

MATHEMATICS 105 – ARITHMETIC - 3 UNITS	DAILY 415 pm – 620 pm	Room MSA 109	Section #4452
Instructor: Tim Russell	Office CE 238	Phone #(310) 287-4318	email: russeltm@wla.edu
Cell # (310) -740-6928 (TEXT ONLY)			
Office Hours: 630pm – 715 pm M - TH			PREREQUISITE: NONE
Final Exam Date: February 6, 2015			

This course is designed to give the student an understanding of and a competency in the basic operations of elementary arithmetic. Topics include operations with whole numbers, decimals, fractions, and percentages, including percent word problems.

Text: Basic College Mathematics, 7th edition, by Aufmann Barker Lockwood

Calculator: **No Calculators on Quizzes or Tests!!** Otherwise, you may use a calculator to *check* your calculations only! A calculator is not really necessary in this course, however. Please do not use a calculator to do the homework.

Course Requirements

1. The methods of instruction in this class will be lecture, discussion, and group learning. You are expected to take an active role in this learning process. You are responsible for all information covered in class. Taking good notes in a math notebook on concepts and examples is **necessary!** Make sure the school has an accurate email for you. You will need to check your email frequently. Take advantage of **PLATO**, the computer component available in the Learning Resource Center.
2. We will cover chapters 1-5. We will cover 2-3 sections per week. I strongly recommend that you read the material we will cover in class **BEFORE** that class!
3. **ATTENDANCE:** You are expected to attend regularly and **on time, with cell phones turned off. PLEASE DO NOT "TEXT" DURING CLASS.** Attendance to all class sessions is required, and you will sign-in daily. Please plan your schedule so that you arrive on time. You **will** be dropped from the class due to excessive absences, i.e., if you miss two (2) consecutive classes in the first 2 weeks of the semester, or if you miss FIVE (5) classes during the entire semester. However, you should not, under any circumstances, assume that you will be officially dropped from the class role by the instructor. **It is the student's responsibility to officially drop the course if they decide to do so.**
4. **GROUPWORK:** Occasionally we will use group-learning sessions in class. Groupwork will occasionally be collected and graded. Group work will usually be scored on a 5-point scale. There will be no make-up group work.
5. **HOMEWORK:** It's essential to pass this course--practice! All homework problems must be done to assure adequate preparation for examinations. You are expected to do 5-10 hours of homework per week! **Suggested homework will be assigned daily.** At the beginning of each class, we will go over the previous night's homework, so make sure you have completed it so that you can participate in the discussion.

6. TESTS and QUIZZES: You will have approximately 5 in-class exams (closed-book, closed-notes) given approximately every 3 weeks and will cover material from the current chapter. Each exam is graded on a 100-point scale. See me early if you must miss an exam. We will also have short homework quizzes, either announced ahead of time or given as a “pop” quiz. There will be no make-up quizzes. **These exams and quizzes will count for 70% of your grade.**

MAKE-UP TESTS: ▲ No make-up or retest will be given. ▲ One missing Test score will be replaced by the final exam percent score.

FINAL: The cumulative final exam will count for 30% of your grade. No make-up final will be given.

7. Grading:

Quizzes and Group work	10%
Exam 1	12%
Exam 2	12%
Exam 3	12%
Exam 4	12 %
Exam 5	12%
Final Exam	30%
Total	100%

Your class grade is based on a weighted average between the above components, using the formula $.70(\text{test and quiz avg}) + .30(\text{final exam score})$ with

90-100% - A; 80-89% - B; 70-79% - C; 55-69% - D

Students are bound by the Code of Academic Conduct that addresses issues of academic dishonesty, cheating and student behavior. If you are caught cheating on an exam, you will receive a grade of zero for that exam and the incident will be reported and become part of your permanent record. Any behavior that could be interpreted as disruptive to the class learning environment will result in the instructor filing a student misconduct report. Using extreme foul language is an example of such behavior.

HELP! Get help when needed! See me in my office, find a useful tutor in the library learning center and make regular visits, and work together outside of class. Keep all your homework and tests.

NOTE: If you have a disability and might need accommodations in this class, please contact Disabled Student Program & Services (DSP&S) in Building SSB 320 | (310) 287-4450 as soon as possible to ensure that you receive the accommodations in a timely manner. You **MUST** also discuss your need for accommodations with me. **IT IS YOUR RESPONSIBILITY TO MAKE SURE THE DSP&S OFFICE HAS YOUR EXAM BEFORE THE TEST DATE!**

STUDENT LEARNING OUTCOMES

The following COURSE STUDENT LEARNING OUTCOMES (SLOs) will be evident throughout the course:

1. Use rounding and estimation in applications of arithmetic.
2. Add, subtract, multiply, and divide fractions and mixed numbers and decimal numbers.

The following institutional STUDENT LEARNING OUTCOMES (SLOs) will be evident throughout the course:

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

B. *Communication:* Effectively communicate thought in a clear, well-organized manner to persuade, inform, and convey ideas in academic, work, family and community settings, and

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.

The following program STUDENT LEARNING OUTCOMES (SLOs) will be evident throughout the course:

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)

Although every effort will be made to adhere to the policies, procedures, and schedules outlined in this syllabus, the instructor reserves the right to revise any information without prior notice.