Math 105.04: Course Syllabus
Fall 2019, Foothill College

INSTRUCTOR INFORMATION
Instructor: Jeff Anderson
Email: andersonjeff@fhda.edu
Office: Room 4141

Student Hours: Please make appointment
Wednesdays 4:20pm – 5:40pm in Rm 4201
Individualized: By special appointment

COURSE INFORMATION
Course Title: Intermediate Algebra
Section: 04
CRN: 21839
Units: 5.0
Class Time: Mon. & Wed. 6pm – 8:15pm
Location: Room 4301
Prereqs: C or better in Math 220 OR Qualifying score on Placement Test

Course Homepage: http://www.appliedlinearalgebra.com/blog/for-students/welcome-to-math-105

CLASSROOM CULTURE

I Believe In You: I believe you are good at math. I believe you can thrive in our class. I hold you to high academic standards and expect you to act professionally. I believe you can meet my expectations. While I am paid to be your math teacher and I have a lot of experience in this job, I also believe you can teach me more about the math we study in this class. I will work to help you become a more effective student. At the same time, I fully expect that you will help me become a more effective teacher. I believe this class works best when both you and I stay engaged in our learning processes, even when life gets hard. In the words of Dolores Huerta: si se puede (yes we can).

Diversity: I celebrate diversity in our classroom. I believe you have valuable skills, ideas, and experiences that you can use to succeed in this class and beyond. I encourage you to value yourself and your classmates for your unique capabilities and background.

I value a supportive, open, and kind learning environment in our class. With this in mind, let me state explicitly that derogatory, racist, homophobic, or sexist language are not tolerated in this class. Students who are disruptive in class will be asked to leave and will be required to meet with me. I also reserve the right to contact the dean of student affairs and pursue judicial action if needed.

COURSE SYLLABUS

Course Syllabus: The purpose of this syllabus is to provide you with the guiding principles upon which this class runs. I provide you with a hard copy of this syllabus on the first day of class and post an electronic copy of this syllabus on our course homepage. Please put this syllabus in a safe place where you can easily refer to it.

Please read this syllabus completely. This document is an agreement between you, the student, and me, the instructor of record, for this course. Make sure you fully understand the contents of this syllabus, especially the parts that pertain to examination and the computation of your grade. So long as you remain enrolled in the course, you are implicitly agreeing to abide by these terms.

STUDENT LEARNING OBJECTIVES
1. You will develop conceptual understanding of the relationship between a function and its graph. You will demonstrate and communicate this understanding in a variety of ways including (but not limited to) reasoning with definitions, making explicit connections between different facets of your concept images, and using algebraic and graphical arguments.
2. You will demonstrate the ability to simplify linear, quadratic, absolute value, rational, power, and radical expressions and solve equations.
3. You will solve applied problems involving linear, quadratic, absolute value, rational, power, and radical expressions and solve equations.

**COURSE DESCRIPTION**

**Course Content:** After a short review of Beginning Algebra, the course will focus on mathematical expressions, equations and functions including polynomials, absolute value functions, rational functions, radicals, exponents and logarithms.

**Degree Requirements:** This Intermediate Algebra course meets the math requirement for most AA degrees offered at Foothill College. It is also a prerequisite for math courses needed for transfer. If you have questions about how this course fits into your academic plan, please speak with one of Foothill’s academic counselors.

**REQUIRED MATERIALS**

☐ Classroom Materials:

You need pencils, erasers, pens, loose-leaf paper, graph paper, a straight edge ruler, a binder (two inches or larger), and binder separators to organize your class materials. This course also requires a graphing calculator with a table feature. I recommend you borrow a TI-83, TI-83 Plus or TI-84 from the STEM Center foundations Lab in room 4201 or the Foothill College library. If you feel so inclined, you can also purchase these in the campus bookstore. I will use a TI-84 for classroom demonstrations.

I must approve any other calculator for in-class exams. If you use another calculator, you will be responsible for knowing how to use it. Calculators that perform symbolic operations (such as the TI-Nspire, TI-89 or TI-92) are NOT allowed. No other electronic devices will be allowed during exams or quizzes. I do not allow graphing calculator apps on smartphones, tablets or any device with communication features to be used on quizzes or exams.

**ATTENDANCE**

**Attendance:** I expect you to attend class regularly. This class is demanding and in-class attendance is very important. Please make a commitment to come to class every day. A motivated student who is serious about passing this class should expect to be absent for a maximum of three in-class meetings during the entire 12-week quarter.

**On-Time Arrival:** I expect you to be in your seat and ready to learn at the start of class. Our class starts at 6PM on Mondays and Wednesdays. Daily concept quizzes begin at the start of class.
Late Arrivals: I believe it is better to be late than to be absent. I also understand that an occasional late arrival is unavoidable. If you show up late to class, please enter the classroom quietly and obtain a copy of any materials we are using for that day’s class. When you are ready, please join our in-class activity as respectfully as possible.

Absences: If you have a planned absence, please speak with me about this in-person (not via email). If you have an emergency that prevents you from attending class (e.g. flat tire, family issue, etc.), please keep me informed of your situation. If you have a recurring health issue that affects your daily attendance, please speak with me in-person about these.

It is your responsibility to keep up in the class, even if you are absent. I will do my best to put a blank copy of the class handout in your class folder if you are absent. However, I expect you to take responsibility for obtaining any material or handouts that may have been provided during your absence.

IN-CLASS WORK

Concept Quizzes: At the start of every class, you will take a 10 – 20 minute concept quiz. Please submit each concept quiz on the standard-sized (8.5 inches by 11 inches) paper that I provide for you. Concept quizzes focus on conceptual questions related to our class handout for that day’s lesson. The topic of each class’s concept quiz is described in the “Math 105 Quiz and Exam Schedule” available on our course homepage. To prepare for the in-class concept quizzes, please watch the online videos as described below.

Your concept quiz submissions should include detailed written explanations that address the topic of that day. My hope is that your exposition goes beyond algebraic or numeric reasoning and demonstrates your current thought process related to that day’s topic. I will collect your responses after about 10 or 15 minutes. Once all students in the room have submitted their concept quizzes, we will discuss your ideas as a group.

Skill Quizzes: From 7:45pm – 8:15pm on Wednesday classes, you will have a 30-minute skill quiz. Skill quiz problems are similar to the problems you solve on your in-class handouts. Each skill quiz is based on content covered during the previous week. You can find more about the exact content on each skill quiz in the document titled “Math 105 Quiz and Exam Schedule” available on our course homepage.
Class Handouts: During each in-class meetings, we will work through a class handout. I provide you a hard copy of these handouts each time we meet. I also provide an electronic (soft) copy of each handout on the course homepage. Select problems on the in-class handouts are graded. Each in-class handout is designed to help you succeed on online homework, skill quizzes, online quizzes and exams.

Each class handout includes a number of problems that target key skills from the specific sections of the course textbook. During in-class meetings, we will work through these handouts via individual problem solving and group work. I will also lead mini-lectures to help you understand these handouts and address your questions. I will provide a solutions manual at the front of classroom that contains solutions to most problems on these handouts. You can use this solutions manual to check your work and get feedback at your own pace.

I expect you to complete these handouts each day. I also expect that you to refer back to these handouts to solve problems on your online homework assignments and online quizzes. You can think of the handouts as a template to help you organize your lesson notes and capture key ideas related to daily in-class meetings.

Group Work: I encourage you to work in groups to solve problems on the daily class handouts. Unless stated otherwise, group work is NOT allowed during concepts quizzes, skill quizzes or in-class exams. When working in groups, I expect that you:

1. Come to class on time and well-prepared.
2. Sit close together, facing each other.
3. Be welcoming and respectful to your group members.
4. Use your group members’ preferred names.
5. Be considerate of your group members’ learning needs.
6. Stay focused on your work and avoid long discussions unrelated to class.
7. Listen carefully to each other and try not to interrupt.
8. Ask for clarification if someone presents information that you find confusing.
9. Do your best to explain any idea that a group members asks for extra help with.
10. Make sure you fully understand any solution that your group has presented.
11. Monitor your group's progress. Be aware of the time constraints.
12. Ask me a question if your group is stuck.
13. Do not talk with your group members while I’m talking to the class.

I also encourage you to collaborate with your classmates or Foundation Lab instructors for your online homework assignments and online quizzes.
IN-CLASS EXAMS

In-Class Exams: You will have TWO in-class exams prior to finals week. The dates of these exams will be announced in class, but tentative dates are shown on the tentative course calendar. These exams will emphasize, but are not limited to, material covered since the last examination.

Final Exam: The final exam in this class is cumulative: it includes all content covered in the quarter. The final exam will be given at the regularly scheduled time:

Monday 12/9/2019 from 6pm – 8pm.

IF YOU CANNOT TAKE THE FINAL EXAM AT THE SCHEDULED TIME, PLEASE TALK TO ME BY THE END OF THE SECOND WEEK OF CLASS.

Extra Credit: There will be no extra credit assignments. However, there may occasionally be extra credit problems included within the assignments listed above.

ONLINE ASSIGNMENTS

Online Videos: Before each in-class meeting, I ask you to watch a selection of online videos. These videos cover key concepts we will address in the daily concept quizzes and on our class handouts. You can find links to these videos on our course homepage. By watching these videos, you prepare yourself for each day’s concept quiz as well as the work we do on the in-class handouts, both of which are graded assignments.

WORK OUTSIDE OF CLASS

Outside Work: I expect you to spend time outside of class on the following: watching videos, reviewing your in-class handouts, finishing your in-class handouts, and preparing for in-class quizzes or exams.

If you want to or need to earn a passing grade in Math 105, please recognize this class is a large time commitment. If you do not have this much time to spend on this class, I encourage you to drop this class this quarter and re-enroll when you have more time.

GRADING POLICY

Grades: The table below shows the categories and associated weights used to calculate your final percent score. For each grade category, I calculate your final category percent scores as the ratio of the number of points you’ve earned over the total number of points possible in that category.

<table>
<thead>
<tr>
<th>Grade Category</th>
<th>Weight</th>
</tr>
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<tbody>
<tr>
<td>Concept Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>In-Class Handouts</td>
<td>10%</td>
</tr>
<tr>
<td>Skill Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam</td>
<td>25%</td>
</tr>
</tbody>
</table>
Course Grade: Your course grade will be determined as shown below. A grade of D or lower is not considered satisfactory completion of this course and will not satisfy the prerequisite requirements for other courses.

<table>
<thead>
<tr>
<th>Final Percent Score Range</th>
<th>Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>98 – 100</td>
<td>A+</td>
</tr>
<tr>
<td>93 – 97</td>
<td>A</td>
</tr>
<tr>
<td>90 – 92</td>
<td>A-</td>
</tr>
<tr>
<td>88 – 89</td>
<td>B+</td>
</tr>
<tr>
<td>83 – 87</td>
<td>B</td>
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<tr>
<td>80 – 82</td>
<td>B-</td>
</tr>
<tr>
<td>78 – 79</td>
<td>C+</td>
</tr>
<tr>
<td>70 – 77</td>
<td>C</td>
</tr>
<tr>
<td>60 – 69</td>
<td>D</td>
</tr>
<tr>
<td>0 – 59</td>
<td>F</td>
</tr>
</tbody>
</table>

Grade Changes: After final grades have been assigned, I will only change grades in the case that a clerical error has been made. Please check your final grade by the Friday of the third week after the quarter ends. Contact me immediately if you think there is an error.

Please do NOT email me with requests to change the grade you earned to a different grade (either lower or higher). I will not respond to such emails.

CLASSROOM ETIQUETTE

In-Person Help: I prefer to work with you in-person. The best times to speak with me are before, during, or after in-class meetings. I also make appointments during student office hours. I prefer to deal with all of the following issues in-person: enrollment, attendance, your grade, exams, in-class content, suggested problems, learning needs, special circumstances, scheduling issues, student (office) hour appointments, DRC accommodations, letters of recommendation, and almost all other issues that come up.

Phone calls from Jeff: If I notice you are not in class, I may call the phone number you provided to my on the intake survey that you fill out on the first day of class. If you don’t pick up the phone, I plan to leave a brief voicemail to let you know I am thinking about you and share any important information from that day’s class. If you receive such a phone call, please do your best to answer. If that is not possible, please return my call by phoning (650) 949 – 7116. In your return call, please let me know if you are safe, when I can expect to see you back in class, and any details you’d like to share (please be brief).

Phone calls to Jeff: The only issues I prefer to receive a phone call about are unplanned absences. If an emergency makes it difficult for you to attend class on time, please call me on my office phone at (650) 949 – 7116 and leave a brief message as soon as you are able to. In this your message, please let me know if you are safe, indicate when I can expect to see you back in class, and any details you’d like to share with me (be brief: 1 – 4 sentences are usually sufficient). Be sure to include your name and phone number in case I need to call you back. Please do NOT phone me to discuss your grade. I ONLY discuss your grades and progress in person.
Emails from Jeff: I post most important information for this class on our course homepage. However, if I notice you are not in class, I may send you an email to check in. If you receive such an email from me, please do NOT respond. Instead, if you feel you need to respond before we see each other in person, please call my office phone at (650) 949 – 7116 to let me know if you are safe, when I can expect to see you back in class, and any details you’d like to share (please be brief).

Emails to Jeff: Please NEVER email me unless I specifically ask you to do so. I do not like my students to send me emails. I prefer to speak with you in person or hear your voice over-the-phone. There are some very rare circumstances in which I will ask an individual student to send me an email (like when I am writing a letter of recommendation or when I want to collect exemplary student work). In these rare cases, I will request an email from that individual student during a face-to-face conversation. In general, if I didn’t specifically look you're your eyes and request an email from you, I ask you kindly NOT to send me email.

Student office hours: If you plan to attend student office hours, please make an appointment. You can find open appointment times on the list of student office hour appointments that I bring to class. Most student office hour appointments last about 15 minutes. If you are unable to attend any of my regularly scheduled student office hour appointments, please speak to me about this in person. I will do my best to make an appointment with you at a different time.

I enjoy working with students during office hours. We can use office hours to elaborate on concepts that you are struggling with, help you develop a strategy for getting the grade you want, answer questions you have about attending Foothill College or discuss your future plans. For more about how to take advantage of my office hours, please see the “How to Make the Most of Office Hours” handout available on our course homepage.

Cell Phones: You are welcome to use your cell phone as a learning resource while in class. If you are not using your cell phone as a learning resource, I expect your cell phones to be silent and put away during in-class meetings. If you are expecting an emergency call, you may set your phone to vibrate. Please respect your colleagues in the classroom by minimizing texting and email use in class. Of course, no cell phone use is allowed on in-class exams. On exam days, I will ask you to place your cell phones in airplane mode, put this device away in your bag, close your bag completely and place your bag under your seat.

Laptops: You are welcome to use your laptop as a learning resource while in class. If you are not using your laptop as a learning resource, I expect your laptop to be closed and put away during class. No laptops or tablets are allowed during in-class exams.

End of Class: I do my best to dismiss class on time. If at all possible, please do not start pack up your belongings or make noise before I dismiss class.
EXTRA HELP

Pass the Torch: Foothill College’s Pass the Torch Program is designed to help students who want consistent and ongoing help with Math 105 throughout the quarter. Students who participate in this program will also take a Member training study skills course during the first quarter enrolled in the program. This program links students who want support in math (member) with students who have earned A grades in various math courses at Foothill College (leader). For more information contact the Pass The Torch Outreach Coordinator Elvia Herrera, at herreraelvia@fhda.edu or visit http://www.foothill.edu/services/torch/index.php

Owl Program: The Owl Scholars Program is a support program designed to provide encouragement, motivation, and direct connection to tutoring services, on-campus resources, as well as, other support services. As an Owl Scholar, you'll receive assistance from our team, especially when obstacles may get in your way.

- Receive one-on-one guidance from our supportive staff who can connect you to tutoring resources and other services on campus
- Create an action plan to keep you on track and focused on your goals
- Attend workshops and study groups
- Develop a support community at Foothill College

For more information visit: https://www.foothill.edu/owlscholars/ or contact Chris Chavez at chavezchris@foothill.edu or (650) 949-7852.

Foundations Lab: The Foundation’s Lab is located in Room 4201 and is part of Foothill College’s STEM Center. The Foundations Lab supports this Math 105 course by providing the following resources: TI-84 calculator loans, embedded instructor, study space, drop-in tutoring, skill quiz corrections, exam corrections, and internet access.

Psych Services: Life at college can get very complicated. You may sometimes feel overwhelmed, lost, experience stress, anxiety or depression, or struggle with relationship difficulties. Many of these issues are very common and can be effectively addressed with a little help. Foothill College’s Psychological Services & Personal Counseling helps students cope with difficult emotions and life stressors. Psychological Services is staffed by experienced, professional psychologists and counselors, who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at https://foothill.edu/psychservices/

CAMPUS RESOURCES AND OTHER INFORMATION

Academic Honesty: Make sure you have a copy of the Foothill College Academic Integrity Policy and the Foothill College Honor Code. Violation of this policy will not be tolerated in our class. Cheating on tests, copying someone else's work, or having someone do you work for you is not allowed. If you are dishonest on any assignment, you will receive a zero for that assignment and the incident will be reported to student judicial affairs for further disciplinary action. Please inform me if you observe any academic dishonesty.

Adding: Students not officially enrolled prior to the first day of the course will need an add code to add this class. I reserve the right to limit the number of add codes that I hand out based on class needs. On the first day of class, I distribute add codes on a first-come, first-serve basis.
Dropping: If you are absent during the first week of class, I may drop you from the course. After the first two weeks of class, I reserve the right to drop any student from the course for non-participation. This may occur in any of the following circumstances:

i. You are absent for more than two in-class meetings.
ii. You miss an in-class examination without contacting me about your absence.
iii. You are have more than 3 assignments on which you’ve earned a zero

I expect you to officially drop or withdraw from this course if you decide to stop actively participating. Please pay strict attention to the drop dates listed in your student handbook, schedule of classes, and Foothill’s MyPortal website. If you stop being active in this course and are still enrolled through MyPortal after the last day to drop, you will likely earn an “F” in this course.

Religious Holidays: If you have a religious Holiday or Observance during the quarter that conflict with class, please speak with me in person by the end of the first week of class.

Disasters: If a natural disaster, or any other occurrence, closes the campus, I will make adjustments to any existing calendars and assignments at our next class meeting when the campus reopens. If the campus closing interferes with an in-class exam it will be given at the next class meeting. If the natural disaster interferes with the final exam, it will be canceled, and your final grade will be based on your existing scores.

Final Thoughts: I believe that you can succeed in this course. I do NOT believe there is such a thing as a math person. Instead, I believe that:

- When you learn how to solve new problems, you are growing your math brain.
- If you catch yourself saying “I’m not a math person’ just add the word ‘yet.’
- The feeling of math being hard is the feeling of your brain growing.
- The point of all the work you do in this class isn’t to understand everything right away. The point is to grow your understanding, step-by-step.

Please be patient with yourself if you do not immediately see how to solve a problem. Try each assigned problem, make lots of mistakes, ask lots of questions and learn from your mistakes. Most of all, try to have fun learning and expanding the frontiers of your skills.
**Accommodations:** We at Foothill College view students with learning disabilities as an important part of our campus community and we are committed to providing excellent learning opportunities for all students. Foothill College’s Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities. In doing so, the DRC provides and arranges reasonable accommodations for such students.

- If you have, or think you have any attention, learning, chronic health, mental health, sensory, or physical disability, please contact the DRC to discuss what our campus can do to arrange reasonable accommodations that will help you achieve your learning goals.

  To contact DRC, you may:
  - Visit the Student Resource Center in Building 5400 during the following hours:
    - Monday & Tuesdays: 8:00am – 7:00pm
    - Wed & Thursdays: 8:00am – 5:00pm
    - Friday from 8:00am – 3:00pm
  - Email DRC at drc@foothill.edu
  - Call DRC at (650) 949-7017 to make an appointment.
  - Visit the DRC website at http://www.foothill.edu/drc/

- If you are registered with DRC and have accommodations set by a DRC counselor, please use Clockwork to send me (your instructor) your accommodation letter. Please also privately contact me early in the quarter to discuss your needs and review how your accommodations will be applied.

- Please be aware that if you are a student who needs accommodated test proctoring, you must meet appointment booking deadlines at the Testing Center, which are as follows:
  - In-Class Exams must be booked at least three (3) business days/weekdays in advance of the instructor approved exam date/time.
  - Finals exams must be scheduled seven (7) business days/weekdays in advance of the instructor approved exam date/time.
  - Failure to meet appointment booking deadlines will result in the forfeit of testing accommodations. In this case, you will be required to take your exam in class.
  - Please contact the DRC if you need help accessing your Clockwork account via MyPortal.

- Foothill’s DRC strives to provide accommodations in a timely manner. Please be aware that some accommodations take additional time to arrange. We encourage you to work with the DRC and your instructor as early in the quarter as possible so that we may ensure that your learning experience is accessible and successful.

**Emergency Info:** I value your safety and the safety of all Foothill students and employees. I encourage you to be prepared for an emergency. To do so, please:

- Keep your permanent address and emergency contact info current in MyPortal.
- Sign-up to receive Foothill College emergency text alerts in MyPortal.
- Know the safe evacuation routes from each of your classrooms. Emergency evacuation routes are posted in all classrooms.
- Listen for and follow instructions from Foothill College or other designated authorities. Within the classroom, follow your instructor’s instructions.
- Pre-program your cell phone with the emergency phone number for the FHDA Police Department: (408) 924-8000. This will ensure a faster response time
- Report suspicious activities and objects immediately to the FHDA Police.