

Assessment: Grading will be done according to the standard 10 percent scale (i.e. 100% - 90% is an A, etc.) with assignments weighted as follows:

| | |
|-------------|-----|
| Assignments | 15% |
| Tests | 50% |
| Final Exam | 25% |

Grades are calculated by taking the average of all of the grades in that assessment type, and then weighing them according to the proportions given above. Details of each assessment type are given below.

Class Attendance: This course is a “flipped” classroom format. This means that students are expected to have engaged with the material at some meaningful level *before* coming to class. While attendance is managed by participation in the course (i.e. assignments turned in), students should be involved with working the course material as often as possible in order to develop mastery of the topics presented.

If a you miss more than 5 assessment items (assignments, case studies, exams), you may be dropped from the course with an X or an F.

If a you wish to drop the course on your own (which gives a mark of W) there are instructions in the Syllabus section of the Blackboard course.

Students should plan their work time at the beginning of each week so that they are committed in advance to the completion of their assignments. It has been well documented that spreading out study and practice over a longer period of time helps to retain knowledge, create new connections, and gain additional insights into the material. This can also help with quizzes (see below). **Make arrangements now and plan ahead for what you will do in the event that your own computer or internet connection becomes unavailable or unreliable.**

Assignments: Daily work is essential to developing mastery over the topics presented in this course. All lessons and assignments are available from the first day of classes. Problems may be attempted an unlimited number of times in order to achieve mastery over each lesson. It is important for you to be as thorough as possible in completing the assignments as well as taking notes over the lessons. At the end of each week, you will submit your notes and your worked problems over the week’s lessons on Gradescope. Details are in the assignments policy document in Course Resources. Late work is not accepted, but you should make it a habit to review previous material often.

Quizzes: Quizzes will be given weekly in order to provide low-level assessment of related ‘chunks’ of material learned throughout the week. They are in the same grade category as Assignments

Exams: There are three midterm exams, one project (graded as an exam), and one final exam. All exams are to be taken in person. For each exam, a survey will go out 2 weeks prior to the exam date for students to choose when they will take the exam. Please note the following:

- All students who reside within 75 miles of the Levelland or Lubbock Downtown Center campuses must appear in person to take exams.
- All students who live farther than 75 miles from any SPC campus are responsible for finding their own proctor for exams (a form is available in the Course Resources with instructions).
- If you are unable to appear for an exam, it is your responsibility to coordinate with me an alternative *before* the due date of the exam.
- Exams cannot be made-up, remade, or retaken.

Dual Credit Students will test in their classrooms with their faculty or staff facilitator. This information should be provided to me via the introductory survey.

Final Exam: The final exam is comprehensive, and a required part of the course. Failure to take the final exam results in an automatic F in the course. The Final Exam is Monday, December 9 at 5 pm

Email: The email at the header of the syllabus is the best way to get into contact with the me. This should be used as often as necessary to ask questions, schedule appointments for office hours (physical or virtual) or turn in written assignments in the event that blackboard is down. You may also email incomplete parts of projects and case studies in order to get feedback from me on how to proceed.

All emails should be formatted with the course number and section, and an adequate heading (i.e. "Math 1324-151 project questions"). Failure to format the subject line properly may result in emails being caught by SPC's email filter. Neither I nor SPC are responsible for emails lost due to improper formatting.

Be sure to confirm that all relevant attachments are sent with the email and that the body of the email contains all relevant information for that correspondence.

Showing Work: In all written assignments submitted work of one kind or another needs to be shown in order for the me to properly assess how much of the content has been properly learned and implemented. *When submitting written work any question or component that does not have work associated with it will be given reduced (or no) credit.* Students may view the document titled "Mathematical Writing" in the syllabus content area for specific examples of properly showing work.

Civility in the classroom: Students are expected to assist in maintaining a classroom environment that is conducive to learning. Given that this is an online course, "the classroom" is defined as any set of interactions that students will have with one another (primarily discussion boards). Students who are found to be intentionally hurtful or disrespectful, or repeatedly detract from the focus of the discussion boards will have their grade in this category penalized (up to zero credit for a discussion assignment), and may be administratively dropped from the course (with an X or F) for creating a hostile learning environment.

It is important to note the role that students play in their own mathematical education. Just as everybody has had (and continues to have) different life experiences, we all have different mathematical experiences as well. And while it is important that the systems and institutions that people interact with (of which this class is one) are impartial, to expect such from human beings borders on impossible. To that end, it is imperative that students give space for their classmates to come into the material from where they are, and that we seek to understand each other. The most important capacity students can give each other is the space to be wrong, and to be gently guided out of misconceptions or errors. Both instructor and student are not just the product of their own hard work and thinking, but also of what their environments (both past and present) allowed them to work or think hard about.

Students in disagreements over results or processes must disagree professionally. Blanket statements ("you're wrong" or "that doesn't work") cannot be given without explicit evidence, and should still be framed more in terms of your own understanding: phrases like "I think the problem is asking for..." or "did you consider..." are more appropriate to use when correcting and/or helping other students. People cannot escape their biases, but everybody can recognize that people do not always look at a problem the same way. Make every attempt to be charitable and generous in your interactions with other students.

Honesty: "Scholastic dishonesty" includes but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student. Incidents of academic dishonesty will be promptly reported and dealt with.

Student Resources: Students have access to tutoring at all SPC campuses, specifically in room M116 in the Math and Engineering building on the Levelland campus, or Floor 1 of the Lubbock Downtown Center in the southeast corner.

To schedule a face-to-face or virtual meeting with SPC tutors, go to the SPC webpage, click Student Services, and click on Tutoring. There students may choose at which center they wish to have tutoring or if they wish to have a virtual session (face-to-face sessions only require an open spot, while virtual sessions

require 4 hours notice). Click the Booking link and log in with SPC credentials. Students can then choose the subject and tutor.

Students also have access to the use of Tutor.com for a few hours each week. Students can access Tutor.com directly from the blackboard homepage, or from the Help section of this Blackboard course.

| Week | Content Covered |
|--------------------------|--|
| Week 1 8/26 - 8/30 | Introductions 1.1 - Solving Linear Inequalities 1.2 - Graphs and Equations of Lines |
| Week 2 9/2 - 9/6 | 9/2 - <i>Labor Day</i> 1.3 - Functions; Applications of Linear Functions |
| Week 3 9/9 - 9/13 | 1.4 - Systems of Linear Equations 1.5 - Matrices; Gauss-Jordan Elimination |
| Week 4 9/16 - 9/20 | 1.6 - Matrix Operations/Algebra Unit 1 AMA |
| Week 5 9/23 - 9/27 | 9/23 - Exam 1 2.1 - Linear Programming (Graphs) |
| Week 6 9/30 - 10/4 | 2.2 - Linear Programming (Simplex) 2.3 - Linear Programming (other) |
| Week 7 10/7 - 10/11 | 2.4 - Sets, Probability, Expected Values 2.5 - Markov Chains |
| Week 8 10/14 - 10/18 | 10/14 - Exam 2 3.1 - Quadratic Functions and Applications |
| Week 9 10/21 - 10/25 | 3.2 - Polynomial Functions and Applications 3.3 - Rational Functions and Applications |
| Week 10 10/28 - 11/1 | 4.1 - Exponential Functions and Applications 4.2 - Logarithmic Functions and Applications |
| Week 11 11/4 - 11/8 | 4.3 - Solving Exponential and Logarithmic Equations Unit 3 AMA |
| Week 12 11/11 - 11/15 | 11/11 - Exam 3 Simple and Compound Interest |
| Week 13 11/18 - 11/22 | Annuities |
| Week 14 11/25 - 11/29 | Finance Project Due 11/27 - 11/29: <i>Thanksgiving Break</i> |
| Week 15 12/2 - 12/6 | Review Week |
| Week 16 12/9 - 12/12 | Final Exam |