

South Texas College
Division of Developmental Studies
Department of Mathematics
Math 0090: Intermediate Algebra Syllabus
<http://www.southtexascollege.edu/dev-math>

Instructor Information

1. **Instructor:** _____
2. **Office Location:** Building: ____ Room #: _____ Campus: _____
3. **Telephone #:** _____
4. **FAX #:** _____ FAX Location: _____
5. **E-mail Address:** _____
6. **Office Hours:** (Days & Times) _____

Course Information

1. **Course Name:** Intermediate Algebra
2. **Course #/Section:** Math 0090 Section #: _____ Term: _____
3. **Classroom Loc:** Building: _____ Room #: _____ Campus: _____
4. **Class Days/Times:** _____

5. Catalog Course Description: This course is a study of intermediate algebra and geometry. Topics include factorization of polynomials, operations on rational expressions, solving rational equations, radical expressions, rational exponents, quadratic equations and inequalities and their graphs, application problems involving quadratic models, functional notation, and application problems on geometry. The focus of lab instruction is content reinforcement.

6. Course Goals:

- Help students become TSI complete and/or College Ready.
- Prepare students for College Mathematics/College Algebra.

7. Course Competencies/Learning Objectives: Upon successful completion, the student will be able to:

- factor polynomials.
- simplify rational expressions.
- multiply and divide rational expressions.
- solve rational equations.
- simplify radical expressions.
- perform operations on radical expressions.
- solve applications involving right triangles.
- solve quadratic equations and problems involving quadratic models.
- graph quadratic equations and inequalities.
- evaluate expressions in functional notation.

8. Departmental Course Requirements

- Prerequisite: Math 85 with a “C” or better or placement based on assessment scores.
- Attendance is required. According to STC policy, a student who does not meet the College Readiness Standard for Texas Success Initiatives (TSI) must attend a developmental class in order to earn credit in any academic course(s) in which s/he may be enrolled. **Any student who accumulates the equivalent of four (4) hours of absences, excused or unexcused, in a developmental class will be referred to the Retention Specialists. Any student who accumulates the equivalent of eight (8) hours of absences, excused or unexcused, may be withdrawn from the course by the instructor. A student may also be withdrawn from the course for non-participation in the class.** Any student who is taking Math 90 as his/her only developmental course, and is withdrawn from the course, will be withdrawn from all college courses.
- Three (3) tardy will be counted as one absence. A tardy is defined as entering class after the starting time OR leaving the class early. **Time lost from a quiz or test due to tardiness will not be made up.**
- The last day to withdraw with a “W” is **November 20, 2009**. A student who has not withdrawn by the said date and has stopped attending class will receive a grade of “F” for the term.
- If you are repeating this course, please make an appointment with your instructor.
- Instructors and students will communicate via e-mail at least once during the semester.

P Grade Policy

Students who pass the math section of the THEA/ACCUPLACER **during** the term *may* receive a grade of "P" for that course. A grade of "P" will count as a successful completion of the course, but it will not be included in calculating the Current Semester GPA. In order to be eligible for a "P" grade, students must provide the instructor with assessment scores demonstrating that they have met the passing standard for college readiness (THEA – 250, ACCUPLACER EA – 68). Students are encouraged to complete the course and receive a letter grade to be better prepared for college-level courses. **Note: P grades are not awarded automatically and are upon instructor discretion. It is important that you bring to your instructor a P Grade form signed by the Retention Specialist before you are awarded the P grade.**

Integrative Curriculum Initiative

The Developmental Studies Division is adopting an initiative in which each of the three departments – Writing, Reading, and Math – will incorporate the use of skills from each discipline.

The Developmental Math department will incorporate reading and writing activities throughout the semester to help with your reading and writing skills, while increasing your understanding of specific mathematical objectives.

9. Technology:

- **MyMathLab** is **required** and is an online based interactive software that allows students to access practice problems, supplemental instructional material such as videos and/or tutorials, and online assignments with immediate feedback. Students can also benefit from **free personal tutoring services** offered through MyMathLab either via phone, chat, or electronic whiteboard. Students are scheduled to meet 1 hour a week in a computer lab working on

their online assignments. Students may access MyMathLab at <http://www.coursecompass.com> for text specific instructional, study, and practice materials.

10. Evaluation Methods:

- See individual instructor's addendum for additional information regarding grading policy and feedback expectations for assignments, quizzes, and/or exams.

11. Grading Criteria:

- Homework/Quizzes/Projects/Tests (as determined by instructor) 75%
- Departmental Comprehensive Final Exam (**Mandatory**) 25%
- Course grade is determined as follows:

A	90%-100%	B	80%-89%
C	70%-79%	D	60%-69%
F	below 60%		

12. Textbook & Resources:

Required for all Developmental Math Courses:

1. Text: M. Bittinger, D. Ellenbogen. Prealgebra and Introductory Algebra, 2/E
2. Software: MyMathLab
3. Worksheets: J. Penna, L. Hurley, B. Johnson. Worksheets for Classroom or Lab Practice.

Recommended:

1. Any standard 4-function calculator.
2. A binder/notebook/folder to hold the textbook.

Note: The required items are sold as a package at the bookstore. This is a **one-time purchase** for the entire developmental math sequence. The textbook is currently being sold as loose-leaf at the bookstore to help save you money. You are encouraged to put the book in a binder/notebook/folder. You will NOT be able to sell the textbook back to the bookstore at the end of the semester. The MyMathLab account in the bundle will be good for the life of the book at STC.

13. Written Project (Two pages type written):

Write a paper on any topic suggested by your instructor.

ACCUPLACER TESTING

Students enrolled in Math 90 are offered the opportunity to take the ACCUPLACER exam free of charge towards the end of the semester. Students will have the option to select the preferred date and time that are available. Students must sign up with the Developmental Math department at their respective campuses **NO LATER THAN NOVEMBER 20**. The scheduled test dates follow. Please do not take the ACCUPLACER within 30 days of the test date below or you will not be allowed to test again.

Math Test Dates

- **Pecan Campus**
 - Wed., Dec. 2nd to Sat., Dec. 5th
 - Thur., Dec. 10th to Sat., Dec. 12th
- **Mid-Valley Campus**
 - Fri., Dec. 4th and Sat., Dec. 5th
 - Fri., Dec. 11th and Sat., Dec. 12th
- **Starr Campus**
 - Fri., Dec. 4th and Sat., Dec. 5th
 - Fri., Dec. 11th and Sat., Dec. 12th

Secretaries Commission on Achieving Necessary Skills (SCANS) Information:

Departmental Foundation Skills:

A. Basic Skills

Reading: Read, understand and interpret written mathematical information.

Writing: Write a report on a topic related to mathematics.

Arithmetic and Mathematical Operations: Use arithmetic in computations and solving problems involving real-life situations.

Speaking: Participate in class discussions, solve problems and explain the solution process to the teacher and the peers.

B. Thinking Skills:

Creative Thinking: Demonstrate creative thinking by solving problems.

Decision Making: Decide which method to use to solve a particular equation given a set of different methods from which to choose.

Problem Solving: Generate a plan to solve application problems; set pieces of information into an equation. Apply previously learned skills and combine them with newly learned skills to solve new problems.

Visualize: Organize and process symbols, pictures and graphs to solve mathematical problems.

Reasoning: Recognize if the solution to a problem is reasonable or not.

C. Personal Qualities:

Responsibility: Students will exert a high level of effort.

Self-Esteem: Students will maintain a positive view of themselves.

Sociability: Students will work in groups.

Self-Management: Students will assess themselves.

Integrity and Honesty: Students will be honest and trustworthy.

Developmental Studies Policy Statement:

- Failure to remain in at least one Developmental Studies course for students who have not met the passing standard on an approved assessment instrument in reading, writing, and/or mathematics may result in the student's withdrawal from ALL college courses.
- All developmental courses including the College Success course will be included in the Semester Grade Point Average (GPA) for all students at STC.

- Students in Developmental Studies will be limited to a maximum of 13 credit hours of course work per semester and 7 credit hours per summer session.
- Students taking 12 or more credit hours per semester who have not met the passing standard on an approved assessment instrument will be required to take two or more developmental courses every semester if they are deficient in more than one academic skill (reading, writing, and mathematics).

Student Code of Conduct

All students are expected to behave in a manner consistent with the College’s function as an educational institution. As stated in the student catalog, any student that engages in disruptive activities which interfere with classroom instruction will be warned on the first occurrence, and may be withdrawn if the disruptive activities continue.

ADA Students with Disabilities Statement:

Reasonable accommodations may be made that allow disabled students to be successful at STC. Accommodations may be provided for those students who submit the appropriate documentation by an outside/independent professional evaluator or agency. Contact an STC ADA/DSS Counselor in the Annex (Pecan) or call (956) 688-2006. Students may volunteer to inform the Instructor about their disability and associated classroom limitations, if applicable.

Each campus has a Counseling/Disability Support Office contact person and a student can contact them at the following phone numbers.

- Pecan Campus (McAllen) (956) 872-2513*
- Mid-Valley Campus (Weslaco) (956) 872-6618*
- Starr County Campus (Rio Grande City) (956) 488-5804*
- Nursing Allied Health Center (McAllen) (956) 683-3137*
- Technology Center (McAllen) (956) 992-6125*