# Welcome to Basic College Mathematics: Math 105!!

**Dear Student,**

I, Farrah Esmaeili, your Math 105 teacher for the spring semester of 2015, am thrilled to have you as a student!  I am on your side and I really want you to learn Math 105 so well that you can successfully move on to the next level and beyond!

Below you will find valuable information that will help you succeed in this Basic College Mathematics class.  Be sure to read it carefully, and consult it throughout the semester. Remember that the information in it is subject to change, so it is up to you to keep up with any changes by coming to class regularly and staying in touch with your classmates and me.  The syllabus begins with the best ways to stay in touch with me - my email address and my office hours:

**Instructor: Farrah Esmaeili**
**Email: enjoylearningmath@yahoo.com  OR : esmaeif@wlac.edu**
**Classroom: MSA 202**
**Office Hours: M W 3:10pm - 4:00pm**

**Prerequisite: None**

**Required Text**
Basic College Mathematics: An Applied Approach, by Aufmann, Barker & Lockwood, 7th edition. ISBN 10: 0618202854/ ISBN 13: 9780618202850. You should be able to rent it from the WLAC bookstore for ONLY $7.

**Materials you need to purchase for this course at our WLAC bookstore or elsewhere:**
  ➢ **1 notebook for the notes you will take every day in this class**
  ➢ **Quite a few regular #2 pencils for math work and a ruler**

**Course Description**
This course reviews basic arithmetic giving a foundation in basic math computational skills. Operations with whole numbers, fractions, decimal numbers, and applications of percent are covered.

**Important Dates**
Last day to drop with a "W", May 8th
Final Exam, June 3th

**Course Objectives**: Upon completion of this course the student will be able to:

A. Add, subtract, multiply, and divide whole numbers, fractions and decimals.
B. Calculate numbers raised to the powers of 2, 3, or 4.
C. Use the order of operations to simplify numerical expressions involving two or more operations.
D. Simplify numerical expressions with positive integer coefficients.
E. Reasonably estimate the answer to a numerical problem.
F. Solve application problems (up to two steps).
G. Solve proportion and percent problems.
H. Apply the ability to find prime factorizations of numbers and the ability to find the Least Common Multiple when working with fractions.
I. Convert between percent, decimal and fraction notation.

## STUDENT LEARNING OUTCOMES (SLOs):

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

## Attendance and Withdrawals

Excellent attendance is expected. Arriving after attendance has been marked three times constitutes one hour of absence. **If you are absent more than four class meetings, your chances for success diminish and you may be administratively excluded from the class.** It is the student's responsibility to read the college policies on withdrawing from a class. Please note that (1) it is the student's responsibility to withdraw from a class. Failure to observe this procedure could result in a grade of "F", (2) Ninth through Twelfth Week: A student may withdraw from a class by filling out the proper forms at the Admissions Office.

## Methods of Evaluation

A) Exams: There will be four exams which will be based on the assigned homework and class lecture–discussions. Exams are closed notes, closed text, and use of a calculator will not be allowed.

B) Homework: Complete section assignments daily. Assignments are **collected randomly and are due at the time of collection**. Write the section and problem numbers assigned on the top left line of the paper, and each problem should be numbered. Work must be readable, ordered and written in pencil. Please **show work** where appropriate and check the answers to the odd numbered exercises. At a minimum, do the assigned homework problems to gain understanding through practice. If you have many questions, I will be glad to assist during office hours or in Math workshops.

C) Semester Portfolio: A three–ring notebook should be divided into three sections:

Section 1) Homework in section (ascending) order.

Section 2) Class Participation. This section should include the class notes and group

activities, in chronological order.  Record your attendance on the last page.

Section 3)  Exams. After graded papers are returned, you are required to re–do the incorrect problems on separate sheets of paper.  Include these corrections with the exams in this section. Students are required to bring the portfolio with all course work to every class meeting.

D) Collaborative Learning Activities: Students are encouraged take a very active role in the learning process both in and out of class.  Students who discuss and teach math to others have a higher retention and mastery rate.  During group activities, you should discuss problems with your group members before asking the instructor for help.

**Methods of Evaluation:**
| | |
|---|---|
| Attendance | 10% |
| Homework | 10% |
| Group work | 10% |
| Test 1 | 10% |
| Test 2 | 10% |
| Test 3 | 10% |
| Test 4 | 10% |
| Final Exam | 30% |

The final grade will be assigned based on the following percentage scale:

A = 90-100 %

B = 80-89 %

C = 70-79 %

D = 60-69 %

F = 0- 59 %

**Disabilities**:  West Los Angeles College accommodates students with disabilities.  If you qualify for any special accommodations due to a disability, you need to officially process your request through the Disabled Students Programs and Services (DSPS) office as close to the beginning of the semester as possible.  If you believe you have a learning disability that has not yet been documented, please see me and make an appointment at the DSPS office for assistance.  The DSPS office is located in SSB 320 (phone 310-287-4450). Scheduling of accommodated exams will be arranged on a case-by-case basis.

**Keys to success:**
Spending more time on material from class and explaining concepts to other students in class is an excellent way of achieving success.  Ask questions, answer questions, talk to other students in class, form study groups outside of class, and always remember to ponder beyond what we discuss in class!  Next, remember to keep an open mind.  A big part of learning and understanding mathematics is believing that you are capable of succeeding.  Always remember to have fun!!

# Tentative Schedule
**\*Tentative schedule is subject to change\***

| Date | Sections |
| --- | --- |
| 3/9/2015 | 1.1, 1.2 |
| 3/11/2015 | 1.3, 1.4 |
| 3/16/2015 | 1.5, 1.6 |
| 3/18/2015 | 1.7 Review for TEST 1 |
| 3/23/2015 | TEST 1 |
| 3/25/2015 | 2.1, 2.2 |
| 3/30/2015 | 2.3, 2.4 |
| 4/01/2015 | 2.5, 2.6, 2.7 |
| 4/06/2015 | No Class (Spring Break April 4 - April 10) |
| 4/13/2015 | 2.8, 3.1, Review for TEST 2 |
| 4/15/2015 | TEST 2 |
| 4/20/2015 | 3.2, 3.3 |
| 4/22/2015 | 3.4, 3.5 |
| 4/27/2015 | 3.6, 4.1 |
| 4/29/2015 | 4.2 Review for TEST 3 |
| 5/04/2015 | TEST 3 |
| 5/06/2015 | 4.3, 5.1 |
| 5/11/2015 | 5.2, 5.3 |
| 5/13/2015 | 5.4, 5.5 |
| 5/18/2015 | Review for TEST 4 |
| 5/20/2015 | TEST 4 |
| 5/25/2015 | Holiday |

**5/27/2015**           6.1

**6/01/2015**           Review

**6/03/2015**           Final Exam 1:00pm – 3:00pm

## Homework Assignments

| | | |
|---|---|---|
| 1.1 | Introduction to Whole Numbers | All odds |
| 1.2 | Addition of Whole Numbers | 29,35,43,49,59,61,67,69-85 odds |
| 1.3 | Subtraction of Whole Numbers | 23,31,39-45 odds,59,73,89,91-95odds,107,109-119 odds |
| 1.4 | Multiplication of Whole Numbers | 1,3,21,25,33,43,53,61,65,69,73,77 |
| 1.5 | Division of Whole Numbers | 9,17,19,23,25,27,49,55,59,67,73 |
| 1.6 | Exponential Notation and the Order of Operations | All odds |
| 1.7 | Prime Numbers and Factoring | All odds |

| | | |
|---|---|---|
| 2.1 | Least Common Multiple and Greatest Common Factor | 1-73 All odds |
| 2.2 | Introduction to Fractions | 1-75 All odds |
| 2.3 | Writing Equivalent Fractions | 1-79 All odds |
| 2.4 | Addition of Fractions and Mixed Numbers | 1-99 All odds |
| 2.5 | Subtraction of Fractions and Mixed Numbers | 1-79 All odds |
| 2.6 | Multiplication of Fractions and Mixed Numbers | 1-105 All odds |
| 2.7 | Division of Fractions and Mixed Numbers | 1-111 All odds |
| 2.8 | Order, Exponents, & Order of Operations | 1-49 All odds |

| | | |
|---|---|---|
| 3.1 | Introduction to Decimals | 1-59 All odds |
| 3.2 | Addition of Decimals | 1-33 All odds |
| 3.3 | Subtraction of Decimals | 1-41 All odds |
| 3.4 | Multiplication of Decimals | 1-133 EOO |
| 3.5 | Division of Decimals | 1-121 EOO |
| 3.6 | Comparing and Converting Fractions and Decimals | 1-75 All odds |

| | | |
|---|---|---|
| 4.1 | Ratio | 1-37 All odds |
| 4.2 | Rates | 1-35 All odds |
| 4.3 | Proportions | 1-75 All odds |

| | | |
|---|---|---|
| 5.1 | Introduction to Percents | 1-81 All odds |
| 5.2 | Percent Equations: Part I | 1-39 All odds |
| 5.3 | Percent Equations: Part II | 1-37 All odds |
| 5.4 | Percent Equations: Part III | 1-35 All odds |
| 5.5 | Percent Problems: Proportion Method, | 1-33 All odds |

| | | |
|---|---|---|
| 6.1 | Application to purchasing | 1-33 All odd |

# Battling Math Anxiety

Math gets more challenging when you are in college, and it is easy to feel overwhelmed. Here are some tips for approaching this subject:

## Develop a Positive Attitude

Perhaps one of the most important ways that you can do better is simply by having a positive attitude. Don't sell yourself short by saying things like, "I can't do math; I am no good at math." If you believe you can do it, you will be able to do it!

## Ask a Lot of Questions

There's nothing embarrassing about wanting to get some clarification. It may not even be a matter of you not getting something. It may be a matter of the teacher not explaining it fully.

## Don't Fall Behind

You're building on a base of skills and concepts. If you miss something early on, it gets harder to catch up later. Plus, to take the next level of courses in math or science, you need to master the concepts to be successful.

## Get a Tutor

Use the math lab or tutoring centers and resources on campus for help. Ask your instructor for advice or a recommendation.

## Build Your Confidence

When you do your homework, start with easier problems or problems you know you can do. That will give you confidence to approach more difficult problems.

## Show Your Work

It's tempting to skip steps, but it's better to get into the habit of showing all of your work. That way, it's easier to correct mistakes. Plus, you may get partial credit.

## Don't Ignore Your Wrong Answers

While accuracy is always important, a wrong answer can tell you to look further and see if you really understood the question.

## Don't Be Afraid to Ask for Help

Falling behind or getting frustrated can lead to a feeling of, "why bother." Don't let it. Ask for help.

# 7 Ways to get A's

**Spend enough time studying**
Schedule your study time to ensure that you study 2 hours outside of class for every one hour you spend in class each week (12 credits = 12 hours in class/week = 24 hours studying outside of class/week).  Make a weekly class/study schedule and follow it!

**Review what you are learning**
Spend 5 minutes every day to review class notes, do weekly reviews of each subject.
Review the material prior to class and review your notes after class.

**Stay on Track**
Keep up with your studying and class assignments.  Do all of your homework and turn in all assignments. Try to stay 1-2 chapters ahead in your textbooks and definitely don't fall behind, it is stressful and almost impossible to catch up. Most importantly – attend class!

**Plan your study time**
Take a few minutes to plan your study time, review what you want to accomplish and get to it.  Study 30-45 minutes than take a short 5 minute break.  A short break does wonders for the concentration. Don't check your email or phone messages – it will be harder to get back to studying and stop your momentum.

**Use study groups**
Study groups help you gain a better understanding of what you are learning in your classes. Participating in a study group gives you the opportunity to discuss class material, clarify areas of confusion, compare class notes, and gain different perspectives on class material.  Most importantly, you will be motivated to stay up to date with your class assignments and spend more time to studying. Ask 3-5 students in your class to form a study group then schedule weekly study group sessions.

**Don't multitask while studying**
When you study, do just that – study!  Studying while doing two things at once such as sending instant messages (multitasking) makes your studying less effective.  This type of studying makes the information you are learning harder to remember later on, especially during tests.

**Ask questions, get assistance**
Ask questions.  Get help before there is a problem; talk with your instructor, use the campus labs and tutors. Always get assistance if there is a problem – never try to do everything by yourself.  There are many campus resources designed to support your college success; find out what they are and use them!

# WEEKLY SCHEDULE

|          | SUN | MON | TUES | WED | THURS | FRI | SAT |
|----------|-----|-----|------|-----|-------|-----|-----|
| 6:00 AM  |     |     |      |     |       |     |     |
| 7:00 AM  |     |     |      |     |       |     |     |
| 8:00 AM  |     |     |      |     |       |     |     |
| 9:00 AM  |     |     |      |     |       |     |     |
| 10:00 AM |     |     |      |     |       |     |     |
| 11:00 AM |     |     |      |     |       |     |     |
| 12:00 PM |     |     |      |     |       |     |     |
| 1:00 PM  |     |     |      |     |       |     |     |
| 2:00 PM  |     |     |      |     |       |     |     |
| 3:00 PM  |     |     |      |     |       |     |     |
| 4:00 PM  |     |     |      |     |       |     |     |
| 5:00 PM  |     |     |      |     |       |     |     |
| 6:00 PM  |     |     |      |     |       |     |     |
| 7:00 PM  |     |     |      |     |       |     |     |
| 8:00 PM  |     |     |      |     |       |     |     |
| 9:00 PM  |     |     |      |     |       |     |     |
| 10:00 PM |     |     |      |     |       |     |     |
| 11:00 PM |     |     |      |     |       |     |     |
| 12:00 AM |     |     |      |     |       |     |     |
| 1:00 AM  |     |     |      |     |       |     |     |
| 2:00 AM  |     |     |      |     |       |     |     |

# Multiplication Tables

| | | | | |
|---|---|---|---|---|
| 1 x 1 = 1 | 2 x 1 = 2 | 3 x 1 = 3 | 4 x 1 = 4 | 5 x 1 = 5 |
| 1 x 2 = 2 | 2 x 2 = 4 | 3 x 2 = 6 | 4 x 2 = 8 | 5 x 2 = 10 |
| 1 x 3 = 3 | 2 x 3 = 6 | 3 x 3 = 9 | 4 x 3 = 12 | 5 x 3 = 15 |
| 1 x 4 = 4 | 2 x 4 = 8 | 3 x 4 = 12 | 4 x 4 = 16 | 5 x 4 = 20 |
| 1 x 5 = 5 | 2 x 5 = 10 | 3 x 5 = 15 | 4 x 5 = 20 | 5 x 5 = 25 |
| 1 x 6 = 6 | 2 x 6 = 12 | 3 x 6 = 18 | 4 x 6 = 24 | 5 x 6 = 30 |
| 1 x 7 = 7 | 2 x 7 = 14 | 3 x 7 = 21 | 4 x 7 = 28 | 5 x 7 = 35 |
| 1 x 8 = 8 | 2 x 8 = 16 | 3 x 8 = 24 | 4 x 8 = 32 | 5 x 8 = 40 |
| 1 x 9 = 9 | 2 x 9 = 18 | 3 x 9 = 27 | 4 x 9 = 36 | 5 x 9 = 45 |
| 1 x 10 = 10 | 2 x 10 = 20 | 3 x 10 = 30 | 4 x 10 = 40 | 5 x 10 = 50 |

| | | | | |
|---|---|---|---|---|
| 6 x 1 = 6 | 7 x 1 = 7 | 8 x 1 = 8 | 9 x 1 = 9 | 10 x 1 = 10 |
| 6 x 2 = 12 | 7 x 2 = 14 | 8 x 2 = 16 | 9 x 2 = 18 | 10 x 2 = 20 |
| 6 x 3 = 18 | 7 x 3 = 21 | 8 x 3 = 24 | 9 x 3 = 27 | 10 x 3 = 30 |
| 6 x 4 = 24 | 7 x 4 = 28 | 8 x 4 = 32 | 9 x 4 = 36 | 10 x 4 = 40 |
| 6 x 5 = 30 | 7 x 5 = 35 | 8 x 5 = 40 | 9 x 5 = 45 | 10 x 5 = 50 |
| 6 x 6 = 36 | 7 x 6 = 42 | 8 x 6 = 48 | 9 x 6 = 54 | 10 x 6 = 60 |
| 6 x 7 = 42 | 7 x 7 = 49 | 8 x 7 = 56 | 9 x 7 = 63 | 10 x 7 = 70 |
| 6 x 8 = 48 | 7 x 8 = 56 | 8 x 8 = 64 | 9 x 8 = 72 | 10 x 8 = 80 |
| 6 x 9 = 54 | 7 x 9 = 63 | 8 x 9 = 72 | 9 x 9 = 81 | 10 x 9 = 90 |
| 6 x 10 = 60 | 7 x 10 = 70 | 8 x 10 = 80 | 9 x 10 = 90 | 10 x 10 = 100 |

# Math 105 Club

I welcome ALL students to Math 105 Club. Members of the club will participate in the following activities:

- Collaborative learning activities
  - Review previous material
- Earn extra credit and MORE….

# WHEN, WHAT TIME, WHERE

- **Sundays 2:00 PM -3:30 PM in ROOM MSA 202**

I have found when students participate in the Math Club and follow my new teaching techniques, 80% of students pass the Math 105 course.

Good Luck!