

# Math 121 – Calculus & Analytic Geometry 1

## Fall 2018 Course Syllabus

James Jones, Professor of Mathematics  
Mathematics & Sciences Division – Richland Community College

### Course Meeting Information

The Fall 2018 semester begins August 20, 2018, and ends December 14, 2018.  
MATH 121-01 meets Monday, Wednesday, and Friday from 12:15 to 1:40 pm in room S137.  
The final exam is Monday, December 10, from 12:00 – 1:50 pm.

The WebAssign ( <https://www.webassign.net> ) class key for this course is: **richland 4009 7154**

We will use the Canvas learning management system in this course. WebAssign will be used for homework, textbook, and videos.

### Instructor Information

James Jones, Professor of Mathematics.

Phone: 217-875-7211, ext 6490

Email: [james@richland.edu](mailto:james@richland.edu)

Office: S224

Web: <https://people.richland.edu/james/>

Canvas: <https://richland.instructure.com>

The best way to contact the instructor outside of class is electronically. Please do not leave a voice mail as it will not reach the instructor in time to help you.

### Office Hours

I spend most of my office hours in the classroom, room S137. This allows me to help students with their assignments, homework, projects, exams, and questions.

- Monday: 8:50-9:00 am, 10:10-10:30 am, 1:40-2:00 pm, 3:10-3:30 pm, 4:40-5:00 pm
- Wednesday: 8:50-9:00 am, 10:10-10:30 am, 1:40-2:00 pm, 3:10-3:30 pm, 4:40-5:00 pm
- Friday: 8:50-9:00 am, 10:10-10:30 am, 1:40-2:00 pm, 3:10-3:30 pm

Although not listed above, the instructor will try to finish lunch and come to class early to answer questions. Students are encouraged to come to class early each day and use that time to ask questions of the instructor, work on projects, or just socialize with other students in the course.

### Text

There is a textbook and an electronic homework package required for this course. The electronic package also includes an electronic version of the textbook and you do not have to buy a printed textbook if you want to go completely electronic.

- *Essential Calculus: Early Transcendentals, 2nd edition*. James Stewart. Copyright 2013, Brooks/Cole Cengage Learning. ISBN-13 978-1-133-11228-0 (Required textbook, but printed version is optional)
- *Enhanced WebAssign Homework and eBook LOE Instant Access for Multi Term Math and Science, 1st Edition*. ISBN13: 978-1-285-18421-0 (Required – can also be purchased within WebAssign)

The two items above can be bundled together for cost savings.

- *ePack: Essential Calculus: Early Transcendentals, 2nd + Enhanced WebAssign Homework and eBook LOE Instant Access for Multi Term Math and Science*. ISBN-13: 978-1-285-94067-0 (Required)

## **Cengage Unlimited (new Fall 2018)**

The publisher for your textbook is Cengage. They have unveiled a new program in August 2018 called *Cengage Unlimited*. It is a subscription service that allows access to all Cengage ebooks and digital learning products (not just the ones in this course). This includes the access to WebAssign, which is required for this course.

The cost is \$119.99 for one term (4 months) or \$179.99 for one year (12 months). If you want a printed version of the book, you can rent it for \$7.99 per semester with free shipping.

Students should not purchase both course materials and a Cengage Unlimited subscription – only one is required.

More information is available online at <https://www.cengage.com/unlimited>

## **Student Audience**

Most students taking Calculus 1 are transfer students pursuing degrees in engineering, mathematics, computer science, natural sciences, and life sciences.

## **Prerequisite**

Successful completion (C or better grade) of Math 116, College Algebra, and Math 117, Trigonometry, or satisfactory score on the Mathematics placement exam.

## **Course Description**

### **MATH 121 - Calculus & Analytic Geometry I**

Hours: 5 lecture - 0 lab - 5 credit

MATH 121 is the first course in the single variable calculus series intended for students going into areas of science, technology, engineering, or mathematics. The course begins with a review of algebra and trigonometry followed by the introduction of limits and continuity. Derivatives of elementary, transcendental, and inverse functions are covered with their applications

including L'Hôpital's rule. The course ends with integrals of elementary functions. Because the order of the topics covered in the calculus series varies by institution, it is recommended that a student needing Calculus 1 and Calculus 2 complete both of them at the same institution.

Applicable toward graduation where program structure permits.

- Certificate or degree: All certificates and all degrees.
- Group requirement: Mathematics
- Area of Concentration: Mathematics.

## Illinois Articulation Initiative (IAI)

The mathematics component of general education focuses on quantitative reasoning to provide a base for developing a quantitatively literate college graduate. Every college graduate should be able to apply simple mathematical methods to the solution of real-world problems. A quantitatively literate college graduate should be able to:

- interpret mathematical models such as formulas, graphs, tables, and schematics, and draw inferences from them;
- represent mathematical information symbolically, visually, numerically, and verbally;
- use arithmetic, algebraic, geometric, and statistical methods to solve problems;
- estimate and check answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results; and
- recognize the limitations of mathematical and statistical models.

Courses accepted in fulfilling the general education mathematics requirement emphasize the development of the student's capability to do mathematical reasoning and problem solving in settings the college graduate may encounter in the future. General education mathematics courses should not lead simply to an appreciation of the place of mathematics in society, nor should they be merely mechanical or computational in character.

To accomplish this purpose, students should have at least one course at the lower-division level that emphasizes the foundations of quantitative literacy and, preferably, a second course that solidifies and deepens this foundation to enable the student to internalize these habits of thought.

*Math 121, Calculus & Analytic Geometry I, satisfies the Illinois Articulation Initiative Definition of a General Education Mathematics Course. It corresponds to M1 900-1, College-level Calculus I.*

### **M1 900-1: College-level Calculus I (4-5 semester credits)**

Topics include (but are not limited to) the following: **limits and continuity; definition of derivative: rate of change, slope; derivatives of polynomial and rational functions; the chain rule; implicit differentials; approximation by differentials; higher order derivatives; Rolle's**

**Theorem: mean value theorem; applications of the derivative; anti-derivative; the definite integral; the fundamental theorem of calculus;** area, volume, other applications of the integral; the calculus of the trigonometric functions; **logarithmic and exponential functions;** techniques of integration, including numerical methods; **indeterminate forms: L'Hôpital's rule;** improper integrals; sequences and series, convergence tests, Taylor series; functions of more than one variable, partial derivatives; the differential, directional derivatives, gradients; double and triple integrals: evaluation and applications. Prerequisite for Calculus I: College Algebra and Trigonometry with grades of C or better or Elementary Functions with a grade of C or better.

*When three courses are required to convey the necessary skills in calculus to mathematics majors, it is highly advised that students complete the entire sequence at a single institution. Course content may vary widely among institutions depending on the credits assigned to each course, and completing the sequence at a single institution is the best way to assure that neither credit nor content is lost in transfer.*

The IAI description for Calculus involves all three semesters since some schools cover the sequence in a different order. The portion of the Calculus sequence that is covered in Richland's Calculus 1 is **highlighted in red**.

For more information on the Illinois Articulation Initiative, visit their website at <http://www.itransfer.org/>

## General Course Objectives

A topical outline of the content covered in the course follows this section. While learning calculus is certainly one of the goals of this course, it is not the only objective.

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

- demonstrate comprehension and understanding in the topics of the course through symbolic, numeric, and graphic methods.<sup>1, 2, 4</sup>
- demonstrate the use of proper mathematical notation.<sup>1, 2</sup>
- use technology when appropriate and know the limitations of technology.<sup>1, 2, 3, 4</sup>
- work with others towards the completion of a common goal.<sup>1, 2, 3, 4</sup>
- use deductive reasoning and critical thinking to solve problems.<sup>4</sup>
- apply common sense to mathematical problems.<sup>4</sup>
- effectively communicate the student's understanding of the subject.<sup>1, 2</sup>

The numbered superscripts refer to the Richland Cross-Disciplinary Outcomes addressed by that objective.

## Richland Cross-Disciplinary Outcomes

Richland Community College has established some outcomes for degree-seeking students.

These are not necessarily completed within a single course, but should be demonstrated and assessed at some point before the student graduates. Richland may utilize anonymous student work samples for outcomes assessment and continuous improvement of courses and programs.

The degree-seeking student at Richland Community College will:

1. communicate effectively in writing.
2. communicate effectively orally.
3. access, evaluate, and appropriately use information in research and applied contexts.
4. think critically and creatively.

## Topical Outline

The following topical outline is an estimate of how much time will be spent on each topic and is aligned with the chapters in the textbook.

### **Review of Algebra and Trigonometry – 6 hours**

- Diagnostic Tests for Algebra, Analytic Geometry, Functions, and Trigonometry
- Review of Algebra
- Review of Analytic Geometry
- Review of Trigonometry

### **Functions and Limits – 16 hours**

- Functions and Their Representations
- A Catalog of Essential Functions
- The Limit of a Function
- Calculating Limits
- Continuity
- Limits Involving Infinity

### **Derivatives – 15 hours**

- Derivatives and Rates of Change
- The Derivative as a Function
- Basic Differentiation Formulas
- The Product and Quotient Rules
- The Chain Rule
- Implicit Differentiation
- Related Rates
- Linear Approximations and Differentials

## **Inverses; Exponential, Logarithmic, and Inverse Trig Functions – 12 hours**

- Exponential Functions
- Inverse Functions and Logarithms
- Derivatives of Logarithmic and Exponential Functions
- Exponential Growth and Decay
- Inverse Trigonometric Functions
- Hyperbolic Functions
- Indeterminate Forms and L'Hospital's Rule

## **Applications of Differentiation – 14 hours**

- Maximum and Minimum Values
- The Mean Value Theorem
- Derivatives and the Shapes of Graphs
- Curve Sketching
- Optimization Problems
- Newton's Method
- Antiderivatives

## **Integrals – 10 hours**

- Areas and Distances
- The Definite Integral
- Evaluating Definite Integrals
- The Fundamental Theorem of Calculus
- The Substitution Rule

## **Type of Instruction**

Instruction will occur through discussion, problem solving, student questions, student participation, oral presentations, quizzing, and lecture. Students are expected to read the material and attempt to answer the homework before coming to class and are strongly encouraged to come to class with a list of questions and to ask these questions.

## **Method of Evaluation**

Evaluation could include any of the following: problem solving exams, objective exams, essays, research papers, oral presentations, individual and group projects, quizzes, classroom activities, engagement, and homework.

## **Homework (WebAssign) – 30% of grade**

Practice is essential for mastery of the material and homework is the primary means of practice.

You are expected to have read the section and attempted the homework before the material is covered in class. Class time will be used to establish deeper levels of understanding.

The three (3) lowest homework grades for each student will be dropped from the gradebook.

WebAssign is a software package that is designed to be a homework and testing framework. It also provides access to an electronic version of the textbook.

For each section in the textbook, there is an accompanying homework assignment in WebAssign. These assignments cover all of the topics from the section and should take about 90 minutes to complete.

Here is a summary of the homework settings in effect for most of the questions. A few questions may use different settings.

- You get six attempts to answer most questions. This will not be the case when there is no randomization involved in the questions.
- True-false questions get a single attempt.
- If the problem uses randomized values, then you will be shown the correct answer after 3 attempts and be given a similar problem with different values.
- You may submit individual questions for grading rather than waiting to complete the entire assignment. You may also save your answers without using a submission attempt.
- The best score on individual parts of a question is used rather than on the entire question.
- Each question is typically worth 1 point, regardless of the number of parts involved.
- Homework is due before we cover it in class. I want you to read and attempt the section before coming to class so that you have an idea what we're talking about and we can focus more on concepts.
- Homework done before it is due is awarded a 10% bonus.
- In order to complete homework after the due date, you must request an extension, which automatically gives you an additional 5 days to complete the homework. Regardless of when you request the extension, it must be completed within 7 days of the original due date. There is a 10% penalty for submitting homework after the original due date and time.
- Extensions do not give you extra attempts to complete the questions, they just give you more time to complete the attempts you have left. If you have already used your six attempts, requesting an extension won't have any benefit.

Although homework is done with WebAssign, the official gradebook is kept inside Canvas. The transfer process is manual and the grade in Canvas may not reflect recent homework grades from WebAssign.

## **Reading Quizzes – 10% of grade**

You are expected to read through the material in a section before coming to class. You do not have to understand all of it, but there should be a basic level of familiarity before class because a large portion of class time will be spent working on conceptual understanding, not basic skills.

The reading quizzes are short quizzes to assess your basic understanding. They are completed inside Canvas before we work on the material in class. The quizzes normally consist of a few (2-5) questions and you have 10 minutes to complete the quiz. The quizzes are due five (5) minutes before the start of class and will be unavailable to complete after this time. They become available after the previous class meeting has finished, so you will have about 46.5 hours in which to attempt each quiz (longer on the weekends and holidays).

The reading quizzes are designed to be completed after you have read and taken notes on a section. You only get one (1) attempt at each reading quiz, so be sure to study the material ahead of time. If you go into them without having looked at the material, you may find it difficult to complete within the 10 minutes allowed.

We're going to try making the answers available as soon as you complete the quiz. Please do not share them with other students who have not completed the quiz. This may change if it becomes too big of a problem.

These quizzes cannot be made up, but the three (3) lowest reading quiz grades will be dropped.

## **Activities – 5% of grade**

Much of the learning in the classroom is done using collaborative learning and group projects. Some sections will have an activity sheet designed to help you learn and more deeply understand the material than the traditional homework problems. At times, everyone will go to the board to work a problem in small groups so that I can see how you're doing.

Some of these activities are instructional in nature and not graded directly. However, the instructor will be observing the group dynamics during these activities to see who participates, who leads, who contributes, and who just lets the others do the work.

Other activities, loosely defined to be something we do in class, may be for a grade. This also include any in-class quizzes.

Activities take place in class and may not be made up if you are absent during the activity or quiz. The lowest score in this category will be dropped from the gradebook to allow for absences, bad days, life emergencies, etc.

## **Projects – 15% of grade**

Sometimes the classroom activity is more self-directed and intended to produce a tangible



result that will be graded based on content and correctness. They will often involve the use of technology to go into a deeper exploration of the concepts.

These projects are normally worked on during class in small groups, but you may need to finish them outside of class.

In many cases, material on the exam may relate to concepts learned on these projects. For this reason, each student should understand all of the problems on the projects. The temptation in group projects like this is to divide the project and assign each member a portion to complete. While this may seem like a good idea, it will hurt you when it comes to the exam as each student needs to know all of the material contained in the projects.

Your work will be graded holistically based on the quality and quantity of the work and explanations provided.

<b>Rating</b>	<b>Score</b>	<b>Description</b>
<b>Awesome</b>	105%	Exceptional job that really impresses the teacher
<b>Good</b>	90%	Beyond what was required
<b>Okay</b>	75%	Satisfactory completion of requirements
<b>Fair</b>	60%	Almost there, but needs some development
<b>Poor</b>	45%	Minimal attempt at completing assignment
<b>None</b>	0%	Did not participate or submission nowhere close to assignment

The projects may be turned in late, with a potential reduction in points. No projects will be dropped from your grade. No late work will be accepted after the final.

## **Exams – 40% of grade**

WebAssign homework is designed to measure your mastery of skills. In contrast, exams will measure a combination of skills and understanding, with more emphasis on the understanding.

The in-class exams in this course generally have limited numbers of basic skills questions on them. That is, there are limited amounts of straight-forward "differentiate this" or "integrate this" type problems. That has been pushed off onto the WebAssign portion of your grade.

What you will find on the in-class exams are a few problems that get at how deeply you *understand* the concepts rather than a lot of problems that assess how well you have memorized how to work a particular type of question. The questions will often be similar to ones encountered in the group activities or on the technology projects, or they might be items you've never seen before but you should be able to figure out with the information you have seen.

No exams will be dropped from your grade.

## Missed Exams

If you are unable to complete the exam with the rest of the class on the day it is scheduled, then the instructor will place your exam in the testing center and you will have until the start of the 2<sup>nd</sup> class period after the scheduled exam to complete the test. That is, you are allowed one class meeting after the scheduled date, but you must have it completed before the second class meeting after the scheduled date begins. Failure to complete the exam before the beginning of the second class period will result in a zero for the grade

That paragraph is a little confusing, so here are some examples. All assume that the class meets Monday, Wednesday, and Friday:

- A test is scheduled for Friday. The next class meeting is on Monday and you have until the start of Wednesday's class to complete the exam.
- A test is scheduled for Monday, but there the college is closed on Wednesday. Friday's class would be the first one after the exam and so you must have it completed by the following Monday's class begins.

This two-class limit is to keep other students from suffering anxiety about getting their exam back in a timely fashion. It is also to keep you from falling further behind in the class.

Note that testing center is open limited hours: 8:00 am to 7:00 pm on Monday and Thursday, and 8:00 am to 5:00 pm on Tuesday, Wednesday, and Friday. The testing center is not open on Sundays, holidays, days when there are no classes, and most Saturdays. The times listed here are subject to change and not binding on the testing center, so you should check with the testing center to confirm their hours.

You will need to bring a photo identification with you when you come to take the exam.

Absolutely no late work will be accepted after the final exam, so the last in-class exam must be taken as scheduled with the rest of the class.

## Grading Policy

Letter grades will be assigned to final adjusted scores as follows:

A: 90-100%   B: 80 - 89%   C: 70-79%   D: 60-69%   F: below 60%

Final scores will be rounded to the nearest integer, so an 89.5% will be considered an "A".

All grading are subject to audit and revision if mistakes are found.

Consideration may be given to such qualities as attendance, class participation, attentiveness, attitude in class, and cooperation to produce the maximum learning situation for everyone.

The gradebook for the course will be kept inside Canvas. When you look at your grades in Canvas, there may be a + or - after the letter grade (example, B+ or C-). The plus or minus

after the letter grade is informational and intended to be used as an encouragement or a warning that you might be able to move up or that you are in danger of slipping down. However, the final grades in the course will not contain a + or a -, just the letter grade, and an 80.1% is as much of a B as an 88.7% is.

If you are concerned about your grades, see the instructor.

The final weighting of grades will be decided upon by the class. Details on each of the methods of evaluation are available in the syllabus and there will be a separate handout repeating some of that information.

Assignments are due at the beginning of the class period on the date they are due. The instructor may be gracious and allow you to turn them in later that day without counting them late, but do not count on his graciousness.

### **Late Work**

This is a summary of information found in other parts of the syllabus. For more information, look in those sections.

- Activities are conducted in class and may not be made up if you are absent during the activity or quiz. The lowest scoring assignment in this category will be dropped.
- WebAssign homework is due before we cover the material in class and gets a 10% bonus if it is done before the due date. Work completed after the original due date is penalized 10%. You must ask WebAssign for an extension of 5 days to continue working on it. Regardless of when the request for an extension is made, the extension must be completed within 7 days of the original due date. Make sure you have time to work on the homework before requesting an extension. The three (3) lowest homework scores will be dropped.
- Reading quizzes are due five minutes before class begins on the day we are covering that section. They become available once the previous class meeting has finished and are available for about 46.5 hours. They may not be completed late, but the three (3) lowest homework scores will be dropped.
- Projects are normally due the day we work on them in class. They are graded holistically and lateness may factor into the overall grade. No project grades will be dropped.
- Exams will be placed in the testing center for anyone missing the scheduled day of the exam. You have until the start of the second class period after the scheduled exam to complete the test. If you complete it before the start of the second class period following the exam, then there is no penalty for being late. If you fail to complete the exam before the start of the second class period following the exam, then you will get a zero (0) for the exam. No exam scores will be dropped.

Category	% Grade	Drops	Late work accepted
Exams	40%	0	See instructor ahead of time
Homework	30%	3	10% bonus early / 10% penalty late
Projects	15%	0	Yes
Reading Quizzes	10%	3	No
Activities	5%	1	No

Absolutely no late work will be accepted after the final.

## Attendance / Engagement Policy

### Attendance vs Participation

This is a face-to-face class and attendance is important. We use Canvas, but it is to facilitate the classroom management, not to replace the material covered or instructions given. Working on homework in WebAssign or turning in the assignments in Canvas does not count as attendance.

Attendance also means more than just being physically present in the room. It involves components of attendance, participation, engagement with others, paying attention, taking notes, and completion of assignments. It means not being distracted by your cell phone, the computer in front of you, or working on material for another course. It even means not working on quizzes or discussions for this course while the class is doing something else.

Attendance is recorded every class period as the percent of the class that where you were present and engaged. If you are physically there but not engaging in the class as described above, this may be recorded as absence.

If you miss the first day of class or any two consecutive days after that without communicating with the instructor, you may be dropped.

Students who, because of excessive absences, cannot complete the course successfully, are required to be administratively dropped from the class at midterm. If a student stops attending after midterm, it is the student's responsibility to withdraw to avoid an "F". Do not stop attending and assume that you will be withdrawn from the class by the instructor.

The student is responsible for all assignments, changes in assignments, or other verbal or written information given in the class, whether in attendance or not. There will be some kind of assessment almost nearly every day as part of the classroom presentation. These may not be made up if you miss class (you may attend the other section of the course on the same day provided that there are available seats).

If a student must miss class, the student should notify the instructor by Canvas or email. Do not call the instructor and leave a message as he will not get it in time to do anything about it.

If you are going to miss an exam, you may choose to take it early. However, if you do not show up on the day of an exam, then I will automatically place your test in the testing center and then you have until the start of the second class period after the scheduled exam to make it up. You do not need to contact the instructor for this to happen. However, if you know that you are going to miss an exam and the days following the exam, then you will definitely want to talk to the instructor to take the exam early.

## Time Requirements

In [34 CFR 600.2](#), the federal government requires that the amount of student work for a credit hour reasonably approximates not less than one hour of class and two hours of out-of-class work per week for each semester hour and that a 50 minute period is acceptable for class or lecture.

Richland considers the minimal meeting time as 50 minutes per week for 15 weeks for each credit hour. This means that you should expect to spend a minimum of 150 minutes a week for each credit hour.

<b>Credit Hours for Course</b>	<b>3 credits</b>	<b>4 credits</b>	<b>5 credits</b>
Classroom time per week (minutes)	150	200	250
Outside time per week (minutes)	300	400	500
Minimum time per week (minutes)	450	600	750
Minimum time per week (hours)	7.50	10.00	12.50
Minimum time for semester (hours)	112.50	150.00	187.50

If you are taking 16 credit hours, then you should expect to spend at least 40 hours a week on course work. That is the equivalent of a full-time job. The government considers that if you are taking 16 credit hours, then being a student is your full-time job.

According to the federal regulations, this target is a minimum, not an average.

Failure of the course to meet these time requirements could result in loss of program integrity, forcing the college to recover federal financial aid, and ultimately loss of accreditation.

At face value, it sounds overwhelming and impossible, but the time outside the class includes reading the book, watching videos, working on homework and projects, and participating in discussions.

The point is to manage your time effectively so that you don't feel the course is overwhelming.

You should expect to spend a minimum of 12.5 hours per week on this course.

## Technology

The use of technology in this course is consistent with the Technology Statement in the [Illinois Mathematics & Computer Science Articulation Guide](#) (IMACC, 2016, p. 4). Technology is used to enhance the learning of Calculus, but it is not the focus of the instruction. There will be instances when we will use the calculator or computer to aid in our understanding or remove some of the tediousness of the calculations (especially in the area of numerical approximations). There may be some projects, homework, or portions of a test that require you to use technology to complete.

Here are some of the technology tools that we may use.

### WebAssign

WebAssign is an online homework and grading system. Stewart's Calculus text is available in WebAssign as an enhanced electronic version. The full text of the book is there as well as tutorials, videos, and explorations. WebAssign is available at <https://www.webassign.net/>

### Calculator

This class is a mathematics class and a graphing calculator is required. A scientific calculator is not sufficient. The calculator should be capable of graphing functions, finding roots, maximums, and minimums from a graph, displaying tables of values, and finding the definite integral numerically. A Texas Instruments TI-84 or TI 83 is the recommended calculator. That said, a TI-92, TI-89, or TI Nspire CAS calculator is recommended for this course if you plan on taking additional calculus or engineering courses.

You may use a graphing calculator from another company like Casio, but you will be responsible for figuring out how to use it.

Calculators may be used to do homework and may be used on exams and/or quizzes in class unless otherwise announced.

### Microsoft Excel

This spreadsheet application is useful for numerical methods such as Newton's Method, the Trapezoid Rule, Simpson's Rule, and Euler's Method. Microsoft Excel is part of Microsoft Office, which is loaded on all of the student computers at Richland. Current Richland students can obtain Microsoft Office without additional charge as part of the Microsoft Student Advantage program. For more information on obtaining Microsoft Office, log into MyRichland and look for Microsoft Advantage or visit the or site directly at <https://jics.richland.edu/MicrosoftStudentAdvantage/>

## Maxima

Maxima is an open-source computer algebra system that is free for you to download and use at home. It is available for Windows, Mac, Linux, and Android at <http://maxima.sourceforge.net/>

## WinPlot

WinPlot is a free graphing software package for Windows written by the late Rick Parris at Phillips Exeter Academy in Exeter, New Hampshire. The software is useful for creating graphs and it is easy to copy/paste the graphs into other applications. Exeter Academy maintained the server with the software for about 4 years after Parris' death, but the site is no longer available. To download the software, visit the instructor's Mathematical Software page at <https://people.richland.edu/james/software>

## Additional Supplies

The student should bring a pencil, paper, and calculator to class each day. You may occasionally want a ruler or graph paper. There will be a paper punch and stapler in the classroom.

## Additional Help

The student is encouraged to seek additional help when the material is not comprehended. Mathematics is a cumulative subject; therefore, getting behind is a very difficult situation for the student. There are several places where you can seek additional help in your classes.

You may use a recording device to record the lectures. Feel free to use a camera or cell phone to take pictures of the boards if you have trouble getting all of the information into your notes.

## Instructor

I try to make myself as available to the students as I can. My office hours are listed at the beginning of this syllabus, but those are just the times I'm scheduled to be in my office. Grab me and ask me questions if you see me in the hallway. Ask questions before or after class. If I'm in my office and it's not my scheduled office hours, go ahead and stop in.

The instructor should be considered the authoritative source for material related to this class. If a tutor or other student says something that disagrees with the instructor, believe the instructor.

## Study Groups

Probably the best thing you can do for outside help is to form a study group with other students in your class. Work with those students and hold them accountable. You will understand things much better if you explain it to someone else and study groups will also keep

you focused, involved, and current in the course.

## **Mathematics Enrichment Center**

The Mathematics Enrichment Center, located in S118, provides free walk-in tutoring for mathematics courses.

## **Academic Success Center**

The Academic Success Center consolidates several student services into one area. It is located in the south wing of the first floor next to the Kitty Lindsay Learning Resources Center (library).

## **Testing**

The testing center is located in room N114. You must provide a photo identification and know the name of your instructor to use this service.

## **Tutoring**

The tutoring center provides tutoring on a walk-in or appointment basis in room C148. Students seeking mathematics tutoring should visit the Mathematics Enrichment Center.

## **Accommodations**

There are accommodations available for students who need extended time on tests, note takers, readers, adaptive computer equipment, braille, enlarged print, accessible seating, sign language interpreters, books on tape, taped classroom lectures, writers, or tutoring. If you need one of these services, then you should see Learning Accommodation Services in room C148. If you request an accommodation, you will be required to provide documentation that you need that accommodation.

## **Online Learning**

Despite the title, Online Learning provides help with much more than just your online courses. They provide technical support for students including answering questions about Canvas, myRichland, e-mail, cell phones, tablets, and laptops. They can also help troubleshoot your computer issues and make sure your computer is ready for course work.

They are located in room W143, but the best way to contact them is through the "Help" link in the lower-left corner of Canvas or at <http://www.richland.edu/online/helpdesk>.

## **Open Computer Labs**

Students often wish to know where, besides the classroom, they can go to use the software. There are computers located in the Learning Resources Center and in the Academic Success



Center that you may use.

## College & Division Policies

### Academic Dishonesty Policy

Each student is expected to be honest in his/her class work or in the submission of information to the College. Richland regards dishonesty in classroom and laboratories, on assignments and examinations, and the submission of false and misleading information to the College as a serious offense.

A student who cheats, plagiarizes, or furnishes false, misleading information to the College is subject to disciplinary action up to and including failure of a class or suspension/expulsion from the College.

### Non-Discrimination Policy

Richland Community College policy prohibits discrimination on the basis of race, color, religion, sex, marital or parental status, national origin or ancestry, age, mental or physical disability (except where it is a bonafide occupational qualification), sexual orientation, military status, status as a disabled or Vietnam-era veteran.

### Electronic Communication Devices Policy

The Mathematics and Sciences Division prohibits the use of cell phones, pagers, and other non-learning electronic communication equipment within the classroom. All equipment must be turned off to avoid disturbances to the learning environment. If a student uses these devices during an examination, quiz, or any graded activity, the instructor reserves the right to issue no credit for these assignments. The instructor needs to approve any exceptions to this policy.

## Other College Services

There are some additional services that Richland provides to its students. While they may not directly pertain to this class, you may benefit from them.

### Learning Feedback System

At the end of each semester, students are invited to provide feedback to their instructors about the course. This includes things that went well and opportunities for improvement. This online feedback is anonymous and the instructor won't see it until grades have been turned in.

The Learning Feedback System (LFS) is primarily intended to provide feedback to the instructor. However, if you have a issues or concerns, you should not wait until the end of the semester to talk to your instructor. Please come to me at any time. The feedback system is

available at <https://people.richland.edu/feedback>.

## **myRichland**

myRichland is the student information system portal and is located at <https://my.richland.edu>.

You may use it to find the course schedule, register for classes, check your grades, obtain unofficial transcripts, review financial aid, and other student services.

## **Library**

The Learning Resources Center (LRC) has print and electronic resources available. They offer research assistance and information literacy sessions; they also have individual and group study areas.

## **Student Success Center**

The Student Success Center, in room N117, is designed to be a one-stop shop for most student services. These include advising and registration, career services, counseling services, financial aid, veteran affairs, student records, and the transfer center.

The Student Success Center has coffee and snacks available daily, school supplies such as paper, pens, and highlighters, and personal supplies such as toothpaste, toothbrushes, and cough drops.

A few other student services are located in other rooms of the main building. These include Campus Life, which supports new student orientation, clubs, organizations, and student leadership, and the TRiO program that offers academic and personal support to first-generation, low-income, and students with disabilities.

## **Office of Student Engagement**

The Office of Student Engagement, in room C133, has a Snack Center to provide grab-and-go food for students who were short on cash while on campus or who did not have time to grab a meal before coming to campus. The office also has personal supplies such as condoms and menstrual products available for students.

The Gender Inclusive/Family bathroom and many women's bathrooms are also stocked with complimentary menstrual products.

## **Directory of Student Services**

The main phone number for Richland Community College is 217-875-7211 or 217-875-7200. This is an automated system available 24 hours a day.

<b>Student Service</b>	<b>Location</b>	<b>Extension</b>
Accommodations	C148	6379
Advising and Registration	N116	6267
Campus Life	C131	6243
Career Services	N103	6305
Counseling Services	N117	6267
Financial Aid	N117	6274
Library	C152	6303
Online Learning Support	W143	6376
Mathematics Enrichment Center	S118	6383
Student Employment	N103	6305
Student Records	N117	6257
Student Support Services/TRiO Program	C143	6440
Testing	N114	6238
Transfer Center	N117	6438
Tutoring	C148	6379
Veteran Services	N118	6205