*Course Syllabus for MA 125 – 2A & 2F – Calculus I*

Fall 2025

# Instructor Information

Lab Instructors
**E3** & **K3** Muhammad Saqib (saqibm@uab.edu)
**E5** & **K5** Dil Aways (daways@uab.edu)
**E6** & **Z1** Kendall Bearden (berdenk@uab.edu)
**H2** & **N4** Kiersten Ratclif (kratclif@uab.edu)
**H3** & **N3** Malihe Farziharomi (mfarziha@uab.edu)
**T4** Ulfat Ajaz
**X2** Hasan Mahi

Instructor Name: Lauren Wickman

Pronouns: She/Her

Email: lwickman@uab.edu (please include your course name or number in the title of any e-mail)

Office Location: University Hall 4037

Secondary Location: Math Learning Lab in Heritage Hall 202

TA Name: Katherine Graham
Pronouns: She/Her
Email: kgraham@uab.edu

## Drop In Office Hours & Math Learning Lab Hours

I highly encourage students to stop by for questions. I also encourage students to visit the Math learning lab each week where students can work on Calculus together.

The MLL is open in the summer Mon-Fri 8 am – 7 pm.

Dr. Wickman’s Math Learning Lab Hours: Tues & Thurs 10 am - noon

Additionally, you may drop by in-person office hours in University Hall

Dr. Wickman’s Drop-In Office Hours in UH 4037: Mon & Wed 1:15-2:15 pm

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## Zoom Meetings (by Appointment)

Link: <https://uab.zoom.us/j/5848990756?omn=5848990756>
Dr. Wickman’s Personal Meeting ID: 5848990756

# Shared Values Statement

Collaboration, integrity, respect, and excellence are core values of our institution and affirm what it means to be a UAB community member. A key foundation of UAB is diversity. At UAB, everybody counts every day. UAB is committed to fostering a respectful, accessible, and open campus environment. We value every member of our campus and the richly different perspectives, characteristics, and life experiences that contribute to UAB’s unique environment. UAB values and cultivates access, engagement, and opportunity in our research, learning, clinical, and work environments. Our university aims to create an open and welcoming environment and to support the success of all UAB community members.

# Course Information

## Credit Hours: 4

**Instructional Method:** In-person lecture meetings with participation points earned each class. Weekly lab classes which involve review of material from the lecture and a short lab quiz.

**Course Description:** Calculus I provides the foundation for higher-level mathematics as well as the basis for understanding many physical laws of the universe. Calculus is the study of change, and it allows us to measure and predict how quantities vary, even on infinitesimal scales. With a solid understanding of Calculus, students can interpret predictive models across a wide range of disciplines, including finance, physics, biology, and engineering.

* **Unit 1**: Review of essential functions and their characteristics (zeros, intervals of increase/decrease, positivity/negativity, and turning points). Introduction to limits, continuity, and the definition of the derivative. Students will develop proficiency in applying derivative rules and formulas.
* **Unit 2**: Applications of derivatives, including curve sketching, optimization problems, and analysis of turning points.
* **Unit 3**: Introduction to integration through the study of the area under a curve. Development of antiderivatives and the Fundamental Theorem of Calculus, connecting differentiation and integration.

## Prerequisites and/or Corequisites: Students should have successfully completed college level Pre-Calculus and Trigonometry before attempting Calculus I.

**Required Text and Materials:**

* Thomas’ Calculus, 15th Edition — Joel Hass, Christopher Heil, Przemyslaw Bogacki, Maurice D. Weir.
* E-book access is included through UAB First Day Access via Pearson MyMathLab (hard copy not required).
* **Calculator:** TI-84/TI-84 CE or similar; calculators with a computer algebra system (CAS) are not permitted.
* **iClicker:** Participation points are earned each class using iClicker. Students may use the iClicker app or purchase a device from the bookstore.

## Course Time Zone:

All assignment deadlines listed on this syllabus are in Central Time. If you are in a different time zone, including any traveling, you are responsible for calculating the time difference and submitting assignments or attending online meetings on time. Use the [**World Official Time Zone Site**](https://24timezones.com/#/map)as a reference.

## Course Objectives

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

1. Evaluate a limit with numerical approximation, with a graph, and with algebraic methods.
2. Analyze a limit and determine which method (numerical, graphical, or algebraic) is the best for evaluation.
3. Use limits to determine a function's end behavior.
4. Determine the continuity intervals of a function
5. Classify a function's discontinuities.
6. Apply the Intermediate Value Theorem to find an interval that contains a zero or a given output of a function.
7. Determine if the Intermediate Value Theorem applies to a certain scenario.
8. Find the average rate of change of a continuous function on a closed interval.
9. Compute a derivative of a polynomial, a simple radical, or a rational expression using the limit definition of derivative.
10. Compute a derivative of a power expression with the power rule.
11. State the derivative of and
12. Apply the linearity of differentiation to compute the derivative of a polynomial.
13. Compute the derivative of a product with the product rule.
14. Compute the derivative of a quotient with the quotient rule.
15. Compute the derivative of using the quotient rule.
16. Compute the derivative of a compound function using the chain rule.
17. Apply the Mean Value Theorem on an interval of a continuous function and find points where the derivative equals the average rate of change.
18. Use differentiation to determine where a function is increasing and decreasing.
19. Apply the First Derivative Test to identify turning points of a function.
20. Apply the Extreme Value Theorem to find the absolute maximum and absolute minimum values of a function on a closed interval.
21. Use differentiation to determine where a function is concave up and/ concave down.
22. Apply the Second Derivative Test to identify relative extrema of a function.
23. Apply Newton's Method to approximate the zeros of a function.
24. Use Calculus methods in optimization problems including:
	1. Minimize surface area of a box or cylinder.
	2. Maximize volume of a box
	3. Maximize area of a rectangular field/space
	4. Minimize distance between a point and graph in the -plane
25. Compute an antiderivative of a polynomial using the "Reverse Power Rule" and the linearity of differentiation
26. Use area formulas for a rectangle and triangle to compute "area under a curve"
27. Compute a left, right, and midpoint Riemann sum with 3 to 8 rectangles
28. Compute a right Riemann sum with an arbitrary rectangles.
29. Write a definite integral to represent the limit of a Riemann sum.
30. Apply properties of definition integrals such as:
	1.
	2.
31. Evaluate a definite integral with the Fundamental Theorem of Calculus
32. Evaluate an accumulation of area function
33. Differentiate an accumulation function using the Fundamental Theorem of Calculus
34. Evaluate an indefinite integral
35. Use -substitution to evaluate an indefinite integral
36. Determine a function has an inverse
37. Find a function's inverse, or observe that it is impossible to find the function's inverse explicitly
38. Evaluate the derivative of an inverse function at a given , even if the inverse cannot be computed explicitly
39. Differentiate natural logarithm functions and exponential functions
40. Integrate exponential functions
41. Integrate functions of the form:

# Course Grading and Policies

## Late Assignment Policy

Pearson homework may be submitted late with no penalty up until the final (hard) deadline:

* **Unit 1:** Sunday, October 5, 2025, at 11:59 PM
* **Unit 2:** Sunday, November 2, 2025, at 11:59 PM
* **Unit 3:** Thursday, December 11, 2025, at 11:59 PM

Quizzes and Exams cannot be made up for any reason. However, your lowest two quiz grades will be dropped at the end of the semester and one midterm grade can be replaced with the final exam.

## Grading Scale

The following scale will be used to determine final grades.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A: 88% and higher | B: 75% - 87% | C: 62% - 74% | D: 50% - 61% | F: 49% and lower |

## **Rounding Policy**

Individual assignment grades will not be rounded up. Final grades will be rounded up from .5.

## Student Access to Grades

Grades will be updated throughout the semester and posted on canvas. Quiz and exam grades will be available as soon as they are graded (within one week of due date). Online homework grades will be available immediately, though occasionally the Pearson software may take a few hours to sync with our canvas page.

##  Grading Pie Chart

## Graded Assignments and Activities Overview

|  |  |
| --- | --- |
| Assignments and Activities | Value |
| Midterms | 36% (12% each) |
| Quizzes  | 20% |
| Pearson Homework | 10% |
| Participation  | 10% |
| Final Exam | 24% |
| Total   | 100 |

### Exams

There will be **three midterm exams** (each is 12% of grade) and **one final exam** (24% of grade) in this course, and each exam will consist of a multiple-choice portion (MCQ) with 12 questions and a free response portion (FRQ) with 4 multi-part questions. The exams will be comleted during class time and administered over two separate sessions. Each session is 50 minutes long.

The multiple-choice portion will take place during your lab class during midterm week. The exam will be administered on a computer or tablet with a lockdown browser.

The free response portion will take place during the large lecture meeting and will take place on paper.

Exam Windows:

|  |  |
| --- | --- |
| Midterm 1 – MCQ – FRQ (Two separate 50 min sessions) | MCQ (in lab class: Mon 9/29 – Thurs 10/2)FRQ (in large lecture class Tuesday, 9/30/25) |
| Midterm 2 – MCQ – FRQ (Two separate 50 min sessions) | MCQ (in lab class: Mon 10/27 – Thurs 10/30)FRQ (in large lecture class Thursday, 10/30/25) |
| Midterm 3 – MCQ – FRQ (Two separate 50 min sessions) | MCQ (in lab class: Mon 12/1 – Thurs 12/4)FRQ (in large lecture class Thursday, 12/4/25) |
| Final Exam – One Combined Session MCQ & FRQ Together (150 minutes | Wednesday 12/11/25 at 1:30 pmLocation: TBD |

### Quizzes (20% of grade)

Each lecture includes a practice quiz with posted solutions and video explanations to guide your preparation. Every week, there will be a short (15-minute) in-person quiz covering material from the previous week’s practice problems.

Quizzes must be completed individually, using only a graphing calculator. Notes, books, online resources, or assistance from others are **not permitted**.

Missed quizzes **cannot** be made up for any reason, including illness or travel. To account for unexpected circumstances, your two lowest quiz scores will be dropped at the end of the semester. No additional exceptions will be made.

### Pearson Homework (10% of grade)

Each lecture has a corresponding homework assignment in Pearson. We will typically complete three lectures per week. Pearson homework assignments are **lengthy**, so start early and work consistently.

The due dates shown in Pearson are **soft deadlines**—they are suggested dates to help you stay on track. The **hard deadlines** for each unit are listed below. No assignments will be accepted after these dates.

* **Unit 1:** Sunday, October 5, 2025, at 11:59 PM
* **Unit 2:** Sunday, November 2, 2025, at 11:59 PM
* **Unit 3:** Thursday, December 11, 2025, at 11:59 PM

**Lecture Notes**

The lectures are broken up into several short videos. The first video on each page is an introduction to the concept, and I recommend everyone watch the first video (5-10 min), and then begin on the Pearson online homework. There are completed lecture notes posted on our canvas page in files. Feel free to use these completed notes as you work on your Pearson homework.

**Attendance and Participation (10% of grade)**

Students are expected to attend every class meeting in person and actively participate by responding to iClicker questions. Watching the lecture recordings is **not** a substitute for attendance or participation credit.

Lecture recordings are posted for your reference and are divided into shorter segments so you can focus on specific topics as needed.

Completed lecture notes are available on our Canvas course page (under Files) and may be used as a resource when completing your Pearson homework.

**iClicker Participation:**
iClicker questions will appear in your Canvas gradebook as participation points. You will earn **half credit** for any question you answer, even if your answer is incorrect, and **full credit** for correct answers.

Participation is tracked throughout the semester as a single running total in Canvas. To allow for illness, travel, or other unavoidable absences, **up to 15 points** (equivalent to three missed class days) will be added to every student’s final participation score at the end of the semester.

This policy applies automatically — no documentation or make-up requests will be accepted.

# Lecture BreakDown

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Lecture Number | Lecture Subject | Corresponding Textbook Section(s) |
| **Unit 1 – Lectures 1-8 (Midterm Dates: Mon 9/29 – Thurs 10/2)** |
| **Week 1**Pearson HW for Lecture 1 Due (Soft)Syllabus QuizPractice Lab Quiz | 0 | Intro & Readiness Assessment |  |
| 1 | Review of Function Essentials | 1.1-1.4 |
| **Week 2**Pearson HW for Lectures 2-3 Due (Soft)Lab Quiz (Based on **Practice for Lecture 1)** | 2 | Intro to Limits | 2.2 & 2.4 |
| 3 | Algebraic Methods to Evaluate a Limit & Continuity | 2.2 & 2.5 |
| **Week 3**Pearson HW for Lectures 4-5 Due (Soft)Lab Quiz (Based on **Practice for Lectures 2 & 3)** | 4 | Infinity & End Behavior | 2.6 |
| 5 | Tangent Lines & Derivatives | 3.1 & 3.2 |
| **Week 4**Pearson HW for Lectures 6-7 Due (Soft)Lab Quiz (Based on **Practice for Lectures 4 & 5)** | 6 | Basic Derivative Rules | 3.3 & 3.5 |
| 7 | Product & Quotient Rules | 3.3 |
| **Week 5**Pearson HW for Lectures 8 Due (Soft)Lab Quiz (Based on **Practice for Lectures 6 & 7)** | 8 | Chain Rule | 3.6 |
| Review for Unit 1 Midterm (Lectures 1-8) |
| **Week 6(Part 1)** | Midterm 1: Lectures 1-8MCQ (in lab class: Mon 9/29 – Thurs 10/2)FRQ (in large lecture class Tuesday, 9/30/25) |
| **Unit 2 – Lectures 9-15 (Midterm Dates: Mon 10/27 – Thurs 10/30)** |
| **Week 6(Continued)**Pearson HW for Lecture 9 Due (Soft) | 9 | Implicit Differentiation | 3.7 |
| **Week 7**Pearson HW for Lectures 10 & 11 Due (Soft)Lab Quiz (Based on **Practice for Lectures 8 & 9)** | 10 | Linearization & Horizontal Tangent Lines | 3.9 |
| 11 | Newton’s Method, Finding Zeros | 4.6 |
| **Week 8**Pearson HW for Lectures 12 & 13 Due (Soft)Lab Quiz (Based on **Practice for Lectures 10 & 11)** | 12 | First Derivative Test & Extrema | 4.1 & 4.3 |
| 13 | Concavity & Second Derivative Test | 4.2 & 4.4 |
| **Week 9**Pearson HW for Lectures 14 & 15 Due (Soft)Lab Quiz (Based on **Practice for Lectures 12 & 13)** | 14 | Optimization Problems | 4.5 |
| 15 | Antiderivatives | 4.7 |
| **Week 10** | Review for Unit 2 Midterm (Lectures 9-15) |
| Midterm 2: Lectures 9-15MCQ (in lab class: Mon 10/27 – Thurs 10/30)FRQ (in large lecture class Thursday, 10/30/25) |
|  | **Unit 3 – Lectures 16-21 (Midterm Dates: Mon 12/1 – Thurs 12/4)** |
| **Week 11**Pearson HW for Lectures 16 & 17 Due (Soft)Lab Quiz (Based on **Practice for Lectures 14 & 15)** | 16 | The Substitution Method | 5.5 |
| 17 | Area Under the Curve | 5.1 |
| **Week 12**Pearson HW for Lectures 18 & 19 Due (Soft)Lab Quiz (Based on **Practice for Lectures 16 & 17)** | 18 | Sigma Notation & Definite Integrals | 5.2 & 5.3 |
| 19 | Fundamental Theorem of Calculus | 5.4 |
| **Week 13**Pearson HW for Lectures 20 & 21 Due (Soft)Lab Quiz (Based on **Practice for Lectures 18 & 19)** | 20 | Logarithmic Functions & Accumulation Under 1/x | 7.2 |
| 21 | Exponentials & Inverse Functions | 7.1 & 7.3 |
| **Week 14**Take Home Quiz (Based on **Practice for Lectures 20 & 21)** | Review for Unit 3 Midterm (Lectures 16-21) |
| Midterm 3: Lectures 9-15MCQ (in lab class: Mon 12/1 – Thurs 12/4)FRQ (in large lecture class Thursday, 12/4/25) |
| **Finals Week**  | Cumulative Final Exam: Wednesday December 10, 2025 at 1:30 pm(Single Session for Both Parts)Final is 240 points:* 12 MCQ Problems (8 points each): 96 points
* 6 FRQ Problems (24 points each): 144 points
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# UAB Policies and Resources

## Add/Drop and Course Withdrawal

* Drop/Add: Deadlines for adding, dropping, or withdrawing from a course and for paying tuition are published in the [**Academic Calendar**](https://www.uab.edu/students/academics/academic-calendar/2024-2025)**.** Review the [**Institutional Refund Policy**](https://www.uab.edu/cost-aid/resources/policies#:~:text=Institutional%20Refund%20Policy,before%20or%20during%20this%20period.) for information on refunds for dropped courses. It is the student’s responsibility to initiate add/drop procedures. Students may drop and add courses online after they have registered and until the drop/add deadline using [BlazerNET](http://www.uab.edu/blazernet).
* Withdrawal: To avoid academic penalty, a student must withdraw from a course by the withdrawal deadline shown in the academic calendar and receive a grade of “W” (withdrawn). Failure to attend class does not constitute a formal drop or withdrawal. The official course withdrawal must be completed online in [BlazerNET](http://www.uab.edu/blazernet).

## Academic Integrity Code

Your success while at UAB and after graduation is valued by the University. To gain and grow in the knowledge and skills needed for your future career, it is vital that you complete your own work in your courses and in your research. The purpose of the [**Academic Integrity Code**](https://www.uab.edu/one-stop/policies/academic-integrity-code) is to support our academic mission and to maintain and promote academic integrity. All students in attendance at UAB are expected to pursue all academic endeavors with integrity, honor, and professionalism and to observe standards of conduct appropriate to a community of scholars.

Please be sure you understand the different forms of "academic misconduct" covered by the code. See what UAB students say about academic integrity and review the FAQs about the code on the[**Student Academic Integrity webpage**](https://www.uab.edu/one-stop/policies/academic-integrity-code).

If you are suspected of cheating, you will be asked to meet with a small panel of instructors to prove that your work is your own (you may be asked to explain the work you wrote down and claimed was your own, or you may be asked to solve a similar problem). If the panel concludes that your work was not your own, we will submit an honor code violation to the dean’s office and proceed with the University’s procedure from there.

## Academic Policy Appeal

Students should request an Academic Policy Appeal when the student cannot continue in a course for reasons that are outside of the strict qualifications under this policy. Students need to submit supporting documentation showing why they cannot continue in a course. Learn more about the Academic Policy Appeal and how to submit an appeal form by visiting the [**Academic Policy Appeal webpage**](https://www.uab.edu/one-stop/policies/academic-policy-appeal).

## Grading Policies and Practices

UAB provides many Grading Policies to students such as Study Abroad Grading Policy, Grade Change Policy, Course Repeat, and University Forgiveness Policy. View more about the polices in the Grading Policies and Practices section of the [**Undergraduate Catalog**](https://catalog.uab.edu/undergraduate/progresstowardadegree/#gradestext).

## Artificial Intelligence Use

### Academic Integrity

Academic misconduct is present in an academic work wherever AI assistance has been used when unauthorized, or when authorized, has not been disclosed as required. Such behavior is considered deceit and a violation of UAB’s shared commitment to truth and academic integrity. Deceit constitutes academic misconduct and is subject to review according to UAB’s Academic Integrity Code.

### Expect Changes

The developments around generative AI are in flux and the rules that are expressed in this syllabus may need to change on short notice. This may affect the contents of assignments, as well as their evaluation.

## Student Conduct Code

The purpose of the University of Alabama at Birmingham (“University”) student conduct process is to support the vision, mission, and shared values of the University and the tenets of the University’s creed, The Blazer Way. Through a student-focused and learning-centered lens, the process strives to uphold individual and community standards; foster an environment of personal accountability for decisions; promote personal growth and development of life skills; and care for the well-being, health, safety, and property of all members of the University community.

The [**Student Conduct Code**](https://www.uab.edu/students/accountability/policies/student-conduct-code) (“Code”) describes the standards of behavior for all students and student organizations and outlines students’ rights and the process for adjudicating alleged violations. It is set forth in writing in order to give general notice of non-academic prohibited conduct. The Code should be read broadly and is not designed to define non-academic conduct in exhaustive terms. All students and student organizations are expected to conduct themselves in accordance with the Code. The current version of the Code, which may be revised periodically, is available from the Office of Community Standards & Student Accountability.

## Intellectual Property

My lectures and course materials, including PowerPoint presentations, quizzes, exams, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own use. You may not and may not allow others to reproduce or distribute lecture notes and course materials publicly, whether or not a fee is charged, without my expressed written consent.

## DSS Accessibility Statement

Accessible Learning: UAB is committed to providing an accessible learning experience for all students. If you are a student with a disability that qualifies under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act, and you require accommodations, please contact Disability Support Services for information on accommodations, registration, and procedures. Requests for reasonable accommodations involve an interactive process and consist of a collaborative effort among the student, DSS, faculty and staff. If you are registered with Disability Support Services, please contact me to discuss accommodations that may be necessary in this course. If you have a disability but have not contacted Disability Support Services, please call (205) **934-4205** or visit [**the DSS website**](http://www.uab.edu/dss).

## Title IX Statement

In accordance with Title IX, the University of Alabama at Birmingham does not discriminate on the basis of gender in any of its programs or services. The University is committed to providing an environment free from discrimination based on gender and expects individuals who live, work, teach, and study within this community to contribute positively to the environment and to refrain from behaviors that threaten the freedom or respect that every member of our community deserves. For more information about Title IX, policy, reporting, protections, resources, and supports, please visit the[**UAB Title IX webpage**](http://www.uab.edu/titleix).

## Divisive Concepts

All University faculty, instructors, and teaching staff have the academic freedom to explore, discuss, and provide instruction on a wide range of topics in an academic setting. This class may present difficult, objectionable, or controversial topics for consideration but will do so through an objective, scholarly lens designed to encourage critical thinking. Though students may be asked to share their personal views in the academic setting, no student will ever be required to assent or agree with any concept considered “divisive” under Alabama law, nor penalized for refusing to support or endorse such a concept. All students are strongly encouraged to think independently and analytically about all material presented in class and may express their views in a time, place, and manner consistent with class organization and structure, and in accordance with the University’s commitment to free and open thought, inquiry, and expressions.

## Violence Prevention and Response Policy

The University of Alabama at Birmingham (UAB) is committed to maintaining a safe and secure educational environment and workplace, one which seeks to ensure the well-being and safety of faculty and staff, employees, students and visitors. Violence and threatened violence are prohibited by UAB. Each member of the UAB community has the responsibility to understand, prevent, and respond appropriately to campus/workplace violence. For more information, view the [**Violence Prevention and Response Policy**](https://secure2.compliancebridge.com/uab/portal/getdoc.php?file=393).

## Technology

Access technical support and view privacy policies and accessibility statements for Canvas and other technologies on the [**Student Learning Technologies website**](https://www.uab.edu/elearning/academic-technologies). Additionally, view information about the [**Minimum System Requirements and Technical Skills**](https://www.uab.edu/elearning/technology-resources).

## Canvas Alerts

I may send alerts to students based on Canvas course information, such as current grades in the course, online attendance (login records), assignment due dates, and assignment scores. The alert is sent as an email to the student’s UAB email address.

## Health and Safety

UAB is very concerned for your continued health and safety. Please consult the [**Student Health Services webpage**](https://www.uab.edu/students/health/) for up-to-date guidance because the following information is subject to change as circumstances require.

We strongly urge you to be fully vaccinated**.** Mask-wearing has proven to be one of the most successful mitigation strategies used to combat spread of the various variants of the COVID-19 virus. View information on the Immunization Requirements and Policies of the University on the [**Student Health Services Immunizations webpage.**](https://www.uab.edu/students/health/immunizations)

## Student Academic and Support Services

* [**One Stop Student Services**](https://www.uab.edu/one-stop/)provides a single point of professional integrated service to students. The One Stop serves students who need assistance with academic records, financial aid, registration, student accounting, ONE card, and other related topics.
* [**Student Assistance and Support**](https://www.uab.edu/students/assistance/about) provides individualized assistance to promote student safety and well-being, collaboration and resilience, personal accountability, and self-advocacy. The Care Team consults and collaborates with campus partners to balance the needs of individual students with those of the overall campus community. [**The UAB Care Team**](https://www.uab.edu/careteam/) helps find solutions for students experiencing academic, social, and crisis situations including mental health concerns.
* [**Disability Support Services**](https://www.uab.edu/students/disability/about)assists students with reaching accommodations for their educational experiences at UAB that ensure that they have equal access to programs, services, and activities at UAB.
* The [**Vulcan Materials Academic Success Center**](https://www.uab.edu/students/academics/student-success) provides tutoring, supplemental instruction, and other services that encourage goal achievement and degree completion.
* The [**University Writing Center**](http://www.uab.edu/writingcenter) offers free writing assistance for all UAB students. Get help at any stage of the writing process and with any type of writing. Students may meet with a tutor in person or via Zoom. Students may also upload a paper for feedback (called eTutoring in the online system). During in-person and Zoom sessions, tutors can help you understand your assignment, develop and organize your ideas, use and cite sources, revise and edit your draft, and more. When you upload a draft for eTutoring, tutors can provide feedback on both big-picture issues and detail-oriented concerns; please note that you must upload a draft and assignment sheet to use eTutoring.

To make an appointment or get more information, please see the[**UWC website**](http://www.uab.edu/writingcenter), email **writingcenter@uab.edu**, or call 205-996-7178. Follow the UWC on [**Facebook**](https://www.facebook.com/UABWritingCenter), [**Instagram**](https://www.instagram.com/uab_writing_center/), and [**LinkedIn**](https://www.linkedin.com/company/uab-university-writing-center) for daily news and quick writing tips.
* [**UAB Student Health Services**](https://www.uab.edu/students/health/) delivers comprehensive, high quality, confidential, primary healthcare to students. Student Health provides testing services and vaccination clinics.
* [**Student Counseling Services**](https://www.uab.edu/students/counseling/our-services) offers students a safe place to discuss and resolve issues that interfere with personal and academic goals. UAB has created a new app (available in the App Store and Google Play) called [**B Well**](https://www.uab.edu/reporter/resources/be-healthy/item/9404-blazer-created-mental-health-app-puts-wellness-in-student-hands), that is designed to easily access resources on mobile devices and build a self-care plan. [**Kognito**](https://www.uab.edu/uabcares/kognito) is a free, interactive simulation-based platform designed to help you talk with someone when you are worried about your mental health.
* [**UAB Blazer Kitchen at the Hill Student Center**](https://www.uab.edu/students/assistance/blazer-kitchen) provides food and basic supplies for any UAB student in need through in-person or online shopping. Students who can are also able to donate food and supplies to assist their peers. To get more information, call 205-975-9509, email **studentoutreach@uab.edu**, or visit the[**Student Assistance & Support website**](https://www.uab.edu/students/outreach/about)**.**
* The [**Office of Learning Technologies**](https://www.uab.edu/elearning/students) provides numerous academic technologies and learning resources for students.
* [**UAB Emergency Management**](https://www.uab.edu/emergency/)will be the official source of UAB information during any actual emergency or severe weather situation.

The following are the various websites describing additional student academic and technology resources:

* **[UAB Policies for Students](https://www.uab.edu/elearning/policies)**
* [**Student Academic and Support Services**](https://www.uab.edu/elearning/student-services)
* [**Technology Resources**](https://www.uab.edu/elearning/technology-resources)