Information.
Professor: Dr. Muir
Office: Loyola Science Center (LSC) 271
Office Hours: MW: 3:00 – 4:30 p.m., R: 1:00 – 1:50 p.m.
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Web Address: www.academic.scranton.edu/faculty/muirs2
Class Meetings: MWF: 2:00 – 2:50 p.m., LSC 126

Important Dates.
February 3: First day of class
February 7: Last day to add a class
March 5: Last day to drop a class with no grade
March 17 – 21: Spring break, no class
March 24: Midsemester grades submitted
April 16: Last day to withdraw with a “W” grade
May 16: Last day of class
May 21: Final, 3:00 p.m. – 5:00 p.m. (tentative)

Textbook: The required textbook for this course is College Algebra, edition 2 by Ratti and McWaters.

Catalog description: (Prerequisite: MATH 005 or DAT score of 10 or higher or chairperson’s permission.) Topics from algebra including exponents, radicals, linear and quadratic equations, graphing, functions (including quadratic, exponential and logarithmic) and linear inequalities. Not open to students with credit for or enrolled in MATH 103.

Before we get started: Mathematics is a discipline which builds on prior knowledge. Because of this, it is imperative that fundamental skills are practiced and conquered throughout this course. Students should expect to spend a reasonable amount of time outside of the scheduled class time reading the text, mastering terminology and notation, and solving problems. In addition, students should understand that solving a problem is a process and the steps of this process are as important as the final result. Therefore, this emphasis on the process will be reflected in the grading and unsupported answers may receive no credit. Participation in this course is also strongly encouraged.

Student Learning Outcomes: By the end of this course, students should, among other things, be able to

- solve several types of equations such as linear, quadratic, rational, logarithmic, and exponential equations and equations involving radicals or absolute values.
- solve several types inequalities such as those involving absolute values and linear, quadratic, and rational expressions.
• find and/or analyze equations of lines, parabolas, and circles.

• evaluate, analyze, and graph several types of functions such as linear, quadratic, rational, logarithmic, exponential, and piecewise.

• evaluate and analyze combinations of functions and utilize graphing transformations to graph such functions

• find, evaluate, and graph inverse functions

• comprehend, set up, and solve word problems

The graded material (details given below) will build the skills necessary to be prepared to meet these outcomes. In particular, some questions on the comprehensive final, which will consist of previously unseen problems, will be used to assess these outcomes. You may find it necessary to seek additional help to meet these expectations and outcomes.

**Grading:** There will be three exams each worth 15% and a final worth 25%. There will be quizzes which will account for the remaining 30% of the course grade. Note that quizzes are weighted equivalent to two exams. Exam dates will be announced in class. The final is cumulative and thus worth more than a regular exam.

The anticipated grade ranges are as follows: 93 – 100% is an A; 90 – 92% is an A–; 87 – 89% is a B+; 83 – 86% is a B; 80 – 82% is a B–; 77 – 79% is a C+; 73 – 76% is a C; 70 – 72% is a C–; 67 – 69% is a D+; 60 – 66% is a D; 59% or below is an F.

**Homework Quizzes:** Suggested homework problems will be given in class. There will be a quiz every other class period unless otherwise stated, and the problems will be taken directly from the suggested homework problems. Your lowest two quiz scores will be dropped when computing your quiz average. See **Attendance/Missed Assignments** for more.

You may discuss the homework problems with other members of the class, with me, or with tutors in preparation for the quizzes. However, students who do not make an effort to understand the homework independently are likely to have difficulty with the quiz and exam material. There is a useful (and free!) web resource where you can practice problems similar to the ones in the text: [www.interactmath.com](http://www.interactmath.com). Click on “Enter” and then choose our textbook. Note that the quizzes together will weigh as much as two regular exams. There will be dedicated time (approximately 10 minutes) at the beginning of the class period before each quiz for questions as well. To get the most out of this, students are advised to work problems in advance and to come prepared with questions. Office hours are also excellent times to get questions answered!

**Electronic Devices:** Students should be sure to understand the steps of a calculation as no calculators or electronic devices of any kind may be used on any graded assignment unless stated otherwise in class and all work on graded material must be supported. Thus, students should not come to rely on calculators too heavily outside of class.
While you may consider yourself an expert multi-tasker and while you may not intend it to be, texting and other cell phone usage is disruptive and disrespectful to your fellow classmates (and to me!). Thus, cell phones must be put away during class and should be silenced or set to vibrate. If there is a real need to have access to your phone (e.g. family illness/emergency), please inform me before class. You are free not to attend class if you need to, but if you attend class, you are expected to maintain a certain level of decorum that includes, but is not limited to, this cell phone usage expectation. If need be, additional cell phone policies will be implemented throughout the semester.

**Attendance/Missed Assignments:** I expect you to be in attendance for every class. If you miss for any reason, you are still responsible for all announcements made and all material presented. Make-up privileges for absences may be extended at the discretion of the professor. *It is your responsibility to contact me outside of class time to request alternative arrangements.* If at all possible, contact should be made prior to the absence, and contact is expected to be made within one class period of an absence except under unusual circumstances. Keep in mind things such as sniffles, oversleeping, and leaving early or returning late from breaks do not justify make-up opportunities. The dropping of the two lowest quizzes is in place to cover such possible events.

**Cheating:** Copying or cheating on any graded work is not allowed! The penalty for cheating can be a failing grade in the course, and it may be reported to appropriate administrators. Whenever you turn in any work to be graded, you are implicitly stating that you abided by the conditions stated in this syllabus and in the Academic Code of Honesty.

**Other stuff:** All notes and materials that I provide for you may not be posted anywhere without my permission first.

When writing email, please use capitalization, punctuation, and complete sentences.

In order to receive appropriate accommodations, students with disabilities must register with the Center for Teaching and Learning Excellence (CTLE) and provide relevant and current medical documentation. Students should contact Mary Ellen Pichiarello (570-941-4039, LSC 577) or Jim Muniz (570-941-4218, LSC 580) for an appointment. For more information, see http://www.scranton.edu/disabilities.

**Some keys to success:** Often the best way to learn math is through practice, and this practicing needs to permeate the semester. “Cramming” does not usually lead to a meaningful course nor a deep understanding. Working diligently and frequently is a key to success in this course. Below are a few suggestions that you may find helpful. I encourage you to take advantage of all your resources!

- Attend class and participate in class regularly. We only meet for 40 class periods including exam days!
- Start a routine of studying for this class daily.
- The homework problems are great opportunities to learn through practice. Students who independently master the homework in advance of the quizzes are likely to be more successful
on the quizzes and exams. So here are some homework tips:

- Start the homework early. This gives you time to ask questions along the way. I leave class time the period before the quiz to answer homework questions.

- Be prepared to ask questions and learn from others’ questions during the class period prior to a quiz.

- When working homework problems, write out complete solutions, as if you were taking a quiz or test. Don’t just scratch out a few lines and check the answer in the back of the book. If your answer is not right, rework the problem; don’t just do some “work in your head.”

- Working backwards can help you get a complete solution, but then you should work similar problems until you are comfortable working in the forward direction! This may mean you work more than the assigned problems.

- As you do the homework, make lists of formulas and techniques and identify key words in the directions associated with these techniques to use later when you study for tests.

- And work more problems if needed!

- Actively read the text. You should have paper and a pen in hand while reading. Try solving the examples before reading the solution. Check that you are using proper notation and terms and put the steps for solving problems into your own words. Return to an example later and see if you can solve it without using the text or your notes.

- My office hours (listed above) are times for you to drop in (no notice needed) to ask questions about course material, assignments, study tips, etc. If you are unavailable during my scheduled office hours, do not hesitate to contact me as I am available more often than just the times listed.