

**Math 1314 Syllabus**  
**College Algebra**  
**Fall 2014 Sul Ross State University**

**Sec. 002, DE1:** M, W: 12:30-1:45p in ACR 204,

**Instructor:** Dr. Kris Jorgenson

**Office:** ACR 109D

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**Office Hours:** M, W: 2-5p; Thu: 3:30-5p; F: 11a-12p, 3-4:30p

also available by appointment

**Course Description:** The prerequisite is Math 0301 or a satisfactory score on a Mathematics Placement Exam. This is a university-level algebra course for students who plan to take calculus. Topics include linear and quadratic equations and functions, inequalities, graphs and zeros of functions, complex numbers, exponential and logarithmic functions, conic sections, matrices, vectors, and systems of linear equations.

**This course satisfies 3 hours of math requirements of the Core Curriculum.**

**Students who are required to take Math 1315 include those planning to take**

- (1) Calculus 1 (Math 2413, which has the additional prerequisite of Math 1316);**
- (2) Business Calculus (Math 1325);**
- (3) Foundations of Elementary Mathematics 1 (Math 2310);**
- (4) Some Science Degrees including Computer Science—check with your advisor**

**Student Learning Objectives** Successful students will demonstrate correct understanding and knowledge of the algebra topics including but not limited to those of the preceding paragraph through use of correct terminology, listing, identifying, and labeling. Particular emphasis will be placed on the order of operations and the algebra and language of functions. Students will translate, extend, synthesize, and apply concepts and problem-solving methods to different problem-solving situations. Students will demonstrate correct knowledge of the difference between numbers (perhaps in the context of another mathematical object such as a function or algebraic expression) that are in exact form and numbers that are approximate and will be able to report numbers in exact form and with a correct approximation when required. Students will express their solutions clearly in writing using complete sentences when appropriate.

**Required Materials:** Textbook: Either of the following editions is required:

College Algebra, 8th edition by Aufmann, Nation, ISBN-10: 1285434773, or the 7th edition by Aufmann, Barker, Nation, ISBN-10: 1-4390-4861-4. A reserve copy of the 7th Edition will be available for use in the library only.

Scientific Calculator: There will be some need of a scientific calculator, which has buttons with denotations such as  $y^x$ ,  $a^b$ ,  $\wedge$ ,  $e^x$ , LN, LOG, but use of a calculator will not be a large part of this course. A calculator may be used to check arithmetical calculations throughout the semester. Graphing calculators contain a scientific calculator, but a graphing utility will

not be needed in this course.

Class Materials: Students are expected to be prepared in every class with pencils and paper to take notes of lecture content and examples, and you are required to be involved in in-class assignments. This will be part of your grade.

Blackboard 9: Also you are required to have access to Blackboard 9 and have an e-mail address that you check regularly be your e-address registered in Bb 9 since I may need to contact you outside of class with important information.

**Grading and Assignments**: The assignments discussed below will help students achieve all of the Learning Objectives mentioned previously through active learning and assessment. Your total grade will break down as follows:

**Daily Grade (DG)** is worth **30%** and consists of **Class Study Grades (CSG)** worth **15%** and **Quizzes** worth **15%**

**Test Average (TA)** worth **70%** will be based on 3 in-class unit tests.

On the first day of class and the first class following the first 2 tests, students will be given a sheet of **Unit Assignments**. Students will be told which of the Unit Assignments they should be concentrating on to finish during particular time frames. It is very important that students keep up with these homework assignments. Students will have 2 or more in-class quizzes prior to each test. On days in which there is no in-class quiz, students will receive CSG credit based on attendance and class participation. This includes taking notes on class examples as well as the time designated during class for completing homework assignments. In this way, students will receive a DG in every class except test days. Students must maintain a homework notebook for all homework assignments, class notes, and in-class examples. These homework assignments will be the basis for the 3 in-class tests. Students may use their homework notebook during the in-class quizzes, but not the in-class tests.

There will be 3 unit tests each based on the corresponding Unit Assignments. The dates for the Unit Tests are as follows.

<b>Test 1</b>	<b>Wed, October 1</b>
<b>Test 2</b>	<b>Wed, October 29</b>
<b>Test 3</b>	<b>Wed, December 10, 12:30-2:30p</b>

Each of these tests will count in the test average. However as a bonus to you, your highest test grade will count twice. Therefore, you will have 4 test grades in all. Students may only use one page of pre-written notes during each test in addition to writing/erasing implements and calculator.

**Late Work, Rescheduled Quizzes/Tests** No late homework will be accepted, but I will accept homework (which might arise if we have a take-home quiz) as long as it is handed in by 5 pm on the due date. To take an in-class quiz or test at a time other than the scheduled time, you must notify me of this absence **ON OR BEFORE THE DAY MISSED**, and satisfy one of two requirements: either (1) supply a written medical excuse signed by a medical professional for the day of the absence, or (2) your excuse is for a university activity, in which case you must notify me of this authorized absence in writing with your name, the name of your organization and the date(s) of your absence, and your name must appear on

a published explained absence list that I am provided (or this is verified by a faculty sponsor). Also, you and I must set up a time for you to make up the quiz or test within a reasonable time period (not more than 1 or 2 days) before or after the time of the missed grade. Usually I will let you make up a grade according to the above conditions if it is due to another one-time occurrence, such as the care of someone else in your family or a friend, or for a work-related excuse as long as you can document your absence and you let me know **BY THE DAY OF THE ABSENCE AT THE LATEST**. A CSG may also be made up with me in my office if you follow the above policy.

**Attendance** I will be taking attendance as university policy precludes you from missing more than 5 classes for anything other than authorized university activities. To excuse an absence for a university activity, in addition to letting me know of the absence by the day of the absence (as explained previously) you must also spend at least 60 minutes outside of class on this course with me or with a tutor, but they will need to sign a note that documents this made-up time. Also I will allow you to excuse a test day for a documented medical absence as long as you also make up the test. If you have 6 or more unexcused absences, I reserve the right to drop you from this class with a grade of 'F', which is university policy.

**Good Advice** Concentrate on learning the material of the course rather than worrying about your grade. Your time is best spent concentrating on the material to be learned in the impending assignments, asking questions, and devoting yourself to activities that will help you learn the material and do better in the course. I will worry about the details of your grade since you doing so does not help you earn a higher grade. But learning the material and doing well on the tests *will* help your grade. **Remember that math is not a spectator sport**, so the more problems you work yourself, the more practice you will get, the more confident you will be, and the better you will do in this course. Working on the problems helps you to figure out what your specific questions are.

### **More Good Advice**

Keep absences to a minimum. You never know when you might miss something you will find important either from the lecture or class discussion such as questions other students ask. Remember: **YOU ARE RESPONSIBLE FOR EVERYTHING THAT IS DISCUSSED DURING CLASS WHETHER YOU ARE PRESENT OR NOT.**

Also do not allow yourself to develop bad habits such as missing classes. It's human nature to be controlled by our habits, so once you develop a daily habit for the semester, it can be hard to break this habit. So be sure that you allow the necessary time for this course, **ESPECIALLY** if you consider mathematics not to be your best subject. If you have trouble in math, then you should attend **EVERY** class of a college mathematics course. Not showing up to class or not doing the required work will not cause this class to "go away". If you do have to miss, let me know before class, and plan to come and see me and make an appointment to discuss what was missed and pick up assignments you did not get back. However meeting in my office is not a substitute for attending class.

Ask questions no matter how easy or trivial they may seem. There is no such thing as a bad or silly question. Questions result when you are interested and have been thinking about areas, such as mathematics, in which you have some limitations in your educational background. Being in a college mathematics course means you will have questions both obvious and more subtle. Asking questions is a very important part of learning.

Study and work problems regularly—every day. You should complete 3-5 assignments daily on average during a summer session. Work on assignments discussed in class as

soon as you can after class while the methods discussed are still fresh in mind. You can't expect to succeed in a math course by waiting till the last minute to only study and cram prior to a test. If you promise yourself you will study for ½-hour, get into the work, forget the clock, then the next thing you know, you've studied and worked for one to two hours.

**Classroom Conduct** It is important to conduct yourself in a college classroom so that everyone can benefit from good communication between instructor and students. My goal is to create a classroom environment in which everyone can do their best work, learn, and make the best grades possible.

I think you will find that I am a very friendly, sympathetic, and generous instructor as long as you are sincerely working to succeed in this course and certain guidelines for classroom behavior are followed during class to allow a sanctity of study for your fellow students. Class habits such as holding conversations during class lecture, or being engaged in activities not related to this course such as working on a different course or reading a newspaper will work against the goal of this course and cause you to be counted absent and you will lose Daily Grade credit. Also engaging with electronic communication devices of any kind during class or coming into class more than 5 minutes late or leaving early before class is dismissed circumvent the goals of this course and cause you to lose credit. My sympathy and generosity will quickly evaporate if I find that you are working against the goals of the course or that you are simply trying to get a good grade without learning or without honestly doing the required work. I want you to have every opportunity to succeed in this course.

Please be aware of the rules for Academic Honesty that you will find in the Sul Ross Student Handbook and building codes prohibiting food, beverages, tobacco (smokeless or otherwise) in the classroom. Use commonsense to think of anything else that will allow you to learn and do the best work that you can in this class, and for me to better help you do your best work. Remember that being registered for this course does not allow you to behave in any manner you wish during class. You must keep other people in mind. It is within university policy for me to send a student out of this class on a temporary or permanent basis if disruptions or interruptions like the types listed above persist.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students will take mostly proctored quizzes and tests that will be sent to the instructor by the proctor. If a student is asked to submit other assignments, they should do so through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook.

**Equal Access** The university is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and section 504 of the Rehabilitation Act of 1973. If you have questions regarding accessibility, please consult with the ADA coordinator, Eleazor Cano, Counselor in the Counseling and Accessibility Services Office in Ferguson Hall Rm. 112, and feel free to discuss this with me in private. The mailing address is Accessibility Services, Box C-122, Sul Ross State University, Alpine, Texas 79832. The

telephone number is (432) 837-8203; FAX: (432) 837-8363. E-mail: [ecano@sulross.edu](mailto:ecano@sulross.edu)

This course is supportive of the Program Learning Outcomes for the Bachelor of Science degree in Mathematics:

The graduating student will demonstrate that he/she is able to:

- Apply knowledge of basic mathematics principles;
- Identify and provide valid proofs or solutions for theorems and problems;
- Recognize and dispute invalid mathematical statements using counter-examples.

and also:

EC-6 Core Teacher Competencies:

Competency 013 (Mathematics Instruction) The teacher understands how students learn mathematical skills and uses that knowledge to plan, organize and implement instruction and assess learning.

Competency 014 (Number Concepts and Operation) The teacher understands concepts related to numbers, operations and algorithms and the properties of numbers.

Competency 015 (Patterns and Algebra) The teacher understands concepts related to patterns, relations, functions and algebraic reasoning.

Competency 016 (Geometry and Measurement) The teacher understands concepts and principles of geometry and measurement.

Competency 017 (Probability and Statistics) The teacher understands concepts related to probability and statistics and their applications.

Competency 018 (Mathematical Processes) The teacher understands mathematical processes and knows how to reason mathematically, solve mathematical problems and make mathematical connections within and outside of mathematics.

**Important Dates**

Mon, August 25	First day of classes, first day of late registration and schedule changes
Thu, August 28	Last day for late registration and schedule changes
Mon, September 1	Labor Day Holiday, No classes
Fri, November 14	Last day to withdraw from Univ. or drop a course with a grade of "W" by 4 pm in Center for Enrollment Services
Wed-Fri, Nov 26-28	Thanksgiving Holidays, No classes
Wed, Dec. 3	Last Day of Classes
Thu-Fri, Dec. 4-5	Dead Days, No classes
Mon-Thu, Dec. 8-11	Final Exams, End of Term

Math 1314, Sec. 002 Course Outline Fall 2014		X = No Classes
	Mon	Wed
Aug. 25, 27	Order of Ops	Radicals, Rational Exponents
Sep. 3	X Labor Day	Linear Equations
Sep. 8, 10	Linear Applications	Linear Applications Graphs
Sep. 15, 17	Variation	Sets of Real Numbers Inequalities
Sep. 22, 24	Functions Linear Functions	Linear Functions
Sep. 29, Oct. 1	Review Test 1	Test 1
Oct. 6, 8	Matrices, Vectors	Complex Numbers Quadratic Equations
Oct. 13, 15	Quadratic Equations Rational Equations	Rational Equations Distance, Circles
Oct. 20, 22	Circles Quadratic Functions	Quadratic Functions Applications of Parabolas
Oct. 27, 29	Review Test 2	Test 2
Nov. 3, 5	Composition, Inverses	Inverses, Exponential Functions
Nov. 10, 12	Logarithmic Functions Log Graphs	Properties of Logarithms
Nov. 17, 19	Exponential, Log Equations	Applications of Exponentials, Logs
Nov. 24	Applications of Exponentials, Logs	X Thanksgiving Holiday
Dec. 1, 3	Review Test 3	Review Test 3 Last Day Classes
Dec. 10	X	Test 3 12:30-2:30p