)

UVU values and acknowledges a wide range of faiths and religions as part of our student body, and as such provides accommodations for students. Religious belief includes the student's faith or conscience as well as the student's participation in an organized activity conducted under the auspices of the student's religious tradition or religious organization. The accommodations include reasonable student absences from scheduled examinations or academic requirements if they create an undue hardship for sincerely held religious beliefs. For this to occur, the student must provide a written notice to the instructor of the course for which the student seeks said accommodation prior to the event.

[↪\(https://greengold.uvu.edu/\\_crs\\_info\\_master/success.html\)](https://greengold.uvu.edu/_crs_info_master/success.html)

The UVU campus has **a place for meditation, prayer, reflection, or other forms of individual religious expression** [↪\(https://www.uvu.edu/interfaith/reflectioncenter/index.html\)](https://www.uvu.edu/interfaith/reflectioncenter/index.html) as is described on their website.

**Title IX** [↪\(https://www.uvu.edu/equityandtitleix/\)](https://www.uvu.edu/equityandtitleix/)

[↪\(https://greengold.uvu.edu/\\_crs\\_info\\_master/success.html\)](https://greengold.uvu.edu/_crs_info_master/success.html)

Utah Valley University (UVU) is committed to maintaining an educational and work environment that is free from discrimination and harassment. Our commitment includes maintaining a campus environment in which no student, faculty, or staff member is excluded from participation in or denied the benefits of its programs and activities as a result of one's gender. The University has an

obligation to take immediate and effective steps to eliminate gender discrimination, including sexual harassment, sexual assault, and sexual violence.

 ([https://greengold.uvu.edu/\\_crs\\_info\\_master/success.html](https://greengold.uvu.edu/_crs_info_master/success.html))

Individuals with questions or concerns about Title IX, and/or those who wish to file a complaint of non-compliance, may contact the Equal Opportunity Office located in BA 203.

 ([https://greengold.uvu.edu/\\_crs\\_info\\_master/success.html](https://greengold.uvu.edu/_crs_info_master/success.html))

Any student, faculty or staff member, or applicant for admission or education who has concerns about sex discrimination or sexual misconduct is encouraged to seek the assistance of a Title IX coordinator.

## Artificial Intelligence

Easily accessible tools powered by Artificial Intelligence (AI) are growing in popularity. In this class if you want to use AI tools, I want you to be able to use these tools in an effective and ethical way. My goal is for you to learn and develop critical thinking and creative skills and AI doesn't need to work against that goal. For work in this class, if you use AI, I will ask you to include an AI disclosure statement either within submitted work for the course or as a comment on course assignments. Your disclosure must include (1) what AI model you used, (2) how you used it, and (3) how you reviewed it's output for accuracy and relevance to the course.

## Additional resources for students

- **UVU Ombuds** (<https://www.uvu.edu/ombuds/>) (Student complaint procedures and conflict resolution)
- **Academic Tutoring** (<https://www.uvu.edu/academictutoring/>) – The UVU Tutoring office offers face-to-face peer tutoring, online tutoring, and supplemental instruction for historically difficult classes. Students can sign up for times on the website
- **Math Lab** (<https://www.uvu.edu/mathlab/>) – The Math Lab provides face-to-face tutoring on a drop-in basis as well as online tutoring by appointment. Students can use this page to check math lab times and sign up for online tutoring.
- **Writing Center** (<https://www.uvu.edu/writingcenter/>) – The Writing Lab provides both in-person and online tutoring that students can sign up for. Their page also has: Links to writing resources like style guides, explanations of common assignment types, grammar help, and writing process guides.

## Technology Support Services

 For 24/7 technical support contact **Instructure's Canvas Support Live Chat**   
(<https://cases.canvaslms.com/liveagentchat?chattype=student&sfid=001A00000085cNxIAI>)

 (385) 204-4930 (Available 24/7)

## **RESP 2145 Respiratory Therapy Modalities Lab**

# **RESP 2145 Respiratory Therapy Modalities Lab**

## **Instructor Contact Information**

**Kelly Rose, MSHS, RRT, AE-C**

**Email:** [kelly.rose@uvu.edu](mailto:kelly.rose@uvu.edu)

**Office phone:** 801-863-5937

**Cell phone:** 801-473-8336

**Office:** HP 104a

**Office Hours:** Monday 2 pm - 4 pm; Wednesday 3:30 pm - 4:30 pm; Thursday 8 am - 11 am

**Max Eskelson, MS, RRT, FCCP**

**Email:** [max.eskelson@uvu.edu](mailto:max.eskelson@uvu.edu)

**Office phone:** 801-863-5897

**Office:** HP 104b

## **Course Description**

Provides laboratory experiences to develop basic patient interaction and assessment skills required of an entry-level respiratory therapist. Emphasizes students' ability to carry out commonly ordered respiratory therapy procedures. Includes participation in respiratory care simulations.

## **Course Outcomes**

Upon successful completion of this course, students will be able to:

- Demonstrate correct techniques for the prevention of infection while assessing vital signs and auscultating lung sounds
- Demonstrate correct techniques of applying humidity, bland aerosol, and medicated aerosol to patients
- Demonstrate correct techniques for setting up, administering, and monitoring the safe delivery and efficacy of bronchial hygiene therapies
- Demonstrate correct techniques for setting up, administering, and monitoring the safe delivery and efficacy of hyperinflation therapies
- Explain scientific principles and theory supporting therapeutic modalities required of an entry-level respiratory therapist
- Demonstrate correct airway management techniques
- Demonstrate correct arterial blood gas puncture and analysis

## Prerequisites and Needed Skills

### Course Prerequisites: Acceptance into the Respiratory Therapy Program

Co-Requisite: RESP 2300

## Materials, Fees, and Technology Tools

1. Hess, D.R., MacIntyre, N.R., Galvin, W.F., & Mishoe, S.C. (2021). *Respiratory Care Principles and Practice* (4th ed.). Jones & Bartlett: Navigate 2.
2. Stanley, D. *Respiratory Therapy Review*. Lindsey Jones.
3. Other required readings and videos may be assigned each week. Please see Canvas for specific requirements each week.

Course Fee: \$225

## How This Course Works

**For this one (3) credit-hour course, students should expect to spend up to 9+ hours a week completing course activities. This includes 4 hours in the lab plus pre-lab and lab assignments that will be completed each week.**

As a student, you can expect this course to challenge and engage you as a learner. You will be expected to come to lab prepared, work in teams, participate in simulations, and practice the skills necessary to become a competent respiratory therapist.

### Student Responsibilities:

- *Come to class on time and prepared each week!*
- ***Be accountable by setting aside a regular time each week to complete course activities and assignments on time as noted per the due dates.***
- *Learn how to use Canvas, including communication tools (e.g., discussion, Canvas inbox, etc.). If you have technology-related problems, contact the [Service Desk](#).*
- *Abide by ethical standards. Your work must be your own.*
- *Contact your instructor as early as possible if an emergency arises. Do NOT wait until the last minute to ask for an extension.*

### Instructor Responsibilities:

- *Respond to emails within ONE business day. If multiple emails are received regarding the same question or concern, they may be responded to with an announcement to the entire class.*
- *Provide timely, meaningful, and constructive feedback on assignments.*
- *Facilitate an effective learning experience.*
- *Refer students to appropriate services for non-course content-specific issues—for instance, a technical issue, writing labs, accessibility services, etc.*
- *Mentor students through the course.*

## **Grading and Late Work Statement**

### **Grade Breakdown:**

<b>Activity</b>	<b>Percentage</b>
Assignments	20
Attendance & Participation	15
Competency Pass-Offs	15
Final Exam Simulation	50

### **Grading Scale:**

All assignments are to be completed and submitted online through Canvas.

**Grading Scale: This scale represents the grade you will earn based upon the points you earned by the end of the semester.**

<b>Grade</b>	<b>Percent of Points</b>
A	95-100
A-	90-94
B+	86-89
B	83-85
B-	80-82
C+	76-79
C	73-75
C-	70-72
D+	66-69
D	63-65
D-	60-62
E	<59

**Late Work Statement: A 20% PER DAY deduction applies to all late work**

## **Assignment and Assessment Descriptions**

### **Pre-lab and Lab Assignments:**

You will be expected to complete pre-lab and/or lab assignments each week. Please make sure to look at Canvas often and review due dates. If it is a pre-lab assignment, it will be due by Monday at 0800. These lab assignments will help prepare you for the skills practiced in class.

## Attendance and Participation

Attendance and Participation in Lab are mandatory and graded!

1. Lab and simulation attendance is required.
2. Students must attend the simulation and lab class to which they are registered.
3. Students may not leave the lab or simulation until the class has been dismissed or by approval from your instructor. Students are expected to attend lab and simulation in the approved uniform, with their RT equipment, and on time.
4. Each class that the student is not present to participate will be **one absence and will result in a 3% deduction on the final grade.**
5. If students will be late or absent to lab or simulation, they must contact their instructor as soon as possible to inform them of their status; or the tardy or absence will automatically become unexcused.
6. *Notifying the instructor of a pending absence or tardy does not automatically mean it will be excused. The instructor may only excuse absences or tardiness for emergencies, hospitalization, or other serious occurrences. Absences due to vacations or issues with work schedules will not be excused.*
7. Arriving after the scheduled start time to lab will be considered a tardy. **Being tardy twice will be equivalent to one unexcused absence.**
8. If a student is *more than 15 minutes late* to lab, permission to attend will be at the discretion of the instructor based on the lab and simulation content. Participation points will be awarded based on the attendance rubric.
9. If a student has an unexcused absence or three tardies, they must meet with their instructor.
10. If a student incurs **THREE** unexcused absences in the lab, this will result in a **full drop in grade** (for example, A to B).
11. If a student incurs **FOUR** unexcused absences, this may be grounds for failure in the course.
12. All absences, excused or unexcused, require attendance at a makeup session, which will be scheduled through your lab instructor.

## Competency Pass-offs

You are required to pass off competencies throughout the semester. They are due on the date

assigned (see course schedule below for more details). All competencies **MUST** be passed off to pass the course. The schedule is subject to change. Please see Canvas for any

updates.

## Competency-Based Exams (CBE)

During week 10 and finals week, students are required to pass off various clinical skills. If unable to pass off a competency successfully, students will be remediated and re-evaluated. If unable to pass off a competency after remediation, the student will be placed on a learning improvement plan and re-evaluated regularly for competency. Students unable to successfully pass off required competencies after being placed on a learning improvement plan may be dismissed from the UVU Respiratory Therapy Program.

## Final Exam Simulations

The final exam consists of multiple simulations using scenarios learned in this course.

## Course Schedule

Week 1: Monday, January 10	Respiratory Care Evidence-based-practice, Healthcare Communication, & Infection Control
Week 2: Monday, January 17	Martin Luther King Holiday, NO CLASS (there IS an online assignment)
Week 3: Monday, January 24	Patient Assessment
Week 4: Monday, January 31	Medical Gases and Medical Gas Therapy
Week 5: Monday, February 7	Humidity and Bland Aerosol Therapy
Week 6: Monday, February 14	Aerosol Drug Therapy President's Day, NO CLASS (there IS an online assignment)
Week 7: Monday, February 21	President's Day, NO CLASS (there IS an online assignment)
Week 8: Monday, February 28	Lung Expansion and Secretion Management Therapy
Week 9: Monday, March 7	SPRING BREAK No Class
Week 10: Monday, March 14	Review/Simulations
Week 11: Monday, March 21	ECG & PFT
Week 12: Monday, March 28	ABG Puncture, Line Draw, and Analysis
Week 13: Monday, April 4	Airway Management Part 1
Week 14: Monday, April 11	Airway Management Part 2
Week 15: Monday, April 18	Non-Invasive Ventilation
Week 16: Monday, April 25	Emergency Care, Rapid Response, and Code Team Procedures, Review
Final Exams (date TBA)	Final Exam Simulations

## **UVU Policies and Resources**

[Policies and Success Strategies](#)

[Accessibility Services](#)

- Students who need accommodations because of a disability may contact the UVU Office of Accessibility Services (OAS), located on the Orem Campus in LC 312. To schedule an appointment or to speak with a counselor, call the OAS office at 801-863-8747. Deaf/Hard of Hearing individuals, email [nicole.hemmingsen@uvu.edu](mailto:nicole.hemmingsen@uvu.edu) or text 385-208-2677.

[Campus Resources](#)

## **Technology Support Services**

For 24/7 technical support, contact [Instructure's Canvas Support Live Chat](#)

(385) 204-4930 (Available 24/7)

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## **TECH 1010 Understanding Technology**

# Syllabus

Utah Valley University

## TECH 1010 | Understanding Technology



### Instructor Contact Information

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[Add Instructor Name and link to your instructor page.]

**Canvas Inbox** (preferred method of communication)

### Course Description

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Covers the principal technologies that are important and prevalent today and their associated science principles. Explores how technology applies to, affects, and interacts with various fields, environments and workplaces. Develops an appreciation for how technology evolves and what possible new and exciting technologies are on the horizon.

This course counts as a third Physical Science General Education requirement.

### Course Outcomes

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Upon successful completion of this course, students will be able to:

- Describe the inter-relationship of science and technology.
- Apply scientific principles to technical fields.
- Analyze social, ethical, environmental and legal issues inherent in existing and emerging technologies.
- Examine the applications, challenges, and future trends of technology.

### Knowledge and Needed Skills

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Knowledge Expectations

- Review the [Technology Management Student Syllabus and Department Protocol \(https://www.uvu.edu/tm/students/syllabus.html\)](https://www.uvu.edu/tm/students/syllabus.html) which includes the following and more:

- Academic Honesty and Integrity
- Student Timelines
- Technology Expectations and Software
- Course Adds and Withdrawals
- Mental Health

## Technology Expectations

- Ability to use word processing and visual software in the MS Office suite

## Materials and Technology Tools

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### Required materials and technology

- Textbook: The textbook is provided in Canvas FREE of charge
- Access to a computer and reliable internet connection
- AI Generative tools you might use in specific assignments include:
  - UVU's AI instance of **Bing Copilot** [↗\(http://Bing.com/copilot\)](http://Bing.com/copilot)
    - **Microsoft Copilot Resources** [↗\(https://www.uvu.edu/digitaltransformation/project\\_planning/chat.html\)](https://www.uvu.edu/digitaltransformation/project_planning/chat.html)
    - **Microsoft Copilot Privacy Policy** [↗\(https://www.uvu.edu/digitaltransformation/project\\_planning/chat.html\)](https://www.uvu.edu/digitaltransformation/project_planning/chat.html)
  - **ChatGPT** [↗\(https://chat.openai.com/\)](https://chat.openai.com/)
    - **ChatGPT Privacy Policy** [↗\(https://openai.com/policies/privacy-policy\)](https://openai.com/policies/privacy-policy)
  - **Gemini** [↗\(https://gemini.google.com/?hl=en\)](https://gemini.google.com/?hl=en)
    - **Gemini Privacy Policy** [↗\(https://support.google.com/bard/answer/13594961?visit\\_id=638380160829490914-662235524&p=privacy\\_help&rd=1\)](https://support.google.com/bard/answer/13594961?visit_id=638380160829490914-662235524&p=privacy_help&rd=1)
  - Others
    - Search their homepage for Terms and Privacy
  - You may want to google a how to video if you are new to using AI
- **Pluralsight** [↗\(https://www.pluralsight.com/\)](https://www.pluralsight.com/)
  - **Pluralsight Privacy Center** [↗\(https://legal.pluralsight.com/policies?name=privacy-notice&\\_ga=2.252129357.519478902.1705275487-1121874070.1705275482\)](https://legal.pluralsight.com/policies?name=privacy-notice&_ga=2.252129357.519478902.1705275487-1121874070.1705275482)
- **Google Forms** [↗\(https://www.google.com/forms/\)](https://www.google.com/forms/)
  - **Google Forms Privacy Policy** [↗\(https://policies.google.com/privacy?hl=en\)](https://policies.google.com/privacy?hl=en)
- **Learn Genetics** [↗\(https://learn.genetics.utah.edu/\)](https://learn.genetics.utah.edu/)
  - **Learn Genetics Privacy Policy** [↗\(https://learn.genetics.utah.edu/policies/privacy/\)](https://learn.genetics.utah.edu/policies/privacy/)
- **N2YO** [↗\(https://www.n2yo.com/\)](https://www.n2yo.com/)
  - **N2YO Privacy Policy** [↗\(https://www.n2yo.com/about/?a=privacy\)](https://www.n2yo.com/about/?a=privacy)
- **SATVIEW** [↗\(https://www.satview.org/\)](https://www.satview.org/)
  - **SATVIEW Privacy Policy** [↗\(https://www.satview.org/privacy.php\)](https://www.satview.org/privacy.php)
- **Survey Monkey** [↗\(https://www.surveymonkey.com/\)](https://www.surveymonkey.com/)

- [Survey Monkey Privacy Policy](https://www.surveymonkey.com/mp/legal/region-specific-privacy-statement/) ↗
- [Tinkercad](https://www.tinkercad.com/) ↗\_software
  - [Tinkercad Privacy Policy](https://www.tinkercad.com/privacy) ↗
- [VEX Code VR](https://www.vexrobotics.com/) ↗\_software
  - [VEX Code VR Privacy Policy](https://www.vexrobotics.com/software-privacy-policy) ↗
- [See UVU Free Software](https://www.uvu.edu/software/index.html) ↗
  - This is where anyone associated with UVU can download a variety of software.

## How This Course Works

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### **Remove as Needed: Course Mode / Attendance: ONLINE**

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This is a fully online course--No livestream component.

Online learning offers the convenience of continuing your education regardless of your access to the physical classroom. Be aware that online courses at UVU have regular due dates and must be completed within the term you register. You are expected to set aside dedicated time each week to complete online class work. Absence from our online class makes it extremely difficult to be a successful student.

### **Remove as Needed: Course Mode / Attendance: HYBRID (Face-to-Face + Online)**

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This is a hybrid course. Hybrid learning combines the best of both worlds—the things you love about face-to-face courses plus the benefits of online learning. Hybrid courses typically substitute one or more regular, on campus, in-class meeting times with online activities. You will need to check your course's specific schedule to know when you need to be in class and when you need to be working online. You are expected to attend class in person and online each week and participate in all activities. Absence from our hybrid class makes it extremely difficult to be a successful student.

[Need a dated schedule included in the syllabus or [Course Schedule](https://uvu.instructure.com/courses/595874/pages/course-schedule-2) (<https://uvu.instructure.com/courses/595874/pages/course-schedule-2>)\_so students know when to attend class.]

### **Remove as Needed: Course Mode / Attendance: Livestream**

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This is a Livestream course. Livestream learning offers the convenience of place. You will meet virtually over Teams from any location (with internet access) with your teacher and other class members on a set schedule each week. You will need to check your course's specific schedule to know when you need to meet. You are expected to attend class virtually each week and participate in all activities. Absence from our Livestream class makes it extremely difficult to be a successful student.

Livestream courses will happen over UVU's instance of Microsoft Teams. You will need to join from a device with Teams installed and will need a webcam and a microphone. See what you need to do to install [Microsoft Teams](https://www.uvu.edu/itservices/email-calendar-collaboration/video-conferencing_teams.html) [🔗 \(https://www.uvu.edu/itservices/email-calendar-collaboration/video-conferencing\\_teams.html\)](https://www.uvu.edu/itservices/email-calendar-collaboration/video-conferencing_teams.html) for FREE.

## Description of how course works:

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**Canvas** is where content, grades, and communications will reside for this course. Assignments are to be submitted electronically through Canvas. **Teams** may be used for office hours or student meetings.

For this **three (3) credit-hour** course students should expect to spend up to **9 (+/-) hours a week** for a full semester class and **18 (+/-)** for a BLOCK class completing course activities.

You may work ahead in this course--EXCEPT for the discussions. Online discussions are more robust when they are an actual discussion, not just a public post. It helps us have a better discussion when we are **all posting during the same time period**. If you choose to work ahead, move into the next module rather than completing more than two (2) of the choice assignments. Please note that grading will occur as per the due dates.

As a student you can expect this course to challenge and engage you as a learner. There are required and choice assignments for each module. You will have a variety of opportunities to engage in class discussions, complete application/visual assignments, papers, and quizzes/exams. Plan to do your best work and succeed as a student in this course.

Many papers will require you to write using APA style. If you are not familiar with APA, please see the [Paper Writing Guidelines \(https://uvu.instructure.com/courses/595874/pages/paper-writing-guidelines?wrap=1\)](https://uvu.instructure.com/courses/595874/pages/paper-writing-guidelines?wrap=1) included in the orientation module.

A new week begins each Monday and assignments are due each week on Sunday before midnight.

## Hybrid Cafeteria Style

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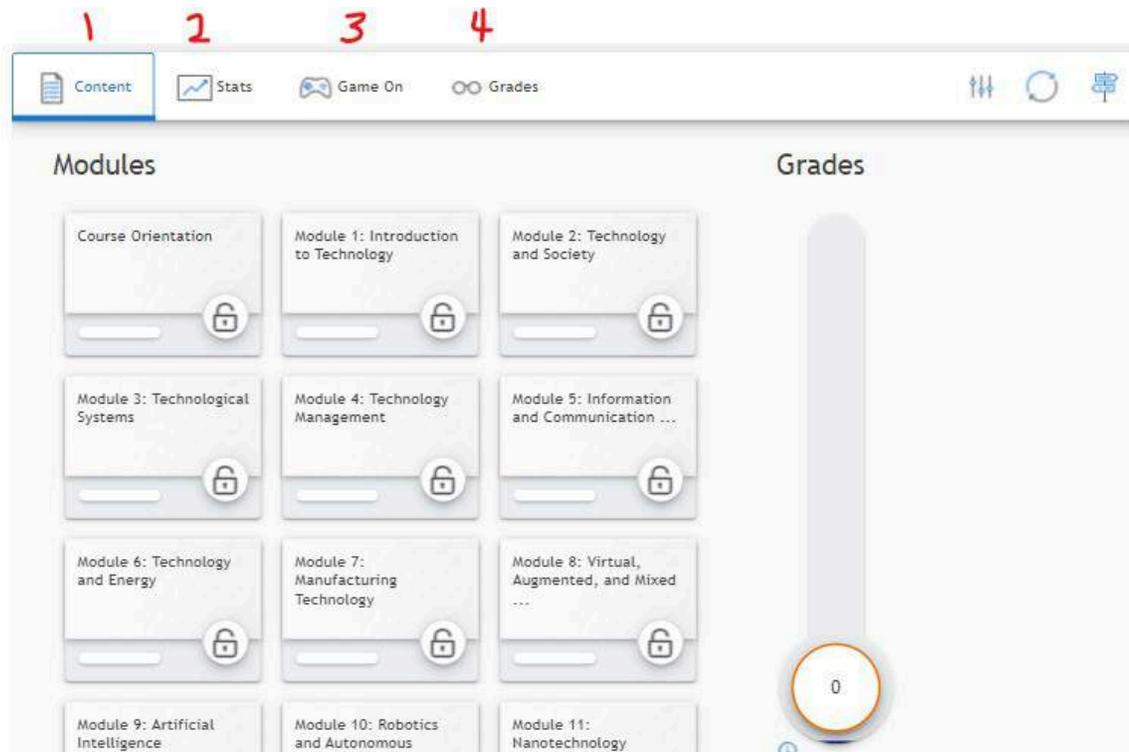


This is a **Hybrid Cafeteria-style** course. A cafeteria style course means there are more assignments offered than you are required to complete. Hybrid-Cafeteria style means you have some required assignments and some assignments you can choose from.

In our Hybrid Cafeteria-style course each module has **two required** assignments and **two choice** assignments you can select from several to complete. The Orientation module is the exception where all assignments are required and three (3) of those unlock the modules from module 3 forward.

## Remove as Needed: Delphinium

This course uses Delphinium which is a skin that overlays the course and gamifies your experience. You will need to click on the left navigation "Delphinium" and authorize it. This is where you can navigate the course and check your grades. Spend some time to become familiar with this interface:



1. **"Content"** presents the course modules and grade thermometer where your points accumulate
  - Click into each module square to access the course materials and assignments
2. **"Stats"** gives you a course count down
3. **"Game On"** is a space you can create and name your avatar for the course, get on a leader board, and open prize boxes as you earn points
4. **"Grades"** is where you can access your grades and see my feedback on your assignments

If you would prefer to navigate the course through Modules on the left navigation that is okay also. You will see the same material. However, you will need to access Delphinium to check your grades.

## Course AI Policy

### Why Learn AI

Potential employers will eventually expect Technology Managers to know how to use tools like ChatGPT to generate content, code, and data. You should learn how to use artificial intelligence (AI) and in what instances AI can be helpful to you. Remember, AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts you must develop over time to develop your own voice.

### Permitted AI Use

The use of generative AI tools (e.g., ChatGPT, Google Gemini, etc.) is permitted in technology management courses for the following activities:

- Brainstorming and refining your ideas.
- Fine-tuning your research questions; don't accept anything AI generates at face value without checking it critically.
- Finding *accurate* information on your topic.
- Drafting an outline to organize your thoughts.
- Checking grammar and style.

## Prohibited AI Use

The use of generative AI tools is **prohibited** in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you unless it is mutually agreed upon that you may utilize the tool.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

## Who is Responsible

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws or contains misinformation or unethical content). **Your use of AI tools must be appropriately documented (<https://apastyle.apa.org/blog/how-to-cite-chatgpt>) and cited to stay within university policies on academic honesty.**

## Be Transparent with AI Use

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please get in touch with the course instructor for a conversation before submitting your work. Additional university resources regarding the use of AI are available through the **UVU Office of Teaching and Learning** (<https://www.uvu.edu/otl/ai.html>).

## Grading and Late Work Statement

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### Grading Scale:

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The following grading standards will be used in this class:

<b>Grade</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
<b>Points</b>	940	900	870	840	800	770	740	700	670	640	610	<610

## Assignment Categories

<b>Activity</b>	<b>Points</b>
<b>Required Orientation Assignments (10)</b>	60
<b>Required Assignments (2 per module)</b>	560
<b>Choice Assignments (2 per module)</b>	280
<b>Required Exams (2)</b>	100
<b>Total</b>	<b>1000</b>

## Late Work Statement:

The best way to be successful in this course is to submit all assignments by their due date. All assignments are available from the beginning of the term and you are allowed to work ahead. Discussion participation must occur as per the due dates. Please note grading will occur as per the due dates.

Due dates are firm. If you have extenuating circumstances, contact your instructor. If you are unable to contact your instructor ahead of the due date, you will be expected to provide appropriate documentation such as a doctors note to be allowed to turn in an assignment late.

## Assignment and Assessment Descriptions

## Review Instructor Feedback

You will be able to view my comments and feedback on your assignments as shown below:

- [View Instructor Comments \(https://community.canvaslms.com/t5/Student-Guide/How-do-I-view-assignment-comments-from-my-instructor/ta-p/283\)](https://community.canvaslms.com/t5/Student-Guide/How-do-I-view-assignment-comments-from-my-instructor/ta-p/283)
- [View Annotated Feedback \(https://community.canvaslms.com/t5/Student-Guide/How-do-I-view-annotation-feedback-comments-from-my-instructor/ta-p/523\)](https://community.canvaslms.com/t5/Student-Guide/How-do-I-view-annotation-feedback-comments-from-my-instructor/ta-p/523)

## Assignments:

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One of your first assignments is to complete the syllabus quiz. It is important that you familiarize yourself with the syllabus (this document) and all of the information in the Course Orientation module. This quiz is multiple/choice, true/false and must be taken as many times as necessary to receive a perfect score. This will ensure that course expectations are clear AND will release the full course materials.

There are a variety of assignments including discussions, research papers, visual, make and demonstrate, video responses, interviews, etc. Assignments are divided in the modules with two required assignments and several choice assignments where you will select at least 2 to complete.

## Discussions:

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Discussions will be opportunities to explore technology topics together. Posts to the discussion should add significantly to the conversation and support your point of view. *Comments that do not add significantly to a discussion will receive **no credit**.* It is okay to disagree in a discussion. In fact much learning happens when we disagree. However, we need to be respectful and keep our online classroom a safe place to learn.

Discussions are due on **Thursdays (due date)**. Follow up comments are due by Sunday. Follow up posts are expected to be after the due date and are NOT marked late. Discussions conclude by the **Sunday (until date)**. After this, you will be unable to post.

## Assessments:

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Each module has a required multiple choice quiz delivered online, open book, and timed. These are considered learning quizzes. These are multiple attempt and your highest score is recorded.

Two major exams are multiple choice, delivered online and closed book. If you have done well on the quizzes you will do well on the exams.

## Course Schedule

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See our [Course Schedule \(https://uvu.instructure.com/courses/595874/pages/course-schedule-2\)](https://uvu.instructure.com/courses/595874/pages/course-schedule-2).



## Responsibilities

## Student Responsibilities:

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- *Start class the first week of the term.*
- ***Be accountable by setting aside regular time each week to complete course activities and assignments on time as noted per the due dates.***
- *Learn how to use Canvas including communication tools (e.g. discussion, Canvas inbox, etc.).*
- *Learn how to use Microsoft Teams to hold video/voice meetings, post chats, and retrieve files.*
- *If you have technology-related problems contact the [Service Desk](#)  (<https://www.uvu.edu/servicedesk/>).*
- *Abide by ethical standards. Your work must be your own.*
- *Contact your instructor as early as possible if an emergency arises. Do NOT wait until the last minute to ask for an extension.*

## Instructor Responsibilities:

---

- *Respond to messages within ONE business day. If multiple messages are received regarding the same question or concern, they may be responded to with an announcement to the entire class.*
- *Provide timely, meaningful and constructive feedback on assignments.*
- *Facilitate an effective learning experience.*
- *Refer students to appropriate services for issues that are non-course content specific. For instance, technical issue, writing labs, accessibility services, etc.*
- *Mentor students through the course.*

## Technology Support Services

 For 24/7 technical support contact [Instructure's Canvas Support Live Chat](#)   
(<https://cases.canvaslms.com/liveagentchat?chattype=student&sfid=001A00000085cNxIAI>)

 (385) 204-4930 (Available 24/7)

## UVU Policies and Resources

[Academic Policies & Standards](#)  (<https://www.uvu.edu/catalog/current/policies-requirements/academic-policies-and-standards.html>)

[Student Success Resources](#)  (<https://www.uvu.edu/success/resources.html>)

[Accessibility Services](#)  (<https://www.uvu.edu/accessibility-services/>)

## Accommodations/Students with disabilities Statement

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Students needing accommodations due to a disability including temporary and pregnancy accommodations may contact the UVU [Accessibility Services](https://www.uvu.edu/accessibility-services/)  (<https://www.uvu.edu/accessibility-services/>) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in LC 312.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers should contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in LC 312.

## Academic Integrity Statement

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At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](https://policy.uvu.edu/getDisplayFile/5bedd0ef7b23736d542192e3)  (<https://policy.uvu.edu/getDisplayFile/5bedd0ef7b23736d542192e3>). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](https://policy.uvu.edu/getDisplayFile/5bedd0ef7b23736d542192e3)  (<https://policy.uvu.edu/getDisplayFile/5bedd0ef7b23736d542192e3>).

### Definitions and Examples:

**Definition:** Academic integrity is a basic principle which requires that students take credit only for ideas and efforts that are their own. Cheating, plagiarism, fabrication, and other forms of academic dishonesty are often defined as the submission of materials in assignments, exams, or other academic work that is based on sources that are prohibited by the faculty member or in ways that do not properly cite the source of a student's ideas and content. Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](https://policy.uvu.edu/getDisplayFile/5bedd0ef7b23736d542192e3)  (<https://policy.uvu.edu/getDisplayFile/5bedd0ef7b23736d542192e3>).

**Definition:** The act of using or attempting to use or providing others with unauthorized information, materials or study aids in academic work. Cheating includes, but is not limited to, passing examination answers to or taking examinations for someone else, or preparing or copying others' academic work.

**Examples include but are not limited to:**

- Submission of work that is not the student's own for papers, assignments or exams.
- Submission or use of falsified data.
- Theft of or unauthorized access to an exam.
- Use of an alternate, stand-in or proxy during an examination.
- Use of unauthorized material including textbooks, notes or computer programs in the preparation of an assignment or during an examination.
- Supplying or communicating in any way unauthorized information to a "homework help site" such as CourseHero or to another student in the preparation of an assignment or during an examination.
- Collaboration in the preparation of an assignment. Unless specifically permitted or required by the instructor, collaboration will usually be viewed by the university as cheating. Each student, therefore, is responsible for understanding the policies of the department offering any course as they refer to the amount of help and collaboration permitted in preparation of assignments.
- Submission of the same work for credit in two courses without obtaining the permission of the instructors beforehand.

**Definition:** Plagiarism is the act of presenting another person's ideas, research or writing as your own.

**Examples include but are not limited to:**

- Using another person's exact language without the use of quotation marks and proper citation.
- Rearranging another's ideas or material and presenting them as original work without providing proper citation.
- Submitting another's work as one's own; this includes purchasing work from sources such as the internet.
- Submitting a translation of someone else's words claiming them as one's own
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Duplicating or submitting work that was originally prepared for another class without the explicit permission of the instructor; or knowingly aiding another student who is engaged

in plagiarism.

**Resources:** [Citation guide](https://uvu.libguides.com/citations)  (<https://uvu.libguides.com/citations>)

**Definition:** The use of invented information or the falsification of research or other findings.

**Examples include but are not limited to:**

- Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials.
- Listing sources in a bibliography not used in the academic exercise.
- Submission in a paper, thesis, lab report or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence.
- Submitting as your own any academic exercise, (e.g., written work, printing, sculpture, etc.) prepared totally or in part by another.

We would like to acknowledge the following institutions: Northeastern University, University of Jamestown, Washington University in St. Louis, and UVU's Woodbury School of Business. This statement uses or adapts parts of their academic integrity statements or used them for inspiration.

## Equity and Title IX Statement

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Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) (<mailto:TitleIX@uvu.edu>) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

## Religious Accommodation Statement

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UVU values and acknowledges a wide range of faiths and religions as part of our student body, and as such provides accommodations for students. Religious belief includes the student's faith or conscience as well as the student's participation in an organized activity conducted under the auspices of the student's religious tradition or religious organization. The accommodations include reasonable student absences from scheduled examinations or academic requirements if they create an undue hardship for sincerely held religious beliefs. For this to occur, the student must provide a

written notice to the instructor of the course for which the student seeks said accommodation prior to the event.

The UVU campus has **[a place for meditation, prayer, reflection, or other forms of individual religious expression](https://www.uvu.edu/interfaith/reflectioncenter/index.html)**  [\\_ \(https://www.uvu.edu/interfaith/reflectioncenter/index.html\)](https://www.uvu.edu/interfaith/reflectioncenter/index.html) as is described on their website.



# Graduate Course Syllabi

## **ACC 6560 Accounting Theory and Research**

**Accounting 6560—Accounting Theory and Research**  
**Utah Valley University—Spring 2024**  
(Section 1) Monday 2:30 pm – 5:00 pm

**Professor:** Kevin R. Smith, PhD, CPA                      **Office:** KB 415B  
**E-mail:** [ksmith@uvu.edu](mailto:ksmith@uvu.edu)                                      **Telephone:** 801-863-8859  
**Office Hours:** just before and after class, or by appointment

**COURSE DESCRIPTION:** This course teaches students the foundational theory behind financial accounting and how to think critically about how financial standards should be applied. The course will also focus on the use of financial accounting research tools (the FASB codification) to research and apply current and potential U.S. GAAP. Finally, the class will provide opportunities for students to prepare to take the Financial Accounting and Reporting (FAR) section of the CPA Exam.

**COURSE RESOURCES:**

(ATRQ) Asking the Right Questions: A Guide to Critical Thinking, Browne and Keeley (10<sup>th</sup> Edition)

FASB Codification ([www.fasb.org](http://www.fasb.org))

We will use Canvas this semester and that is where I will post course files. We may also be using a variety of online research resources (see Canvas for links to these resources, if needed).

**COURSE OBJECTIVES:**

Upon successfully completing this course, students should be able to:

1. Conduct practical financial accounting research using the FASB Codification.
2. Develop and apply critical thinking skills through the use of research-based cases.
3. Identify and critique accounting issues currently going through the standard-setting process.
4. Demonstrate proficiency in financial accounting topics covered on the Financial Accounting and Reporting section of the CPA exam.
5. Demonstrate good written and oral communications skills in group and individual research assignments.

**COURSE REQUIREMENTS:**

**Readings:** Please have any assigned readings read BEFORE class. Being prepared before class will allow class-time to be used primarily for discussion and activities that will reinforce the course topics. You should read both the assigned chapters and the Exercises and Case Study Questions listed above.

**FASB Codification:** Instead of using a textbook to learn accounting concepts, we will go straight to the source of US GAAP, the FASB Codification. A major component of this class will be to help you learn to find and interpret appropriate authoritative guidance on a variety of accounting issues. You can access the FASB codification through the FASB website ([www.fasb.org](http://www.fasb.org)).

**Attendance/Participation:** Given the nature of this course, most of the benefit comes from attending class and participating in the discussion and the activities. Therefore, a significant portion of your grade will be based on attendance and participation.

## Course Timeline:

<b>Class Date</b>	<b>Class Period (Part 1)</b>	<b>Class Period (Part 2)</b>
Mon, Jan 08	ATRQ Chapter 1	<i>FAR Review:</i> New CPA Exam / Revenue Recognition
<b>Mon, Jan 15</b>	<b><i>No Class: Martin Luther King Jr Day (FAR Pre-test)</i></b>	
Mon, Jan 22	ATRQ Chapters 2 and 3	<i>FAR Review:</i> Stockholders' Equity / Bonds
Mon, Jan 29	ATRQ Chapters 8 and 9	<i>FAR Review:</i> Lessee Accounting
Mon, Feb 05	ATRQ Chapters 6 and 14	<i>FAR Review:</i> Financial Instruments
Mon, Feb 12	<i>FAR Review:</i> Equity Method	<i>FAR Review:</i> Consolidations
<b>Mon, Feb 19</b>	<b><i>No Class: Presidents' Day (FAR Post-test attempt 1)</i></b>	
Mon, Feb 26	Codification Bootcamp	
Mon, Mar 04	Simple Case Analysis	Intro to Technical Memo Writing
<b>Mon, Mar 11</b>	<b><i>No Class: Spring Break (FAR Post-test attempt 2)</i></b>	
Mon, Mar 18	Complex Case Analysis	Technical Research Memo Walkthrough
Mon, Mar 25	Case Analysis and Technical Research Memos	
Mon, Apr 01	Case Analysis and Technical Research Memos	
Mon, Apr 08	Conceptual Framework (Concept Statements)	
Mon, Apr 15	US GAAP Update	Exposure Drafts
<b>Mon, Apr 22</b>	<b><i>No Class: Final Exam - Part 1: Verbal (in person); Part 2: Codification (online)</i></b>	
<b>Mon, Apr 29</b>	<b><i>No Class: Final Exam - Part 3: Technical Research Memo (online)</i></b> <b><i>If needed: FAR Post-test attempt 3</i></b>	

## Course Grading:

FAR Pre-test	50
FAR Post-test (2 attempts)	100
Reflections	50
Attendance/Participation	100
Professionalism	50
Research Cases and Memos	200
Comment Letter Project	50
Final Exam Part 1: Verbal	100
Final Exam Part 2: Codification	100
Final Exam Part 3: Research Memo	200
<b>Total Points</b>	<b><u>1,000</u></b>

**Becker FAR Review:** Our MAcc program has collaborated with Becker CPA Review to provide you free access to the Becker CPA review content for the Financial Accounting and Reporting (FAR) section of the new CPA exam. You will have access for approximately six months from the beginning of the semester. Please know that this class is not intended or designed to be a CPA Exam review course. Reviewing for a section Rather, our arrangement with Becker is to provide you with an opportunity to prepare for the FAR section of the exam, should you choose to do so.

*FAR Pre-test and Post-tests:* To help give you feedback on your progress towards taking the FAR section of the CPA exam, you will take a series of practice FAR exams. The first exam is before you do any review and is designed to give you a feel for where you currently stand in your understanding of the material. During the semester you will be asked to take at least one “post-test” to gauge how your review efforts have progressed. There will be two opportunities to take a “post-test” and I will count your highest score towards

your grade. Please keep in mind that the exams will cover a reasonable approximation of the content that will be covered on the real FAR exam. During the first month of the course, I will take some time to go over some of the more challenging content in class. These reviews are meant to supplement your individual studies and are not intended to fully prepare you for the practice (or real) FAR exams.

**Assignments/Projects:** Assignments and projects will vary from in-class case discussions and analysis to more detailed and complex out-of-class cases. Some will be completed as a group; others will be completed individually. The cases are generally based on real cases from CPA firms and generally are situations where clear-cut answers were difficult to determine and required a high level of research ability and professional judgment. Sometimes there may be more than one right answer, based on your interpretations. Your ability to provide compelling arguments to support your position will be as important as arriving at the best answer. We will use these cases to both teach research methodologies, professional judgment in the presence of limited standards guidance, as well as the ability to present research and findings.

**Professionalism:** As the instructor of this course, I commit to you that I will engage with you in a professional manner. I will push you to achieve better versions of yourselves but will be sure to give you the resources and do my best to help get you there. In return, I ask you to be professional in your interactions with me and with your fellow students, both inside and outside of the classroom. Grades are not competitively given, meaning you are not in competition with your fellow students. Please push and help each other (when appropriate) to succeed. Treat others like you would want to be treated.

**Final Exams:** There will be three parts to the Final Exam for this course. Part 1 will be a verbal exam with me in person in my office (preferred) or over Teams. The verbal exam will give you an opportunity to share with me your learning experience this semester. I will have a couple of questions that will be focused on your thought and analysis process as opposed to specific and detailed content questions. Part 2 of the Final Exam will cover your mastery of the overall structure and use of the FASB Codification. This will require an understanding of overall navigation as well as detailed memory of specific topics and areas. Part 3 of the Final Exam will be an individual technical research case and memo.

**WSB Artificial Intelligence (AI) Guidelines:** Generative AI is a subset of artificial intelligence models capable of generating new content, be it text, images, music, or other forms of data. By learning patterns from existing large amounts of data, these models can produce novel outputs that were not part of their training set, mimicking the style and structure of the learned data.

**Data Protection** – You should not enter confidential data into publicly-accessible generative AI platforms. Information relayed to generative AI platforms under standard configurations lacks confidentiality and may reveal crucial or protected information to unintended recipients.

**AI Limitation** – Content produced by AI can be imprecise, deceptive, or wholly fabricated (often termed "illusions") or might encompass copyrighted elements. You hold accountability for any content you disseminate that incorporates material generated by AI.

**Transparency & Disclosure** – If you use AI-generated content in your work, proper citation is required. Review your syllabus carefully, if not clear, communicate with your instructor on how much AI-generated work is allowed to use in each assignment.

**Students with Disabilities:** Students who need accommodations because of a disability should contact UVU Accessibility Services Department (ASD), located on the Orem Campus, in LC 312. To schedule an appointment, or speak with a counselor, call the ASD office at 801-863-8747, or for Deaf/Hard of Hearing individuals, use the video phone number, 886-760-1819. A qualified student will receive accommodation letters from an ASD counselor listing the services he/she may be cleared for in the current semester. Accommodations will be made upon receipt of the letter from ASD.

**Academic Integrity:** Academic integrity is expected on all course assignments and activities. Plagiarism, cheating and/or fabrication or falsification of research on projects, papers or exams will absolutely not be tolerated and will be severely punished. The penalty for any offense will result in a failing grade for the course, as well as a formal report to the Department Chair and to Student Advising. Please read the complete "Student Rights and Responsibilities" Policy.

## **CS 6700 Advanced Mathematics for Computer Science**

## Advanced Mathematics for Computer Science – 30031 – CS – 6700 – 601

3 Credit Hours

Sparks Automotive Building 304 – M,W – 5:30pm-6:45pm

(We will discuss online learning during the first day of class)

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**Instructor:** Brian Knaeble

**Instructor Assistant:** NA

**Contact Info:** office CS 520T, email bknaeble@uvu.edu

**Office Hours:** Mondays and Wednesdays, 12noon-1pm and 2:30pm-4pm.

Emails are the best method of contact and they will be responded to within 2 business days.

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**Course Materials:** Optional Textbooks:

The Elements of Statistical Learning by Hastie et al.

Numerical Optimization by Nocedal and Wright

Geometric Measure Theory by Herbert Federer

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**Course Information:**

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**Course Description:**

This course covers important mathematical topics and their connections with applied computer science.

Topics:

1. Quaternions (graphics)
2. Elliptic curves (cryptography)
3. Curse of dimensionality
4. Borel Kolmogorov paradox (Bayes' theorem)
5. Concentration of measure
6. Shannon Information (Minimum Description Length; causal direction of an association)
7. Identifiability (statistics)
8. Decidability (halting problem)
9. Logistic map (Chua's circuit)

## 10. Hausdorff dimension

### Objectives:

By the end of this course, the student will be able to

- Utilize quaternions in computer graphics to rotate objects
- Appreciate the group law of an elliptic curve in public key cryptography
- Understand metrics and norms on high-dimensional spaces
- Apply Bayes' Theorem in near-zero probability situations
- Connect the concept of concentration of measure with the concept of multiple causes
- Determine the direction of an association using entropy
- Recognize when a statistical model is unidentifiable
- Demonstrate why the halting problem is undecidable
- Explain how Chua's circuit gives rise to chaos
- Estimate the fractal dimension of an image

### Assessment:

There will be ten quizzes, covering the ten topics of this course, at times to be determined and posted well in advance on Canvas. These quizzes will be difficult so make sure you are keeping up with the course.

**Grades:** Each quiz will be worth ten points, for a total out of 100 that determines your grade according to

- 93-100 A
- 90-92 A-
- 87-89 B+
- 83-86 B
- 80-82 B-
- 77-79 C+
- 73-76 C
- 70-72 C-
- 67-69 D+
- 63-66 D
- 60-62 D-
- 0-59 F

Academic misconduct can result in a failing grade for the course.

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1)

Students needing accommodations due to a disability, including temporary and pregnancy accommodations, should contact Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747 located in LC 312. To request ASL interpreters, please contact Katie Palmer at [kateip@uvu.edu](mailto:kateip@uvu.edu)

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 experienced or experiences harassment or sexual assault including, dating and domestic violence, stalking or sexual exploitation, you are encouraged to report it to the Title IX Coordinator in the Office for Equal Opportunity and Affirmative Action, BA-203, (801) 863-7999.

Please be aware that all faculty members and university employees are considered "Responsible Employees" and are required to report incidents of sexual misconduct and relationship violence and thus cannot guarantee confidentiality. Please know that you can seek confidential resources at UVU Student Health Services, SC-221, (801) 863-8876. Please visit <https://www.uvu.edu/equalopportunity/> for more information.

3)

Review our department's Ethics and Conduct Policy at <https://www.uvu.edu/cs/ethics.html> and the university's Student Conduct & Conflict Resolution at <https://www.uvu.edu/studentconduct/students.html>. You will be required to abide by these policies. Violation of these policies will result in college disciplinary actions and possible civil liabilities.

4)

CS Dept Cheating & Plagiarism Policy: The purpose of education is learning. Learning happens by honest effort; there are no shortcuts. Your role is (and will be, in your professional life) to understand tools and concepts and to use them to solve practical problems.

When you submit work, you are claiming that it is your own work and that you understand how and why it works. It is appropriate to use external resources, including web sites and other students, to identify useful tools and concepts and to learn how to use them. It is not appropriate to copy work from external resources, regardless of how little of the work is copied. Uploading code to a website that makes it available to others is plagiarism, whether or not you intend to make it available. Do not read another student's code unless explicitly authorized. If you are unsure about what is or is not acceptable, ask your instructor.

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AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you. However, there may be numerous oral examinations throughout this course. So make sure you are prepared to demonstrate genuine understanding of learned material.

## **MGMT 6500 Managing Individuals and Groups**

**To-Do Date: Aug 23 at 11:59pm**

# MGMT 6500 *Managing Individuals and Groups*



## Instructor Information

Dr. Maureen Andrade, Professor, Organizational Leadership

maureen.andrade@uvu.edu

Office: WB 232

Office Hours: By appointment

Office Phone: 801-863-5917

Please contact me through email or Microsoft Teams chat. We can use the Teams Meet Now feature for quick questions or schedule a Teams meeting. I usually respond to email the same day. Plan ahead. Do not wait until shortly before the due date for an assignment to ask questions.

**[Professor Andrade \(https://uvu.instructure.com/courses/572676/pages/professor-andrade\)](https://uvu.instructure.com/courses/572676/pages/professor-andrade)**

**[UVU Profile !\[\]\(100049b7058f603f94c1930a6fe8a577\_img.jpg\) \(https://www.uvu.edu/directory/employee/?id=NFhUTGo0MUQ3dkY5Y1JUL2NETHdJQT09\)](https://www.uvu.edu/directory/employee/?id=NFhUTGo0MUQ3dkY5Y1JUL2NETHdJQT09)**

## Course Description

MGMT 6500 exposes students to the concepts, theories, and practices related to the behavior and attitudes of people in organizations. Examines issues at the individual, group, and organizational levels, including topics such as individual differences, motivation, leadership, human resource management, teamwork, and organizational design, and structure.

## Course Overview

Management and leadership are about accomplishing organizational goals with and through other people. The successful execution of that requires leaders to have the ability to effectively diagnose problems, make smart decisions, influence and motivate others, manage the diversity of their personal contacts, tap the human and social capital of organizational members, optimize cross-functional teams, and drive organizational change. The most effective leaders understand themselves, those they work with (managers, peers, subordinates and the organization) and the situation in which they find themselves.

## Course Outcomes

Upon successful completion of this course, students will be able to:

- Explain what managers must do to manage individuals, groups and organizational systems
- Demonstrate both self-awareness and awareness of others on key interpersonal differences such as personality, attitudes, perception, attribution, needs, and motives
- Effectively utilize groups, teams and their own interpersonal skills
- Analyze organizational dynamics and prescribe appropriate interventions
- Discuss the issues related to the effective management of organizational change

## Prerequisites and Needed Skills

Prerequisite - acceptance into the MBA program. Strong reading, writing, critical thinking, and oral communication skills along with a willingness to collaborate in teams, share your expertise, and learn from others will be advantageous.

## Materials, Fees and Technology Tools

A **Harvard Case Study Coursepack**  (<https://hbsp.harvard.edu/import/1065667>) is required for the class. The cost \$21.25.

You will also need to read a leadership book of your choice. You can purchase the book, borrow it from a library, or find another way to access it.

All other materials are provided in Canvas.

## How This Course Works

### **Course Mode**

This course is a hybrid course. Much of the content will be delivered through Canvas with class time reserved for interaction, discussion, presentations, and teamwork. We meet in class once a week.

This is not a lecture-based course. Come to class ready to participate, engage in activities, give presentations, and share your insights, reflections, and professional experiences.

For this 3 **credit-hour** course, you should expect to spend up to **9+ hours a week** completing course activities.

## Teamwork

Please be aware that a considerable amount of work will need to be done outside of class. Much of this will involve team assignments. I will create class teams at the beginning of the semester. You will work in these teams throughout this semester to discuss, prepare for class, and complete assignments. Keep in mind that the focus of this course is "Managing Groups and Teams." I suggest that you assign roles to team members and even appoint project managers, or someone to be responsible for the various assignments in the class. I will set up team channels for you in MS Teams where you can chat, meet virtually, share and edit documents, and post materials.

## Student Responsibilities

- *Start class the first week of the term.*
- *Be accountable by setting aside regular time each week to complete course activities and assignments on time as noted per the due dates.*
- *Learn how to use Canvas including communication tools (e.g. discussion, Canvas inbox, etc.). If you have technology-related problems contact the [Service Desk](https://www.uvu.edu/servicedesk/)  (<https://www.uvu.edu/servicedesk/>).*
- *Abide by ethical standards. Your work must be your own.*
- *Contact your instructor as early as possible if an emergency arises. Do NOT wait until the last minute to ask for an extension.*

## Instructor Responsibilities

- *Respond to emails within ONE business day. If multiple emails are received regarding the same question or concern, they may be responded to with an announcement to the entire class.*
- *Provide timely, meaningful and constructive feedback on assignments.*
- *Facilitate an effective learning experience.*
- *Refer students to appropriate services for issues that are non-course content specific. For instance, technical issue, writing labs, accessibility services, etc.*
- *Mentor students through the course.*

## Grading and Class Policies

## Assignment Categories

- Discussion Facilitation | 7 @ 5 points each = 35
- Reflections | 5 @ 5 points each = 25
- Team Reflection = 10

- Case Preparation Questions | 5 @ 5 points each = 25
- Final Case Analysis = 50
- Leader Interviews = 10
- Learning Circles = 10
- Coaching Role Plays = 10
- Leadership & Change Project = 100

TOTAL = 275

## Grading Scale

The total number of points you earn will be converted to a percentage that will determine your final course grade based on the Woodbury School of Business Grading Scale.

A 100% to 93.0%

A- <93.0% to 90.0%

B+ <90.0% to 87.0%

B <87.0% to 83.0%

B- <83.0% to 80.0%

C+ <80.0% to 77.0%

C <77.0% to 73.0%

C- <73.0% to 70.0%

D+ <70.0% to 66.0%

D <66.0% to 63.0%

D- <63.0% to 60.0%

E <60.0% to 0.0%

## Late Work

All assignments have due dates and MUST be submitted by the due dates. Assignments receive a score of 0 after the due date. The purpose of due dates is to help you be successful. Please be conscientious, plan carefully, work ahead, and submit by the due date. Consult with me if you have extenuating circumstances that prevent you from submitting an assignment on time. My goal is to help you learn and you learn by doing the assignments.

## Attendance & Participation

A great deal of your learning will occur in class and with your team. You will miss ideas, concepts, and community learning if you are absent, and we will miss you and your contribution. If absences

are due to illness, family emergencies, or other extenuating circumstances, please notify me. Come to class having read the materials and fully prepared to actively participate in discussions, activities, team activities and projects, and to share your thoughts and ideas.

Electronic devices may be used in class for class-related learning only. Do not check email, surf the web, do homework, play games, text message, or use social media during class. A growing number of scientific studies show that electronics in the classroom are harmful to learning.

## Assignment and Assessment Descriptions

### **Corporate Visits**

During the semester, we will connect with leaders from different organizations and either visit them or have them attend class. The purpose of this is to build your social and professional networks and learn about possible opportunities and career directions. I will ask you to provide suggestions about possible visits. We can discuss these together as a class.

### **Discussion Facilitation**

In most class sessions, you will collaborate with your team to facilitate discussions on the readings, videos, and cases. Carefully review and discuss the materials prior to class. You may have some class time to discuss with your teams as well. The focus of the discussions will vary, but will generally include providing a synthesis of key points, asking engaging discussion questions, sharing personal experiences and insights, and summarizing key takeaways or applications. All students in the class will take a survey about the discussion. The survey can only be completed in class. This assignment and related feedback will help you develop your presentation, facilitation, and communication skills.

### **Reflections**

These assignments are designed to take the concepts you have learned and apply them directly to yourself and your situation. You will have four of these assignments which will help you reflect on your concepts of identity and privilege, intersectionality, motivation, leadership, and decision making. Details of each reflection assignment can be found in the assignment description.

### **Cases**

You will have several case studies that you will be expected to analyze as a team. You need to be prepared to discuss and present a summary and analysis as a team when called upon. This assignment is designed to give you a chance to experience group dynamics and group decision-making processes, to apply what you have learned in class to real-world scenarios, and to practice your skills as a consultant, change agent, and facilitator.

For our case analyses, please focus only on the information presented in the case. Case analyses are designed to give you an opportunity to apply course concepts and theories to a complex and real

world situation. You'll get the most out of them if you put yourself in the position of the protagonist, which is not knowing what will or will not happen next. Do not rely on any pre-existing knowledge you might have about the situation, and do not use the Internet or do research to learn more about the company described. You are *strongly encouraged* to draw from course readings and materials. In fact, your central goal should be to draw connections from what is described in the case to course concepts. If you are familiar with a case or an exercise introduced in class, please do not discuss your prior knowledge with other students as this may ruin the learning experience for them.

### **Leader Compare/Contrast Interviews**

With your team, you will conduct two interviews with high profile organizational leaders for the purpose of understanding an element of leadership more deeply (e.g., opportunities, challenges, constraints, change, innovation, developmental journeys, authenticity, intersectionality, privilege and identity, or other issues inherent in organizations today) as well as developing networks. The individuals must be different from your own situations and from each other (e.g., different organizations, types of companies, etc.). You will analyze and synthesize the information and indicate resulting insights into leadership theories. You will present to the class on your findings.

### **Learning Circles**

With your teams, you will choose a leadership or management book to read and discuss together. The purpose of this assignment is to get familiar with both classic and current thinking on leadership and management. Effective leaders are often inspired by the ideas and insights they obtain through reading. The assignment instructions contain a possible list of books.

### **Coaching Role Plays**

Coaching, mentoring, and providing and receiving performance feedback are essential skills for managers. This assignment will give teams practice with guidelines and strategies for coaching those who report to them in order to help employees set and reach their professional goals.

### **Team Effectiveness**

This assignment is designed to give you experience with both providing and receiving performance feedback in a team setting. One of the most difficult things that managers have to do is to give performance feedback. With the emergence of self-managed teams more and more employees are having to provide feedback to each other. You will have the opportunity to help your teammates improve where they are weak and continue in areas where they are strong.

### **Leadership & Change Project**

For your final team project, you will create your own mini-case about an organizational issue related to change to share with other teams. The case could be informed by your leadership interviews or first-hand knowledge of organizations you work in or are familiar with. Since the focus is on leadership and change, current issues such as COVID or diversity/inclusion might be of interest.

Remember that this course focuses on people in organizations. The project must be related to this course, not marketing, finances, or other topics. You will work on this assignment throughout the course. Start early for a successful project. You will discuss the situation, findings, and analysis in a written report.

## Course Schedule

See **Course Modules** (<https://uvu.instructure.com/courses/572676/modules>).

## UVU Policies and Resources

**Policies and Success Strategies** ([https://greengold.uvu.edu/crs\\_info\\_master/success.html](https://greengold.uvu.edu/crs_info_master/success.html))

### UVU and Woodbury School of Business Policies

Students should read the current Utah Valley University Catalog and the Woodbury School of Business Student Handbook to become familiar with the University's academic policies and procedures. These include, but are not limited to academic integrity, sexual harassment, access to student records, student privacy, and other such issues.

### Students with Disabilities

Students needing accommodations due to a disability, including temporary and pregnancy accommodations, should contact Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) (<mailto:accessibilityservices@uvu.edu>) or 801-863-8747 or in LC 312. Deaf/Hard of Hearing students who are already approved for accommodations and need to request ASL interpreters, transcription services, or closed captioning, please email [dhhservices@uvu.edu](mailto:dhhservices@uvu.edu). (<mailto:dhhservices@uvu.edu>)

### Academic Dishonesty

No academic dishonesty will be tolerated in this course. Students are responsible for their own original work. Cheating, plagiarism, or fabrication on any assignment will result in a failing grade for that assignment or a failing grade in the course. Offenses may be reported to the dean's office. Repeated offenses may result in more serious actions up to and including expulsion from the university. Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Rights and Responsibilities*.

Plagiarism is the act of appropriating another person's or group's ideas or work (written, computerized, artistic, etc.) or portions thereof and passing them off as the product of one's own work in any academic exercise or activity. Plagiarism includes, but is not limited to, failure to indicate the source with quotation marks or footnotes where appropriate if any of the following are reproduced in the work submitted by a student:

- A phrase, written or musical.
- A graphic element.

- A proof.
- Specific language.
- An idea derived from the work, published or unpublished, of another person.

Cheating is the act of using or attempting to use or providing others with unauthorized information, materials or study aids in academic work. Cheating includes, but is not limited to, passing examination answers to or taking examinations for someone else, or preparing or copying other's academic work. Cheating includes but is not necessarily limited to:

- Submission of work that is not the student's own for papers, assignments or exams.
- Submission or use of falsified data.
- Theft of or unauthorized access to an exam.
- Use of an alternate, stand-in or proxy during an examination.
- Use of unauthorized material including textbooks, notes or computer programs in the preparation of an assignment or during an examination.
- Supplying or communicating in any way unauthorized information to another student for the preparation of an assignment or during an examination.
- Collaboration in the preparation of an assignment. Unless specifically permitted or required by the instructor, collaboration will usually be viewed by the university as cheating. Each student, therefore, is responsible for understanding the policies of the department offering any course as they refer to the amount of help and collaboration permitted in preparation of assignments.
- Submission of the same work for credit in two courses without obtaining the permission of the instructors beforehand.

Fabrication is the use of invented information or the falsification of research or other findings.

Examples include but are not limited to:

- Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials.
- Listing sources in a bibliography not used in the academic exercise.
- Submission in a paper, thesis, lab report or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence.
- Submitting as your own any academic exercise, (e.g., written work, printing, sculpture, etc.) prepared totally or in part by another.

The Woodbury School of Business expects all students to maintain integrity and high standards of individual honesty in academic work, to obey the law, and to show respect for others. If a student has cheated or plagiarized on an assignment, the faculty member has the following responsibilities:

- Collect all relevant information about the infraction.
- Document the situation and report it to the department chair.

The department chair and professor need to contact the dean assigned to address student issues with the documentation. The assigned dean then would turn all documentation over to the University Director of Judicial Affairs. As a group, a decision should be made for the infraction which should include one of the following:

- A warning
- Requiring a student to retake an exam(s)
- Requiring a student to re-write a paper(s) and/or repeat an assignment(s)
- A grade reduction
- A failing grade
- Probation with specified conditions
- Suspension from the department, school, or institution (must be reviewed and confirmed by Vice President of Academic Affairs and President)
- Expulsion from the department, school, or institution (must be reviewed and confirmed by the Vice President of Academic Affairs and President)

The final documentation must be forwarded to the Director of Judicial Affairs. It is critical to remember that all students must be treated equally according to the infraction.

### **Writing Assistance and Resources**

This online resource shows you how to cite, format, and reference sources - [Purdue APA Webpage](https://owl.english.purdue.edu/owl/resource/560/01/).  
\_(<https://owl.english.purdue.edu/owl/resource/560/01/>)\_ Another resource is the WSB writing lab  
- [Writing Lab | Woodbury School of Business](https://www.uvu.edu/woodbury/writinglab/). (<https://www.uvu.edu/woodbury/writinglab/>)

### **Inclusion Statement**

Instructors of this course are committed to preparing all students and employees for success in an increasingly complex, diverse, and globalized society. We promote civility and respect for the dignity and potential of each individual. We seek to advance the understanding of diverse perspectives. We value and promote collegial relationships and mutual respect among students, faculty, and staff. We acknowledge and seek to address the needs of populations who are underrepresented and students with varying levels of academic preparation, even as we strive to provide access and support for all students and employees in ways that are culturally relevant and responsible.

([https://www.uvu.edu/otl/students/campus\\_resources.html](https://www.uvu.edu/otl/students/campus_resources.html))

### Technology Support Services

 For 24/7 technical support contact [Canvas Support Live Chat](https://cases.canvaslms.com/liveagentchat?chattype=student&sfid=001A00000085cNxIAI)   
(<https://cases.canvaslms.com/liveagentchat?chattype=student&sfid=001A00000085cNxIAI>)

 (385) 204-4930 (Available 24/7)

## **MKTG 6600 Marketing Strategy**

**To-Do Date: Aug 23 at 11:59pm**

# MGMT 6500 *Managing Individuals and Groups*



## Instructor Information

Dr. Maureen Andrade, Professor, Organizational Leadership

maureen.andrade@uvu.edu

Office: WB 232

Office Hours: By appointment

Office Phone: 801-863-5917

Please contact me through email or Microsoft Teams chat. We can use the Teams Meet Now feature for quick questions or schedule a Teams meeting. I usually respond to email the same day. Plan ahead. Do not wait until shortly before the due date for an assignment to ask questions.

**[Professor Andrade \(https://uvu.instructure.com/courses/572676/pages/professor-andrade\)](https://uvu.instructure.com/courses/572676/pages/professor-andrade)**

**[UVU Profile !\[\]\(e39c178f7f2456bb472861cedff50485\_img.jpg\) \(https://www.uvu.edu/directory/employee/?id=NFhUTGo0MUQ3dkY5Y1JUL2NETHdJQT09\)](https://www.uvu.edu/directory/employee/?id=NFhUTGo0MUQ3dkY5Y1JUL2NETHdJQT09)**

## Course Description

MGMT 6500 exposes students to the concepts, theories, and practices related to the behavior and attitudes of people in organizations. Examines issues at the individual, group, and organizational levels, including topics such as individual differences, motivation, leadership, human resource management, teamwork, and organizational design, and structure.

## Course Overview

Management and leadership are about accomplishing organizational goals with and through other people. The successful execution of that requires leaders to have the ability to effectively diagnose problems, make smart decisions, influence and motivate others, manage the diversity of their personal contacts, tap the human and social capital of organizational members, optimize cross-functional teams, and drive organizational change. The most effective leaders understand themselves, those they work with (managers, peers, subordinates and the organization) and the situation in which they find themselves.

## Course Outcomes

Upon successful completion of this course, students will be able to:

- Explain what managers must do to manage individuals, groups and organizational systems
- Demonstrate both self-awareness and awareness of others on key interpersonal differences such as personality, attitudes, perception, attribution, needs, and motives
- Effectively utilize groups, teams and their own interpersonal skills
- Analyze organizational dynamics and prescribe appropriate interventions
- Discuss the issues related to the effective management of organizational change

## Prerequisites and Needed Skills

Prerequisite - acceptance into the MBA program. Strong reading, writing, critical thinking, and oral communication skills along with a willingness to collaborate in teams, share your expertise, and learn from others will be advantageous.

## Materials, Fees and Technology Tools

A **Harvard Case Study Coursepack**  (<https://hbsp.harvard.edu/import/1065667>) is required for the class. The cost \$21.25.

You will also need to read a leadership book of your choice. You can purchase the book, borrow it from a library, or find another way to access it.

All other materials are provided in Canvas.

## How This Course Works

### **Course Mode**

This course is a hybrid course. Much of the content will be delivered through Canvas with class time reserved for interaction, discussion, presentations, and teamwork. We meet in class once a week.

This is not a lecture-based course. Come to class ready to participate, engage in activities, give presentations, and share your insights, reflections, and professional experiences.

For this 3 **credit-hour** course, you should expect to spend up to **9+ hours a week** completing course activities.

## Teamwork

Please be aware that a considerable amount of work will need to be done outside of class. Much of this will involve team assignments. I will create class teams at the beginning of the semester. You will work in these teams throughout this semester to discuss, prepare for class, and complete assignments. Keep in mind that the focus of this course is "Managing Groups and Teams." I suggest that you assign roles to team members and even appoint project managers, or someone to be responsible for the various assignments in the class. I will set up team channels for you in MS Teams where you can chat, meet virtually, share and edit documents, and post materials.

## Student Responsibilities

- *Start class the first week of the term.*
- *Be accountable by setting aside regular time each week to complete course activities and assignments on time as noted per the due dates.*
- *Learn how to use Canvas including communication tools (e.g. discussion, Canvas inbox, etc.). If you have technology-related problems contact the [Service Desk](https://www.uvu.edu/servicedesk/) .*  
*(<https://www.uvu.edu/servicedesk/>).*
- *Abide by ethical standards. Your work must be your own.*
- *Contact your instructor as early as possible if an emergency arises. Do NOT wait until the last minute to ask for an extension.*

## Instructor Responsibilities

- *Respond to emails within ONE business day. If multiple emails are received regarding the same question or concern, they may be responded to with an announcement to the entire class.*
- *Provide timely, meaningful and constructive feedback on assignments.*
- *Facilitate an effective learning experience.*
- *Refer students to appropriate services for issues that are non-course content specific. For instance, technical issue, writing labs, accessibility services, etc.*
- *Mentor students through the course.*

## Grading and Class Policies

## Assignment Categories

- Discussion Facilitation | 7 @ 5 points each = 35
- Reflections | 5 @ 5 points each = 25
- Team Reflection = 10

- Case Preparation Questions | 5 @ 5 points each = 25
- Final Case Analysis = 50
- Leader Interviews = 10
- Learning Circles = 10
- Coaching Role Plays = 10
- Leadership & Change Project = 100

TOTAL = 275

## Grading Scale

The total number of points you earn will be converted to a percentage that will determine your final course grade based on the Woodbury School of Business Grading Scale.

A 100% to 93.0%

A- <93.0% to 90.0%

B+ <90.0% to 87.0%

B <87.0% to 83.0%

B- <83.0% to 80.0%

C+ <80.0% to 77.0%

C <77.0% to 73.0%

C- <73.0% to 70.0%

D+ <70.0% to 66.0%

D <66.0% to 63.0%

D- <63.0% to 60.0%

E <60.0% to 0.0%

## Late Work

All assignments have due dates and MUST be submitted by the due dates. Assignments receive a score of 0 after the due date. The purpose of due dates is to help you be successful. Please be conscientious, plan carefully, work ahead, and submit by the due date. Consult with me if you have extenuating circumstances that prevent you from submitting an assignment on time. My goal is to help you learn and you learn by doing the assignments.

## Attendance & Participation

A great deal of your learning will occur in class and with your team. You will miss ideas, concepts, and community learning if you are absent, and we will miss you and your contribution. If absences

are due to illness, family emergencies, or other extenuating circumstances, please notify me. Come to class having read the materials and fully prepared to actively participate in discussions, activities, team activities and projects, and to share your thoughts and ideas.

Electronic devices may be used in class for class-related learning only. Do not check email, surf the web, do homework, play games, text message, or use social media during class. A growing number of scientific studies show that electronics in the classroom are harmful to learning.

## Assignment and Assessment Descriptions

### **Corporate Visits**

During the semester, we will connect with leaders from different organizations and either visit them or have them attend class. The purpose of this is to build your social and professional networks and learn about possible opportunities and career directions. I will ask you to provide suggestions about possible visits. We can discuss these together as a class.

### **Discussion Facilitation**

In most class sessions, you will collaborate with your team to facilitate discussions on the readings, videos, and cases. Carefully review and discuss the materials prior to class. You may have some class time to discuss with your teams as well. The focus of the discussions will vary, but will generally include providing a synthesis of key points, asking engaging discussion questions, sharing personal experiences and insights, and summarizing key takeaways or applications. All students in the class will take a survey about the discussion. The survey can only be completed in class. This assignment and related feedback will help you develop your presentation, facilitation, and communication skills.

### **Reflections**

These assignments are designed to take the concepts you have learned and apply them directly to yourself and your situation. You will have four of these assignments which will help you reflect on your concepts of identity and privilege, intersectionality, motivation, leadership, and decision making. Details of each reflection assignment can be found in the assignment description.

### **Cases**

You will have several case studies that you will be expected to analyze as a team. You need to be prepared to discuss and present a summary and analysis as a team when called upon. This assignment is designed to give you a chance to experience group dynamics and group decision-making processes, to apply what you have learned in class to real-world scenarios, and to practice your skills as a consultant, change agent, and facilitator.

For our case analyses, please focus only on the information presented in the case. Case analyses are designed to give you an opportunity to apply course concepts and theories to a complex and real

world situation. You'll get the most out of them if you put yourself in the position of the protagonist, which is not knowing what will or will not happen next. Do not rely on any pre-existing knowledge you might have about the situation, and do not use the Internet or do research to learn more about the company described. You are *strongly encouraged* to draw from course readings and materials. In fact, your central goal should be to draw connections from what is described in the case to course concepts. If you are familiar with a case or an exercise introduced in class, please do not discuss your prior knowledge with other students as this may ruin the learning experience for them.

### **Leader Compare/Contrast Interviews**

With your team, you will conduct two interviews with high profile organizational leaders for the purpose of understanding an element of leadership more deeply (e.g., opportunities, challenges, constraints, change, innovation, developmental journeys, authenticity, intersectionality, privilege and identity, or other issues inherent in organizations today) as well as developing networks. The individuals must be different from your own situations and from each other (e.g., different organizations, types of companies, etc.). You will analyze and synthesize the information and indicates resulting insights into leadership theories. You will present to the class on your findings.

### **Learning Circles**

With your teams, you will choose a leadership or management book to read and discuss together. The purpose of this assignment is to get familiar with both classic and current thinking on leadership and management. Effective leaders are often inspired by the ideas and insights they obtain through reading. The assignment instructions contain a possible list of books.

### **Coaching Role Plays**

Coaching, mentoring, and providing and receiving performance feedback are essential skills for managers. This assignment will give teams practice with guidelines and strategies for coaching those who report to them in order to help employees set and reach their professional goals.

### **Team Effectiveness**

This assignment is designed to give you experience with both providing and receiving performance feedback in a team setting. One of the most difficult things that managers have to do is to give performance feedback. With the emergence of self-managed teams more and more employees are having to provide feedback to each other. You will have the opportunity to help your teammates improve where they are weak and continue in areas where they are strong.

### **Leadership & Change Project**

For your final team project, you will create your own mini-case about an organizational issue related to change to share with other teams. The case could be informed by your leadership interviews or first-hand knowledge of organizations you work in or are familiar with. Since the focus is on leadership and change, current issues such as COVID or diversity/inclusion might be of interest.

Remember that this course focuses on people in organizations. The project must be related to this course, not marketing, finances, or other topics. You will work on this assignment throughout the course. Start early for a successful project. You will discuss the situation, findings, and analysis in a written report.

## Course Schedule

See **Course Modules** (<https://uvu.instructure.com/courses/572676/modules>).

## UVU Policies and Resources

**Policies and Success Strategies** ([https://greengold.uvu.edu/crs\\_info\\_master/success.html](https://greengold.uvu.edu/crs_info_master/success.html))

### **UVU and Woodbury School of Business Policies**

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### **Academic Dishonesty**

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Fabrication is the use of invented information or the falsification of research or other findings.

Examples include but are not limited to:

- Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials.
- Listing sources in a bibliography not used in the academic exercise.
- Submission in a paper, thesis, lab report or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence.
- Submitting as your own any academic exercise, (e.g., written work, printing, sculpture, etc.) prepared totally or in part by another.

The Woodbury School of Business expects all students to maintain integrity and high standards of individual honesty in academic work, to obey the law, and to show respect for others. If a student has cheated or plagiarized on an assignment, the faculty member has the following responsibilities:

- Collect all relevant information about the infraction.
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The department chair and professor need to contact the dean assigned to address student issues with the documentation. The assigned dean then would turn all documentation over to the University Director of Judicial Affairs. As a group, a decision should be made for the infraction which should include one of the following:

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- Suspension from the department, school, or institution (must be reviewed and confirmed by Vice President of Academic Affairs and President)
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### **Writing Assistance and Resources**

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\_(<https://owl.english.purdue.edu/owl/resource/560/01/>)\_ Another resource is the WSB writing lab  
- [Writing Lab | Woodbury School of Business](https://www.uvu.edu/woodbury/writinglab/). (<https://www.uvu.edu/woodbury/writinglab/>)

### **Inclusion Statement**

Instructors of this course are committed to preparing all students and employees for success in an increasingly complex, diverse, and globalized society. We promote civility and respect for the dignity and potential of each individual. We seek to advance the understanding of diverse perspectives. We value and promote collegial relationships and mutual respect among students, faculty, and staff. We acknowledge and seek to address the needs of populations who are underrepresented and students with varying levels of academic preparation, even as we strive to provide access and support for all students and employees in ways that are culturally relevant and responsible.

([https://www.uvu.edu/otl/students/campus\\_resources.html](https://www.uvu.edu/otl/students/campus_resources.html))

### Technology Support Services

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(<https://cases.canvaslms.com/liveagentchat?chattype=student&sfid=001A00000085cNxIAI>)

 (385) 204-4930 (Available 24/7)

## **TECH 6430 Product Management Processes**

# Syllabus - Read this First!

To-Do Date: Jan 10 at 11:59pm

## TECH-6430 *Product Management Processes*



### Instructor Contact Information



**Kyle J. Merrill, M.S.**

Office Hours: By appointment -- [Schedule a virtual meeting with me here](https://outlook.office365.com/owa/calendar/UtahValleyUniversity1056670@365.uvu.edu/bookings/)   
(<https://outlook.office365.com/owa/calendar/UtahValleyUniversity1056670@365.uvu.edu/bookings/>)

Messages: MS Teams chat (preferred) or email

Phone: 801-863-2079

E-mail: [kyle.merrill@uvu.edu](mailto:kyle.merrill@uvu.edu) (<mailto:kyle.merrill@uvu.edu>)

*I respond as soon as possible to all student messages, usually within 24 hours or the following school day for a weekend or holiday.*

### Course Description

This course presents contemporary product design and development concepts and frameworks. Develops competence in analyzing different categories of technological products as well as different product design and development processes. Explores future trends in managing technological product design and development.

This course is *required* for the Master of Science in Engineering and Technology Management degree.

### Course Outcomes

Upon successful completion of this course, students will be able to:

1. Evaluate different technology product categories
2. Evaluate different technology product design and development processes
3. Apply product design and development frameworks to product development processes in technology firms
4. Communicate professionally in technology product design and development settings

### Prerequisites and Needed Skills

Course Prerequisites:

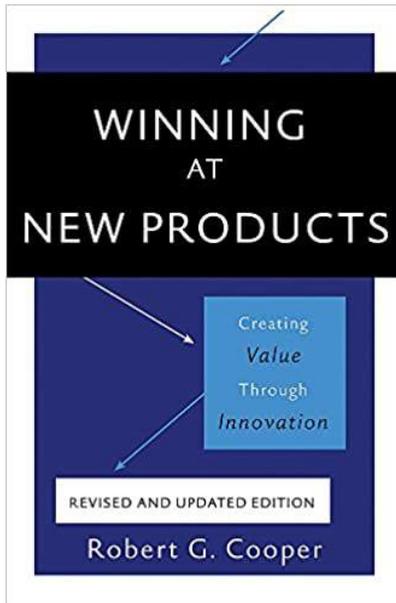
- Acceptance into the Master of Science in Engineering and Technology Management program.

### Materials, Fees and Technology Tools

#### **Required materials:**

Cooper, R. G. (2017). *Winning at new products: Creating value through innovation*. Basic Books. ISBN: 978-0465093328 (paperback)

ISBN: 978-0465093335 (ebook)

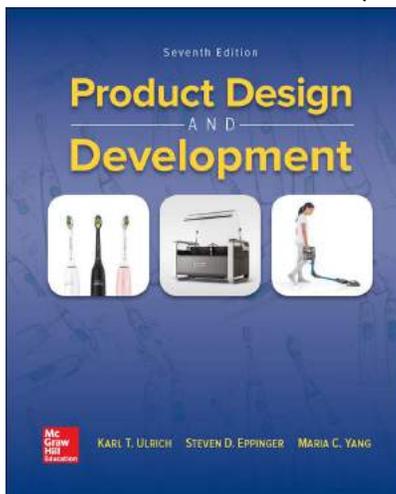


### Optional materials:

Ulrich, K. T., Eppinger, S. D., & Yang, M. C. (2020). *Product design and development, Seventh edition*. McGraw-Hill.

ISBN: 978-1260043655 (US version)

ISBN: 978-1260043655 (International version may cost less)



### ? How This Course Works

### Course Mode:

This course is delivered **online asynchronously**. Students may access course materials and submit assignments anytime during the week. Content is delivered through Canvas, recorded lectures, and the course textbook(s). Due dates are listed with each assignment in Canvas. Occasional group and instructor meetings will be scheduled at times convenient for the students.

News and information for the class are posted as **announcements** at the top of the Home page in Canvas.

Communication with your instructor is through Canvas messages or Microsoft Teams chats.

### **Description of how the course works:**

The complete product management process is examined from concept through product launch. Interactive group-based assignments help students develop product management skills as they examine and apply contemporary product management practices to situations of their own choice. Students identify appropriate tools and processes for different types of products and demonstrate their knowledge through evaluations of case studies and other assessments (quizzes, etc.)

All assigned tasks, activities, readings, student work, etc., are posted within the Canvas system. You are given assigned readings, homework, quizzes, or other activities each week. You choose when to do the activities during the week, ensuring you finish by the posted due date.

No in-person class meetings are required for this course. Optional live virtual events, including question-and-answer sessions with the instructor, may be offered to augment the course. These events will be recorded for later viewing when possible.

### **How to Succeed in this course:**

To succeed in this graduate-level course, keep current on the reading and lecture videos, complete assigned work before the due date, and work effectively with your workgroup.

For this **three (3) credit-hour** course students should expect to spend up to **9+ hours a week** completing course activities.

**Students are expected to perform according to the [Technology Management department student syllabus](https://uvu.edu/tm/students/syllabus.html)  (<https://uvu.edu/tm/students/syllabus.html>) and the following:**

- *Start class the first week of the term.*
- *Set aside regular time each week to attend class online.*
- *Learn to use and navigate Canvas. If you have technology-related problems, contact the **Service Desk**  (<https://www.uvu.edu/servicedesk/>).*
- *Learn to use Microsoft Teams to hold video/voice meetings, post chats, and retrieve files.*
- *Be present in the online course and meaningfully participate.*
- *Be accountable for course requirements, including adequate preparation of related course materials and learning activities.*
- *Complete assignments on time according to the due dates posted in the Canvas.*
- *Abide by ethical standards. Your work must be your own.*
- *Contact me as early as possible if an emergency or personal issue arises. Extensions are only given for valid emergencies or personal issues that you communicate with me as soon as possible.*

## Instructor Responsibilities:

- *Maintain an active presence in the course.*
- *Respond to emails within ONE business day. (Emails received after noon on Friday or a holiday will be responded to on the following school day.) If multiple emails regarding the same question or concern are received, they may be answered with a Canvas announcement to the class.*
- *Provide timely and constructive feedback on assignments. Assignments are typically graded within seven (7) days of the due date.*
- *Guide students through course material to provide an effective learning experience.*
- *Refer students to appropriate services for issues that are non-course content specific. For instance, technical issues, writing labs, accessibility services, etc.*
- *Mentor students through the course and provide career and academic counseling.*

## Artificial Intelligence (AI)

Technology Managers are expected to be able to use AI tools like ChatGPT, MS Copilot, etc. Spend time to learn how to use artificial intelligence (AI) and in what instances AI can be helpful to you. AI programs do not replace human creativity, originality, and critical thinking. Writing, thinking, and researching are skills you must develop yourself.

The use of generative AI tools (e.g., ChatGPT, MS Copilot, Google Bard, etc.) is permitted in technology management courses for the following activities:

- Brainstorming and refining your ideas.
- Fine-tuning your research questions; don't accept anything AI generates at face value without checking it critically.
- Finding *accurate* information on your topic.
- Drafting an outline to organize your thoughts.
- Checking grammar and style.

The use of generative AI tools is **not** permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws or contains misinformation or unethical content). **Your use of AI tools must be appropriately documented (<https://apastyle.apa.org/blog/how-to-cite-chatgpt>) and cited per university policies on academic honesty.**

Any student work submitted using AI tools must indicate the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please contact the course instructor for a conversation

before submitting your work. Additional university resources regarding the use of AI are available through the [Office of Teaching and Learning \(https://www.uvu.edu/otl/ai.html\)](https://www.uvu.edu/otl/ai.html).

### **Inclusion Statement:**

Your experience in this class is important to me, and I intend to create an inclusive and equitable climate to foster a safe and successful learning environment. Please feel free to contact me with any suggestions and/or concerns. You may also access a wide range of student support resources on UVU's website.

 Grading and Late Work Statement

### **Grading Scale:**

The following grading standards will be used in this class:

<b>Grade</b>	<b>Percent of Total Points Earned</b>
<b>A</b>	94-100
<b>A-</b>	90<=94
<b>B+</b>	87<=90
<b>B</b>	84<=87
<b>B-</b>	80<=84
<b>C+</b>	77<=80
<b>C</b>	74<=77
<b>C-</b>	70<=74
<b>D+</b>	67<=70

<b>D</b>	64<=67
<b>D-</b>	60<=64
<b>E</b>	0<=60

## Late Work Statement:

**For full credit, work must be submitted by the published due date for that assignment.** Meeting commitments and deadlines is an essential part of professional conduct for managers in the workplace. Submitting assignments on time prepares you to participate in class and keeps you from falling behind.

However, students may sometimes need to submit an assignment later than the due date. This may be done in one of several ways.

**1) Late work may be submitted for full credit with *prior approval* based on a reasonable professional excuse,** meaning an excuse considered valid in a professional workplace, such as family emergencies, significant life events, major illness with a doctor's note, etc. Please see your instructor in advance to arrange late work if necessary.

**2) *Unexcused* late work is accepted with a 10% point penalty through the last day of class** published in UVU's academic calendar.

**3) Special exception for quizzes.** Unless otherwise noted, ***quizzes may be retaken at any time.*** Your score will be the **latest score earned** on the quiz.

Please contact your instructor for any questions or clarifications about late work policies.

## Assignment and Assessment Descriptions

### Assignments:

Readings -- Ungraded reading assignments introduce topics and prepare you for class discussions.

Practice Quizzes - Ungraded practice quizzes may be offered to ensure you learn key concepts and are prepared for graded exams.

Case Studies & Research Papers - You will be asked to research, evaluate, and compare real-world case studies illustrating the application of concepts taught in the course. You may also be asked to research and find additional case studies that illustrate the discussed concepts.

## Discussions:

Discussions in this course enable sharing individual thoughts and perspectives and provide opportunities to explore topics together. Posts to the discussion should add significantly to the conversation and support your point of view. *Comments that do not add significantly to a discussion may receive no credit.* It is okay to disagree in a discussion. However, please be respectful and keep our online classroom a safe learning space.

## Assessments:

Quizzes -- multiple choice and short answer quizzes ensure comprehension and retention of key concepts.

Group Project - Throughout this course, you will work in groups to create a product development plan for a simulated product. This helps you learn practical skills you can take into the workplace. Although ideally, you will keep the same product concept for the entire course, you may change topics to suit different stages of the product development process. Please inform your instructor if you choose to do this.

Final Report -- A final 'exam' for the course. In two pages, summarize the key points you learned in this course and how you will apply these learnings in your future career.

### Course Schedule

Link to [Course Schedule Canvas page \(https://uvu.instructure.com/courses/552043/pages/course-schedule\)](https://uvu.instructure.com/courses/552043/pages/course-schedule).

### Syllabus Policies and Resources

#### **Technology Management Department Syllabus Information**

[\(https://www.uvu.edu/tm/students/syllabus.html\)](https://www.uvu.edu/tm/students/syllabus.html)

**UVU Policies and Procedures**   [\(https://www.uvu.edu/otl/students/policiesandprocedures.html\)](https://www.uvu.edu/otl/students/policiesandprocedures.html)

**Student Success Resources**   [\(https://www.uvu.edu/otl/students/index.html\)](https://www.uvu.edu/otl/students/index.html)

**Student Campus Resources**   [\(https://www.uvu.edu/success/resources.html\)](https://www.uvu.edu/success/resources.html) (Crisis, Hotline, and Related information)

**Student Accommodations and UVU Accessibility Services**   [\(https://www.uvu.edu/accessibility-services/\)](https://www.uvu.edu/accessibility-services/)

- Students who need accommodations due to a disability may contact the UVU **Office of Accessibility Services**   [\(https://www.uvu.edu/accessibility-services/\)](https://www.uvu.edu/accessibility-services/) (OAS) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) (<mailto:accessibilityservices@uvu.edu>) or 801-863-8747. OAS is located on the Orem Campus in LC 312.

## Technology Support Services

✚ For 24/7 Canvas technical support contact [Instructure's Canvas Support Live Chat](#)   
(<https://cases.canvaslms.com/liveagentchat?chattype=student&sfid=001A00000085cNxIAI>) or call   
(385) 204-4930

✚ For help with other UVU technical services contact the [UVU IT Help Desk](#)   
(<https://www.uvu.edu/servicedesk/>)

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