I. General Course Information
   Michele Stevens, Summer I 2010
   MATH0303
   Intermediate College Algebra
   3 Credit Hours
   Prerequisite and/or Co-requisite: MATH 0302 with a grade of C or better or placement by an approved TSI test.
   Course Description: This a course for those who have insufficient preparation for college algebra or who have been out of high school for several years and need a review of algebraic fundamentals. Topics include linear equations; inequalities; systems of equations; polynomials and factoring; relations and functions; rational expressions; quadratic equations with an introduction to complex numbers; exponential and logarithmic functions; and sequences and series. (Does not count toward a degree.)

A series of basic intellectual competencies--reading, writing, speaking, listening, critical thinking, and computer literacy--are essential to the learning process in any discipline and thus should inform any core curriculum. Although students can be expected to come to college with some experience in exercising these competencies, they often need further instruction and practice to meet college standards and, later, to succeed in both their major field of academic study and their chosen career or profession. This course will further develop the following basic intellectual competencies:

READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials--books, articles, and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.
II. Student Learning Outcomes/Terminal Student Learning Outcomes

All Frank Phillips College courses work together to meet the following student learning outcomes:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diverse world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of scholarly disciplines.

All Mathematics courses strive to meet the following Exemplary Educational Student Learning Outcomes as identified by the Texas Higher Education Coordinating Board:

1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
2. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

In addition, the following student learning outcomes that are specific to MATH 0303 will be met:

1. Provide the basic tools of algebra needed for further courses in mathematics;
2. Show that mathematics is useful in many disciplines using applications;
3. Review of basic algebra;
4. Solve linear equations and apply these to problems;
5. Solve absolute value equations and inequalities;
6. Graph lines and linear inequalities;
7. Solve systems of equations and apply to problems;
8. Add, subtract, multiply, and divide polynomials;
9. Analyze and factor polynomials;
10. Perform basic operations on rational expressions;
11. Perform basic operations on complex numbers;
12. Solve quadratic equations;
13. Identify, evaluate, and graph functions and relations;
14. Examine and simplify exponential and logarithmic functions;
15. Simplify rational expressions; and
16. Evaluate sequences and series.

III. Textbook and Other Required Materials

MathXL access card
Calculator
Graph paper

IV. Classroom Policy and Instructor Expectations

Cell Phones and Other Electronic Devices Procedure: Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell Phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeros for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college’s main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours.
Perryton: (806) 648-1450

Students who have been absent are responsible for getting their make up assignments, conferring with the instructor before or after class. If the absence is excused, the student will have until the next class period to turn in the assignment. All make-up exams and quizzes will be alternate versions. Late work will carry a 25-point penalty and will not be accepted after the exam containing the assigned concept has been given.
Essentials to successful learning include:

1. Willingness to learn;
2. Reading the material in the text;
3. Taking notes and reviewing notes before attempting assigned problems;
4. Completing assignments before the next class period;
5. Seeking assistance when needed – do not get behind; and
6. Participating in class.

If you have a need requiring special accommodations, see me after class or during office hours.

V. Additional/Supplemental References
Tutors are available in the ARC center and the Trio lab.
The mathematics section in the library has related books.
The MathXL online program has videos, guided solutions, and examples for each concept covered in class.
In addition, students are encouraged to examine the following websites:
   http://euler.slu.edu/Dept/SuccessinMath.html
   http://www.mathpower.com/
   http://www.mathpower.com/tips.htm
   http://www.purplemath.com/stdysrvy.htm
   http://webster.commnet.edu/mathcenter/handouts/module.htm
   http://www.wwu.edu/depts/tutorialcenter/math.htm
   http://www.wtamu.edu/academic/anns/mps/math/mathlab/

VI. Methods of Evaluation
   Homework, class work, labs, and quizzes    25%
   Major Exams (3 – 4)                   50%
   Final Exam                                25%

VII. Attendance Procedure
Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with the following requirements:

A student must have no more than six absences. Students who miss more than the allowed number of absences will be administratively withdrawn; a student who has been administratively withdrawn due to excessive absences must contact the Dean of Instruction/Chief Academic Officer to petition for reinstatement. Such permission will be granted only for extenuating circumstances and will require appropriate documentation from the student.

Students will be notified of withdrawal through their student email accounts, so it is imperative that students check email frequently. Not checking email is not an excuse for missing the deadline to petition for reinstatement. Students wishing to petition for reinstatement have 48
hours from the time the e-mail is sent notifying the student of administrative withdrawal, excluding weekends and holidays. Students who do not petition by the deadline WILL NOT be reinstated under any circumstances.

Attendance will be taken at the start of each class. It is the responsibility of the late arrival to inform the instructor after class to correct the roll. Students are required to spend 2 hours per week in a lab for every 2 ½ hours of class. Completing assignments using the online tutorial, MathXL, is considered a lab experience.

VIII. Scans/Or Core Competencies That Will Be Addressed in the Class
Instructors should delete those competencies that do not apply and number or bullet those that do apply.

Resources:
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

Information:
- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

Interpersonal:
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

Systems:
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

Technology:
- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

Basic Skills:
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Thinking Skills:
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Personal Qualities:
  Responsibility
  Self-Esteem
  Sociability
  Self-Management
  Integrity/Honesty

IX. Next Recommended Course in Sequence
A grade of C or above is required to take the next course in sequence, MATH 1314, College Algebra. However, you should check your degree plan and requirements at the institution where you intend to receive your terminal degree.

X. Correlation to Stated Mission Goals of Frank Phillips College
1. Provide general college academic course for students who plan to enter senior colleges and universities with sophomore or junior standing;
2. Provide a classroom setting conducive to learning;
3. Provide, assist, and promote the use of learning resources in the classroom;
4. Participate in and contribute to the democratic society in which we live; and
5. Acquire skills, facts, values, and attitudes necessary to function and contribute to our society.

XI. Complaint Policy
If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Frank Phillips College Catalogue on pages 45 and 46. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

XII. Contact Information

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