

Math 123A (#1477) Spring 2015 TWTh 11:10 to 12:25**Elementary and Intermediate Algebra I (4 units) Classroom MSA 009**

This is the first module of a 3-semester combined Elementary and Intermediate Algebra course. The entry level for 123A is the same as Math 115 or Math 117. The exit level for 123C is the same as Math 125 or Math 128.

Prerequisite: Mathematics 110 or 112 with a grade of "C" or better, or placement through the WLAC Assessment process.

Instructor: Dan Franden

Office Hours: TBA.

Office: *email:* Frandede@wlaac.edu

Textbook: Beginning & Intermediate Algebra by Lial, Hornsby & McGinnis. The Bookstore has a WLAC Custom Edition which is substantially the same as the regular 5th ed (2012, ISBN-9780321715869) We will cover chapters 1-5 in this course and the remainder of the book in Math 123B and Math 123C. Copies of the regular 5th edition can be purchased used, on-line. Rental is NOT a good option because you will need this book for three semesters.

Students with disabilities who believe they may need accommodations in this class are encouraged to contact Disabled Students Programs and Services located in HRLC 119 (phone 310-287-4450) immediately to improve the chances that such accommodations can be implemented in a timely manner. The instructor will do everything possible to comply with ADA and all other mandates.

Most of us are dealing with a lot besides class: job (or job hunt), family problems, child care, health issues, housing issues, and all the other impacts of the deep crisis in our society today. The **WLAC Health Center** can hook you up with a counselor to help you deal with stress. Other programs on campus that can include **Workforce Development, TRIO-SSS, EOP&S, Counseling**, the Veterans' Office, and **DSPS**. Please speak to your teacher - or contact me by phone or email - and I will try to point you in the right direction.

The LA County hotline is **211** - it refers you to publicly available services .

Homework

Math is not a “spectator sport.” Doing exercises and solving problems outside of class is where you learn the most. Most students will need to spend an hour or more each day, outside of class, plus time on the weekends, practicing math.

- Specific problems will be assigned but NOT collected.
- Form study groups! If you meet in the Library, you may be able to get a tutor to join you.
- Keep all of your work in an organized fashion and use it to study for tests.

Begin each study session by reviewing your class notes and the text. Then do the assigned practice problems. End your session by previewing the next day’s material, either in the text OR by watching an online video (try YouTube).

Free tutoring is available in the Learning Resource Center (“Library”). Please use it!

Materials: Please bring your math notebook (with graph paper), pencils, a calculator (for this class, the cheaper the better) and if you need it, the textbook to class each day. Calculators or laptops with symbolic manipulation capabilities, and calculators built into any device with communication capability (such as an iPhone) are not allowed on tests.

Attendance: Please be in class on time every day, stay to the end, and participate in all class activities. College policy is that an instructor may drop a student who has missed more than six hours of class. If you have excessive absences (regardless of the reason) AND you are not passing the course, you may be dropped without notice. If you have a valid reason for an absence, please notify me via e-mail as soon as possible.

What if I miss a day? Again, life happens. If you miss two or more days in a row, you should also let me know why.

“Did I miss anything?” Of course you did! The schedule in this packet tells you what section of the text we’re working on each day. If you miss a class, look for an instructional video on YouTube or read the text, and try the homework problems. Consult a tutor or use the instructor’s office hours to get help.

Will I be dropped? If you are failing the class, and have excessive absences, I might drop you. But if you can’t complete the class, it is YOUR responsibility to drop the class (“withdraw”) on or before November 21, 2014. PLEASE SPEAK WITH ME IF YOU ARE THINKING ABOUT DROPPING THE CLASS OR IF YOU REALIZE THAT YOU HAVE BEEN ABSENT A LOT so that we can help you make a plan to succeed.

IMPORTANT DATES:

FIRST OFFICIAL DAY OF CLASS: TUESDAY, February 10

Last day to add a class, or to drop without fee and without W: Friday, February 20

Last day to drop with W: Friday, May 8

Final Exam: June 4 from 11:30 to 1:30

Evaluation/Grading

All class activities and homework should help you achieve the course **Student Learning Outcomes** at a level that **prepares you for success in your next Algebra course and in other situations requiring Algebra skills**. You have your reasons for taking this class: to learn the material, to complete an AA degree or a Transfer or Certificate program. I am confident that you can succeed, provided that you have enough time for the work. I am here to help you do that. "Grades" and "points" are feedback on your progress.

Ideally, there would be no grades as we know them today, and education would be very different from today's schooling. But since we are still struggling for an ideal society, I will have to assign you a grade in June. The basis for that grade is described in detail below.

In-Class Tests (4) - 30% of grade

These will mainly be "constructed-response" (show all work) in-class exercises that are NOT designed to be time-pressure-sensitive. Make-up tests will only be given if there is a valid, documented excuse and if requested (by email) before test day, and options for earning-back points may be limited. **In-class tests are scheduled for WEDNESDAYS. No test scores will be dropped.**

Take Home Tests (at least 4) 30% of grade

This is an opportunity for you to work with your classmates outside of class to complete a problem set.

Quizzes (10) - 10% of grade. There will be a quiz every class period (this is how I take attendance). There will be one or two homework problems from the previous night's homework I expect you to turn in accurate, complete work.

Final Exam - 30% of grade

This will be a two-hour cumulative test during the regularly scheduled final-exam period that covers the first five chapters of the textbook and focuses on the Student Learning Outcomes for the course.

Grades:

The **grading scale** will be no stricter than:

90-100% A

80-89% B

70-79% C

55-69% D

under 55% F

If your score on the final or your weighted test average is 70% or higher, then you will pass the class. Note, however, that a student is much less likely to pass the next course in a sequence after receiving a C in the pre-requisite course than if s/he had received an A or B. That is, a C is NOT "good enough."

Homework Assignments and Schedule- Subject to change by Instructor

- These are the problems you should do outside of class with a partner.
- “Orally” means you don’t have to write it down. “eoo” means “Every Other Odd” problem
- *starred groups of problems are “must-do” but you should do the easier ones first

ALWAYS check answers to odd problems in the back of the book, as you go.

Week #		TUES	WED	THURS
1	Feb 10-12		1.1 #1-8 orally, 9-89 eoo, 93-114 eoo *1.2 #54, 70, 72, 74, 76, 85-92, 95-97, 100	1.2 #1-6 orally, 7-49 eoo, 57-81 odds *1.3 #5-8, 18-19, 36b-37b, 39-54, 62, 66-74, 83
2	Feb 17-19		1.4 #1-27, 35-42 orally, 53-75 odds *1.4 #28, 32, 34, 48-49, 52, 74, 77-80	1.5 #1-10 orally, 11-79 eoo, 81-133 odds *1.5 #80-134 evens *1.6 #25, 49, 77, 85, 105, 117, 121
3	Feb 24-24		1.7 #1-18, 21-41 orally (but check your answers), 43-61 odds, 65-87 odds, *1.7 #19-20, 62-63, 86, 89, 91, 93	1.8 #1-34 orally, 37-79 odds *1.8 #35-36, 81-90 *“mixed review” p. 82 all *Ch. 1 “test” (all)
4	Mar 3-5		2.2 #1-3, 5-20 orally, #21-51 odds, 57-67 odds,	TEST 1: 1.1-2.1 2.2 # 77-82 *2.2 #53, 55, 69, 73-76 2.3 #1-8 orally, 9-19 odd-51 odd, 65-75 odd, 81-85 odd *2.3 #53-63 odd, 77-80
5	Mar 10-12		2.4 #1-4 orally, 5-10, 13-21, 23-29, 32-46, 51 *2.4 #11-12, 22, 30-31	2.4 #52-58, 59-62 2.5 #1-12 orally, #13-45 odds *2.5 #20, 22, 28, 38, 42, 46 *2.5 #47-58, 84, 86, 88, 90 2.5 #59-65 odds, 67-83, 85-97 odds
6	Mar 17-19		2.6 #1-42 all	2.6 #43-109 odds, *2.6 #50, 56, 62, 70, 74, 80, 102, 104, 106 2.7 #1-32 all Ch. 2 Rev. sections 2.1-2.3
7	Mar 24-26		*2.7 #33-52 all Ch. 2 Rev. sections 2.4-2.5	2.8 #1-5 orally, 5-49 odds, 63-77, 83-101 odds 2.8 #83-103 *2.8 #51, 55, 73, 77, 79-82, 103
8	Mar 31-Apr 2		3.1 #1-10 oral, 11-45 odds, 59-64 oral, 65-77 odds *66, 70, 74, 76	Test 2: 2.2-2.8 3.2 #1-29 odds, 30, 31-65 odd, 67-74 all *36, 42, 48, 64, 68, 70

SCHEDULE - Subject to change by Instructor - Part II

Week #		TUES	WED	THURS
9	Apr14-16		3.3 * #22, 24, 26, 40, 48, 52 3.4 #1-14 oral, 15-63 odds	3.4 #65-77 odds, 79-84 all *#36,42,62,70,74,78,80 Summary exercises p. 222 #1-19 odds, 20, 21-31 odds
10	Apr 21-23		4.1 #1-95 odds *#76, 78, 82, 86, 90, 94	Summary exercises p. 247 #1-39 odds, 40 Ch. 3 "Test"
11	Apr28-30		4.3 #1-61 odds, *#20,22,36,40,50,58	4.5 #1-67 odds, 69-97 every other odd *#26,34,58,68,84,98
12	May 5-7		4.6 #3-59 odds, 61-66 Ch. 3 rev. #3.3-3.4	4.6 #77-83 odds *#20, 36, 56, 80 4.7 #1-6 oral, 7-35 every other odd
13	May 12-14		4.7 #43-83 every other odd and *#16,36,46,56,66,76 Appendix C #1-15 odds and *C#6, 16	5.1 #1-89 every other odd *#52, 58, 72, 78 5.2 #1-24 and Ch. 4 Review 4.1-4.3
14	May 19-21		5.4 #1-6, 7-95 every other odd *#24, 30, 36, 50, 65, 82	5.5 #1-10 oral, 11-79 every other odd, 80 *#36, 50, 56, 60, 68
15	May 26-28		Ch. 5 Review (all)	5.6 #3-33 odds, 34-37 all and *#12, 16, 20, 38, 36, 38
Finals		FINALS START		Review (last day of class) Ch. 4 Cumulative Review; Chapter 5 Cumulative Review
			Cumulative Final Exam 11:30 to 1:30 (NO MAKE-UP POINTS)	

The above schedule, policies and assignments in this course are subject to change in the event of extenuating circumstances or by mutual agreement between the instructor and students.

Partner _____

Partner _____

Partner _____

Partner _____

College-Wide Student Learning Outcomes and Course Policies

- A. **Critical Thinking:** Classroom activities will require sound reasoning to analyze, model and solve problems.
- B. **Communication:** On in-class activities and tests you will be expected to show and explain your work in a clear, well-organized manner.
- C. **Quantitative Reasoning:** This is the core of your mathematics learning experience and will be demonstrated in all the work you do in this course.
- D. **Apply self-assessment and reflection strategies** to learn from your mistakes and to seek better methods to solve particular problems.
- E. **Civic Responsibility:** Students are expected to respect classmates as well as the instructor. This includes refraining from disruptive behavior (coming late, leaving early, wandering in and out of class, eating/drinking during class, side conversations, instant messaging, etc) and practicing positive behaviors (cooperation, civility, helpfulness, constructive engagement in class activity).
- F. **Technical Competence:** Students are expected to utilize web-based resources to complement classroom- and text-based activities.
- G. **Cultural Diversity:** Respect for all classmates and appreciation of the universality of mathematics in diverse cultures.
- H. **Ethics:** All students will maintain the highest standards of academic honesty. You may NOT give or receive help on tests or quizzes, and you may not turn in someone else's work as your own. *NOTE: If you are discovered committing any act of academic dishonesty (cheating), you will receive no credit ("zero") for the test or assignment AND you will be suspended from class AND the case will be referred to the Vice-President for Student Affairs for further disciplinary action. For further information see the WLAC Catalogue and Schedule of Classes.*
- I. **Aesthetics:** Mathematicians often talk about a "beautiful" or "elegant" method of solving a problem.

West LA College Student Learning Outcomes:		Quantitative Literacy	Critical Thinking	Communication	Tech Competence	Ethics
<i>Math 123a Course SLOs</i>	<i>Math Program SLOs</i>					
1. Perform basic operations on rational numbers and polynomials, including correct use of order of operations	Apply quantitative thinking processes using basic mathematical operations	X				X
2. Use appropriate techniques to solve linear and factorable quadratic equations and linear inequalities	Use mathematical tools essential for analyzing quantitative problems and for producing solutions.	X				X
3. Write, graph linear equations in two variables; analyze slope and intercepts		X	X	X		X
4. Factor polynomials		X	X			X
5. Solve problems using ratio, proportion, and percent	Select appropriate math strategies for solving and handling real life problems	X	X	X		X
6. Analyze, model, and solve "story" problems (applications) using (2) above		X	X	X		X
7. Locate and utilize supplemental resources online and in textbooks					X	X
Student achievement of SLOs will be assessed by means of tests as well as informal measures such as class participation, classwork, and student self-assessment.						

