

## **COURSE SYLLABUS**

### **Math 1325: Math Analysis for Business I – Face to Face**

**NOTE:** This syllabus is subject to change during the semester. Please check this syllabus on a regular basis for any updates.

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### **Course Description**

Math 1325: Math Analysis for Business I (3 hours)

Limits and continuity, derivatives, graphing and optimization, exponential and logarithmic functions, antiderivatives, integration, applications to management, economics, and business.

### **Prerequisite**

MATH 1324 passed with a “C” or better.

### **ICOs**

1, 3

### **Learning Outcomes**

After completing this course, the student should be able to demonstrate competency in:

- 1.0 Differentiation
- 2.0 Applications of differentiation
- 3.0 Exponential and logarithmic functions
- 4.0 Integration

### **Required Materials**

Textbook: Mathematics: An Applied Approach, 8<sup>th</sup> edition by Mizrahi & Sullivan

Supplies: Pencil, Paper, Scientific Calculator

### **Attendance**

Although attendance is not factored into your term grade, attendance will be taken at the beginning of each class period. **In order to do well in the class you must attend regularly.**

### **Homework**

Homework problems will be assigned each class period, but will not usually be taken up for a grade. **In order to do well in the class you must complete all of the homework!** Homework assignments will be posted on the website for the class. It is your responsibility to get the assignment if you are absent.

### **Quizzes**

Quizzes will be given throughout the semester. No make-up quizzes will be given. Two quiz grades will be dropped.

### **Tests**

There will be 3 or 4 tests and a comprehensive final exam. The lowest test grade or quiz average will be replaced by the grade you make on the final exam if it is higher. No make-up tests will be given. You **MUST** take the final exam. Test dates will be announced in class and will be posted on the homework assignment web page.

**Course Grade**

Quiz Average: 15%

Test Average: 60%

Final Exam: 25%

| Percentage (%) | Grade |
|----------------|-------|
| 90-100         | A     |
| 80-89.9        | B     |
| 70-79.9        | C     |
| 60-69.9        | D     |
| Below 60       | F     |

**Help**

If you have trouble with any of the material in this course, do not hesitate to ask for assistance. It will get worse if you wait. You may ask questions in class, come to my office during office hours, or go to the Math Lab in ET 120. Online tutoring is available through Smarthinking.

**Student Success Coaches**

The Odessa College Student Success Coaches will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.

**Course Requirements (Lectures, Assignments and Assessments)**

The course will consist of quizzes, chapter tests, and a comprehensive final exam.

**Expectations for Engagement – Face to Face Learning**

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

**Reasonable Expectations of Engagement for Instructors**

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.

3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - return classroom activities and homework within one week of the due date and
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

#### Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
  - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
  - missing class when a major test is planned or a major assignment is due;
  - having trouble submitting assignments;
  - dealing with a traumatic personal event; and,
  - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
  - seek out help from my instructor and/or from tutors;
  - ask questions if I don't understand; and,
  - attend class regularly to keep up with assignments and announcements.

#### Special Needs

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

#### Learning Resource Center (Library)

The Library, known as the [Learning Resources Center](#), provides research assistance via the [LRC's catalog \(print books, videos, e-books\)](#) and [databases \(journal and magazine articles\)](#). [Research guides](#) covering specific subject areas, [tutorials](#), and the ["Ask a Librarian"](#) service provide additional help.

#### Student E-mail

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>.

#### Technical Support

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at [https://www.odessa.edu/dept/ssc/helpdesk\\_form.htm](https://www.odessa.edu/dept/ssc/helpdesk_form.htm).

**Important School Policies**

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#).

**SEI**

The SEI process for face-to-face and online courses is scheduled for the week of November 26<sup>th</sup>.