Welcome to Intermediate Algebra

I look forward to spending the semester with you. Over the semester, you will experience a range of feelings, including: success and failure; challenge and boredom; accomplishment and frustration. Please know that I and your fellow students will be here to help you through it. Having persistence, working hard, putting in time and effort will help you succeed.

As your instructor, I will do what I can to give you the resources and support to help you succeed. Please reach out to me if I can help you.

There are many excellent resources available to you on our campus. Other students in class are a good resource and I would encourage you to form small groups to study and do homework together. If you have an unanswered question, come by my office (FEM 1M) which is in the FEM building located in the Math Center. I am available Tuesday and Thursday from 8:00-9:50.
Other available resources are:

- The Math Center in the FEM building, room 1. Hours: M-Th 8:00 AM - 4:00 PM and F 8:30 AM - 12:00 PM. (559) 638-0300 ext. 3158

What is the STEM Math Study Center?

The STEM Math Study Center is a free tutoring resource available to all Reedley College math students. The services available in the MSC are focused on increasing our students' ability to understand and enjoy mathematics. We hope to bridge the gap that keeps our students from pursuing majors and careers in math-related fields. The MSC has a study area in which students can receive services or study alone. In addition to its study area, the MSC contains the offices of most of our mathematics instructors.

What services are available in the STEM Math Study Center?

The MSC offers drop-in tutoring facilitated by our math faculty and well-qualified student tutors. The MSC has 20 computers and online access available to students with online math homework. The MSC offers workshops on specific math topics throughout the semester to enhance and augment the math education offered to students. The MSC offers bilingual tutoring to Spanish speaking students.

How can I use the STEM Math Study Center?

To use the MSC, students must enroll in INTDS 300, a non-credit course. Enrollment forms are available in the center. Once enrolled in the class, students need only to log-in to the MSC computer when they arrive and log-out when they leave.

- Tutorial Learning service located in the library, LRC room 111. Their hours are M-Th 8:00 AM-5:00 PM and F 8:00 AM - 3:00 PM. Phone (559) 638-0358.
- MyMathLab has many excellent videos, the entire book, and a help me feature
- YouTube also has many good videos for help.

Video for the Academic Support Centers

Course Description: Operations with signed numbers, algebraic expressions, linear equations and their graphs, inequalities, exponents, radical expressions and equations, factoring, rational expressions and equations, quadratic equations and applications.

Basic Skills Advisories: Eligibility for ENGL 126

Subject Prerequisites: Math 250 or Equivalent

TEXT: (Optional) George Woodbury, <u>Elementary and Intermediate Algebra,</u> Pearson/Addison Wesley, 4th Edition, 2015.

Notes: Notes for the videos are available at the bookstore. I strongly recommend them.

Required Web Access: Course Compass can be purchased from the bookstore with text or from www.coursecompass.com .

ATTENDANCE: Students are expected to complete all homework on time. Anytime you do not complete your homework on time, you will be counted as absent. When you have three or more absences, you will be dropped. You must be enrolled in Course Compass by Wednesday, August 15 or you will be dropped from the class.

NOTE: The drop deadline is October 12.

HOMEWORK: Homework is done using CourseCompass on the computer. **NO LATE HOMEWORK WILL BE ACCEPTED!** Students must be enrolled and satisfactorily completing homework by Wednesday, August 15 or they will be dropped. When a student has not satisfactorily completed 3 homework assignments they will be dropped. You are required to get 90% on an assignment before moving to the next assignment. Any assignment that is not completed at 90% or higher and on time will receive a grade of 0%.

TESTS: There are no makeup exams for missed tests.

GRADING:
- *Homework*: All of your homework scores will be worth the same percentage. So homework worth 10 points and homework worth 15 points will count the same. Homework percentages will be averaged to obtain a chapter homework grade. The Homework is worth 40% of your grade.
- *Online Class Tests*: All of your online class test percentages will be averaged. In class tests are worth 60% of the overall grade.

   Example: If the homework grade is 80% and your online test grade is grade is 85%, then you would compute your grade as follows:
$$(80 \cdot 0.40) + (85 \cdot 0.60) = 32\% + 51\% = 83\%$$
This would give you a grade of "B."

Percent of Total Points	Grade
89-100	A
80-88	B
68-79	C
55-67	D
0-54	F

WHERE TO FIND YOUR GRADE:
- Grades will be updated in Canvas.

SPECIAL NEEDS REQUESTS: If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

Academic Dishonesty
Students at Reedley College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.

Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another's work, supplying one's work to another, giving or receiving copies of examinations without an instructor's permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.

Plagiarism is a specific form of cheating: the use of another's words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights.

Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on a particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents.

Course Objectives

In the process of completing this course, the student will:

A) learn the real number system, its subsets and how to perform operations on numbers from these subsets.
B) simplify algebraic expressions and solve linear equations and inequalities
C) graph linear equations in two variables and solve systems of linear equations.
D) simplify expressions using the properties of exponents and perform operations with polynomials.
E) factor algebraic expressions and solve equations of degree greater than one.
F) perform arithmetic operations on rational expressions and solve equations containing rational expressions.

Course Outcomes

Upon completing this course students will demonstrate the ability to:

A)   add, subtract, multiply, and divide integers and rational numbers.

B)   apply the concept of like terms, to simplify expressions, and the addition and multiplication properties of equality to solve linear equations and inequalities.

B)   generate solutions to equations with two variables, use these solutions to graph the equation and determine the intercepts of the equation both from the graph generated and the given equation; solve systems of equations through the use of graphs, the addition method and the method of substitution.

C)   apply the properties of exponents to the multiplication, division, addition and subtraction of both monomials and polynomials.

E)   find the greatest common factor of an algebraic expression as the first step to its factorization; factor binomials, trinomials, and expressions with four or more terms. Apply the techniques of factoring to solve equations of degree greater than one.

F)   reduce, add, subtract, multiply and divide expressions containing algebraic rational expressions; apply concepts of solving equations to the solving of equations containing rational expressions.

COURSE CONTENT OUTLINE:

A) Review of Real Numbers **(Chapter 1, 14 Hours)**

B) Linear Equations **(Chapter 2, 11 Hours)**

C) Graphing Linear Equations **(Chapter 3, 13 Hours)**

D) Systems of Equations **(Chapter 4, 11 Hours)**

E) Exponents and Polynomials **(Chapter 5, 11 Hours)**

F) Factoring and Quadratic Equations **(Chapter 6, 14 Hours)**

G) Rational Expressions and Equations **(Chapter 7, 13 Hours)**

Important Dates

August 13	Class Begins
September 2	Last day to drop and avoid a "W"
September 3	Labor Day
October 12	Last day to drop and not receive a grade
November 12	Veterans Day
November 22-23	Thanksgiving
Monday, December 10	Class Final

How to Send an Email to Mr. Gilmore

Read the syllabus. Often, the question you would like to ask has already been answered in the material I have provided for you.

Use your Reedley College email. I am deluged with emails every day, and by using your school account, you'll have a better chance of avoiding the spam filter. Last semester I received about 800 emails from students.

Your Subject line should be the class name and time of the class only.

- Example: Math 201 7:00 AM

This information helps me organize and prioritize student emails. The section information is especially important since I often teach multiple sections of the same course.

Always use a greeting. Do not begin with "Hey" or similar colloquialisms. You should use "Dear Mr. Gilmore:"

Briefly and politely state the reason you are emailing. Offer only as much information as is relevant to the situation. Get to the point right away.

- Name the assignment or projects you are referring to instead of using pronouns or phrases, such as "this assignment".

- Example: Homework problem number 7 in section 7.1.

If you are emailing with a problem, suggest a solution. Be considerate, however, of how your solution might create additional work for me.

Sign it with your name and your student ID number (but never your Social Security number). Use your first and last name, even if you know that I know you.

Your email should be professional. It is important to use punctuation, capitalization, and complete sentences in all email correspondence to me.

Read it over. If you do not have spell-check on your email, then you can copy the message, paste it into a word-processing program, and run spell-check there. Consider not only the mechanics, but also what you have said. Strive for a polite tone, concise language, and clear purpose.

- **Allow adequate time for a reply.** Follow up if more than a few days have passed and you have not gotten a response, then it is appropriate to politely ask if I received your email and had time to consider what you wrote.

If you are simply sending me information then I may not consider a reply necessary. In this case, you are done.

Example: "I have the flu and will not be in class on Tuesday, but Sue will turn my paper in for me."

If your issue is not resolved then consider an office visit.

Often the tone in emails cannot be properly judged. Rather than becoming upset, a visit in person can often remedy the situation.

To...	Jim Gilmore
Cc...	
Bcc...	
Subject:	Math 103 8:00

Tahoma 10 **B** *I* <u>U</u>

Dear Mr. Gilmore:

I will not be in class on Tuesday because I am not feeling well tonight. I will ask John Smoltz to take notes for me. I will also watch the video that is located in Blackboard and then do the assigned homework in CourseCompass.

Greg Maddux
0123456