Math 105 Section 1452 TTh 9:35-11:00 Spring 14 location MSA TBD (E-mail: feinerh@wlac.edu Math 105 in subject area.)

<u>Professor:</u> H. Feiner, office MSB219 MW 10:00 – 11:00 A.M. and 2:30 – 4:00 P.M.(Phone 310-287-4543)

<u>Text:</u> Basic College Mathematics (Aufmann, Barker, Lockwood (8th edition, Houghton Mifflin) ISBN: 0-618-20285-4 **<u>Rented</u>**

Welcome to Etudes -- a teaching, learning, and collaboration environment   www.myetudes.org > Username: LLFFNNNNN where LL = First two letters of your last name, FF = first two letters of your first name, NNNNN = last five digits of your student ID. > Password: DDMM (birthday and month).

Course Description:

Math 105, Basic College Mathematics, is delivered by Etudes on line. Students choose the course as a face-to-face course. Students must be registered with WLAC in Culver City, CA, and follow all rules, regulations, and deadlines. This includes the admonition that you must withdraw officially before the deadline in case you abandon the class. Failure to withdraw will result in failure of the course. All students have an Etudes account to be used.

This course is designed to give students an understanding of and a competency in the basic operations of elementary arithmetic. To attain this mastery, students must have a genuine desire to remove arithmetic deficiencies. Topics include operations with whole numbers, common and decimal fractions, percentages, the study of the metric system and simplified calculations.

Students stay in touch with the professor and each other through discussion and/or private messages on this website.

Warning:

If your math 105 course grade is below a B (yes, a B) you can expect difficulties in pre- algebra. Make your best effort in this course. Do homework regularly when assigned. You need to reach the point where you can do homework without help from any source. Form study groups.

Expected Outcomes:

•   **Ability to perform arithmetic with whole numbers.**

•   **Competence in arithmetic of whole numbers. Ease of following the order of operations.**

•   **Capability to perform with fractions.**

•   **Facility with decimals.**

•   **Skill in identifying and manipulating ratios and proportions.**

•   **Competence in computing with percents and applying concepts to applications.**

- **Brief introduction to statistics.**

- **Success in converting units.**

- **Proficiency in basic geometric concepts (optional).**

- **Introduction to basic algebra (optional).**

Course Format:

The course is delivered in small sections through modules in Etudes and through textbook sections.

Familiarize yourself with the material in the section presently covered in the textbook. Examine the supplementary notes in the Etudes module under discussion. Read the textbook section before coming to class, work out the examples with pencil and paper. Rework the examples if necessary till you can reproduce them without help from any source. Now you are ready for the homework from the textbook. Do every other odd numbered problem, as many as needed.

You can go through suggested problems in the official textbook.

Take the tests when scheduled. Make-ups are given within a week of the scheduled test for extenuating circumstances. Show enough work on paper so that your reasoning can be followed without additional oral explanations and associate each piece of scratch work with a problem number. Box in answers on paper.

Visit the restroom before the test. If you need to go, visit the nearest restroom and return promptly. Visiting the restroom during testing puts you under suspicion of cheating.

Turn off all music and other electronic devices during testing. Clear your desk of all objects, especially phones. If the student next to you is taking the test, move as far away as possible,

The date for taking the final is fixed by the college.

Communication with professor/students:

All communications online happens within the Etudes course site. Post your question(s) in the appropriate forum under Discussion & Private Messaging. There is no quota for messaging. Up to 5% extra credit will be added to the students with the most pertinent messages (questions and answers). Extra credit for other student messages will be pro-rated.

Hints:

When answering test questions, budget your time. Ten problems solved in 50 minutes allows five minutes per question. Don't spend more time on the first go-around. Answer questions in order and show reasoning on scratch paper. Identify each piece of scratch work with a problem number.

A grade is adjusted in case of clerical error (check additions, etc.)

Tutoring is provided during my office hours, or by appointment, or through the library tutors on the first floor.

Scoring and Evaluation:

Homework (about 60 sections) turned in with the final: (20 points depending on neatness and following instructions. I do not want to see wrong answers or answers without supporting reasoning – for most problems).

5 Tests: (10 chapters) 100 points per test.

Final: 300 points.

A: 90.1%- 100%

B:80.1%- 90%

C:70.1%- 80%

D:60.1%- 70%

F: Below 60%

There are no makeup tests. The final on your final will be substituted for your missed test.

The grade of Incomplete will be issued only if the student is prevented from taking the final due to a verifiable emergency before the final. A student who is not passing the class or has personal issues affecting performance needs to withdraw before the withdrawal deadline.

Attendance:

You can be dropped from class if you miss three class sessions, but the ultimate responsibility for officially withdrawing is yours.

Tentative schedule:

Week 1A: (1.1) Introduction to whole numbers (1.2) Addition of whole numbers, (1.3) Subtracting whole numbers .

Week 1B: (1.4) Multiplication of whole numbers, (1.5) Division of whole numbers, (1.6) Exponential notation and the order of operations agreement,

Week 2A: , (1.7) Prime numbers and factoring(2.1) The Least Common Multiple and Greatest Common Factor (2.2) Introduction to fractions.

Week 2B: (2.3) Writing equivalent fractions (2.4) Addition of fractions and mixed numbers (2.5) Subtraction of fractions and mixed numbers

Week 3A: (2.6) Multiplication of fractions and mixed numbers Adding integers, (2.7) Division of fractions and mixed numbers.(2.8) Order, exponents, and the order of the order of operations agreement.

Week 3B: Test 1 (3.1) ?Introduction to decimals,

Week 4A: . (3.2) Addition of decimals. (3.3) Subtraction of decimals.(3.4) Multiplication of decimals

Week 5A: (3.5) Division of decimals, (3.6) Comparing and converting fractions and decimals. (4.1) Ratio

Week 5B: , (4.2) Rates. (4.3) Proportions. (5.1) Introduction to percents

Week 6A: Test 2 (5.2) Percent equations Part I. (5.3) Percent equations Part II (5.4) Percent equations Part III

Week 6B: (5.5) Percent problems: proportion method. (6.1) Applications to purchasing.(6.2) Percent increase and percent decrease

Week 7A: Test 3 (6.3), Interest.,

Week 7B: (6.4) Real estate expenses, (6.5) Car expenses. (6.6) .Wages

Week 8A: (6.7) Bank statements, (7.1) Pictographs and circle graphs.(7.2) Bar graphs and line graphs

Week 8B: (7.3) Histograms and frequency polygons. (7.4) Statistical measures. (7.5) Introduction to probability.

Week 9A: (8.1) Length, (8.2) Weight.(8.3) Capacity

Week 9B: (8.4) Energy and power, (9.1) Length. (9.2) Mass.

Week 10A: Test 4. (9.4) Energy,

Week 10B: (9.5) Conversion between the U.S. customary and the metric systems of measurement. (10.1) Introduction to integers. (10.2) addition and subtraction of integers.

 Week 11A: (10.2) Addition and subtraction of integers. (10.3) Multiplication and division of integers (10.4) Operations with rational numbers).

Week 11B: (10.5) Scientific notation and the order of operations agreement. (11.1) Variable expressions. (11.2) .Introduction to equations

Week 12A: Test 5 (11.2) General equations.

Week 12B: (11.3) General equations Part I, (11.4) General equations Part II. (11.5) Translating verbal expressions into mathematical expressions.

Week 13A: (11.6) Translating sentences into equations and solving (12.1) Angles, lines, and geometric figures. (12.2) Plane geometric figures.

Week 13B: (12.3) Area. (12.4) Volume.(12.5) The Pythagorean Theorem

Week 14A: (12.6) Similar and congruent triangles.

Week 14B: Test 6

Week 15A: Review

Week 15B: Review.

Week 16A: Final ?.

Week 16B: Final ?

Conduct:

You are adults and will be treated accordingly. Likewise, you will behave accordingly. I will not tolerate any student or classroom situation that distracts from a positive learning environment. That includes eating/drinking in class (except for water) and talking. You could be suspended for one or two days by the professor. You could also be sent to the Dean of Student Services for these and other violations for disciplinary action, including longer suspension and expulsion.

Board Rule 9803.17 Interference with Peace of College

The malicious or willful disturbance of the peace or quiet of any of the Los Angeles Community Colleges by loud or unusual noise or any threat, challenge to fight, or violation of any rules of conduct as set forth in this Article. Any person whose conduct violates this section shall be considered to have interfered with the peaceful conduct of the activities of the college where such acts are committed.

Dishonesty Policy:

Cheat once, get an F on the test. The incident will be reported to the Dean of Student Services. Cheat again, fail the course and get reported.

Recording devices:

State law in California prohibits the use of any electronic listening or recording device in a classroom without prior consent of the instructor and college administration. Any student who needs to use electronic aids must secure the consent of the instructor. If the instructor agrees to the request, a notice of consent must be forwarded to the Vice President of Academic Affairs for approval.

Please put **cell phones** on vibrate.

Disciplinary action:

Violation of Board Rules shall result in student discipline imposed in accordance with the Student Discipline Procedures as stated in Board Rule 91101. Discipline includes warning, reprimand, disciplinary probation, suspension or termination of financial aid, suspension, withdrawal of consent to remain on campus, expulsion subject to reconsideration, and permanent expulsion.

Student grievance procedure:

The purpose of the student grievance procedure is to provide a prompt and equitable means of resolving student grievances. The procedure enumerated in Administrative Regulation E-55 shall be available to any student or applicant for admission who believes a college decision or action has adversely affected his or her status, rights, and/or privileges as a student. Education Code Section 76224(a) governs grievances relating to course grades.

Disabled students programs & services:

West Los Angeles College recognizes and welcomes its responsibility to provide an equal educational opportunity to all disabled individuals. The Office of Disabled Students Programs and Services (DSP&S) has been established to provide support services for all verified disabled students pursuing a college education. All services and equipment are provided free of charge to any qualifying disabled student. The DSP&S Office

is located in the Heldman Learning Resources Center (HLRC), room 119. The Office is open Monday through Thursday, 9:00 a.m. to 5:30 p.m., and Friday, 9:00 a.m. to 12:00 p.m. Early morning and evening appointments can be made by special arrangement. The telephone number is (310) 287-4450. The following services are offered: Note taking assistance. • Classroom accommodations for students with disabilities.

• **Registration assistance.**

• **Special parking permits.**

• **Academic and career guidance counseling.**

• **Adaptive equipment and technology aids.**

• **Specially adapted computers.**

• **Test proctoring and related accommodations.**

• **Instructor liaison.**

• **Learning strategies and study skills classes**

The DSP&S Office also maintains a liaison with the California Department of Rehabilitation and other public agencies such as the Regional Center and Westside Center for Independent Living.

These guidelines may be changed to improve or further class atmosphere.

Tentative schedule:

T 2-11 1.1-1.3	Th 2-15 Holiday	T 2-18: 1.4-1.5	Th 2-20 1.6-1.7
T 2-25: 1.8-2.2	Th 2-27 . 2.3-2.5	T 3-04 2.6-2.8	Th 3-06 Test 1
T 3-11: 3.1-3.3	Th 3-13: 3.4-3.6	T 3-18 4.1-4.3.	Th 3-20 Review
T 3-18 . Test 2	Th 3-20 . 5.1-5.3	T 3-25. 5.4. 5.5, 6.1	Th 3-27 6.2-6.4
T 4-01 6.5-6.7	Th 4-03 . Review	T 4-08 . vacation	Th 4-10. vacation
T 4-15 .. Test 3	Th 4-17 7.1-7.3	T 4-22; 7.4, 7.5, 8.1	Th 4-24: 8.2-8.4
T 4 -29: Review	Th 5-01. Test 4	T 5-06. 9.1-9.2	Th 5-08: 9.3-9.4
T 5-13 . 9.5 10.1	Th 5-15. 10.2-10.4	T 5-20. 10.5	Th 5-22. Review
T 5-27 . .no class	Th 5-29. Test 5	T 6-03 Final 10:15 A.M.	

Form study groups. Homework: state the problem, show steps, including scratch work, check answers.

Options if a scheduled class does not meet.

A scheduled class is canceled (campus closed for some reason - electrical failure or other emergency, ..., professor breaks a leg, ...) You are still responsible for the material, as if the class had been conducted. Communicate with your professor through e-mail within the Etudes website.

Make sure the college has your latest e-mail address, phone number, other personal information.

If the professor is late (traffic, car accident, personal emergency, ...) stay in class and work on the planned section(s) in the textbook as much as possible. Help each other.

Official Institutional SLOs—Student Learning Outcomes

A.) Critical Thinking: Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences.

C.) Quantitative Reasoning: Identify, analyze, and solve problems that are quantitative in nature

F.) Technical Competence: Utilize the appropriate technology effectively for informational, academic, personal, and professional needs.

Official Program SLOs

1.) Apply quantitative thinking processes using basic mathematical operations to solve common academic, workplace, and family problems. (Theme: mathematical operations)

3.) Use mathematical tools essential for analyzing quantitative problems and for producing solutions. (Theme: mathematical tools)

5.) Select appropriate math strategies for solving and handling real life problems involving finance, economics, and family issues. (Theme: mathematical problem-solving)

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