

Welcome to MTH 60

Your instructor) is **Steve Simonds**

Simonds' office is in **ST 104**

Simonds' office phone is **971-722-4784**

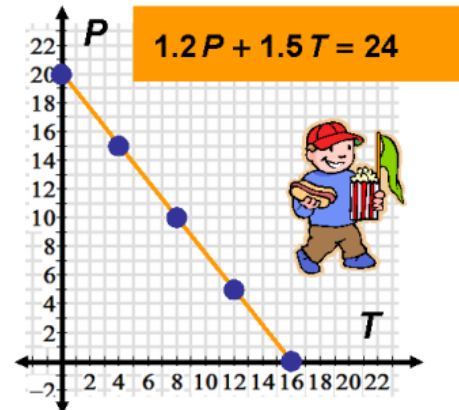
Simonds' work FAX # is **971-722-8259**

Simonds' email addy is **ssimonds@pcc.edu**

Simonds' webpage is **spot.pcc.edu/~ssimonds**

Simonds' office hours are **MW: 1:30 - 2:15 p.m.**

TTh: 3:30 - 5:45 p.m.



Required Text: *Beginning Algebra* (Custom Edition for Portland Community College)
by Robert Blitzer (Pearson Custom Publishing)

Calculator: A scientific calculator is required for this course.
A graphing calculator is not required but is acceptable.
You **MAY NOT** share calculators during exams or quizzes.
You **MAY NOT** use a cell phone for any purpose during exams or quizzes

Straight-edge: A **straight-edge (ruler)** is required for all hand-drawn graphs.

Pencil vs. pen: You must use a pencil for your work in this class. You are human, and humans make mistakes. Scribbled out work will receive point deductions - so you want to be able to erase your mistakes. You'll probably want to also have colored pencils when we get to the graphing section of the course.

Cell phones: The use of a cell phone during class will result in your instructor freaking out. If you text message during class, your instructor is not responsible for his reaction; let's just say it's not likely to be pretty. If your cell phone rings during class, you will receive a point deduction for that day's graded activity; the amount of deduction will depend upon the insipidity of your particular ring.

Classroom etiquette: I recently had a class where several students thought it was acceptable to talk to one another while I was lecturing. The talking went on throughout the term and it was very disruptive to the class. You probably already know this, but in case you don't ... talking to one another while I am lecturing is not acceptable.

Email communications: Because of federal privacy laws, all email communications related to this class need to be sent from and to your PCC email address. You may access your PCC email via MyPCC. Please visit me during my office hours if you are unfamiliar with MyPCC.

Resources For Students:

- **Computer Resource Center** (SY CC 206, 971-722-4325)
 - internet access, mathematics computer programs

Among other services, if you go through the CRC orientation you will receive credit for \$25 worth of printing. For more information visit: www.pcc.edu/sycrclab/orientation/

- **Multicultural Center** (SY CC 202, 971-722-4112)
 - one-on-one help for math courses, drop-in or by appointment
- **Student Success Center** (SY CC 204, 971-722-4540)
 - tutors, computer-based tutoring, self-paced math courses, drop-in basis

The Sylvania Student Success Center hours fall term are:

MTWTh: 9 am - 8 pm Fri: 9 am - 3 pm Sat: 10 am - 3 pm

You may also visit any of the other campus tutoring centers. Information is available at: www.pcc.edu/resources/tutoring/

There is also on-line tutoring available for several subjects, including math. Information is also available at: www.pcc.edu/resources/tutoring/

- **MyMathlab** (online - free with new text; available for purchase with used text)
 - videos and on-line practice aligned with your text

If you bought a new text it came with a folder that contains a Student Access Code. If you did not buy a text and want access to the site you will need to use a credit card.

You will be asked for a **CourseID**. Use **simonds00212**

The web address for the materials is: www.coursecompass.com

- **College Success Courses**

There are several one credit courses available to help you find maximum success in your college experience. These include courses specifically geared to study skills. The following site offers information on these courses as well as on-line tips for success at PCC.

www.pcc.edu/resources/first-term/eo2_0_CollegeSuccess.html

Please feel free to contact me for assistance in accessing any of these resources. I really want to help you to be successful. ☺

Your grade will be dependent upon the following activities.

- **Attendance, group activities, and graded assignments** (100 points)
I will periodically collect worksheets from group work and I will also periodically hand out exercise sheets to be turned in. No opportunity will be given to make up missed group work and no late exercise sheets will be accepted for credit.
- **quizzes** (50 points total)
We will have five 15 minute quizzes. The quizzes will be given on the dates indicated in the schedule. **No make-up quizzes will be given.** *All quizzes will be closed book/closed note. No cheat sheets will be allowed.*
- **tests** (225 points total)
We will have four 1.5 hour tests. The tests will be given on the dates indicated in the schedule. Your lowest test score will be discarded when calculating your grade for the course. **You may make-up at most one missed test, and the make-up must be arranged and take place before the test is returned to the class.** *All tests will be closed book/closed note. No cheat sheets will be allowed.*
- **final exam** (125 points)
A comprehensive final exam will be given on Wednesday, December 8. *The final will be closed book/closed note. No cheat sheets will be allowed. No make-ups will be allowed without prior arrangement.*

To earn an A in the class you must earn at least 450 points.

To earn a B in the class you must earn at least 400 points.

To earn a C or P in the class you must earn at least 350 points.

To earn a D in the class you must earn at least 300 points.

Important Dates

Important dates for all of you PCC courses (including information about changing your grading options) can be found at: <http://www.pcc.edu/registration/academic-calendar.html>

School Closures

In the unlikely event that the college is closed on the day we are scheduled for a test the test will automatically be rescheduled for the next regular class meeting.

In the unlikely event the college is closed on the day a graded homework is due, the due date will automatically bump forward to the next scheduled class meeting.

The official course description for MTH 60 is:

Use applications, formulas, and reasoning skills to write, manipulate, interpret, solve and graph linear equations. Concepts introduced numerically, graphically, and symbolically. Communicate results in oral and written form. See instructor for calculator recommendation. Prerequisite: Successful completion of MTH 20 and (RD 80 or ENNL 250).

My personal description of a student who has successfully completed MTH 60 includes, but is not limited to, the following attributes.

- The successful student demonstrates competence in all aspects of arithmetic involving signed numbers *without the use of a calculator*. This includes the student demonstrating competence while working with integers, fractions, and/or decimals. This includes the student demonstrating a clear understanding of the order of operations.
- The successful student demonstrates a clear understanding of the vocabulary and properties associated with arithmetic, algebraic expressions, linear equations, and linear graphs.
- The successful student demonstrates the ability to correctly solve linear equations of varying difficulty and demonstrates a clear understanding of the meaning of the phrase "solution to the equation."
- The successful student demonstrates the ability to solve a variety of word problems by, in part, modeling a given problem with a linear equation.
- The successful student demonstrates a consistent ability to use correct and appropriate mathematical symbols and vocabulary in a correct and appropriate manner.
- The successful student demonstrates a clear understanding of the relationship between the graph of a line and a linear equation of two variables. This understanding includes an understanding of, and ability to work with, the Cartesian plane, intercepts, slopes, and various forms of linear equations.

There are several things I will do to help you achieve success in class.

- I will show several examples for each topic covered in the class. I will consistently illustrate the proper way to write the mathematics and consistently illustrate proper organizational strategies so that you have a clear guide for how to write and organize your work.
- I will, to the best of my ability, answer all of your course related questions and do so in a friendly and open manner. This includes questions asked during class, during office hours, over the phone, or via email.
- I will frequently have you work in pairs and/or small groups so that you have the opportunity to practice the skills and ask pointed questions before you leave the classroom.
- I will be as explicit as possible in my feedback when grading your papers. I want you have the best chance of fully understanding your error and/or fully understanding how you need to write things differently to earn full credit on your next assignment.
- I will post all materials distributed in class on my web-site. This includes the lecture notes given in class.
- If you find yourself getting anxious about the class, I will respectfully listen to your concerns (during office hours) and do whatever I reasonably can to help mitigate your concerns.

As much as I want you to be successful in class, there are several things I can't or won't do.

- I can't read your mind while I'm lecturing. If I am explaining something that you don't understand, then you need to ask me questions. I can't promise that you will understand everything right away, but I will try my best to explain things in different ways until you do understand whatever you ask about.
- I can't take your notes for you. You need to follow along with me while I am lecturing and you need to write down all of the steps I show during lecture. You need to look at your notes when you first start working your homework problems and you need to find the connections between my examples and the problems in the book.
- I can't do your homework for you. If you want to be successful in class you need to do *all* of your assigned homework in *a complete and timely manner*. I will be very specific about the work you need to show for certain types of problems. When practicing those problems you need to practice showing all of that work as well as understanding the steps.
- I can't predict what problem set and/or concept a specific student won't understand. If you don't know how to successfully work some problems *you* need to find someone to help you with those problems. There are all sorts of people at PCC available help - this includes me, the tutors in the math center and multi-cultural center, and perhaps a fellow classmate. If you find yourself struggling with topic after topic, you might want to consider getting a private tutor.
- I can't take your quizzes and tests for you. I will ask questions that are remarkably similar to what I illustrate in class and what is in your textbook. If you've done *all* of your homework and consistently come to class you will not find any surprises on your tests.
- I can't be responsible when you miss a class. I know that sometimes a person has a perfectly legitimate reason for missing a class, but I can't take that on for the more than 100 students I have this term. If you miss a class, go to my web-site and download the materials distributed the day that you missed. You'll really want to get to know some students in the class to help you study and to pump for information should you miss class. Also, if a graded homework is either due or distributed it is 100% your responsibility to get the work in to me by time designated on the assignment if you want to receive credit for the assignment; I will not accept a late assignment under any circumstances.
- I can't let you (or any other student) dictate how I evaluate your work. I have been teaching for over 20 years and have a set of standards that I have learned help students be successful not only in my class but also in subsequent math classes. If you get frustrated with how I've graded something, try to keep in mind that I'm truly trying to help you be the best math student you can be. Feel free to stop by my office to have a friendly chat about how I've graded your work. If I write something on your paper that offends you (or say something in class that offends you) please let me know so that I can apologize and try to not do it again.
- I cannot allow you to use cell phones or other electronic communication devices while class is in session; those devices are distractions for you, the other students, and me. If you cannot exist with those type devices shut off, at the very least put the devices in vibrate mode and leave the classroom if an emergency requires you look at a message or take a call.

Schedule for MTH 60 – Section 42254, Fall Term 2010

Class Time: MW: 2:30 - 4:50 P.M. Room: SS 104

Week of ...	In class	Practice Homework (not turned in)
Sep 20	cover 1.1-1.3	1.1: 1-67 odd, 79, 81, 89, 90, 92-95 1.2: 1-11 odd, 29-101 every other odd, 103-109 odd 1.3: 1-19 odd, 33-77 odd
Sep 27	cover 1.4 - 1.6 cover exponents handout <i>15 minute Quiz on Monday</i>	1.4: 1-63 odd 1.5: 1-57 every other odd, 61-65 odd 1.6: 1, 3, 5-81 every other odd, 95, 97, 99
Oct 4	cover 1.7, 1.8, 2.1, and 2.2 <i>15 minute Quiz on Monday</i>	1.7: 1-105 every other odd 1.8: 1-69 every other odd, 81-87 odd 2.1: 1-53 every other odd, 59, 61, 63 2.2: 1-25 every other odd, 29-53 odd, 67, 71
Oct 11	cover 2.3 1.5 hour test on Monday	2.3: 1-61 odd
Oct 18	cover 2.4 and 2.6 <i>15 minute Quiz on Wednesday</i>	2.4: 1-89 odd 2.6: 1-89 every other odd, 109, 111
Oct 25	cover 2.6 1.5 hour test on Monday School is closed on Wednesday	
Nov 1	cover 4.1 - 4.3	4.1: 1-77 odd 4.2: 1-67 odd 4.3: 1-21 odd
Nov 8	cover 4.3 and 4.4 <i>15 minute Quiz on Monday</i>	4.3: 23-43 odd 4.4: 1-11 odd
Nov 15	cover 4.4 and 4.5 1.5 hour test on Monday	4.4: 13-63 odd 4.5: 1-37 odd
Nov 22	cover 2.5, 3.2, 6.2, and 10.6 Don't read Section 6.2 ... we are only covering one small part of that section! <i>15 minute Quiz on Monday</i>	2.5: 1-19 odd, 25-45 odd 3.2: 1-41 odd 6.2: 1-33 odd 10.6: 1-31 odd Supplemental Problems
Nov 29	cover 4.6 1.5 hour test on Monday Review for Final Exam	4.6: 9-43 odd
Dec 6	Final Exam on Wednesday 2 PM - 4 PM	

You should expect to spend anywhere from 10 to 15 hours per week doing math homework; otherwise you can pretty much count on having to repeat this class. I'm not trying to be mean, just honest. It takes lots of practice and quite a bit of frustration to master mathematics, and you need to make sure that you budget plenty of time (in more than one session per week) to work through these problems.