

Math 2412.WBL
Pre-calculus – Hybrid
Fall 2012
08/27/12 – 12/14/2012

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Welcome to pre-calculus! This course information will tell you about the course. Almost all of your questions can be answered by reading this sheet. If you still have questions after reading over this information, please contact me! I would be glad to clarify anything for you! Good luck!

Course Description Course Description

MATH 2412 Pre-Calculus Math (27.0101.5819) (4-0) 4 hours Presents the study of applications of algebra and trigonometry, elementary functions and their graphs including polynomial, rational, exponential, logarithmic, and trigonometric functions, conic sections, rotation of axes, parametric equations and the use of polar, cylindrical and spherical coordinates. The student will learn to select appropriate mathematical techniques and technologies and use skills in information organizing, processing, planning and problem solving. The student should be able to probe for mathematical meaning and describe these meanings to others. (SCANS 3, 8, 9, 11)

Prerequisites/Co-requisites

Prerequisite: MATH 1314 passed with a C or better or equivalent

Institutional Core Objectives

- 1 Critical Thinking Skills
- 3 Empirical and Quantitative Skills

Learning Outcomes

Upon successful completion of this course, students will:

- 1. Demonstrate understanding and knowledge of properties of functions.
- 2. Recognize and apply algebraic and transcendental functions and solve related equations.
- 3. Apply graphing techniques to algebraic and transcendental functions.
- 4. Compute the values of trigonometric functions for key angles in all quadrants of the unit circle measured in both degrees and radians.
- 5. Prove trigonometric identities.
- 6. Solve right and oblique triangles.

Prerequisites/Co-requisites

Prerequisite: MATH 1314 passed with a C or better or equivalent

Required Materials

Required Textbook: *Precalculus with Limits* by Larson, 2nd edition, Brooks/Cole
Cengage Learning

Materials: Scientific Calculator
Graphing paper (optional)

Attendance:

Attendance is mandatory in order to succeed in this class at Andrews High School.

Punctuality:

Be on time for class. Class will start on time.

Courteous:

Please be courteous. Be considerate of others.

Term Grade

Your term grade will be determined according to the following distribution:

	Quizzes	Exams 7-8	Final Exam
Percentage	25%	50%	25%
Drops	0	0	0

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

Homework

Homework will be assigned for each section.
ALL WORK SHOULD BE DONE IN PENCIL.

Quizzes

Quizzes will be given and the quizzes are 25% of your overall grade.

Communication

Communication plays a vital role in a student's success. .

Exams

Exams are generally given at the end of each chapter. Chapter 4 and Chapter 10 have been divided into two tests.

Tutoring

Tutoring is available through Developmental Studies and in the OC Math Lab. The hours for the math lab are Mon-Thurs 8:00 AM – 9:30 PM and Fri 8:00 AM – 1:00 PM.

The OC Math Lab is sometimes open on weekends in the afternoons. **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.**

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 (The 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 Email

Please access your [Odessa College Student E-mail](http://www.odessa.edu/gmail/), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

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.

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.

Chapter	Suggested Date
3	TBA
4 sections 1-4	TBA

4 sections 5-8	TBA
5	TBA
6	TBA
10 sections 1-4	TBA
10 sections 5-8	TBA
11	TBA
12	TBA
Final	12/11 (Tuesday)

Expectations for Engagement – Online Learning

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online 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 within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; 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
 - post grades for discussion postings within one week of the discussion thread closing.
 - 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

- line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
 - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or 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
- getting “kicked off” of the system during tests or quizzes;
 - having trouble submitting assignments; and
 - dealing with a traumatic personal event.
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,
 - access my course several times during the week to keep up with assignments and announcements.

“The Student Evaluation of Instruction process for face-to-face and online courses is scheduled for the week of November 26th.”