

Course Information and Syllabus

MTH 111 College Algebra

Spring 2016

1 Contact Information

To reach me or PCC:

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Because of federal privacy laws, all email communications related to this class need to be sent to and from your `pcc.edu` email address.

CRN	Days	Time	Final Exam
22783	M/W	8:30–10:50	W 6/8 8:00
22518	M/W	11:00–1:20	M 6/6 11:00
22517	Tu/Th	8:30–10:50	Th 6/9 8:00
22520	Tu/Th	2:00–4:20	Th 6/9 2:00

I have regular **office hours** Monday 2:00–4:00, Tuesday 11:00–12:00, Thursday 11:00–12:00, or by Appointment. Come visit me for help with the material, help with homework, or questions about your grade.

While I do have an office phone number and voice mail, I am more likely to reply to you more quickly if you use email to contact me.

2 Course Description

Taken from the official PCC course description:

Course Number: MTH 111
Course Title: College Algebra
Credit Hours: 5
Lecture Hours: 50

Explores relations and functions graphically, numerically, symbolically, and verbally. Examines exponential, logarithmic, polynomial, and rational functions. Investigates applications from a variety of perspectives. Graphing calculator required. TI-89 Titanium or Casio ClassPad recommended. The PCC math department recommends that students take MTH courses in consecutive terms. Prerequisites: MTH 95, RD 115, and WR 115, or equivalent placement. Recommended: MTH 95 taken within the past 4 terms. Audit available.

The complete Course Content and Outcome Guide can be found at <http://www.pcc.edu/ccog/default.cfm?fa=ccog&subject=MTH&course=111>.

3 Expectations

MTH 111 is a technically demanding course which is paced steadily and introduces concepts that form the foundation of calculus. The ideas are covered in a natural sequence, and if the student stays on top of the work load, they have every chance of success. Topics will be discussed in class, with exercises that tune the technique and problems that reenforce understanding.

At this level of learning, the student is responsible for ensuring their own understanding. Questions are encouraged both during class and in office hours. Indeed, they are a significant part of the learning process. All students are further encouraged to work together—collaboration is an important part of any activity, and it is almost always beneficial for all involved.

Here are some other expectations:

- Play an active role in your learning. Don't expect that it's enough to come to class and listen. You have to read the assigned sections, do the assigned homework, and seek out help when it's needed.
- Do not use phones, tablets, or computers during class time unless it is directly related to a class activity.
- Complete homework assignments earlier than their due date. Begin working on homework assignments the same day that we discuss that material in class.
- Check your `pcc.edu` email at least once a day.
- Food and drink are distracting to other students. Please do not bring food and drink to class. (Beverages that do not release a scent and are in spill-proof containers are OK.)

4 Technology Requirements

Part of this course involves teaching you how to use a graphing calculator such as a TI-84, TI-89 or Casio Classpad. You are **required** to have one and bring it to class everyday.

You will also need Internet access for most of your homework. If you do not have Internet access at home, you can find it in PCC computer labs.

5 Textbook

Precalculus: Concepts Through Functions (A Unit Circle Approach To Trigonometry), 3rd edition by Sullivan and Sullivan. Its ISBN is 978-0-134-30810-4. This is a PCC custom edition of a book with the same name with ISBN 978-0-321-93104-7. Either version is acceptable.

Having unrestricted access to a textbook is a requirement. You may own a copy or borrow one from a friend for the term. Used copies are fine and are often less expensive when bought online or at Powell's Building 2. Earlier editions of the same book may be acceptable. However you must understand that exercises usually change from one edition to the next, and sometimes the chapters change content or order. If you have an older edition, contact me to discuss if it will be acceptable.

6 Grades

General PCC Grading Guidelines are found at <http://catalog.pcc.edu/handbook/g301-gradingguidelines/>.

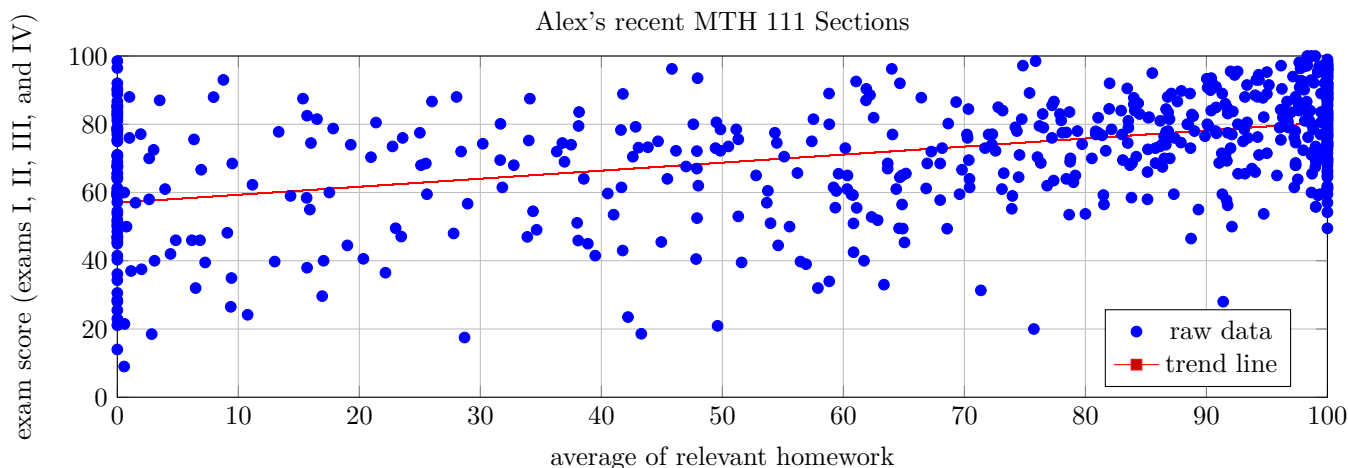
6.1 Attendance/Participation

Each day of class that you attend is worth 0.25 % of your grade, up to a maximum of 4 %. This does not include holidays, inservice days, or days where the entire class period is devoted to an exam. Typically in a term this leaves at least one absence that would not have a direct effect on your grade. However missing class will hurt your chances for success on exams because you will not get the same attention that your classmates had.

6.2 Web Assignments

Most of your homework for this class is to be submitted online through the free program WeBWorK. For details, see [Section 8](#). Collectively, all web assignments are worth 17 % of your final grade. For every web assignment that you do not submit (or have a poor score for), I will replace that score with the score you get on your next exam.

Note that most students who skip doing homework fail the exams. Students who complete the homework assignments to close to 100 % earn around 83 % on exams on average. With this type of homework, the only thing that prevents you from earning 100 % is not starting early enough. So please begin homework early.



6.3 Written Assignments

Each week a selection of the web assignment exercises will be chosen to be written up formally and submitted the beginning of the next week (Monday or Tuesday depending on when your section meets). Each written assignment is worth 1 % of your grade for a total of 9 %. See [Written Assignments](#) for the specifics.

6.4 Late Homework

Web assignments are due whenever WeBWorK says they are due for full credit. There is no way to get credit for a late web assignment. After the due date, you may still do the exercises and check your work, but doing so will not increase your score. After the due date, full walk-through solutions are available for problems if you re-visit the problem. A reminder: any WeBWorK score can be overwritten by your next exam score, if that is to your benefit.

Written assignments that are received late may receive a zero. If I have already graded the stack of everyone else's papers, then I do not have time to go back and grade any more. You may try to turn in something late, and if I have not yet graded everyone else's, then I can grade yours.

6.5 Exams

Please refer to the [Calendar](#) for exam dates, and [Exams](#) for details about what is covered on each exam. Exams 1, 2, 3, and 4 are worth 10 %, 15 %, 20 %, and 25 % of your grade, respectively.

7 Course Downloads

Here are some files associated with this course. This list may grow as the term progresses.

7.1 Lecture Notes

Lecture note files are not a substitute for attending class. We discuss things in class that are not always clear from these written notes alone.

- [Section 1.1 First Day](#)

- [Section 1.1 Second Day](#)

7.2 In-Class Activity Worksheets

- [Introduction to Functions](#)
 - [Solutions](#)
- [Domain and Range](#)
 - [Solutions](#)
- [Arithmetic With Functions and Their Domains](#)
 - [Solutions](#)
- [Difference Quotients](#)
 - [Solutions](#)

8 WeBWorK Assignments

I have made an account for you on a program called WeBWorK at webwork.pcc.edu/webwork2/mth111-jordan-s16. Each week I will assign short answer problems and you are required to answer them online using WeBWorK. The topics that we cover in a week have exercises that are typically due in the middle of the following week at 10:00 p.m. on the night in between the days we meet, but can be worked on much earlier. You may submit answers any time before the due date. You may work from home or use PCC computer labs to turn in your answers.

Here is an example of what a WeBWorK problem is like:

Exercise 8.1 (Multiply Powers). Problem. Use the properties of exponents to simplify $x^4 \cdot x^3$.

$$x^4 \cdot x^3 = \boxed{}$$

Solution. We *add* the exponents as follows:

$$\begin{aligned} x^4 \cdot x^3 &= x^{4+3} \\ &= x^7 \end{aligned}$$

8.1 Why are we using WeBWorK?

Traditionally, homework comes from textbook problems that students would do on paper, and then turn in to the instructor. One drawback of this is that students get no feedback at all until about a week later, and at that point the student is no longer actively thinking about material from two weeks earlier. Another drawback is that it is impossible for a student to do the appropriate amount of homework and for the instructor to give quality feedback for every single exercise. Often an instructor is only able to give feedback for a small subset of the exercises. Using WeBWorK brings the following advantages over traditional homework.

Cost WeBWorK is free, unlike most online homework programs.

Timely Feedback Rather than waiting a week for written feedback from your instructor, you get instant feedback from WeBWorK.

Quality Feedback WeBWorK will do more than just tell you if you are right or wrong. For example, it will usually tell you if you haven't completely simplified an answer or forgot to include units when they are required. Sometimes it will do even more. Try entering x^{12} as the answer to [Exercise 8.1](#).

Ease of Communication WeBWorK encourages you to write your instructor for help, who can provide even higher quality feedback based on your message and your previous attempts.

Multiple or Unlimited Attempts On paper, when you submit an answer, that's the end of it. With WeBWorK you might get a problem wrong on your first attempt, but you are encouraged to figure out your mistakes and try again.

Efficient Use of Class Time Your instructor can monitor the whole class and see in real-time which problems and concepts are causing the class difficulty.

Extra Practice Your instructor can set things up so that you can retry each problem with new random numbers involved. If you are unsure if you have mastered a skill, this gives you a way to keep practicing.

8.2 Logging in to WeBWorK

Click any of the WeBWorK logos on this page, or go directly to <https://webwork.pcc.edu/webwork2/mth111-jordan-s16>. If you are working at your own computer, you might want to bookmark this link. Your username is your PCC email prefix, using all lowercase letters. For example, mine is alex.jordan because my email address is alex.jordan@pcc.edu. Your initial password is your PCC G-number, using a capital G.

8.3 The First Time You Log On

You should go to the **User Settings** menu in the upper left and change your password. There is an Orientation assignment for you to take. Click on the Orientation, and begin by reading the paragraph to the right that says “Read This First”. Take the time to complete the Orientation, and you will understand a lot about how WeBWorK behaves. The Orientation will remain available to you for the entire term, so you can always come back and look at it again.

8.4 Homework Sets Menu

This shows you the assignments that have been assigned to you and when they are due. You may:

- click on an assignment and begin working on problems online
- check the box next to an assignment and click **Download Hardcopy** to get the assignment as a .pdf file which you may then print to work on away from a computer.

When you click on an assignment, you will see a screen with the problem numbers listed. Off to the right is a message for you that might have specific instructions or information about the assignment. You should always look for and read this message.

8.5 Emailing for Help

When you are stumped, you can click the **Email Instructor** button at the bottom of any problem. Write a message explaining what you have tried and if possible, include the work from your calculations. WeBWorK will send your instructor an email with helpful information (like all of the incorrect attempts you have tried) and they get back to you soon with a response. When they respond, it will be with an email, so ***you must remember to check your email.***

8.6 Math Achievements

As you complete more problems through the term, you will win badges for various “achievements”. For example, the “On One Hand” badge is for completing a homework set with fewer than five incorrect submissions. Both earning badges and just plain answering questions correctly will earn you “achievement points”. As you gain more achievement points, you will level up. Each time you level up, you earn an item that can be used to affect your grade.

Level 1: Lesser Rod of Revelation Give yourself 50% credit on one problem.

Level 2: Potion of Forgetfulness Drop the number incorrect attempts down to 0.

Level 3: Tunic of Extension Extend the due date of a currently open homework for 24 hours.

Level 4: Cupcake of Enlargement Double the weight of one problem.

Level 5: Box of Transmogrification Change a single problem to be a (newly randomized) copy of a different problem on the same homework set.

Level 6: Greater Rod of Revelation Give yourself 100% credit on one problem.

Level 7: Robe of Longevity Extend the due date of a currently open homework for 48 hours.

Level 8: Scroll of Resurrection Reopen a homework set (even a closed one) for an additional 24 hours. All problems will be rerandomized.

Level 9: Greater Tome of Enlightenment “Earn” 100% on every problem in a single homework set.

Level 10: Cake of Enlargement Double the weight of an entire set.

9 Written Assignments

As the term progresses, more written assignments will be added to the list here. These must be turned in no later than their posted due dates. Written assignments are each worth 1 % of your final grade, and there will be nine in total. These are where you will get to show me your mathematical writing skills, and improve them if necessary.

The most important thing to understand about your written homework is that ***you are not merely finding and giving answers***. You are *explaining to someone what the problem was, how you handled it, and summarizing the results*. In general, your write-ups should respect these “five C’s”:

1. Clarity. Am I able to read your work? Is your writing legible? Have you written complete sentences that make sense, where appropriate? If you have charts, graphs, and mathematical expressions, have you clearly indicated what they represent? Generally, any graphs need their axes labeled with regularly spaced tick marks, and they need some kind of overall title. If something about your write-up causes me to pause and wonder what you mean, you will lose clarity points.
2. Correctness. Are your numerical answers and conclusions accurate? Often you can check that your numbers are correct by substituting numbers back into earlier equations. Also, by asking yourself if the numbers that you find make sense in the context of the problem. It’s not a bad idea to include these checks with your work.
3. Conciseness. Have you rambled on with extra content that is not relevant to solving the problem? This is distracting and hurts the overall ability of your write-up to communicate effectively.
4. self-Containment. The response to the question that you submit should make it clear what the original question was. Put yourself in the shoes of another student from the class who does not have the original homework assignment in front of them. Would they be able to understand what you are talking about? At a minimum, this means that ***you must give an introduction of some kind that lets your reader know what you are about to investigate***. Also, include any and all charts, graphs, and mathematical expressions that were given in the problem, and explain their meaning, even if you do so merely with labels.
5. Conclusions. Some problems come with context (“word problems”). When writing your final answer to such a question, you need to put that answer in its full context with a conclusion statement that is a complete English sentence. As an example, writing “ $x = 70$ ” or “He needs \$70” will not be good enough if there is more context to the problem. Instead, something like “Dmitri needs \$70 in order to purchase a new lawnmower” is a conclusion statement with all of the context in it. For problems without context, conclusion statements like “So the domain of f is $[0, \infty)$.” are acceptable.

Written HW 1 Due Monday April 4 or Tuesday April 5

1. Define a function z by $z(x) = 2x^2 + 2x + 4$. Find and simplify the expression

$$\frac{z(3+x) - z(3)}{x}.$$

2. Find the domain of the function g where $g(x) = \sqrt{5+6x}$.

Written HW 2 Due Monday April 11 or Tuesday April 12

- Let the function f be defined by

$$f(x) = \frac{1}{x}, \quad x \text{ in } [-3, 0) \cup (0, 2].$$

What is the range of this function? It will help if you make a graph of this function with a restricted domain.

- Determine whether each of the following rational functions is even, odd, or neither. Provide a complete explanation.

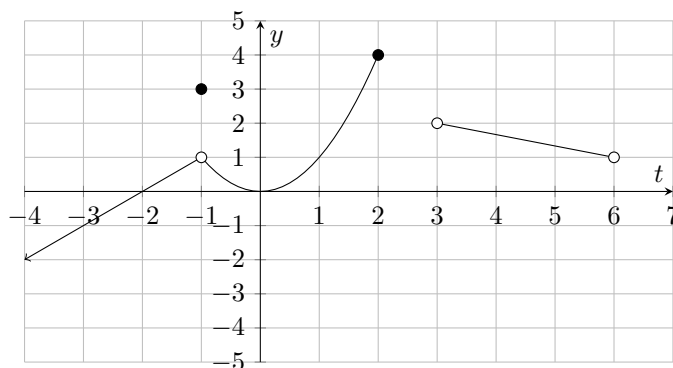
(a) $f(x) = \frac{4x^2+7}{7x^8+3x^2}$

(b) $g(x) = \frac{x^3+4x^2}{7x^2+1}$

(c) $h(x) = \frac{4x^3+2x}{7x^4}$

Written HW 3 Due Monday April 18 or Tuesday April 19

- Here is a graph of a function f .



Write a formula for f , using the notation for piecewise-defined functions.

- Suppose that

$$f(x) = \begin{cases} |x| & -\infty < x < 2 \\ -x^2 + 4x + 3 & x \geq 2 \end{cases}$$

Solve the equation $f(x) = 3$.

Written HW 4 Due Wednesday April 27 or Thursday April 28

- Relative to the graph of $y = \sqrt{x}$, the graphs of the following equations have been changed in what way?

(a) $y = \sqrt{\frac{x}{5}}$

(b) $y = \sqrt{x} + 5$

(c) $y = \sqrt[5]{x}$

(d) $y = \sqrt{x+5}$

- Using only what you know about the graph of $y = \sqrt{x}$ and graph transformations, plot a graph of f , where $f(x) = 4\sqrt{2x-6} + 3$. It would be good to check your result by computing outputs from f in two ways: using this formula and using your graph. Note: simply plotting points using the formula will not be considered acceptable; you must demonstrate that you understand the graph transformations suggested by the formula.

Written HW 5 Due Monday May 2 or Tuesday May 3

- By hand, on graph paper, graph each of the functions defined below. Each graph should have all of the following identified and labeled, assuming the graph has these in the first place:
 - zeros (also known as horizontal intercepts)
 - the y -intercept
 - the slope of the curve at any horizontal intercept
 - the long term behavior of the curve should be clear

(a) $f(x) = (x-3)(x-5)(x+1)$

(b) $g(x) = (2x + 3)^3(x - 2)$

Written HW 6 Due Monday May 9 or Tuesday May 10

- By hand, on graph paper, graph each of the functions defined below. Each graph should have all of the following identified and labeled, assuming the graph has these in the first place:
 - zeros (also known as horizontal intercepts)
 - the y -intercept
 - vertical asymptotes
 - the slope of the curve at any horizontal intercept
 - the local behavior near any vertical asymptote should be clear (does the curve approach the asymptote curving upward/downward from the left/right?)
 - the long term behavior of the curve should be clear; if it is a horizontal or slanted asymptote, it should be labeled with its equation
- (a) $h(x) = \frac{x^2 - 3x - 4}{x - 2}$
- (b) $k(x) = \frac{3(x+2)(x-1)^2}{(x+3)(x-4)^2}$

Written HW 7 Due Monday May 16 or Tuesday May 17

- Let $f(x) = \frac{4x+7}{9x+5}$. Find a formula for f^{-1} .
- Some sociologists feel that if x is a person's age, then $f(x) = \frac{1}{2}x + 7$ gives the youngest age for which it is socially acceptable to date someone of that age.¹
 - What does it mean in context to say that $f(20) = 17$?
 - In context, what should be the domain of this f ? (According to this model anyway.) Hint: how young must a person be so that it is only "acceptable" for them to be dating people of their own age?
 - In words, f cuts its input in half and then adds 7. Therefore, in words, what should f^{-1} do? Use this to write a formula for f^{-1} .
 - Write a sentence that explains what $f^{-1}(x)$ means for a person who is x years old.
 - So what does it mean to say $f^{-1}(40) = 66$?

Written HW 8 Due Monday May 23 or Tuesday May 24

- The amount of a certain drug (in mg) in the body t hours after taking a pill is given by $A(t) = 22(0.87)^t$.
 - What is the dose in the pill?
 - What proportion of the drug leaves the body each hour?
 - What is the amount left in the body after 10 h
 - How long will it be until there less than 1 mg left in the body? (you may use technology to assist you)
- Solve the equation by using logarithms.

$$96(1.215)^x = 36(1.555)^x$$

Written HW 9 Due Wednesday June 1 or Thursday June 2

- Convert this exponential expression to the form $Q = ab^t$.

$$Q = 0.56e^{-0.2t}$$

- A radioactive substance decays at a continuous rate of -21.5% per year, and 72 mg of the substance is present at the start of 2016.
 - Find a formula for $A(t)$, the amount present t years after 2016.
 - How much will be present in the year 2020?
 - When will the amount drop below 7.2 mg? (Show steps with logarithms)

¹I have no value judgments on this issue; it's just the opinion of some sociologists.

10 Exams

Please see [Calendar](#) for the exam dates.

Exam 1 (10%) This exam is meant to introduce you to the format of exams in this class and check that you have been learning the basics from early in chapter 1. Questions will be representative of material from sections 1.1–1.2.

Exam 2 (15%) Covers sections 1.1–1.5 and 3.1. You will also be asked to use your graphing calculator to find zeros, local maxima, local minima, range, and intervals of increase/decrease for a function. You will also be asked to graph transformations of simpler functions by hand.

Exam 3 (20%) Several Exam 1 and 2 questions will be repeated. Covers sections 3.1, 3.4, 3.5, and 4.1. You will also be asked to plot the graph of a polynomial function by hand.

Exam 4 (25%) Several Exam 1, 2, and 3 questions will be repeated. Covers sections 4.2–4.8. You will also be asked to plot the graphs of a rational, exponential, logarithmic, and inverse functions by hand.

Almost all of the points on each exam will come from exercise questions that are very close or identical to web homework exercises. This is why it is so important to be practicing with the assigned homework. Also there will be questions that involve demonstrating your ability to create graphs by hand and use features of your graphing calculator. Some written assignments and in-class time will prepare you for these things. So if you do not complete written assignments and/or miss class, you will be unprepared.

10.1 Missing an Exam

If you miss an exam, you must contact me within one day to explain why or I might not be able to allow a make-up and you would receive a zero. ***Make-up exams are only permitted under extreme circumstances. PCC does not have enough staff and facilities to administer too many make-up exams.*** If you have a valid excuse, you must make it up within the next two business days, or I might not be able to allow a make-up and you would receive a zero. If you are going to make up the exam, contact the testing center immediately (<http://www.pcc.edu/resources/testing/proctored/>) to learn what time you might be able to make up the exam. If you are going to miss the final exam, contact me before the test is given. Since make-up testing is occasionally abused, if you require a make-up test for more than two exams, your scores on all make-up exams will be reduced by 10 percentage points.

Above all else, ***get in contact with me if you have missed or will miss an exam.*** Space and time to make up an exam is limited. You need to make arrangements as soon as there is an issue.

10.2 Accommodated Testing

Students who experience disability-related barriers should contact Disability Services: www.pcc.edu/disability. If students elect to use approved academic adjustments, they must provide, in advance, formal notification from Disability Services to the instructor. Exam accommodations may include, but are not limited to, extended time and a distraction-free environment.

11 Student Resources

PCC and the world at large offer several resources that you may benefit from while taking this course.

11.1 Tutoring

The Tutoring Center at Sylvania offers free tutoring in math. You should find some time to check it out, if you haven't already. Details can be found at <http://www.pcc.edu/resources/tutoring/sylvania/#ssc>.

As a PCC student, you have access to free online tutoring as well. Visit <http://www.pcc.edu/resources/tutoring/sylvania/student-success/math-center/> for details.

11.2 Calculator Handbooks

The PCC math department has written calculator handbooks for the TI-89, TI-Voyage 200, and the Casio ClassPad 330. These handbooks are less dense than the comprehensive manuals that come with each calculator and are focused on topics relevant to PCC courses. Download each one at <http://spot.pcc.edu/academ/math/download.htm>.

11.3 Online Videos

At the Khan Academy (www.khanacademy.org) you can find thousands of 10- to 30-minute videos on various mathematics topics. See what you can find that may be relevant to the topics we are studying in class using appropriate search terms.

Khan Academy is just one such site. See what else you can find online searching for math videos. If you find a series of videos that you feel is helpful, keep visiting them as the term progresses.

11.4 College Success Courses

Several one-credit courses are available to help you maximize your success in the college experience. These include courses specifically geared to study skills. Visit to learn more.

11.5 Math Study Skills

PCC instructor Jessica Bernards co-authored these free lessons on study skills that help people succeed in math courses. <http://spot.pcc.edu/mathstudyskills/>

11.6 Multicultural Center

A welcoming and inclusive space for diverse students. One of many services is one-on-one help for math courses. <http://www.pcc.edu/resources/culture/>

11.7 Veteran's Resource Center

Relax, connect, computer workstations, work study and volunteer opportunities, and more. <http://www.pcc.edu/resources/veterans/sylvania>

11.8 Women's Resource Center

A wide variety of services that support the academic achievement of women. <http://www.pcc.edu/resources/women/sylvania>

11.9 Counseling Services

Get help dealing with personal or career concerns that may be impacting your academic success. Trained professional counselors can also assist you with decision-making, goal-setting, and personal development. Visit <http://www.pcc.edu/resources/counseling/>.

12 Miscellaneous Items

12.1 Student Rights and Responsibilities Handbook

Students are required to comply with the Student Rights and Responsibilities Handbook. Included are policies on Students Rights, Student Conduct, Grade Appeal, Academic Integrity, Consensual Relationship Statement, and Children on PCC properties. The handbook can be found at <http://www.pcc.edu/about/policy/student-rights>.

12.2 ADA Accommodation

Students who experience disability-related barriers should contact Disability Services: www.pcc.edu/disability. If students elect to use approved academic adjustments, they must provide, in advance, formal notification from Disability Services to the instructor.

12.3 Nondiscrimination Statement

Portland Community College is committed to creating and fostering a learning and working environment based on open communication and mutual respect. If you believe you have encountered sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, veteran status, sex, sexual orientation, gender identity, or disability please contact the Office of Equity and Inclusion at (971) 722-5840 or equity.inclusion@pcc.edu.

12.4 Academic Integrity

Students are required to complete this course in accordance with the Student Rights and Responsibilities Handbook. Dishonest activities such as cheating on exams and submitting or copying work done by others will result in disciplinary actions including but not limited to receiving a failing grade. See the Student Rights and Responsibilities Handbook to read the college's Academic Integrity Policy. Portland Community College's Student Rights and Responsibilities Handbook can be found at <http://www.pcc.edu/about/policy/student-rights>.

12.5 Flexibility

I reserve the right to modify course content and/or substitute assignments and activities in response to institutional, weather, or class situations.

13 Calendar

The following dates are of interest to everyone:

Friday	April 1	Last day to select audit grade option: see www.pcc.edu/enroll/registration/grading-policy.html
Saturday	April 2	Last day to drop 8–12 week classes: see www.pcc.edu/enroll/registration/dropping.html
Tuesday	April 5	Last day to add classes
Tuesday	April 26	SAC Inservice (classes before 4pm are canceled, classes at 4pm and after will be held)
Saturday	May 21	Last day to withdraw from 11–12 week classes: see www.pcc.edu/enroll/registration/dropping.html#withdraw
Saturday	May 21	Last day to change grade option: see www.pcc.edu/enroll/registration/grading-policy.html
Monday	May 30	College closed: Memorial Day

Below are the chapters we will cover from the textbook, and when we will cover them. Class time is more productive for you if you read the relevant sections before coming to class.

There are two calendars below; the first is for Monday-Wednesday sections, and the second is for Tuesday-Thursday sections.

Monday-Wednesday sections

Monday	Read	Due	Tuesday	Due	Wednesday	Read	Due
3/28	1.1		WeBWorK Ori-entation		3/30	1.1	
4/4	1.2	[Written HW 1]	WeBWorK		4/6	1.3	
4/11	1.4	[Written HW 2], [Exam 1 (10%)]	WeBWorK		4/13	1.5	
4/18	1.5	[Written HW 3]	WeBWorK		4/20	3.1	
4/25	3.1, 3.4		WeBWorK		4/27	3.4, 3.5	[Written HW 4]
5/2		[Written HW 5], [Exam 2 (15%)]	WeBWorK		5/4	4.1	
5/9	4.2	[Written HW 6]	WeBWorK		5/11	4.3	
5/16		[Written HW 7], [Exam 3 (20%)]	WeBWorK		5/18	4.4	
5/23	4.5, 4.6	[Written HW 8]	WeBWorK		5/25	4.7, 4.8	
5/30	Memorial Day (class does not meet)		WeBWorK		6/1	Review and Practice Day, [Written HW 9]	
6/6	11:00 section has [Exam 4 (25%)] at 11:00		WeBWorK		6/8	8:30 section has [Exam 4 (25%)] at 8:00	

Tuesday-Thursday sections

Tuesday	Read	Due	Wednesday	Due	Thursday	Read	Due
3/29	1.1		WeBWorK Ori-entation		3/31	1.1	
4/5	1.2	[Written HW 1]	WeBWorK		4/7	1.3	
4/12	1.4	[Written HW 2], [Exam 1 (10%)]	WeBWorK		4/14	1.5	
4/19	1.5	[Written HW 3]	WeBWorK		4/21	3.1	
4/26	SAC inservice (class does not meet)		WeBWorK		4/28	3.1, 3.4	[Written HW 4]
5/3		[Written HW 5], [Exam 2 (15%)]	WeBWorK		5/5	3.4, 3.5	
5/10	4.1	[Written HW 6]	WeBWorK		5/12	4.2	
5/17		[Written HW 7], [Exam 3 (20%)]	WeBWorK		5/19	4.3	
5/24	4.4	[Written HW 8]	WeBWorK		5/26	4.5, 4.6	
5/31	4.7, 4.8		WeBWorK		6/2	Review and Practice Day, [Written HW 9]	
6/7	Class does not meet		WeBWorK		6/9	8:30 section has [Exam 4 (25%)] at 8:00 2:00 section has [Exam 4 (25%)] at 2:00	