

REQUIRED MATERIALS

- * Textbook-INTERMEDIATE ALGEBRA -- AN ALTERNATE APPROACH, McKeague, 2nd edition
- * Notebook with a section for 1) lecture notes; 2) homework assignments; 3) quizzes; 4) exams .

LAST DAY TO DROP THIS COURSE

- * FRIDAY, MARCH 13, 1998 (a letter grade is assigned after this date)

ATTENDANCE

Attendance will be recorded on a daily basis. If you arrive to the class after the attendance has been taken, you must notify me of your attendance at the end of the class session. If you miss six consecutive class meetings without notifying me, you will be dropped from the class.

EXAMS, QUIZZES, AND HOMEWORK ASSIGNMENTS

An examination will be given at the end of each chapter. Homework quizzes will be unannounced. Quiz problems will be selected from the assigned homework. The minimum homework problems for each section -- problems 1, 9, 17, 25, 33, 41, ... (excluding ONE STEP FURTHER problems). Example: PROBLEM SET 1.1 in SECTION 1.1 (do # 1, 9, 17, 25, ... , 113).

MISSED EXAMS AND CLASS MEETINGS

In the event you miss an exam, provisions must be made with me prior to the next class meeting to make up the missed exam. It will be your responsibility to arrange for the make-up. Failure to do so will result in you receiving a zero for that particular exam. You are responsible for everything discussed in class. If you are absent, it is your responsibility to find out what you missed from one of your classmates or call me at 637-1332.

GRADING POLICY

Grading scale 90%-100% = A, 80-89 = B, 65-79 = C, 50-64 = D, 0-49 = F

| | | |
|------------------|---|------------------------|
| Exams | = | 75% of the final grade |
| Homework quizzes | = | 25% of the final grade |

The lowest exam score and the two lowest quiz scores will be dropped.
The final exam score can not be dropped.

FINAL GRADE

If you want your final grade mailed to you, please submit to me a self-addressed stamped postcard the day of the final exam.

FINAL EXAM

7:00 a.m., Monday, May 18, 1998

HOLIDAYS

| | | |
|---------------|----------|------|
| Monday | January | 19 |
| Friday | February | 13 |
| Monday | February | 16 |
| Monday-Friday | April | 6-10 |

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|---|-------------------|-----------------------------|----------------------|----------------------|
| Kings River Community College | | | | |
| Math 3 - Hudson | | | | |
| Spring 1998 | | | | |
| TO CALCULATE YOUR GRADE: | | | | |
| Grades sheet $(((\text{average exam score} \times 3) + (\text{average quiz score})) / 4)$ | | | | |
| | | | | |
| Chapter | Exam Score | Homework Quiz Scores | Score to date | Grade to date |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| | A = 90% - 100% | | | |
| | B = 80% - 89% | | | |
| | C = 65% - 79% | | | |
| | D = 50% - 64% | | | |
| | F = 0% - 49% | | | |

Name Sample Homework Quiz Form Score _____

Math 3 -- Spring 1998 -- Hudson -- Kings River Community College
Homework Quiz (problems are from your homework assignments)

- * Show all steps
- * Close your textbook and notebook
- * Calculators are OK
- * Check your answers
- * Good luck! Do your best.

Answers



Kings River Community College Tutorial Program

What is the Tutorial Program?

The primary function of the Kings River Community College Tutorial Program is to provide individual and small-group tutoring to any student who needs and wants to improve his or her class performance. Our work is aimed at helping students improve subject understanding, study skills, and test preparation, and, in the end, to become strong independent learners.

How does it work?

Students who need tutoring simply need to come to the Tutorial Center and apply for tutoring. Students are then assigned to a qualified tutor. Tutors are available for most classes. There is no cost or fee for tutoring--it is free to all students. Any student who needs and could benefit from tutoring is welcome in the program.

Tutoring is normally provided on a regularly scheduled appointment basis. In other words, students are assigned to a specific tutor with whom they will meet regularly. This may be once, twice, or three times a week. The student decides. This will continue as long as the student wants help.

Students requesting math tutoring may choose between assigned tutoring with regularly scheduled appointments or "no appointment required" drop-in tutoring.

Does tutoring really help?

Yes, it does. Participants find that their grades and subject comprehension do improve. Our students also tell us that they develop more confidence in their abilities. Students can apply for tutoring at any time during the semester, but the sooner one comes in, the better the chance we have of helping the student make a significant improvement in his or her work.

Anything else?

Because of the special importance good study skills have to a student's success in college, the Tutorial Center maintains an extensive collection of reference materials on study skills development. These materials, all of which are available for student use, include textbooks, pamphlets, audio-cassettes, and video-cassette programs. Among the many topics are lecture note-taking, test-taking, textbook study, memorization, and study scheduling. Personal guidance and advising on study skills improvement is also available.

Where can I apply or get more information?

Come to the Tutorial Center (Room HE 58) to apply or to get more information. Call in advance if you wish to make an appointment. Telephone (209) 638-0358.

ATTITUDES

The longer I live, the more I realize the impact of attitude on life.

Attitude, to me is more important than facts.

It is more important than the past, than education, than money,
than circumstances, than failures, than success, than what other
people think or say or do.

It is more important than appearance, giftedness or skill.

It will make or break a company . . . a church . . . a home.

The remarkable thing is you have a choice everyday regarding
the attitude you will embrace for that day.

We cannot change our past . . .

We cannot change the fact that people will act in a certain way.

We cannot change the inevitable...

The only thing we can do is play on the one string we have, and
that is our attitude.

I am convinced that life is 10% what happens to me and 90%
how I react to it.

And so it is with you...

You are in charge of your attitudes.



There are 25 blanks in the **TO THE STUDENT** section below (pages xv - xvi from your textbook, **INTERMEDIATE ALGEBRA--ALTERNATIVE APPROACH**, 2nd edition, McKeague).

FILL IN THE 25 BLANKS.

To the Student

I I I I I

Many of my algebra students are apprehensive at first because they are worried that they will not understand the topics we cover. When I present a new topic that they do not grasp completely, they think something is wrong with them for not understanding it.

On the other hand, some students are excited about the course from the beginning. They are not worried about understanding algebra and, in fact, to find some topics difficult.

What is the difference between these two types of students?

Those who are excited about the course know from experience (as you do) that a certain amount of _____ is associated with most new topics in mathematics. They don't worry about it because they also know that the confusion gives way to understanding in the process of _____ the textbook, working the problems, and getting _____ answered. If they find a topic they are having difficulty with, they work as many problems as necessary to grasp the subject. They don't wait for the understanding to come to them; they go out and get it by working lots of _____. In contrast, the students who lack _____ tend to give up when they become confused. Instead of working more problems, they sometimes stop working problems altogether—and that of course guarantees that they will remain confused.

If you are worried about this course because you lack confidence in your ability to understand algebra, and you want to change the way you feel about mathematics, then look _____ to the first topic that causes you some confusion. As soon as that topic comes along, make it your goal to master it, in spite of your apprehension. You will see that each and every topic covered in this course is one you can eventually master, even if your initial introduction to it is accompanied by some confusion. As long as you have passed a college-level beginning algebra course (or its equivalent), you are ready to take this course.

If you have _____ to do well in algebra, the following list will be important to you:

How To Be Successful in Algebra

1. **Attend all class sessions on _____** You cannot know exactly what goes on in class unless you are there. Missing class and then expecting to find out what went on from someone else is not the same as being there yourself.
2. **_____ the book.** It is best to read the section that will be covered in class beforehand. Reading in _____, even if you do not understand everything you read, is still better than going to class with no idea of what will be discussed.
3. **Work problems every _____ and check your answers.** The key to success in mathematics is working problems. The more problems you work, the better you will become at working them. The answers to the _____ problems are given in the back of the book. When you have finished an assignment, be sure to compare your answers with the ones in the book. If you have made a _____, find out what it was.
4. **Do it on your _____.** Don't be misled into thinking someone else's work is your own. Having someone else show you how to work a problem is not the same as working the same problem yourself. It is okay to get _____ when you are stuck. As a matter of fact, it is a good idea. Just be sure you do the work yourself.
5. **Review every _____.** After you have finished the problems your instructor has assigned, take another fifteen minutes and review a section you have already completed. The more you _____, the longer you will retain the material you have learned.
6. **Don't expect to _____ every new topic the first time you see it.** Sometimes you will understand everything you are doing, and sometimes you won't. That's just the way things are in mathematics. Expecting to understand each new topic the first time you see it can lead to _____ and _____. The process of understanding algebra takes time. It requires that you read the book, work problems, and get your questions answered.
7. **Spend as much _____ as it takes for you to _____ the material.** No set formula exists for the exact amount of _____ you need to spend on algebra to master it. You will find out as you go along what is or isn't enough time for you. If you end up spending two or more hours on each section in order to master the material there, then that's how much time it takes; trying to get by with less will not

From: Ron Hudson
Ext. 332



To: Cheryl
Date: December 29, 1997 3:20 PM

Attached is a **revised** SYLLABUS. **Discard** the previous one I gave you for MATH 3 -- 7:00 a.m. - 7:50 a.m. daily -- SPRING 1998.

Thank you.