**Instructor:** Thomas Harjuno

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**Website:** http://www.harjunoxie.com/harjuno/
Alternate way to get to the course webpage:
1. Go to: http://www.harjunoxie.com/
2. Then click on my face, you will get to http://www.harjunoxie.com/harjuno/
     This webpage has some information about me. Make sure you read it before proceeding with me in this course.
3. Under Spring 2014 West Los Angeles College, click "Math 115: Elementary Algebra"
     Note: To access the lecture videos, on the menu, go to "Video">"Lecture Video"
         To access previous courses, on the menu, go to "Teaching"> "Previous Teaching"

Textbook: Beginning Algebra, 7th edition, by Aufmann Barker Lockwood.

Prerequisite:
The completion of Math 110 or Math 112 with a grade of "C" or better. Or, equivalent preparation and a satisfactory score on the Elementary Algebra placement test.

Course Descriptions:
This is a first course in algebra. It covers the fundamental operations on natural numbers and carries on a logical development through all the real numbers. The course includes the solution of linear and quadratic equations and their graphs, factoring and statement problems.

Grading:

| | | |
|---|---|---|
| Quizzes | 10% | |
| Test 1 | 12% | 03/06/14 |
| Test 2 | 12% | 03/27/14 |
| Test 3 | 12% | 04/17/14 |
| Test 4 | 12% | 05/08/14 |
| Test 5 | 12% | 05/29/14 No Make-up |
| Department Final | 33% | 06/05/14: 1.45-3.45pm; Comprehensive, 40 multiple-choice questions. |
| Total | 103% | |

Grading Cut-off: A / 90% / B / 79% / C / 68% / D / 63% / F

Important Dates:
Last day to add: 02/21/14
Last day to drop w/o fee: 02/21/14
Last day to drop w/o W: 02/21/14
Last day to drop w W: 05/09/14

Notes:

1.  Having a textbook is a MUST. No one without textbook ever pass my class.
2.  Attendance is so important such that you should consider another section of the same course if you will miss more than three meetings. Even coming late or leaving early will put your progress in great jeopardy. Lesson from the past tells that students missing more than 3 meetings EXTREMELY HARDLY pass my class.
3.  I consider tardy as absence. Five absences may VERY LIKELY result in being dropped REGARDLESS YOUR EXCUSE!
4.  Each student should review the material discussed in the previous session and read-in-advance the next-session material. General rule-of-thumb says that you should dedicate at least 2 off-class hours for each in-class hour. You surely need much more when it comes to Tests or Final.
5.  No make-up Quiz, Test, nor Final; exception for Test or Final is ONLY given in case of emergency upon the demonstration of the proof of emergency OR unavoidable, legitimate, documented absence. Only one make-up Test/Final will be allowed. I don't drop any Test. NO MAKE-UP PROVIDED FOR TEST 5!
6.  Expect quiz on each meeting. I drop 1 lowest quiz.
7.  No, I don't curve your grade!
8.  Studying hard SOMETIMES results in a good grade, but NEVER expecting a good grade if you don't.
9.  Testing policy: close book, close note, no calculator, and close neighborhood!!!
10. WARNING FOR REPEATING STUDENTS: Since you're repeating, you may have seen these materials in the past. However, you should not (even think to) skip classes on the topics you think you've mastered. Instead, you should utilize your familiarity for a more in-depth understanding. While repeating may be excusable for your academic record, THREE-PEATING is NEVER understood the same way. And, I don't treat you different from non-repeating students.
11. NO MAKE-UP PROVIDED FOR TEST 5!

*   I recommend you to take at least 1.5 hours to study every day. By the end of this course, this 1.5-hour study should have already been a habit instead of merely a burden. I will PURPOSELY make this course hard enough so that you can develop this habit within a few days, in addition to provide you a STRONG background to ENJOY the next Math course.

Academic Dishonesty: Any form of dishonesty will not be tolerated and will be an automatic 0 on that quiz/test/Final and reported to the College. The student with one dishonesty record in this course needs to score at least 80% to receive a C (and no better than a C).

Classroom Etiquettes:

1.  Come on time, leave on time. If you need to come late or leave early, walk-in/out quietly.
2.  Turn your cell to silent (not even vibrating) during lecture. Turn it off during any test/quiz.
3.  No text-messaging. I may ask you to leave the classroom if I catch you texting during my classtime.

I show no "nice" etiquette to those who don't!

I may lock the doors at 1.10pm to prevent late students to come in. Students who step out will not be able to come in anymore after I lock the doors.

Disabilities:

Students with disabilities who need accommodations should alert the instructor, and contact Disabled Students Program & Services located in SSB-320 for verification of disability.

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.


Math Program SLOs
1. Apply quantitative thinking processes using basic mathematical operations (addition, subtraction, multiplication, division) to solve common academic, workplace, and family problems.  (Theme: Quantitative thinking; mathematical operations)
2. Analyze and interpret spatial and graphic data (schedules, maps, tables, graphs, and geometric figures).  (Theme: spatial and graphic data).
3. Use mathematical tools essential for analyzing quantitative problems and for producing solutions.  (Theme: mathematical tools)
4. Apply advanced mathematical concepts and tools (algebra, calculus) essential in upper division academic work and/or workplace tasks. (Theme: advanced mathematical operations—algebra, calculus)
5. Select appropriate math strategies for solving and handling application problems involving (for example) finance, science, economics, and family issues.  (Theme: mathematical problem-solving)


Course SLOs
At end of the course, the successful student will be able to:
1. Construct, analyze, and  interpret graphs of linear equations in two variables in theoretical and applied contexts
2. Analyze an application, determine the data and formula(s) required for solving the given application, write an equation(s), solve the equation(s), and write a statement of conclusion that summarizes the results using units of measure.
3. Solve linear and quadratic equations in one variable, and solve equations containing algebraic fractions or square roots in one variable