Syllabus (Fall 2019)

**MAT 095I – Elementary Algebra**

**Tuesdays, Thursdays, 9:30 am to 12:15 pm, Room D219**

**Course Information**

* **Instructor Information**
  + **Susan Butler**
  + [**sbutler@threerivers.edu**](mailto:sbutler@threerivers.edu)
  + **Office Hours:** before and after class, or by appointment
* **Course Description**

Prerequisite: ENG\* K096 placement

This course is designed to build understanding and skills in algebra and to provide embedded pre-algebra support. This course develops understanding of number systems, different representations of numbers, and operations on numbers, including numbers expressed in scientific notation. The course introduces functions, their graphs, and modeling relationships between quantities using functions. Topics also include solving equations; simplifying expressions with integer exponents; using square roots; solving, analyzing, and modeling linear equations; and using systems of linear equations, Pythagorean Theorem, and geometric formulas to solve real world problems. This course does not satisfy a math requirement or an elective in any degree program, nor do its credits count toward graduation.

* **Required Materials**
* Text: *Pathways to Math Literacy, 5th ed.* by Sobecki & Mercer.
* Calculator: Scientific calculator (basic arithmetic buttons and square root button)
* ALEKS 360 software
* Binder (1.5 inch or larger for portfolio)
* 5 dividers for portfolio binder
* Notebook paper
* **Learning Outcomes**

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

1. **Rational Numbers – At the end of this course, a student should be able to**
2. Identify and distinguish between rational and irrational numbers
3. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., , )
4. **Expressions and Equations with Polynomials, Rational and Radical Expressions, and Integer Exponents – At the end of this course, a student should be able to**
5. Interpret parts of an expression, such as terms, factors, and coefficients and evaluate expressions for a given replacement value(s)
6. Add, subtract, and multiply polynomials. Divide polynomials by a monomial
7. Construct and interpret equations as two expressions set equal to each other
8. Manipulate formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm’s Law  to highlight resistance 
9. Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, )
10. Use square root symbols to represent solutions to equations of the form , where is a positive rational number
11. Evaluate square roots of perfect squares
12. Know that numbers such as  are irrational
13. Express very large or very small quantities in scientific notation
14. Perform operations with numbers expressed in scientific notation
15. **Linear Equations in One Variable – At the end of this course, a student should be able to**
16. Solve linear equations and inequalities in one variable
17. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms
18. Create linear equations and inequalities in one variable and use them to solve real world applications
19. Recognize examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions
20. **Linear Equations in Two Variables – At the end of this course, a student should be able to**
21. Interpret the rate and unit rate as the slope of the graph
22. Derive the equation for a line intercepting the vertical axis at  *and having a slope of* 
23. Identify parallel and perpendicular lines based on their slopes
24. Graph a linear equation in two variables
25. Construct a linear equation to model a linear relationship between two quantities. Determine and interpret the rate of change and initial value from a description of a relationship or from two  values, including reading these from a table or graph
26. Construct linear equations given a graph, a description of a relationship, or two input-output pairs (include reading these from a table) using point-slope form and slope-intercept form
27. **Systems of Linear Equations – At the end of this course, a student should be able to**
28. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs
29. Solve systems of two linear equations in two variables algebraically (using both substitution and addition methods), graphically (by hand and/or technology), Solve simple cases by inspection. *For example,*  *and*  *have no solution because*  *cannot simultaneously be*  *and* 
30. Recognize systems of linear equations with one solution, infinitely many solutions, or no solutions
31. Solve real-world problems leading to two linear equations in two variables
32. **Functions – At the end of this course, a student should be able to**
33. Understand that a function is a rule that assigns to each input exactly one output and that the graph of a function is the set of ordered pairs consisting of an input and the corresponding output
34. Interpret the equation  as defining a linear function, whose graph is a straight line
35. Use functions to model linear relationships between quantities
36. Use function notation. Evaluate functions for inputs in their domains
37. Graph linear functions and show intercepts
38. Recognize that linear functions have a constant rate of change and interpret the rate of change in the context of the problem
39. **Applications – At the end of this course, a student should be able to**
40. Apply geometric formulas for two and three-dimensional figures such as rectangles, circles, rectangular solids, cylinders, spheres, etc.
41. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two dimensions

**Grading**

* **Methods of Evaluation**
* **Unit Tests (45%)** – You will have 3 unit tests throughout the semester. Test dates are indicated in the calendar. You will have reviews given out before tests. A review is meant to prepare you for the test, not be an exact replica of the test. The reviews will be longer than the test.
* **Final Exam (15%)** – All MAT 095I sections will take the departmental cumulative final exam. The exam will take place on the last day of class as indicated in the calendar.
* **Portfolio (10%)** – You will hand in a portfolio at each test and the final exam. You will be given a separate handout describing portfolio requirements.
* **Homework (20%)** – Homework will be divided into two categories: computer assignments (ALEKS) and hand-in assignments. More details on homework requirements will be given in future handouts.
* ALEKS (10%)
* Hand In Assignments (10%)
* **Classwork (10%)** – Attendance and participation in classwork is required to be successful in this class. Each class you will earn points by showing up on time and being ready at the beginning of class, participating in all aspects of the class, and working for the entire class time.
* **Grading Policies**
* **Late Work**: Written homework that is due on a day you do not attend class cannot be turned in late. If you send a picture of the homework via email before the beginning of class, you can turn in the hard copy the next class.
* **Missed Work Make-Up Policy:** If you miss a class, you are responsible for getting the class notes, homework, and any other assignments from another student and completing that work by the next class.

Make-up exams may be given *with my prior consent*. If you must miss a test/exam, please speak with me before the date of the exam so that arrangements can be made. The test must be completed before the next class meeting.

* **Extra Credit:** There will be no extra credit assignments.
* **Letter Grade Equivalents**

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| **Grade** | **Percent of  Points Earned** |
| A# | 93-100 |
| A-# | 90-92 |
| B+# | 87-89 |
| B# | 83-86 |
| B-# | 80-82 |
| C+# | 77-79 |
| C# | 73-76 |
| C-# | 70-72 |
| D# | 65-69 |
| F# | Below 65 |
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**Classroom Policies**

* **Attendance:** Attendance and participation in classwork is required to be successful in this class. Each class you will earn points by showing up on time and being ready at the beginning of class, participating in all aspects of the class, and working for the entire class time.
* **Communication:** All communication will occur by email. Please make sure that you check your TRCC email or set it up to forward to another account. Check your email regularly to be informed of any changes in schedule.
* **Class Cancellation:**

**If school is cancelled**, notification of cancellation due to inclement weather will be available by telephone by 6:00 am for daytime classes and by 2:30 pm for evening classes by calling the College's main telephone at (860) 215-9000, pressing 1, and listening to the taped announcement. The College’s website will also have announcements available by accessing the www.threerivers.edu home page. The myCommnet Alert Notification System will also be used to deliver important information regarding weather-related class cancellations, via both email messages and text messages, to registered individuals. To register, log on to your myCommnet account at http://my.commnet.edu/ and follow the link to myCommnet Alert.

**If class is cancelled by the instructor**, a notice will be placed on the classroom door. If time permits, students may be notified by a message via email.

* **Withdrawal Policy:** You may withdraw from this class any time up to and including November 5 and you will receive a W grade on your transcript. However, you must complete a withdrawal form in the Registrar’s Office at the time of withdrawal; *if you merely stop attending classes you will be assigned a grade of F*. Any eligibility for refund of tuition is based on the date that the registrar receives the withdrawal.
* **Academic Integrity:** The effective operation of any organization is dependent on the honesty and goodwill of its members. In an organization devoted to the pursuit of knowledge, acting with integrity is essential to effective teaching and learning. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. To emphasize the importance of academic integrity, Three Rivers Community College adheres to the Student Code of Conduct and Discipline Policy, as provided by the Connecticut State Colleges and Universities (CSCU) - Board of Regents for Higher Education. (Please refer to BlackBoard for the complete statement.)

**Some** of the behaviors that will be considered cheating are:

* + Communicating with another student during a quiz or exam
  + Copying material from another student during a quiz or exam or from any assignment being graded
  + Allowing another student to copy from your quiz, exam, or any assignment being graded
  + Use of unauthorized assistance on any assignment being graded
  + Use of unauthorized notes or books during a quiz or exam
  + Providing or receiving a copy of a quiz or exam used in the course
  + Use of a cell phone or pager to transmit information during a quiz or exam

**Tentative Schedule**

This is the tentative schedule – instructor reserves the right to change dates throughout the semester. It is your responsibility to attend class to learn of any changes in schedule. Specific homework will be assigned in class.

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| **Class** | **Content** | **Tentative Assignments** |
| Day 1 | Lesson 1.1 | ALEKS – Day 1  Application |
| Day 2 | Lesson 1.2 | ALEKS – Day 2  Application |
| Day 3 | Lesson 1.3 | ALEKS – Day 3  Application |
| Day 4 | Lesson 1.4 | ALEKS – Day 4  Application |
| Day 5 | Lesson 1.5 | ALEKS – Day 5  Application |
| Day 6 | Lesson 1.6 | ALEKS – Day 6  Application |
| Day 7 | Lesson 1.7 | ALEKS – Day 7  Application |
| Day 8 | Test 1  Portfolio Due | ALEKS – Day 8 |
| Day 9 | Lesson 2.1 | ALEKS – Day 9  Application |
| Day 10 | Lesson 2.2 | ALEKS – Day 10  Application |
| Day 11 | Lesson 2.3 | ALEKS – Day 11  Application |
| Day 12 | Lesson 2.4 | ALEKS – Day 12  Application |
| Day 13 | Lesson 2.5 | ALEKS – Day 13  Application |
| Day 14 | Lesson 2.6 | ALEKS – Day 14  Application |
| Day 15 | Test 2  Portfolio Due | ALEKS – Day 15 |
| Day 16 | Lesson 3.1 | ALEKS – Day 16  Application |
| Day 17 | Lesson 3.2 | ALEKS – Day 17  Application |
| Day 18 | Lesson 3.3 | ALEKS – Day 18  Application |
| Day 19 | Lesson 3.4 | ALEKS – Day 19  Application |
| Day 20 | Lesson 3.5 | ALEKS – Day 20  Application |
| Day 21 | Lesson 3.6 | ALEKS – Day 21  Application |
| Day 22 | Lesson 3.7 | ALEKS – Day 22  Application |
| Day 23 | Lesson 3.8 | ALEKS – Day 23  Application |
| Day 24 | Lesson 3.9 (not line of best fit) | ALEKS – Day 24  Application |
| Day 25 | Lesson 3.10 | ALEKS – Day 25  Application |
| Day 26 | Test 3  Portfolio Due | ALEKS – Day 26 |
| Day 27 | Lesson 4.2 and 4.8 | ALEKS – Day 27  Application |
| Day 28 | Polynomials/Exponents | ALEKS – Day 28  Application |
| Day 29 | Review | ALEKS – Day 29 |
| Day 30 | Final Exam  Portfolio Due |  |

**School Policies**

Please refer to BlackBoard or the TRCC website for a link to the entire policy.

* **Digication:** All students are required to maintain an electronic portfolio using the College template within Digication. Digication can be accessed at https://threerivers.digication.com.
* **Disability:** Three Rivers Community College (TRCC) is committed to the goal of achieving equal educational opportunity and full participation for individuals with disabilities. To this end, TRCC seeks to ensure that no qualified person is excluded from participation in, is denied the benefit of, or otherwise is subjected to discrimination in any of its programs, services, or activities.
* **Non-discrimination:** Three Rivers Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression, or genetic information in its programs and activities.
* **Sexual Misconduct:** The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to ensuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking.