Math 122 - Calculus & Analytic Geometry II
Spring 2017 Course Syllabus

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

Course Meeting Information

Section 01 meets 1:00 – 2:10 pm on Monday, Wednesday, and Friday in room S137 on Richland's main campus. The Spring 2017 semester begins January 17 and ends May 19.

This is a face-to-face course, but the WebAssign learning management system will be used for homework and quizzing. This course does not use Canvas.

The WebAssign (https://www.webassign.net) class key for this course is: **richland 3782 7075**

Instructor Information

James Jones, Professor of Mathematics
Email: james@richland.edu
Web: https://people.richland.edu/james/
Phone: 217-875-7211, ext 490
Office: C223
WebAssign: https://www.webassign.net

The best way to contact the instructor outside of class is through regular email. If you have a question about specific problems within WebAssign, there is an "ask your instructor" feature that will show me what you have attempted on the problem. 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. Meeting in the classroom provides greater access for students to get help with their assignments, homework, projects, quizzes, exams, and questions.

- Monday: 10:10 - 10:30a, 11:40a - 12:00n, 2:10 - 2:30p, 3:40 - 4:50p
- Wednesday: 10:10 - 10:30a, 11:40a - 12:00n, 2:10 - 2:30p
- Friday: 10:10 - 10:30a, 11:40a - 12:00n, 2:10 - 2:30p

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, which provides a 14 day free trial).

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)

Student Audience

Transfer students. Students pursuing degrees in engineering, mathematics, computer science, natural sciences, and life sciences.

Prerequisite

Successful completion (C or better grade) of Math 121, Calculus and Analytic Geometry I.

Course Description

MATH 122 - Calculus & Analytic Geometry II
Hours: 4 lecture - 0 lab - 4 credit

MATH 122 is the second course in the single variable calculus series intended for students going into areas of science, technology, engineering, or mathematics. The course begins with advanced techniques of integration and applications of integration. It then covers infinite sequences and series as well as power and Taylor series. The course finishes with topics from analytic geometry including parametric equations, polar coordinates, and conic sections. 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 122, Calculus & Analytic Geometry II, satisfies the Illinois Articulation Initiative Definition of a General Education Mathematics Course. It corresponds to M1 900-2, College-level Calculus II.*

M1 900-2 : College-level Calculus II (3-5 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 II: Calculus I or equivalent 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 2 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 is given at the end of the syllabus. 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.[1]
- demonstrate the use of proper mathematical notation.[1]
- use technology when appropriate and know the limitations of technology.[4]
- work with others towards the completion of a common goal.[1,3,4]
- use deductive reasoning and critical thinking to solve problems.[2]
- apply common sense to mathematical problems.[2]
- effectively communicate the student's understanding of the subject.[1,3]

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

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.

Techniques of Integration – 13 hours

- Integration by Parts
- Trigonometric Integrals and Substitutions
- Partial Fractions
- Integration with Tables and Computer Algebra Systems
- Approximate Integration
- Improper Integrals

Applications of Integration – 15 hours

- Areas between Curves
- Volumes
- Volumes by Cylindrical Shells

- Arc Length
- Area of a Surface of Revolution
- Applications to Physics and Engineering
- Differential Equations

Series – 18 hours

- Sequences
- Series
- The Integral and Comparison Tests
- Other Convergence Tests
- Power Series
- Representing Functions as Power Series
- Taylor and Maclaurin Series
- Applications of Taylor Polynomials

Parametric Equations and Polar Coordinates – 11 hours

- Parametric Curves
- Calculus with Parametric Curves
- Polar Coordinates
- Areas and Lengths in Polar Coordinates
- Conic Sections in Polar Coordinates

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 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, group projects, individual and group projects, quizzes, classroom engagement, and homework.

The final weighting of grades will be decided upon by the class, subject to the following guidelines:

- No more than 40% of your grade may come from homework.
- No more than 15% of your grade may come from activities and quizzes.
- No more than 15% of your grade may come from projects.
- At least 40% of your grade must be from exams.

Homework

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

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

WebAssign (computer)

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 a question.
- 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.
- Any correct parts of the homework that are submitted more than 18 hours before it is due receive a 15% bonus.
- You may request one (1) extension per homework assignment. You may make the request at any time within 10 days of the original due date, but once you make the request, you will only have 24 hours for the extension. For this reason, make sure you have some time available to work on the assignment before you ask for the extension. There is a 20% penalty applied to any additional points earned during the extension – points earned before the extension are not affected, including any bonus points for completing the work early.
- Extensions do not give you additional attempts beyond what was originally allowed, it just gives you extra time to complete the attempts you have remaining.

Work (paper)

WebAssign is a computer-based system where the only thing graded is the final answer.

Each chapter will have one additional homework assignment that is not computer-based, but is based off the work that you show.

Work your homework problems out on paper and turn the paper in for the instructor to look at. The work that you turn in should be legible, organized with each problem clearly identified. It

should contain actual work, not just an answer. In some cases, the answer is simply yes/no, true/false, or picking one of four graphs. In these cases, your work should be an explanation of why you chose the answer you picked.

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

Rating	Score	Description
Awesome	105%	Exceptional job that really impresses the teacher
Good	90%	Beyond what was required
Okay	75%	Satisfactory completion of requirements
Fair	60%	Almost there, but needs some development
Poor	45%	Minimal attempt
None	0%	Did not participate

The homework grade for the chapter is a combination of all of the homework for the chapter, so the grade will not be assigned until the end of the chapter. However, homework should be turned in on a daily basis.

The grade for showing your work will be one of the regular homework assignments. This means that it may be dropped as one of your three (3) lowest scores. It is not eligible for the 15% bonus for turning it in early.

Activities and Quizzes

Activities and quizzes take place in class and may not be made up if you are absent during the activity or quiz. The three (3) lowest quizzes or activities will be dropped from the gradebook to allow for absences, bad days, life emergencies, etc.

Activities

Much of the learning in the classroom is done using collaborative learning and group projects. Many 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.

Quizzes

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.

These quizzes are mainly designed to encourage reading of the material before the section is covered in class. The questions are picked so that a student with a medium level of understanding of the section should be able to answer them.

These are typically given at the beginning of class when we start a new section and cannot be made up if you are not present. Not every section will have a quiz and sometimes we may skip planned quizzes because of time constraints.

Technology Projects

The appropriate use of technology is becoming more and more important. This class strives to reach a balance between conceptual understanding, memorization, hand calculations, and the use of technology.

Towards that end, there is a project for each chapter that will involve the use of technology. It may be as simple as taking some problems and learning how they can be done on the computer so you learn how to use the software. In other cases it involves taking more complicated problems using real-life data and ugly answers that don't work out nice when you do them by hand.

These projects are group projects and are due the day of the exam. Group assignments will be made before the we cover the material on the project and will be based on students in attendance at that time.

In many cases, material on the exam may relate to concepts learned on the technology projects. For this reason, each student should understand all of the problems on the technology 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, not just 1/3 of the material.

Chapter Exams

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.

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 2nd 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 so that other students in the class start won't suffer from not getting their tests 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%

Standard rounding rules apply, 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 WebAssign. When you look at your grades in WebAssign, 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 and Quizzes are conducted in class and may not be made up if you are absent during the activity or quiz. The three (3) lowest assignments in this category will be dropped.
- WebAssign homework is due before the start of the next class period after we finish a section. You may ask WebAssign for a one-day extensions to complete questions you were not able to get completed before the due date. The extension will cost you 20% of any points earned during the extension. The extension requests must be made within 10 days of when the assignment was originally due. Make sure you have time to work on the homework before requesting an extension. The lowest three (3) homework grades will be dropped.
- Technology Projects are due at the beginning of class on the day of the exam. They may be turned in late, but they lose 20% of their value per class period.
- Chapter 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.

If I've missed anything in the list above, then the following guidelines will apply. Grades obtained in an interactive method may not be made up. Other grades may be turned in late until such time as they are acted upon or the answers are given. In the case that late work is accepted, late assignments lose 20% of their value per class period.

Absolutely no late work will be accepted after the final.

Attendance Policy

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

Regular attendance is essential for satisfactory completion of this course. Mathematics is a cumulative subject and each day builds on the previous day's material. If you have excessive absences, you cannot develop to your fullest potential in the course.

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.

Although dropping students for non-attendance at midterm is required, students whose attendance is occasional or sporadic may be dropped from the class at any point during the semester at the instructor's discretion. The safest way to make sure you're not dropped for non-attendance is to continue to attend classes.

The student is responsible for all assignments, changes in assignments, or other verbal information given in the class, whether in attendance or not.

The student is responsible for all assignments, changes in assignments, or other verbal information given in the class, whether in attendance or not.

If a student must miss class, the student should notify the instructor by email. In extreme circumstances, you can leave a voice message, but I generally will not get those in a timely fashion. If you do leave a voice message, be sure to follow up with an email.

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.

Technology

The use of technology in this course is consistent with the Technology Statement in the Illinois Mathematics & Computer Science Articulation Guide (IMACC, 2013, 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://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.

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

Maxima

Maxima is an open-source computer algebra system that is free for you to download and use at home. It is available from http://maxima.sourceforge.net/

Microsoft Excel

This spreadsheet application is useful for numerical methods such as the Trapzoid Rule, Simpson's Rule, and Euler's Method. It is loaded on all of the student computers at Richland.

WinPlot

WinPlot is a free graphing software package for Windows written by the late Rick Parris at Phillips Exeter Academy in NH. The software is useful for creating graphs and it is easy to copy/paste the graphs into other applications. You may download the software by right-clicking your mouse on the word "WinPlot" at the top of the page

http://math.exeter.edu/rparris/winplot.html and choosing save.

Google Drive

Google Drive (formerly Google Docs) is a multi-user office suite that has word processing, spreadsheets, drawings, and presentation capabilities. We will use this for collaborating on our technology projects. It works best if you have Gmail account. It is available at https://drive.google.com although it is easily accessed from your Gmail account.

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 W117, provides free walk-in tutoring for mathematics courses. There are additional locations available at the Clinton and Fairview

extension centers.

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 S116. 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 S118. 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

Temporarily located in the Workforce Development Institute (WDI) building, the Student Success Center 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.

There are a few other student services that are still in 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.

Directory of Student Services

The main phone number for Richland Community College is 217-875-7211. This is an automated system available 24 hours a day. If you would like to speak to an operator, then call 217-875-7200 during normal business hours.

Student Service	Location	Extension
Accommodations	C148	6379
Advising and Registration	WDI	6267
Campus Life	C131	6243
Career Services	WDI	6305, 6243
Counseling Services	WDI	6252
Financial Aid and Veteran Affairs	WDI	6274
Library	C152	6303
Online Learning Support	W143	6376
Mathematics Enrichment Center	W117	6383
Student Employment	WDI	6205
Student Records	WDI	6257
Student Support Services/TRiO Program	C143	6440
Testing	S116	6238
Transfer Center	WDI	6222
Tutoring	S118	6419
Veteran Services	WDI	6307, 6205

Richland Cross-Disciplinary Outcomes

The course objectives listed in this document make reference to these items.

1. The degree-seeking student will be able to communicate effectively (read, write, speak and listen).
2. The degree-seeking student will think critically and creatively.
3. The degree-seeking student will act professionally and responsibly.
4. The degree-seeking student will manage technology and evaluate information in various research and applied contexts.