Math 123B (#1491) Fall 2013 TWTh 9:35 - 10:50 am (see note)

Elementary and Intermediate Algebra II (4 units)   Classroom MSA 009

> This is the second module of a 3-semester combined Elementary and Intermediate Algebra course. The entry level for 123A is the same as Math 115 or Math 117. The exit level for 123C is the same as Math 125 or Math 128.

Prerequisite: Mathematics 123A with a grade of "C" or better, or equivalent preparation approved by the Chair of the Mathematics Division.

Instructor: Dr. Bonnie Blustein

NOTE: I will be available in MSA 009 on Mondays, 9:35 – 10:50 am, along with a tutor, to help the students enrolled in this course. You are strongly advised to attend every Monday to take advantage of this extra help! The tutor will also be available to help study groups at other times during the week.

Office Hours: If you need help or want to chat, the best times to find me in my office are Monday and Wednesday 2:30 – 3:45 pm, or Tuesday and Thursday 12:30 – 1:00 pm. I am usually in MSB 205 in the afternoons, and you are welcome to stop by anytime to see if I'm free. You can also email me to set up an appointment.

Office: MSB 205   *Phone*: 310-287-4217   *email*:   blusteb@wlac.edu

Textbook: Beginning & Intermediate Algebra by Lial, Hornsby & McGinnis. The Bookstore has a WLAC Custom Edition which is substantially the same as the regular 5th ed (2012, ISBN-9780321715869) We will cover chapters 5-10 in this course and the remainder of the book in Math 123C.

Students with disabilities who believe they may need accommodations in this class are encouraged to contact Disabled Students Programs and Services located in HRLC 119 (phone 310-287-4450) immediately to improve the chances that such accommodations can be implemented in a timely manner. The instructor will do everything possible to comply with ADA and all other mandates.

Most of us are dealing with a lot besides class: working a job (or needing one), dealing with family problems, child care, health issues, housing issues, and all the other impacts of the deep crisis in our society today. The **WLAC Health Center** can hook you up with a counselor to help you deal with stress. Other programs on campus can help, too (although they have been heavily impacted by cutbacks). These include **Workforce Development, TRIO-SSS, EOP&S, Counseling**, and **DSPS**. Please speak to your teacher – or contact me by phone or email – and I will try to point you in the right direction.

The general LA County hotline is **211** – they can refer you to publicly available services in your area.

Homework

Most students will find that they need to spend <u>an hour or more each day, outside of class, plus time on the weekends</u>, doing practice problems from the specified section of the textbook. Doing exercises and solving problems outside of class is how you learn the most.

- Specific problems will be assigned but NOT collected.

- The Monday morning sessions will be a good time to ask questions. There will also be time in class for questions.   And please make use of office hours.

- Study groups are usually helpful. If you meet in the Library, you may be able to arrange for a tutor to join you.

- Keep all of your work in an organized fashion and use it to study for tests.

Begin each study session by reviewing (and rewriting, if necessary) your notes from class. You may wish to find an online video (try YouTube) on the topic. Then do the assigned practice problems. Finally, preview the section to be discussed in class the next day OR watch an online video of the upcoming material.

Free tutoring is available in the Learning Resource Center ("Library"). Please use it!

Materials: Please bring your math notebook (with graph paper), pencils, a calculator (if you have one) and the textbook to class each day. Calculators or laptops with symbolic manipulation capabilities, and calculators built into any device with communication capability (such as an iPhone) are not allowed on tests.

Attendance: <u>Please be in class on time every day, stay to the end, and participate in all class activities.</u> College policy is that an instructor may drop a student who has missed more than six hours of class. If you have excessive absences (regardless of the reason) AND you are not passing the course, you may be dropped without notice. If you have a valid reason for an absence, please notify me via e-mail (preferably) or telephone as soon as possible.

What if I miss a day? <u>If you miss a test, you MUST call or email me ASAP</u> to let me know the reason and also when you will be able to take a make-up (if your reason is acceptable). If you will unavoidably miss two or more days in a row, you should also let me know your situation.

"Did I miss anything?" Of course you did! The schedule in this syllabus packet tells you what section of the text we're working on each day. If you miss a class, try to read that day's section and do the homework problems. You might also look for an instructional video on YouTube. If you can't figure it out, consult a tutor or use the instructor's office hours to get help.

Will I be dropped? If you are failing the class, and have excessive absences, I might drop you.. But <u>if you decide that you cannot complete the class, it is YOUR responsibility to drop</u> the class ("withdraw") on or before November 15, 2013. PLEASE SPEAK WITH ME IF YOU ARE THINKING ABOUT DROPPING THE CLASS OR IF YOU REALIZE THAT YOU HAVE BEEN ABSENT A LOT so that we can help you make a plan to succeed.

IMPORTANT DATES:

FIRST OFFICIAL DAY OF CLASS: TUESDAY, AUGUST 27

Last day to add a class, or to drop without fee and without W: Friday, September 6

Last day to drop with W: Friday, November 15

Final Exam: Wednesday, December 11, 10:15 am – 12:15 pm

Evaluation/Grading

All class activities should help you achieve the course **Student Learning Outcomes** at a level that **prepares you for success in your next Algebra course and in other situations requiring Algebra skills**. If you want to learn the material, or if you are highly motivated to pursue an AA degree and a Transfer or Certificate program, then "grades" and "points" may serve as feedback on your progress.

Ideally, there would be no grades as we know them today, and education would be very different from today's schooling. But since we are still struggling for such a society, I will have to assign you a grade in June. The basis for that grade is described in detail below.

In-Class Tests (5) - 65% of grade

These will mainly be "constructed-response" (show all work) but may include multiple-choice review questions. Half the points lost on the first four tests may be earned back by turning in corrections. Make-up tests will only be given if there is a valid, documented excuse and if requested (by phone or email) by the end of the test day. Options for earning-back points may be limited. **In-class tests are scheduled for THURSDAYS (except for the final). No test scores will be dropped.**

If you always get nervous on math tests, see Mr. Timothy Russell to sign up for   **LSK 015A Overcoming Math Anxiety A** (1 unit NDA RPT 3) HLRC 112

Final Exam – 35% of grade

This will be a two-hour cumulative test during the regularly scheduled final-exam period that covers Chapters 1-10 of the textbook and focuses on the Student Learning Outcomes for Math 123B.

Grades: "Incomplete" grades are extremely rare and may only be considered if a student is passing the class with a C or better on November 15 **and** is unable, due to an emergency, to complete the course on time. Otherwise, it is your responsibility to *withdraw officially*, by November 15, 2013.

The **grading scale** will be no stricter than:

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

However, if your score on the final is 70% or higher, then you will pass the class regardless of your overall average.

PLEASE NOTE that a student's chance of passing the next course in a sequence after receiving a C in the pre-requisite course is much, much lower than if s/he had received an A or B. That is, a C is NOT "good enough."

Homework Assignments and Schedule– Subject to change by Instructor

- These are the problems you should do AFTER class. Use weekends and Monday mornings to catch up.
- "Orally" means you don't have to write it down. "eoo" means "Every Other Odd" problem
- ALWAYS check answers to odd problems in the back of the book, as you go.

Week #	MON (Come for help with homework, review for a test, or to work on test corrections)		TUES	WED	THURS
1	Aug. 26-29	Welcome and Introductions	**5.1** #33-59 odds, 69-89 odds	**5.2** #25-65odds **5.3** #33-83 odds	**5.4** #37-81 eoo, 83-95 odds, summary exercises on factoring #11-89 odds
2	Sept. 2-5	**LABOR DAY HOLIDAY**	**5.5** #11-75 eoo, 79-80	**5.6** #3-38 all	**6.1** #1-11 odds, 14-16, 17-27 odds, 29-30, 31-99 eoo, 101-104 **Ch. 5 review** #57-62
3	Sept. 9-12	Review for Test 1	**6.2** #1-55 odds	**6.3** #5-43 odds, **ch. 5 review** #63-84, **ch. 2 review** #67-82	**Test 1** (covers Ch. 5, 6.1-6.2 and review problems from Ch. 2) Homework: **Ch. 2 "Test"**
4	Sept. 16-19	Work on Ch. 2 review problems	**6.4 #9-71 eoo, 73-80**	**6.5** #5-43 odds, 59-66	**6.6** #19-95 odds
5	Sept. 23-26	Finish Test 1 corrections	**6.7** #3-43 odds **Ch. 6 review** #55-65	**7.1** #1-4 oral, 5-35 odds, 41-46 oral, 47-59 odds, 63-99 odds **Ch. 6 "Test"** #1-10	**7.2** #7-14 oral, 15-73 eoo, 75-91 odds **7.1** #101-110
6	Sept. 30 - Oct. 3	Review for Test 2	**7.3** #9-51 odds, 53-60 **Ch. 6 "Test"** #11-20	**7.4** #3-53 odds, 57-66 **Ch. 6 "Test"** #21-25	**Test 2** (covers 6.3.-7.2 and review problems from Ch. 2) Homework: **Ch. 6 "Cumulative Review"**
7	Oct.7 -10	Catch-up on Chapter 7	**7.5** # 1-81 odd, 83-86	**7.6** #1-18 oral, 19-35 odds, 37-60	**8.1** ##1-13 eoo, 14, 15-41 odds, 43-48 **8.2** #1-31 odds
8	Oct. 14-17	Finish Test 2 corrections	**8.3** #1-41 odd **summary exercises p. 525** #1-10	**8.4** #1-41 odd **summary exercises p. 525** #11-20	**8.5** #1-45 odd, 47-52 **summary exercises p. 525** #21-25

SCHEDULE – Subject to change by Instructor – Part II

Week #	MON (No class, but come for extra help with homework or the "topic of the day")		TUES	WED	THURS
9	Oct. 21-24	Review for Test 3	**8.6** #1-6 oral, 7-28 **Ch. 3 "test"**	Review **Ch. 7 "Test"** #18-28 **Ch. 8 "Test"** (all)	**Test 3** (Covers 7.3-8.5 and review ch 3) Homework: **Ch. 7 "Cumulative Review"**
10	Oct. 28-31	Work on matrix methods	**App A** #1-12, 13-20 oral, 21-61 odds, 62	**9.1** 1-6 oral, 7-65 odds, 73-78	**9.2** #1-85 odds
11	Nov. 4-7	Finish Test 3 corrections	**9.2** #87-103 odds, 105-106, 111-114 **9.3** #1-12 oral, 13-48 all	**9.3** #49-52 oral, 57-66 odds, **summary exercises (p. 583)** odds	**10.1** #1-42 oral, 43-61 odds, 63-66 all, 67-97 eoo, 99-125 odds, 127-128 oral, 141-154 all
12	Nov. 11-14	**VETERANS' DAY HOLIDAY**	**10.2** #1-10 oral, 11-89 eoo, 91-101 odds, 103-108 all **Ch. 4 Review** #89-108	**Ch. 8 Review** #36-48 **Ch. 9 "test"** (all)	**Test 4** (covers 8.6.-9.3, and rev ch 4) Homework: **10.1** #129-140 **Ch. 8 "Cumulative Review"**
13	Nov. 18-21	Catch-up on Chapter 10	**10.3** #1-93 eoo, 95-125 odds, 127-140 all	**10.4** #1-63 odds	**10.5** #1-105 eoo, summary exercises #1-39 odds
14	Nov. 25-28	Finish Test 4 corrections	**10.6** #1-67 odds, 69-70	**10.7** 1-87 odds **Ch. 5 "Test"**	**THANKSGIVING HOLIDAY**
15	Dec. 2 - 5	Review ch. 5	**Ch. 9 "Cumulative Review"**	**Ch. 10 "Cumulative Review"**	**Test 5** (covers Ch. 10, review ch. 5)
Finals	Dec. 9 - 12	**FINALS START**		**FINAL EXAM 10:15 am – 12:15 pm**	

College-Wide Student Learning Outcomes and Course Policies

A. **Critical Thinking:** Classroom activities will require sound reasoning to analyze, model and solve problems.

B. **Communication:** On in-class activities and tests you will be expected to show and explain your work in a clear, well-organized manner.

C. **Quantitative Reasoning:** This is the core of your mathematics learning experience and will be demonstrated in all the work you do in this course.

D. **Apply self-assessment and reflection strategies** to learn from your mistakes and to seek better methods to solve particular problems.

E. **Civic Responsibility:** Students are expected to respect classmates as well as the instructor. This includes refraining from disruptive behavior (coming late, leaving early, wandering in and out of class, eating/drinking during class, side conversations, instant messaging, etc) and practicing positive behaviors (cooperation, civility, helpfulness, constructive engagement in class activity).

F. **Technical Competence:** Students are expected to utilize web-based resources to complement classroom- and text-based activities.

G. **Cultural Diversity:** Respect for all classmates and appreciation of the universality of mathematics in diverse cultures will be demonstrated in classroom activities.

H. **Ethics:** All students will maintain the highest standards of academic honesty. You may NOT give or receive help on tests or quizzes, and you may not turn in someone else's work as your own. *NOTE: If you are discovered committing any act of academic dishonesty (cheating), you will receive no credit ("zero") for the test or assignment AND you will be suspended from class AND the case will be referred to the Vice-President for Student Affairs for further disciplinary action. For further information see the WLAC Fall 2013 Schedule of Classes.*

I. **Aesthetics:** Believe it or not, mathematicians often talk about a "beautiful" or "elegant" method of solving a problem. Through class discussion and individual exploration, it is hoped that students will find aesthetic experiences in their mathematical work.
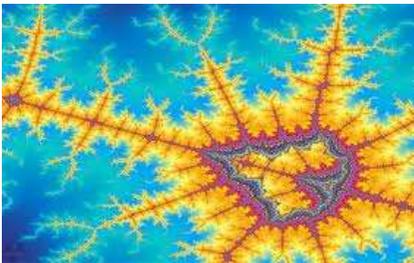
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West LA College Student Learning Outcomes:		Quantitative Literacy	Critical Thinking	Communication	Technical Competence	Ethics
Math 123B Course SLOs	*Math Program SLOs*					
1. Perform operations involving rational and radical expressions, real and complex numbers, and functions	Apply quantitative thinking processes using basic mathematical operations (addition, subtraction, multiplication, division)	X	X			X
2. Use appropriate techniques to solve equations, including: linear and quadratic equations; equations involving radical or rational expressions or absolute value; and systems of linear equations.	Use mathematical tools essential for analyzing quantitative problems and for producing solutions.	X	X			X
3. Solve and graph linear and compound inequalities in two variables		X	X	X		X
4. Graph and analyze linear functions		X	X	X	X	X
5. Analyze, model, and solve "story" problems (applications) within the above scope	Select appropriate math strategies for solving and handling real life problems	X	X	X		X

SLO ASSESSMENT

Student achievement of SLOs will be assessed by means of tests as well as informal measures such as class participation, classwork, and student self-assessment.