MATH 24 – ELEMENTARY ALGEBRA I (3 credits)

CATALOG DESCRIPTION: This course represents approximately half of a typical year algebra course. Topics include real numbers and their properties, linear equations and inequalities in one variable, the coordinate plane, linear systems in two variables and exponents. (3 hours lecture)

PREREQUISITES: Grade of C or better in Math 22 or equivalent, satisfactory math placement test score, or consent of instructor.


1. Utilize precise mathematical language and symbols in written and/or oral form.
2. Demonstrate proficiency in performing operations with rational numbers, and variable expressions.
3. Interpret equations/inequalities geometrically and find solutions to equations/inequalities algebraically.
4. Use algebraic techniques to analyze and solve applied problems.
5. Find slope and apply it to finding the equation of a line.
6. Utilize introductory function concepts.
7. Demonstrate proficiency in the use of rules of exponents and its applications.

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.

DISABILITIES ACCOMODATION 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 ‘Ākoakoa 213 for more information.

RESOURCES:
MATH LAB: THE TESTING CENTER (TTC):

TRIO Services:
METHOD OF GRADING (more later on): The student will have to demonstrate competency in the objectives via assignments and/or quizzes, unit exams*, and other class activities and final exam* over all concepts and skills covered in the entire course.

*The student must achieve a minimum of 70% of the possible points for each unit exam (in order to continue in the class, especially after the official withdrawal deadline) and a minimum of 60% of the possible points for the final exam. Without these two minimum requirements, a passing grade for the course is NOT possible.

In general, grades for this course will be based on the following total points:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 exams (50%; 4 x 100 points each)</td>
<td>400</td>
<td>90+ % A</td>
</tr>
<tr>
<td>Course Activities (30%...colored paper)</td>
<td>240</td>
<td>80 – 89% B</td>
</tr>
<tr>
<td>Final Exam (20%)</td>
<td>160</td>
<td>70 – 79% C/Cr</td>
</tr>
<tr>
<td>Total Possible Points</td>
<td>800</td>
<td>60 – 69% D/NC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Less than 60% = F</td>
</tr>
</tbody>
</table>

Note: The “W” grade is given only when the student officially withdraws from the course either online or at the Admissions Office by the posted deadline. Students who simply stop coming to class will, generally, be given an “F”. Other Grade Options discussed later in the syllabus.

MODE OF INSTRUCTION (3 hours lecture): A portion of class will be set aside for cognitive skills development; to discuss and clarify any questions from the preceding class meeting and/or assignment; for discussion/problem solving and work on new material, as time permits. There will be several HANDOUTS supplementing the material in the custom text. After the completion of each unit of instruction, you’ll need to complete a review assignment and an exam will be conducted.

INSTRUCTOR’S COURSE RESPONSIBILITIES: I fully accept the responsibility to come to class prepared to help you achieve the Student Learn Outcomes listed on the cover page of this syllabus. As such, not only will I go over the material in the required text but cover appropriate study skills, content, etc. which may help to build a stronger bridge for your success in succeeding/related courses. For example, I will be challenging you to take your learning beyond the rate/entry level and to embrace life-long learning.

If on a regular class day the instructor does not arrive within fifteen (15) minutes of the scheduled starting time, students are dismissed. This should be rare, if ever, and probably due to an extreme, unplanned emergency. Normally if I have to be absent, I will schedule alternative coverage for the class. In the case of an uncovered class...do the best you can to keep the schedule: seek help from your classmates/friends or from the staff/tutors of the math lab.

I will return each exam at the next class unless otherwise announced.

CLASSROOM RULES: Respect the rights of all other students to an uninterrupted reception of information... i.e., take your seat before I start lecturing, keep the need to leave your seat to a minimum [so take care of personal business before coming to the classroom], keep talking/whispering to a minimum. TURN OFF all electronic devices while in class. Also, bring NO open food or drink into the classroom [containers with screw-on covers are acceptable]. Have tissues during exams...it is funny how many runny noses there are during quiet times!
RESPONSIBILITIES OF STUDENTS (“Math is NOT a Spectator Sport”):

It is expected that students will have satisfactorily met the course pre-requisite; have the appropriate DAILY “WORKOUT” MATERIALS: textbook, course syllabus/assignment schedule, writing paper (preferably not torn from a spiral bound tablet), pencil, eraser, <scientific calculator>, straightedge and few sheets of graph paper (Chapter 3). 4x6-inch index cards, “post-its”, a highlighting marker, and various colored pens may also be useful.

It is expected that students will seriously prepare for each unit exam…starting with doing the homework assignments to preparing and handing in the “test ticket”.

[WCC] Success in this course may be enhanced by:

| 1. A positive, inquiring attitude toward mathematics; | Do the best you can at all times especially if you’ve “had this before”. You could learn something new every day/class… “Learning is a life-long endeavor.” |
| 2. Setting aside enough time for studying working on problems and thinking about the material; | Some students need more (or less) time than, get to know your OWN needs. At the college level 2-3 hours per assignment may be the norm. |
| 3. Reading the text carefully, making use of Other learning materials whenever necessary And taking class notes; | Your textbook is not just a collection of exercises. Previewing/reading the section to be covered may help you understand what you hear in class and with your note-taking (spelling, notation, etc.). |
| 4. Seeking assistance from the instructor and The Math Lab personnel whenever necessary; | Don’t wait until it is too late or you are overwhelmed. Be pro-active as opposed to reactive. Take charge of your own learning. Re-do the problem 2 or 3 more times after getting with help something difficult. |
| 5. Regularly attending class and/or, notifying the instructor of an absence and taking the responsibility to get all assignments and completing them by the designated date. | Copying someone’s notes is not the same as having participated in the class. Most of us learn by through more than one sense and by repetition...“Perfect practice makes permanent.” |

Homework Assignments:

Individual assignments (either online or paper and pencil) are made for the practice of specific algebraic skills. At the college level you need to plan for at least 3 hours of STUDY between class sessions. However, break these sessions into hour to hour-and-a-half blocks of time. Too long and you lose efficiency/ effectiveness by doing problems by rote and not by taking the time to think about/absorb the concept (review, reread, evaluate your progress).

It is important that you also discover ways to APPLY these skills to new or related problems, or in other classes. Application of/using skills for the purpose of solving problems slight different from those in the text or even brand new problems you’ve never seen before is, perhaps, the biggest difference between college and high school work. Homework with reflection, analysis, summarization is expected for “college level” work. Thus, consider the time it takes for me to grade your HW as a “gift” toward your commitment to succeed (as you’ll get to know how I’ll most likely grade your tests).
Only **completed** and **self-checked** assignments will be accepted. Putting your HW in the correct place doesn’t mean it will earn HW points…NO late homework or homework with **Answers Only** (see below) will be assigned points. There should be lots of evidence that you’ve reviewed the book or your class notes and that answers are in the format requested during lecture, use appropriate algebraic notation, vocabulary, rules, definitions, etc., **even for the assignments done in MML.** [What do you think “A.O. = N.C.” means?]

Additionally, lots of writing (I’m old-fashioned) may be a technique to help you commit information to your long term memory [“Perfect practice makes permanent.”; muscle memory]. Also deliberately make the connection between question and answer…copy most problems or directions as this should help both of us save the time of having to figure what you were thinking at the time you did the assignment.

Please use traditional folder paper, not paper torn out of a spiral bound notebook…but if you must then please tear off the rubbish before turning in your assignments. **Floating in the upper right hand corner** of the first sheet, there should be two brief lines of information: (1) your name, seat code and (2) the assignment (as copied from the assignment sheet or off the board). **Work in a vertical format**…you are not writing an essay for your English instructor. Don’t misuse the “=” symbol…it is only to equate two equivalent expressions. Finally, $\emptyset$, should **not be used as the symbol for the number zero** in this class… algebraically it will be interpreted as naming an empty set.

**Passing the Course** (after meeting the above listed suggestions):

> After each exam, an exam retest deadline will be announced. One retest is allowed without penalty for each chapter exam. This is an earned “privilege”. Before the original test, the student must have: 1) been in class regularly [no more than 2/3 absences per semester if the class meets 2/3 times a week]; 2) been completing the HW assignments (whose points are worked into your unit %); and turned in the assigned “test ticket”. Before taking the rest, evidence must support that additional study/review of the covered material has taken place. **NO retests will be given after the stated deadline** (generally one week after the initial test). You MUST earn a 70+% for each unit test in order to continue in the course!! Failing to do, you must meet with me and/ or immediately withdraw from class (and certainly before the deadline). For most, the higher grade will be recorded except: (1) students who retest and whose initial score is 75% or higher will have both scores averaged! and the **average recorded**, (2) students whose initial score is less than 75% but score higher than 85% on the re-rest will also have an **average recorded**.

> If you know that you are unable to attend the class on an exam day, discuss your situation with your instructor as soon as possible and **preferably before** the exam is started. You may contact the instructor by email…look for her answer!! It may be necessary for you to take the exam earlier than the specified time. IF **YOU UNEXPECTEDLY MISS AN EXAM** (e.g., the bus is running late; you’re caught in a major traffic mess), **NOTIFY THE INSTRUCTOR BY VOICE MAIL OR EMAIL** (preferred) **NO LATER THAN 4pm** on the day of the exam (you may have a “representative” do this)…or **come to the classroom/my office as soon as you arrive on campus**. A make-up may be granted depending on the circumstances surrounding your absence. Talk to your instructor!! Beware of excuses/circumstances which cannot be verified. The penalty may be that no retest will be available.
Other Grading Options *(Each requires frequent contact and discussion with the instructor):*

**N Grade** Definition: The student has worked conscientiously, attended class regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, either the student has not achieved the minimal student learning objectives and is not yet prepared to succeed at the next level, or the student has made consistent progress in the class but is unable to complete the class due to extenuating circumstances, such as major health, personal, or family emergencies. [or being deployed]

**Cr/NC Grade** Definition: This grade option requires written instructor consent and will be considered *only if* the student is currently, and has a high likelihood of, passing the course. Students MUST APPLY for the option at the Admissions Office by the posted deadline. If a student does not apply and process the form at the Admissions Office by the required deadline and s/he does not officially withdraw (same deadline date), a letter grade (A,B,C,D,F) will be assigned for the course.

**I Grade** Definition: The student must present the “Request for Incomplete” form prior to the last day of instruction (or you may email your instructor for help). To be offered only when a student has failed to complete a SMALL part of the course (e.g., taking the final exam) due to circumstances beyond his/her control AND there is a good likelihood of success without the need for extensive tutoring or make-up work. The student must contact the instructor about his/her circumstances as soon as possible and state a desire to complete the course requirements.