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CONTACT INFORMATION: Math 80 On-Line Syllabus Winter 2011

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COURSE DESCRIPTION: This course is intended as a developmental course for students who need to develop skills in beginning algebra topics. Topics covered include solutions of linear equations and inequalities, an introduction to graphing linear equations, polynomial operations, factoring, properties of integer exponents, and solutions to quadratic equations by factoring. Techniques of problem solving and applications are included throughout the course.

COURSE GOALS: Students will develop:

1. A basic understanding of algebraic concepts, principles and methods.
2. Elementary algebraic skills necessary for success in subsequent mathematics courses and other courses requiring mathematical skills.
3. The problem-solving skills needed to interpret, analyze and solve applied problems requiring beginning-level algebraic skills.

MAJOR CORE COURSE OBJECTIVES: Upon successful completion of this course, students should be able to:

1. Simplify expressions using the rules of exponents, rules for combining like terms, the distributive property, rules for the order of operations.
2. Evaluate expression in one or more variables.
3. Solve linear equations, rational equations with monomial denominators, and factorable quadratic equations
4. Solve linear inequalities in one variable and graph the solution.
5. Solve a formula for a given variable.
6. Solve application problems modeled by linear equations and inequalities
7. Construct the graph of linear equations in two variables, including horizontal and vertical lines.
8. Find the slope of a line given its graph, its equation, or two points on the line.
9. Determine if two lines are parallel.
10. Find the x-intercept and the y-intercept of a linear function from its graph or its equation.
11. Add, subtract, and multiply polynomials.
12. Factor perfect square trinomials, differences of two squares, and trinomials of the form $x^2 + bx + c$ and $ax^2 + bx + c$.
13. Factor four-term polynomials by grouping and other polynomials by factoring out the greatest common factor
14. Simplify a rational expression with factorable numerator and denominator.
15. Use the Pythagorean Theorem to find the missing side of a right triangle.

PREREQUISITES: Math 074 — Prealgebra, or its equivalent, is a prerequisite course. This means you should be able to work with fractions, decimals, ratio and proportions, percents, signed numbers, variable expressions, and simple algebraic equations. If you do not have these prerequisite skills, I strongly urge you to either enroll now in Math 074 or **very quickly review this material!** Students without these skills have very little chance of passing Math 080.

In addition, students enrolled in this online section of Math 080 should be proficient computer users. You should be comfortable with word processing including cutting and pasting, able to send and receive e-mail messages, and

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capable of simple installation of programs.

TEXTBOOK AND MATERIALS:

TEXTBOOK: Beginning Algebra, 5th Ed., by Elayn Martin-Gay and MyMathLab Student Access Kit (required)

Optional: Student's Solution Manual for Beginning Algebra, 5th Ed, by Elayn Martin-Gay
(Pearson/Prentice Hall;

MyMathLab Course ID:TBA

Following are various options for buying the text and MyMathLab Student Access Kit

- A **new textbook** purchased through the college's bookstore bundled with both the **MyMathLab Student Access Kit** is \$154.54 .
- A **used book** can be bought, but you then must also buy a **MyMathLab Student Access Kit (Stand-Alone)** purchased through the college's bookstore
- The **MyMathLab Student Access Kit (Stand-Alone)** cost \$76.95 at the college's bookstore.
- A **Beginning Algebra St Solution Manual (Stand-Alone)** at the college's bookstore cost \$10.00.

You really don't need to buy the textbook and the student solution manual. This is due to the fact that you are able to access a PDF file of the complete textbook and student solution manual when you purchase just the MyMathLab Student Access Kit (Stand-Alone). Some students have done this as it is cheap but make sure to factor in any printing costs of each page of the text if you dislike reading the book on your computer.

ASSISTANCE:

If you are having computer difficulties, you should do the following:

- Send an e-mail to me if you are having problems with navigating through UCompass Educator first, or contact me at (313) 845-9744. If you have continued computer problems regarding UCompass Educator, be sure to contact me as soon as possible.
- Call Instructional Technology at (313) 845-9663 if you are having technical problems **after you have contacted me first. Be sure to contact me first either by phone or e-mail before contacting the technology department.** Use the prompts to speak with either Kristin Olin-Sullivan or Vicky Signorelli at dialing this number. You may also e-mail Kristin Olin-Sullivan at (kolin@hfcc.net) or Vicky Signorelli at (signorelli@hfcc.net) after you have contacted me.
- Contact Technical Support at Toll Free 1-800-677-6337, Monday through Friday 9 AM – 6 PM EST for 1 tech support regarding MyMathLab--Course Compass.

If you are having trouble with the mathematics in this class off campus, you can

- E-mail me. I will respond within 24 hours during the regular work week. On the weekends, I will respond between 48 hours.
- Call me at (313) 845-9744. If I am not in my office, leave a message with a number where you can be reached.
- Ask your classmates for assistance by sending an e-mail or calling a classmate.

If you are on campus and are experiencing difficulties with the course content, you can:

- Stop by my office A-230 in the Learning Technology Center building during office hours. If my office ho

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conflict with your schedule, please set up an appointment.

- Go to the Learning Lab, which is located on the second floor of the Learning Resources building. Instructors are scheduled in the math lab from 9:08 a.m. to 2:00 p.m. on Monday through Thursday and from 9:08 a.m. to 1:00 p.m. on Friday. The Lab is also open in the evening on Monday from 4:30 p.m. to 7:10 p.m. and Tuesday through Thursday the lab is open from 6:00 p.m. to 8:40 p.m. On Saturdays, the lab is open from 11:00 a.m. to 1:40 p.m.

COURSE ACTIVITIES: Each week you will be responsible for viewing computer mini-lessons and sometime viewing Power Point lessons, solving problems from your textbook, solving problems from the MyMathLab -Course Compass, e-mailing me some representative problems, and other activities. The specific activities you are to complete are listed in the Weekly Packets for the specific week found under Course Materials in UCompass Educator. Completion of these assignments is absolutely essential in order to master the material.

MyMathLab-Course Compass' Mini-Lessons: The bulk of the instruction will be delivered through MyMathLab-CourseCompass under "**Chapter Contents.**" These computer lessons include videos and practice problems. I have also included a few Power Point presentations within UCompass Educator to supplement the MyMathLab-Course Compass' mini-lessons. Please note that the login for the MyMathLab-CourseCompass can be different than UCompass (our virtual classroom's software).

MyMathLab On-Line Homework: Each weekly packet will list weekly on-line homework for MyMathLab-CourseCompass. Even though these sections are done on-line, **I recommend getting out a notebook or paper on-line homework and doing the work with pencil and paper and taking notes. These homework assignments are due no later than 9:40 a.m. weekly on Fridays.**

Textbook Homework Packets: Each weekly packet will list weekly textbook homework, which are from your textbook. Please note that **textbook homework must be completed using paper and pencil with all of the problems written out.** There will be **three homework sets** turned in for credit. **Each homework set is worth 11 points. Note, the final exam will not have a homework set turned in for credit.** I will grade the first three homework sets accordingly to the grading guide included in the each weekly packet. You will pick up your homework sets when you pick up your exam (in my office or in the file cabinet located in the lab). Before you begin working the homework problems, make sure to look at the "**Grading Guide.**" In order to maximize the number of points earned in a homework set, be sure to view the guide thoroughly for the correct format. **Please follow the specific grading guideline for each homework set.**

Homework On-Line Activities: You will participate in **six homework on-line activities.** For each individual homework on-line activity, **you can post at most three homework questions for credit.** You will receive **two points for each posting** with a **maximum of three postings** for credit. **If you answer a question, you will receive four points. The maximum points that can be earned for each homework activity is 12 points.** If you choose to answer more, you will not be given any additional points. At the end of the term, there will be 72 points for homework on-line activities. **The deadline for posting a homework question is always no later than 9:40 a.m. on a particular Sunday. For answering a question, the deadline day is always 9:40 a.m., on a particular Monday.**

Other On-Line Activities: During the term, you will have other on-line activities. Each of these on-line activities is worth five points each, such as the Scavenger hunt.

Weekly E-Mailed Problems: Each week you will e-mail me approximately two to four problems that are representative of the week's material. You should write the problem and show all your work. Instead of retyping

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problem, just use the copy and paste feature. I do not accept attachments because of the difficulty of reading different file formats and to avoid exposure to computer viruses. **These e-mail assignments are worth five points each and are due no later than 9:40 a.m. on a particular Friday.** Make sure you sign each e-mail! Otherwise, I will e-mail it back to you.

You should plan to spend at least **9 hours per week** working through the computer lessons, reading the text, working homework, and studying for class. If mathematics is not your best subject, you may have to spend additional time.

Quizzes: At the **end** of each week, you will complete a quiz that is graded by the computer. Week 15 has no weekly quiz or mini-lesson. **Do not attempt the quiz until you have completed the computer mini-lessons and the homework for that section.** You are expected to take these quizzes on your own without help from books, notes, or other people. Each on-line quiz in MyMathLab-Course Compass counts as five points. These will be graded on a point system to the percent earned. **Once you begin a quiz, you must finish it during that session, so be sure you have enough time to complete it.** If you do poorly on a quiz, you may take it a second time, and the highest score will count. **The deadline for each quiz is no later than 9:40 a.m. on a particular Friday.** Uncompleted quizzes will receive a score of zero points. **Late quizzes are not accepted!**

Tests and Final Exam: You will have to come to campus to take three tests and a comprehensive final exam. All tests will be given in the Learning Lab, located on the second floor of the Learning Resources building. **You have Monday through Saturday window to take chapter exams.** When you come to take a test, bring the following items to the lab: picture ID, pencil, paper, homework set, and an eraser. I will record all missed tests as zeros. **Each exam is without a calculator, excluding final exam. For the final exam, you will be given a four-day window Monday through Thursday only.** Note that there is no Saturday for the final exam, so be sure to plan accordingly for the final-exam period. Again, **note that the final will only be proctored Monday through Thursday only, so plan accordingly right now for any arrangements needed for babysitters or work!**

GRADING: Your grade will be based on a point system. The points will be allocated according to the list below

Test I --Week 5	100 points
Test II --Week 10	100 points
Test III --Week 14	100 points
MyMathLab Homework	66 points (4 points for 1.4-1.7 and 2 points for each section)
14 Weekly Quizzes (5 points each)	70 points
Weekly E-mailed Problems (5 points each)	75 points
Other On-line Activities*(5 points each)	approximately 5 to 30 points
Three Homework Sets	30 points (10 points each)
Six Homework On-Line Activities (12 points maximum for each activity)	72 points
Final Exam (cumulative final)	200 points

*Other on-line activities include items, such as Scavenger hunt and Introducing Yourself to Your Classmates and other activities.

Dates for Exams:

Test 1: Monday, Feb.7 - Saturday, Feb.12

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Test 2: Monday, Mar. 21 -Saturday, Mar. 26

Test 3: Monday, Apr. 18 - Saturday, Apr.23

Final Exam: Monday, May 2 -Thursday, May 5

All exams are taken on campus in the learning lab (second floor of the Learning Resource Center). They are proctored by one of the lab technicians. **You will be required to come on campus three times for chapter exams and one other time for the final exam.** The final exam is a comprehensive exam.

For this course, I will use the following percentage scale for grading all your exams and for computing your course grade:

100-90=A
80-89=B
70-79=C
60-69=D
Below 60 = E

I do not drop any test grades.

On-Line Conduct Conduct:

As in traditional courses, just as in our on-line course, you will be held accountable to proper conduct. If improper behavioral conduct is incorporated during the course, the student will be subjected to some disciplinary action up to and including asked to drop the course. In this course, you will be conversing with me and your classmates through different means. Some of the means in which you will be conversing through UCompass are e-mails and Discussion Board. Discussion Boards are forums, which are public forums. In this course, you should adhere to the following conduct guidelines:

- Students must write all e-mail to me and other students in a manner that is not threatening nor condescending which does not offend a student or myself. Before sending an e-mail to me or to a classmate, be sure to proofread the e-mail. In proofreading your e-mail to me or a classmate, make sure the e-mail is written in an acceptable tone with good word choices. Even though a person might not think he or she is writing in a nonoffensive manner, he or she should proof it several times to insure it cannot be misconstrued.
- Students will be corresponding with one another through Discussion Board. Please be careful when choosing words since specific words can be offensive, and be sure to read your response or posting to either your classmate or me insuring that the word choices are written in an appropriate tone.
- Work written through UCompass' software should relate to the content and assignment specifically. Conduct any personal correspondence through other means.
- **Students who have a concern about a posted grade that might be posted incorrectly, they should notify me immediately once I have indicated specific grades are posted, not two or three days thereafter.** These students should write an e-mail using good word choices and in a nice manner to me. In other words they should write an e-mail in the tone similar to the one below, not a yelling or threatening tone.

Ms. Rayhall,

I think you might have mistakenly recorded my grade for week 3's e-mail

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problems incorrectly. When you get a chance, could you check into this matter?

Thanks,
Sue Jones

Students who do not adhere to the on-line conduct policy or disrupt any on-line activities will be asked to drop the course.

ATTENDANCE AND DROPPING: I will not be taking daily attendance, but I will be checking your activity on the computer. In fact, I have access to the last date you logged into UCompass Educator. If I see no evidence of activity on your part (such as working on the computer lessons, responding to discussion questions, or sending homework problems by e-mail) for a week, I will e-mail you. If after a second week, I still do not hear from you, I will drop you from the computer database, and you will have to contact me to be reinstated. I urge you to keep up with the course work. It is extremely difficult to catch up once you start to fall behind!

The last date to drop in the registrar's office is Thursday, March 31. Before you drop the course, please consult with me. If you consult me, I can make recommendations that will enable you to improve your grade. So please notify me before dropping. After , you must have my permission to drop the class. Please let me know if you choose to drop this course. Again, I strongly encourage you to talk before dropping the course. In addition, after the date above, you are unable to drop the course through the registrar's office. If you take the Final Exam, you can not receive a DR grade.

ACADEMIC DISHONESTY: College Board Policy #8500: "*... It shall be the policy of the College that the determination of the fact of academic dishonesty by a student shall be a matter of individual judgment by the instructor. The instructor may administer a penalty up to, and including, failure in a particular course ...*"

OFFICE HOURS AND LOCATION

As your math instructor, I enjoy meeting with students individually, especially on a one-to-one basis. Although there are several reasons why, here are a few: to discuss homework problems, to discuss activities, to discuss homework problems, to provide feedback on the course, or to discuss your goals. Please feel free to use these office hours often and often. If these hours below are not convenient, set up an appointment(s) for other times.

Office Location: Health and Careers Building, room F

Office Phone: (313)845-9744

Office Hours: TBA at a later date.

You may also use the Math Lab (located on the 2nd floor of the Learning Resource Center building) for assistance with the schedule earlier in the term. Also, if these hours are not convenient, please set up an appointment with me.

MATHEMATICS DIVISION POLICY ON CUT-OFF DATE FOR STUDENT DROP-DOWNS

“Registered students may only drop-down (move-up) to another full-semester math class within the first three weeks of the Fall and/or Winter Semesters. During the fourth and fifth weeks of the Fall and/or Winter Semesters, registered students may only drop-down (move-up) to a twelve-week course. (In the Spring and/or Summer semesters, students have only one and one-half weeks to drop-down (move-up) to another class.)

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In order to drop-down (move-up), a student must:

1. Obtain the written permission of his/her current instructor stating that the student was misplaced.
2. See the Math Associate Dean for assistance in finding open sections. The Math Associate Dean will select a section with fewer than 32 students to which to add the student. The Math Associate Dean will exercise consideration with respect to classroom size and total contractual load. The Math Associate Dean will notify the teacher of the section in a timely manner.

The student must then officially file an Add-Drop form at the Registration office.”

SUGGESTIONS FOR STUDYING MATHEMATICS: The strategy needed for studying mathematics is different than that needed for other subjects. Study skills classes focus on classes that emphasize reading, note-taking and memorization, but for the most part, do not discuss classes in the technical areas, such as mathematics or physics which emphasize problem solving. These guidelines provide a study approach that can be specifically applied to mathematics.

1. Focus on the method that is being explained as you listen to the videos. Copy these rules and related examples in a notebook for notes. Don't try to write down everything that the computer says. Unlike in humanities or social science classes, you will not be asked to write detailed information in essay format. Rather, in this class you will be asked to utilize concepts and techniques to solve problems and sometimes explain in writing. Your approach to note-taking should be based on this objective.
2. Ask questions when and as soon as you are confused. Learning mathematics is cumulative. Each new technique builds on the material that preceded it. Usually, if you do not understand the first concept, you will not understand most or all of what follows. This is not necessarily true in most social sciences and humanities courses, with the possible exception of foreign languages.
3. Do the homework problems! Unlike most humanities courses, mathematics does not require as much reading. It requires learning skills that emphasize reasoning and problem solving. You must practice math to become proficient in it. Learning math is much like learning to play tennis. If you simply watch the professionals play tennis, you are not going to develop a strong serve. The same is true for math. Just "watching" the computer solve someone else's problems does not mean that you will be able to do so. You must practice solving problems on your own at home. In other words, math is not a spectators sport!