

Odessa College, Spring 2013
College Algebra - Math 1314.5135
1/23/2013 - 5/17/2013

Instructor: Dr. Paul Oeser

Contact Information:

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Office: ET 117

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Office Hours:

Monday: 10am-12pm, 4:30-5:30pm

Tuesday and Thursday: 12:30-1:30pm and 7-8pm

Wednesday: 10-11am, 4:30-5:30pm

Friday: 10-11am

Class Meetings: Mondays & Wednesdays 5:30-6:50pm, ET 110

Course Description:

In-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included.

Learning Outcomes:

Upon successful completion of this course, students will:

1. Demonstrate understanding and knowledge of properties of functions, which include domain and range, operations, compositions, and inverses.
2. Recognize and apply polynomial, rational, radical, exponential, and logarithmic functions and solve related equations.
3. Apply graphing techniques.
4. Evaluate all roots of higher degree polynomial and rational functions.
5. Recognize, solve and apply systems of linear equations using matrices.

Text: College Algebra, 5e: Blitzer

Exams: there will be five 100 point exams and a final exam.

Tentative exam schedule:

Date	Test	Sections
2/6	1	2.1, 2.2, 2.5
2/25	2	2.6, 2.7, 3.1
3/25	3	3.2, 3.3, 3.4, 3.5
4/15	4	4.1, 4.2, 4.3, 4.4
5/6	5	5.1, 5.2, 6.1, 6.2, 6.5

Final Exam: Monday, May 13, 5:00-7:30pm

This exam will be **cumulative** (covers the whole class' material). **You will not be allowed to use a cell or smart phone on the exams.**

Homework:

MY MATH LAB SOFTWARE REQUIRED: the VAST MAJORITY of HOMEWORK DONE WITH THIS SOFTWARE. You will have one week to complete each assignment for full

credit. Any problems completed after the due date will be penalized 10% per day. Included in most assignments are 1-4 review problems. These are designed to reinforce the periodic reviews you should be doing ON YOUR OWN INITIATIVE (called studying).

Some additional pencil and paper assignments will be given in class, to be physically turned in during class.

Your homework average will be 20% of your grade.

Problem of the Day:

In addition, every class period will have one of these. Typically, we will do an example of a problem, then a slightly different example, then ask you to try one on your own. I may do this more than once per meeting, but I will ask you to turn in one of these. This serves the double purpose of checking for comprehension and taking attendance. You will be allowed to use notes, your textbook, and whatever is on the board, and you will have 5 minutes to finish. The Problem of the Day will be graded on a scale of 1 to 3 points. The Problem will be worth 5% of your final grade.

Course Grade:

Your Course Grade will be computed as follows:

POTD:	5%
Homework:	20%
Exams:	50%
Final:	25%

I will assign a grade based on the following schedule:

<u>Average</u>	<u>Grade</u>
90-100	A
80-89	B
70-79	C
60-69	D
0-59	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.

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 (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 students' and instructor's right to academic freedom can be found in the Odessa College Student Handbook.

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.