University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course

1. Type of Action
   ☒ A. Addition ☐ Regular or ☐ Experimental or ☐ Other (click and type to specify)
   ☐ B. Deletion
   ☐ C. Modification: ☐ in credits ☐ in title ☐ in number or alpha
   ☐ in prerequisites or co-requisites ☐ Other (click to specify)

2. New Alpha, Number and Title  MATH 20 - Basic Mathematics
3. Credits 3 credits

4. Old Alpha, Number and Title
5. Credits *

6. New Catalog Description
   This course is designed to help students review and master the basics of mathematics. Emphasis will be placed on numeration, whole numbers, fractions, mixed numbers, and decimals. Also includes the concept of variables; ratios; proportions; solving simple equations in one variable; percents; basic geometry; solving basic applied problems; and basic operations with integers.

7. Select box and type specific information in text box.
   ☒ Prerequisites ☐ Corequisites or
   ☐ Recommended Preparation
   Satisfactory math placement test score or consent of instructor.

8. Student Contact Hours Per Week
   Lecture 3 hours
   Lecture/Lab
   Lab Other (click to specify)

9. Proposed Date of First Offering
   Semester Fall
   Year 2009

10. This course ☐ is proposed for the * Program. ☐ can fulfill * If Other, specify

11. This course * the number of credits required for the program/core.

12. Equivalent or similar courses offered in the UH System:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Alpha, Number, Title</th>
<th>Campus</th>
<th>Alpha, Number, Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HonoluluCC</td>
<td>MATH 20 - Foundation Math (3 cr)</td>
<td>LeewardCC</td>
<td>MATH 1B - Basic Math Through Problem Solving (3 cr)</td>
</tr>
<tr>
<td>MauiCC</td>
<td>MATH 1 - Basic Math Skills (3 cr)</td>
<td>HawaiiCC</td>
<td>MATH 1A, MATH 1B, MATH 1C, MATH 1D (1 cr each course)</td>
</tr>
</tbody>
</table>

13. This course is (check one and click in appropriate textbox and provide details):
   ☐ Already articulated with
   Provide details of existing or desired articulation (date, college(s), purposes, pre-major, etc.) in this space:

   ☐ Appropriate for Articulation with
   Provide details of existing or desired articulation (date, colleges(s), purposes, pre-major or major, etc.) in this space:

   ☒ Not yet appropriate for Articulation.

14. Reason for Initiating, Modifying or Deleting Courses or Other Pertinent Comment:
   Anecdotal evidence of the preparedness and success of Math 21A/Math 21B students in the Math 24 course has led to a review of the Math 21A and Math 21B courses and the proposal of this Math 20 course to better address the needs of the students. The Math 20 course will allow more time for students to hone their skills at this level and preview topics introduced in Math 22-Pre-Algebra (such as basic geometry, simple equation solving, basic operations with integers, and solving basic applied problems). This "spiral" approach to developing mathematical skills throughout the developmental mathematics curriculum also addresses problem solving and analytical skills.

   Requested by: [Signature]
   Date: 2/6/09

   Approved by: [Signature]
   Date: 2/16/09

   CCCM #6100 (Amended for WCC use October 2002)
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
Dean of Instruction

Date

 Chancellor

Date

CCCM #6100 (Amended for WCC use October 2002)
## Levels of Review of Course Proposal at Windward Community College

Course Alpha, Number, and Title: MATH 20 - Basic Mathematics

<table>
<thead>
<tr>
<th>Signatures</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheryl K. Hilt</td>
<td>1-5-09</td>
</tr>
<tr>
<td>Jan Ohman</td>
<td>1-8-09</td>
</tr>
<tr>
<td>Ken I. Taro</td>
<td>1-8-09</td>
</tr>
<tr>
<td>Younja Chui</td>
<td>1-8-09</td>
</tr>
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</table>

1. Department Area (more than one departmental instructor's signature required)

2. Department

   - Department Chairperson
   - Was this course discussed in a department meeting? ☑ Yes ☐ No  
   - 12-12-08

3. Division

   - Margaret Coberly  
   - 01/09/2009

4. Curriculum Committee Review

   - Approved ☑
   - Disapproved ☐

   - Reason:

   - Paul R. Frey  
   - Curriculum Committee Chairperson  
   - 01/09/09

CCCM #6100 (Amended for WCC use October 2002)
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
New Course Proposal Form – Go to next page for Course Modification)

WCC Form for New Course Proposals
(This sheet was originally pink.)

1. How is this course related to the education needs and goals of the College/Department/Community as reflected in the EDP/ADP?

WCC's Open Door policy provides the opportunity for students to pursue their educational goals. Further, as stated in our current Catalog, WCC is committed to the mission of the Community Colleges of the University of Hawaii: To specialize in the effective teaching of remedial/developmental education...

The University of Hawaii Community Colleges Strategic Plan, 2002-2010, under Promote learning and teaching for student success lists the following Action Strategies: (1) Design and deliver more effective programs and services to increase success rates of underprepared students, (2) Allocate resources for the development of effective remedial/developmental programs and services that meet identified student needs, and (3) Increase retention and success rates of all students.

WCC's Strategic Plan for 2002-2010, under Strategic Direction, item 1.0 Promote Learning and Teaching for Student Success, states "A. Expanding existing and support new academic support initiatives designed to promote learning and student success across the curriculum" is ongoing. Remedial instruction in basic skills (reading, writing, and math), learning and study skills are listed as "action strategies" to address this item. Under item 7.0 Strengthen The Liberal Arts, an identified strategic direction is to "support goals of the mathematics department" including "providing a remedial program for students who do not place into Math 22 or higher."

This proposed course, MATH 20, is the department's effort to continually assess, develop and better meet the needs of our students by providing the opportunity for students to strengthen and further develop their basic mathematics skills.

2. Provide details of any additional staff, equipment, facilities, library/media material, faculty preparation and other financial support that would be required to implement this course. (Include an estimate of the actual cost of supplies and equipment.) What has been done to provide for these additional costs for the proposed date of offering? Who will teach the course?

There is no anticipated need of any additional staff, equipment, facility, library/media material, faculty preparation and other financial support that would be required to implement this course. Current mathematics faculty will teach this course.

3. Is a similar course taught elsewhere in the UH system? Yes If yes, provide details of how this course differs from existing similar courses.

HCC's MATH 20 (B, C, D) - Foundation Math is a self-paced, independent study course covering material from basic arithmetic operations through solving simple algebraic equations, working with percents, ratios and proportions. WCC's MATH 20 is not self-paced and not an independent study course. Additionally, WCC's MATH 20 includes basic operations of integers and basic geometry. Introduced in MATH 20, these topics will be "spiraled" throughout subsequent courses in the developmental mathematics curriculum.

Hawaii CC's MATH 1 (A, B, C, D) Basic Mathematics courses cover very similar topics as HCC's MATH 20, and so WCC's MATH 20 differs from Hawaii CC's MATH 1 courses in the same way that it does HCC's MATH 20.

WCC's MATH 20 covers all the mathematics that Maui CC's MATH 1 - Basic Math Skills course covers. Additionally WCC's MATH 20 includes the the basic operations with integers and basic geometry.

WCC's MATH 20 also covers all the mathematics that Leeward CC's MATH 1B covers with the exception that LCC's MATH 1B includes the development of skills for estimation and approximate solution procedures. WCC's MATH 20 addresses the notion and procedures for estimation of decimal numbers in the unit on

CCC #6100 (Amended for WCC use September 2002)
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course

New Course Proposal Form – Go to next page for Course Modification)

decimals, and addresses approximation vs exact values in the basic geometry unit dealing with perimeter of circles and pi.

4. Is this course experimental and/or unique to Windward Community College? * If yes, provide rationale and details of its impact on the College Curriculum

This proposed MATH 20 course is not experimental and will replace the MATH 21A/MATH 21B courses in WCC’s developmental mathematics curriculum. Students completing MATH 20 with a "C" or better should next enroll in MATH 22 - Pre-Algebra.

5. Is a similar course taught in the upper division level by a 4-year UH college? * If yes, explain why this course is appropriate at the lower division or how it differs from its upper division counterpart.

No.

6. Please attach a complete course outline. Your course outline should address all the items listed in the Guidelines for Course Outlines.

7. If this course is numbered 100 or above or appropriate for transfer to a 4-year college, complete and attach WCC Form for Transfer Courses (blue). See criteria for transfer courses.
MATH 20 – Basic Mathematics (3 Credits)

This course is designed to help students review and master the basics of mathematics. Emphasis will be placed on numeration, whole numbers, fractions, mixed numbers, and decimals. Also includes the concept of variables, ratio and proportions, solving simple equations in one variable, percent, basic geometry, solving applied problems, and basic operations with integers.

Prerequisite: Satisfactory math placement test score or consent of instructor.

The student learning outcomes are:
• Utilize precise mathematical language and symbols in written and/or oral form.
• Demonstrate proficiency in performing operations with whole numbers, fractions, mixed numbers, decimal numbers, and integers.
• Utilize fundamental properties to solve simple equations.
• Use algebraic techniques to analyze and solve basic applied problems.
• Apply concepts and principles of percents to solve basic applied problems.
• Apply concepts and principles of basic geometry to determine measurements in geometric figures.

Developmental Mathematics Curriculum Flowchart:

```
MATH 20
  ↓
MATH 22
  ↓
MATH 24
  ↓
MATH 25
```
Math 20 – Basic Mathematics
3 Credits

INSTRUCTOR:
OFFICE:
OFFICE HOURS:
TELEPHONE:
EFFECTIVE DATE: Fall 2009

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

This course is designed to help students review and master the basics of mathematics. Emphasis will be placed on numeration, whole numbers, fractions, mixed numbers, and decimals. Also includes the concept of variables, ratio and proportions, solving simple equations in one variable, percents, basic geometry, solving applied problems, and basic operations with integers.

Activities Required at Scheduled Times Other Than Class Times
Activities may include Homework, Math Lab or TLC activities as needed.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

1. Utilize precise mathematical language and symbols in written and/or oral form.

2. Demonstrate proficiency in performing operations with whole numbers, fractions, mixed numbers, decimal numbers and integers.

3. Utilize fundamental properties to solve simple equations.

4. Use algebraic techniques to analyze and solve basic applied problems.

5. Apply concepts and principles of percents to solve basic applied problems.

6. Apply concepts and principles of basic geometry to determine measurements in geometric figures.
COURSE CONTENT

Concepts or Topics

- Whole Numbers
- Fractions
- Decimals
- Ratio and Proportions
- Percents
- Introduction to Integers
- Introduction to Algebra
- Introduction to Geometry

Skills or Competencies/Responsibilities of Students. Success in this course will be enhanced by:

1. a positive, inquiring attitude towards learning mathematics;
2. setting aside adequate time for studying and working of problems;
3. reading the text carefully and making use of other learning materials whenever necessary;
4. seeking assistance from the instructor and the Math Lab personnel whenever necessary;
5. completing assignments by the designated date;
6. regular class attendance, participation and maintaining accurate class notes.

COURSE TASKS

The mode of instruction varies from instructor to instructor. Generally, the mode of instruction is primarily discussion-problem solving where the initial portion of each class period may be utilized to discuss and clarify any questions from the preceding class meeting and/or assignment, and the remaining portion is used to discuss new material. Lectures, directed student explorations, group work, appropriate technologies, and projects will also be used as appropriate. After the completion of each unit, a review and an exam or quiz will be conducted.

ASSESSMENT TASKS AND GRADING

The student will demonstrate competency in the objectives by participating in and completing all class activities, by completing and turning in all assignments as requested, by taking unit tests or quizzes and by taking a final exam over concepts and skill covered in the entire course. Class activities, unit tests or quizzes, and the final exam are to be taken in the classroom and without any references unless otherwise stipulated by the instructor.

It is the student’s responsibility to obtain and complete all assignments that are given in any class meeting for which the student is unable to attend. Unless permission is granted by the instructor beforehand, assignments and tests must be completed and submitted to the instructor at the specified date and time.

Chapter Test and Chapter Quiz. The four chapter tests and four chapter quizzes are given in class at the end of each chapter. A chapter test will be 50 minutes in length and will be scored on a 100-point scale. A chapter quiz will be 30 minutes in length and will be scored on a 50-point scale. The student must achieve a minimum of 60% of the possible points for each unit test and quiz. Without this minimum requirement, a passing grade and credit for the course are not possible.

Retests. After each chapter test, a retest opportunity is available. No retests will be given after the posted chapter retest deadline. Retests are arranged by appointments with your instructor.
While evaluation and grading methods vary from instructor to instructor, an example of one such method is presented here:

**Course grade.** If the student has achieved a minimum of 60% of the possible points for each unit test and unit quiz and a minimum of 50% of the possible points for the final exam, then a letter grade for the course will be assigned according to the level of achievement as provided in the table below:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>A</td>
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<tr>
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Whatever method of evaluation is used, it is understood that the instructor reserves the right to make necessary and reasonable adjustments to the evaluation policies outlined. It is to be understood that every instructor will clearly inform students on the course syllabus what percentages are to be used to weight the course work and the grading scale used.

**COURSE CONTENT AND APPROXIMATE TIME TO BE SPENT ON EACH TOPIC**

Unit 1: Whole Numbers (2 weeks)
Unit 2: Fractions (3 weeks)
Unit 3: Decimals (2 weeks)
Unit 4: Ratio and Proportions (1-2 weeks)
Unit 5: Percents (2 weeks)
Unit 10: Rational Numbers (1-2 weeks)
Unit 11: Introduction to Algebra (2 weeks)
Unit 12: Geometry (1 week)

**LEARNING RESOURCES**

*Required Text, such as: Basic College Mathematics, 7th edition, by Aufmann, Barker and Lockwood.*

Although not required, a Student Solution Manual is also available.

**Additional Information Instructor expectations**

Note: Attached are copies of an instructor’s Course Syllabus and Course Calendar for your peruse.

**DISABILITIES ACCOMMODATION STATEMENT**

*If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Akoakoa 213 for more information.*
MATH 20 - Basic Mathematics
3 Credits

INSTRUCTOR: Clayton K. Akatsuka, Professor, Mathematics

OFFICE: Mana 110

OFFICE HOURS: TBA

TELEPHONE: 236-9279

e-mail: akatsuka@hawaii.edu

EFFECTIVE DATE: Fall 2009

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STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

1. Utilize precise mathematical language and symbols in written and/or oral form.

2. Demonstrate proficiency in performing operations with whole numbers, fractions, mixed numbers, decimal numbers and integers.

3. Utilize fundamental properties to solve simple equations.

4. Use algebraic techniques to analyze and solve basic applied problems.

5. Apply concepts and principles of percents to solve basic applied problems.

6. Apply concepts and principles of basic geometry to determine measurements in geometric figures.
**COURSE CONTENT**

**Concepts or Topics**

- Whole Numbers
- Fractions
- Decimals
- Ratio and Proportions
- Percents
- Introduction to Integers
- Introduction to Algebra
- Introduction to Geometry

**Skills or Competencies/Responsibilities of Students. Success in this course will be enhanced by:**

1. a positive, inquiring attitude towards learning mathematics;
2. setting aside adequate time for studying and working of problems;
3. reading the text carefully and making use of other learning materials whenever necessary;
4. seeking assistance from the instructor and the Math Lab personnel whenever necessary;
5. completing assignments by the designated date;
6. regular class attendance, participation and maintaining accurate class notes.

**COURSE TASKS**

The mode of instruction is primarily discussion-problem solving where the initial portion of each class period may be utilized to discuss and clarify any questions from the preceding class meeting and/or assignment, and the remaining portion is used to discuss new material. Lectures, directed student explorations, group work, appropriate technologies, and projects will also be used as appropriate. After the completion of each unit, a review and an exam or quiz will be conducted.

**ASSESSMENT TASKS AND GRADING**

The student will demonstrate competency in the objectives by participating in and completing all class activities, by completing and turning in all assignments as requested, by taking unit tests or quizzes and by taking a final exam over concepts and skill covered in the entire course. Class activities, unit tests or quizzes, and the final exam are to be taken in the classroom and without any references unless otherwise stipulated by the instructor.

It is the student's responsibility to obtain and complete all assignments that are given in any class meeting for which the student is unable to attend. Unless permission is granted by the instructor beforehand, assignments and tests must be completed and submitted to the instructor at the specified date and time.

Points will be assigned to each graded assignment, class activity, and tests as follows:

1. **Homework.** Homework sets will be graded on a 0 - 3 point scale. Assignments are due at the next class meeting to the instructor. Late homework may be accepted with grade penalty.

2. **Class Activity.** Class activities are done in class only. Class activities will be graded on a 0 - 3 point scale. There is no make-up for a missed class activity. Students must be present in class to participate.
3. **Chapter Test and Chapter Quiz.** The four chapter tests and four chapter quizzes are given in class at the end of each chapter. A chapter test will be 50 minutes in length and will be scored on a 100-point scale. A chapter quiz will be 30 minutes in length and will be scored on a 50-point scale. The student must achieve a minimum of 60% of the possible points for each unit test and quiz. Without this minimum requirement, a passing grade and credit for the course are not possible.

**Retests.** After each chapter test, a chapter retest deadline will be posted. One retest is allowed without penalty for each chapter test if it is done by the posted chapter retest deadline. The better of the two test scores will count towards your grade. No retests will be given after the chapter retest deadline. Retests are arranged by appointments with your instructor. The same applies for each chapter quiz.

To take a retest, all of the following must be met:

a) All problems from the Chapter Test at the end of the chapter must be completed and turned in to the instructor.

b) The student must meet with the instructor to review mistakes made on the first form of the test taken.

c) Additional math activities as designated by the instructor must be completed.

d) The retest must be taken by the designated chapter retest deadline.

4. **Final Exam.** The final exam will cover the concepts and skills in the entire course. The final exam is one hour, fifty minutes in length and will be scored on a 200-point scale. The student must achieve a minimum of 50% of the possible points for the final exam. Without this minimum requirement, a passing grade for the course is not possible.

No retesting for the final exam is available unless the 50% minimum is not met and the 60% minimum per chapter test and quiz was met. In that event, a retest of the final exam is possible, however, the maximum score is 50% of the possible points for the final exam.

**Make-up.** Make-up opportunity for a chapter test or final exam will be possible only upon a timely presentation of a serious and justified explanation of the student’s absence from the class test. The instructor has the right to request documentation of the student’s absence from the class and to determine if the absence from the class test is justified. A make-up test must be taken within one week of the in-class test unless otherwise specified by the instructor. **No more than one test or quiz may be taken by a student on a make-up basis.**

**Course grade.** If the student has achieved a minimum of 60% of the possible points for each unit test and unit quiz and a minimum of 50% of the possible points for the final exam, then a letter grade for the course will be assigned according to the level of achievement as provided in the table below:

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</tbody>
</table>

Note: Students must apply for the Cr/NC grading option at the Admissions Office. Consult the WCC Catalog for
deadlines.

Note: W grade is given only when the student officially withdraws from the course at the Admissions Office. Consult the WCC Catalog for deadlines.

**LEARNING RESOURCES**

**Required Text:** Basic College Mathematics, 7th edition, by Aufmann, Barker and Lockwood. Although not required, a Student Solution Manual is also available.

**Activities Required at Scheduled Times Other Than Class Times**

Homework, Math Lab or TLC activities as needed.
- Math Lab: Mana 103
- TLC: MLeo 113

**Additional Information**

1. Grading on Homework, Class Activities or Tests. To receive full marks for problems done on any graded activity, you must show your work neatly and completely as well as provide clear written explanations when it is asked for. Partial credit may be awarded.

2. Absences. It is your responsibility to attend every class meeting. Even if you are absent, you are responsible for those topics and examples covered in class that you missed. Furthermore, you are responsible for obtaining any important announcements and assignments given during the class you missed. If you are absent frequently or for an extended period of time, contact the instructor as soon as possible to discuss your situation. Absences and tardiness to class can have a negative impact on your success in this course.

3. Homework. For each chapter, as you read through each section, it is recommended that your write down the words, phrase or math symbols and their meanings, formulas, and properties/rules that are important for each section. It is important for you to know these.

   After reading through each section carefully, try the suggested odd numbered problems in each section. The answers to the odd numbered problems are available at the back of the textbook. Do as many as you feel is necessary to help you learn and understand the material and become comfortable with the concepts and/or properties. If you have difficulty solving problems in the section, review the material in the text and your class notes. Many examples are solved. Review the solutions to these problems. If, after checking these sources and trying to find your mistakes, you are still unable to solve a problem correctly, make a note of the exercise number so that you can ask someone for help with that problem.

   Mathematics is not a spectator sport. To succeed in mathematics, you must do problems. It is often necessary to practice a skill more than the instructor requires. For example, a textbook may provide 50 practice problems in a section and the instructor may assign only 25 of them. However, some students may need to do 30, 40, or all problems. If you are an accomplished athlete, musician, or dancer, you know that long hours of practice are necessary to acquire a skill. Do not cheat yourself of the practice you need to develop skills taught in this course.
# Tentative Calendar
## Fall 2009

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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