

Math 116 – College Algebra

Summer 2016 Course Syllabus Highlights

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Mathematics & Sciences Division – Richland Community College

This paper contains the highlights from the full syllabus, which is available on the instructor's website.

Course Meeting Information

Section 01 meets from 8:00 am to 9:50 am on Monday, Tuesday, Wednesday, and Thursday in room S137 on Richland's main campus. The Summer 2016 term begins June 6, 2016, and ends July 28, 2016.

This is a face-to-face course, but the Canvas learning management system will be used. There is an online student orientation to Canvas and the College that must be completed prior to obtaining access to your courses in Canvas. We will not be using MyMathLab with this course.

Instructor Information

James Jones, Professor of Mathematics

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Phone: 217-875-7211, ext 490

Office: C223

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

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

Office Hours

Office hours are not required of instructors during the summer term. If you have questions, please make arrangements to see me before class or after 12:00 noon.

Text

College Algebra: Graphs and Models, 5th edition. Bittinger, Beecher, Ellenbogen, Penna. Copyright 2013, Pearson Education, Inc. ISBN-13: 978-0-321-78935-0 or ISBN-10: 0-321-78395-6. (Required)

Electronic versions of the textbook are acceptable. We will not be using MyMathLab in this course.

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%

Normal rounding rules apply, so a 79.5% will be considered a "B".

The overall score will be a weighted average of the following areas.

- 40% comes from mastery of learning outcomes as measured through quizzes and assignments
- 30% comes from application projects and take home exams
- 20% comes from a comprehensive final exam
- 10% comes from graphical explorations

Highlights

- A graphing calculator is required. The TI-83 or TI-84 is recommended.
- You are responsible for all information given in class, even if you are absent.
- Assessment and evaluation will be incorporated into the daily classroom experience. Quizzes will be used to measure mastery of learning outcomes. The score on the quiz itself does not matter, each question is aligned with one or more outcomes and you need to meet expectations on each outcome at least twice during the semester to show mastery. You cannot make up a quiz that you miss, but you can reassess the outcomes that were covered on that quiz.
- You can choose to skip quiz questions that measure an outcome you have already shown mastery of.
- With the exception of the comprehensive exam, there will be no major exams.
- There is no homework required, but you may want to practice some problems to make sure you have mastered the material. You will need to spend time outside class working on projects and other assignments.
- Scoring may change if mistakes are found in the grading. This is particularly true of Canvas quizzes and the Canvas Learning Mastery Gradebook. Your score may go up or down, so do not settle for the minimum score.
- You *may* be dropped if you miss the first day of class or any two consecutive days after that without communicating with the instructor.
- Graphical explorations, application projects, and take home exams are graded holistically using an *awesome* (105%), *good* (90%), *okay* (75%), *fair* (60%), *poor* (45%), and *none* (0%) system.
- Your grade in Canvas may show a + or - after the grade. These are advisory in nature and will not appear on your transcript.
- This course makes heavy use of technology, but it is not the focus of the course.

Each learning outcome will be diagnosed at one of three levels.

- Exceeds Expectations: (5 points) To earn this level of mastery, the student needs to demonstrate a deeper level of understanding of the concept by correctly working more challenging problems. Work is organized and can be followed. Students at this level are expected to do more than just come up with the correct answer, but be able to explain what they are doing.
- Meets Expectations: (3 points) The student can consistently obtain the correct answer using the indicated or appropriate approach but fails to demonstrate a deeper understanding. The mechanics of how to work the problem may be there, but the understanding of the mathematics is missing. Work may be missing or difficult to read and follow. There may be some gaps in understanding, but the basic level is there.
- Does Not Meet Expectations: (0 points) The student does not demonstrate a mastery of the outcome. Obtaining the correct answer is not sufficient to guarantee that you've met expectations. For example, if the instructions are to find the roots of a polynomial algebraically and the student uses the graphing calculator to graph and find them, then they have failed to meet the expectations of the outcome.