Syllabus for College Algebra with Support

Course Information

Semester & Year: Fall 2023
Course ID & Section #: MATH-30-V5472 & MATH-30S-V5473
Instructor's name: Erin Wall
Day/Time of required meetings: MATH 30S meets Mondays and Wednesdays 2:50-4:15 pm via Zoom
Course units: MATH-30 is 4 units and MATH-30S is 1 unit.

Instructor Contact Information

Office location or *Online: SC 216G and can meet online via Zoom.
Office hours: By appointment. Can be done in person or via Zoom.
Phone number: (707) 476-4351
Email address: erin-wall@redwoods.edu (Can also message through Canvas) – Best Way to Contact Me

Catalog Description Math 30

A course for students studying in science, technology, engineering, and mathematics (STEM) fields and some areas of business. Both Math 30 and Math 25 (Trigonometry), are prerequisites for Math 50A (Differential Calculus). Topics include: polynomial, rational, radical, exponential, absolute value, and logarithmic functions; systems of equations; theory of polynomial equations; analytic geometry; arithmetic and geometric sequences and series. Note: Students without experience in Algebra II or Intermediate Algebra are strongly recommended to take Math 30S College Algebra support course concurrently.

Catalog Description Math 30S

A support course for Math 30 College Algebra. Through contextualized examples, collaborative practice, and hands-on activities, students learn skills and explore concepts crucial for success in Math 30 College Algebra. Note: This course is intended for students concurrently enrolled in Math 30, "College Algebra."

Course Student Learning Outcomes Math 30

1. Analyze and investigate functions and equations graphically, algebraically, and verbally.
2. Solve equations, systems of equations, and inequalities.
3. Apply functions and other algebraic techniques to model real-world applications.

Course Student Learning Outcomes Math 30S

1. Engage productively in real-time interactive collaboration (small group and whole group) through conversation and application to explore algebraic concepts.
2. Implement effective learning strategies.

Prerequisites/co-requisites/ recommended preparation

Math 30: Appropriate STEM Math placement, or completion of Intermediate Algebra.

Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring, counseling and advising, alternate formats of materials (e.g., audio books, E-texts), assistive technology, on-campus transportation, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact Disability Services and Programs for Students (DSPS). If you are unsure whether you qualify, please contact DSPS for a consultation: dsps@redwoods.edu.

- Eureka: 707-476-4280, Student Services Building, 1st floor
- Del Norte: 707-465-2324, Main Building, near the library
- Klamath-Trinity: 707-476-4280

Evaluation & Grading Policy

Course Grading Math 30

The material in this course has been organized into a set of seventeen Learning Objectives. Your grade is determined by how well and often you demonstrate mastery of these Learning Objectives which are listed below. More detail regarding each Learning Objective is provided in Canvas.

Learning Objectives

L.O.1: I can identify and describe functional relationships (3 times)
L.O.2: I can apply transformations to the graphs and formulas of toolkit (parent) functions to create related functions. (3 times)
L.O.3: I can evaluate, compose, and decompose a composition of functions. (2 times)
L.O.4: I can recognize the relationship between functions and their inverses graphically and algebraically (2 times)
L.O.5: I can analyze and investigate properties of linear functions (1 time)
L.O.6: I can analyze and investigate properties of absolute value functions (1 time)
L.O.7: I can analyze and investigate properties of polynomial functions (1 time)
L.O.8: I can apply techniques for finding zeros of polynomials and roots of equations (1 time)
L.O.9: I can analyze and investigate properties of rational functions (1 time)
L.O.10: I can solve equations and applications of radical functions (1 time)
L.O.11: I can analyze and investigate properties of exponential functions (1 time)
L.O.12: I can analyze and investigate properties of logarithmic functions (1 time)
L.O.13: I can apply functions and other algebraic techniques to model real world STEM applications (3 times)
L.O.14: I can solve systems of linear equations and inequalities (1 time)
L.O.15: I can use formulas to find sums of finite and infinite series (1 time)
L.O.16: I can analyze conics algebraically and graphically (1 time)
L.O.17: I practice mathematical habits of mind (Earn at least 80% of the weekly discussion/activity, online homework, and written homework points)

Grades will be assigned as follows:

A: 17 of 17 Learning Objectives at Mastery
A-: 16 of 17 Learning Objectives at Mastery
B+: 15 of 17 Learning Objectives at Mastery
B: 14 of 17 Learning Objectives at Mastery
B-: 13 of 17 Learning Objectives at Mastery
C+: 12 of 17 Learning Objectives at Mastery
C: 11 of 17 Learning Objectives at Mastery
D: 10 of 17 Learning Objectives at Mastery
F: Below 10 Learning Objectives at Mastery

Exams and Final

There are three timed exams that are tentatively scheduled as indicated on the Tentative Schedule below. 16 of the 17 Learning Objectives will be assessed on the exams. The Learning Objectives assessed will be indicated at the bottom of the rubric for each Exam.

The Final, which is also timed, will provide an opportunity for you to assess Learning Objectives 1-15 and will be given the 16th week of the semester, which is the week of December 11-16.

With the Exams and the Final, it is not about accumulating points. It is about demonstrating Mastery of the Learning Objectives. Therefore, you will notice that Canvas will indicate that these are worth 0 points.

Please contact me ASAP regarding issues you have with respect to taking Exams and Final on time. Make-ups and other opportunities to demonstrate mastery of Learning Objectives are given at my discretion. Timely, honest communication increases one's chances of being granted an opportunity for a make-up or reassessment of a Learning Objective.

Weekly Module Discussion/Activities

Your presence and participation in the Weekly Module Discussions/Activities will help you connect ideas and prepare you to demonstrate mastery of the Learning Objectives. They also help us develop and maintain a supportive learning community. There will be 1 in each weekly module. Each will be worth 10 points. 5 points for your initial post and 5 points for completing the required follow-up posts. These cannot be made up nor completed after that week's module closes as folks will have moved on to the next week's module.

Online & Written Homework

There will usually be two weekly online homework assignments (using MyOpenMath linked through Canvas) each week for this class, except the first week, the week of an Exam, and the week of the Final. Each will be worth 10 points. The first will be due Wednesdays by 2:50 pm and the second will be due Sundays by 11:59 pm. Here you'll be able to practice and get immediate feedback about where your understanding is at for the mathematical content in each weekly module. It is best to submit these on time as the material in algebra often builds from week to week. Completing this on time will also allow you to get the most out of our Math 30S meetings each week and have you prepared to participate in each Weekly Module Discussion/Activity. These may be worked on up until the next Exam on that material.

Each week there will also be a written homework assignment that will consist of you writing up and showing your work on a few problems from your weekly online homework and/or problems from the textbook. You will need to submit these on Canvas in a PDF format. Written homework will be graded mainly on neatness, proper notation, and completeness and deductions will occur if I notice multiple incorrect answers or errors or incomplete assignments. It is important that you are learning the algebraic techniques presented in this class, as well as learn to write and present your work appropriately. Each of

these will be worth 10 points. These may be submitted up until the next Exam on that material. It is best to submit these on time, so you are able to benefit from the feedback before your Exams.

Course Grading Scale for Math 30s

The lab is a "Pass/No Pass" course; there is no option for a letter grade. To receive a grade of "PASS" Math 30S students must receive at least a 70% average on the Math 30S Lab Activities. We do lab activities during our Math 30S Zoom time and cannot be made up or done in advance. I will record these sessions and upload notes from these sessions into the Information Module on Canvas.

Tentative Schedule

Week 1	Introductions, Section 1.1 & 1.2
Week 2	Sections 1.3, 1.4, 1.5
Week 3	Sections 1.6, 1.7
Week 4	Sections 2.1, 2.2, and 2.3
Week 5	Review, Exam 1, Section 3.1
Week 6	Section 3.2, 3.3, and 3.4
Week 7	Section 3.5, 3.6, and 3.7
Week 8	Review, Exam 2, Section 3.8
Week 9	Section 3.9, 4.1
Week 10	Section 4.2, 4.3, 4.4
Week 11	Section 4.5, 4.6, 4.7
Week 12	Review, Exam 3
Week 13	Section 9.1, 9.2, 9.6
	Fall Break
Week 14	Section 11.1, 11.2, 11.3, 11.4
Week 15	Conics
Week 16	Review & Final

Communication and Student Feedback Policy

With this online class, we do have Zoom meetings twice a week. However, these are not lecture times. You will be viewing videos and reading about the new material in Canvas. It's tempting to begin thinking that you are having to learn alone, but you aren't. Here's what you can expect in instructor-initiated communication:

- I will post announcement reminders regarding the opening of the next module, on the day discussion/class activity posts are due, and with information about the course and events I think students in this class may be interested in and/or are related to things we have been studying.
- I will be part of the discussion/activity forums, providing prompts, sometimes responding individually through the rubric, and often summarizing themes in announcements. These are graded within 2 weeks of the due date.
- Students receive feedback on online homework instantly.
- Student feedback on weekly written homework will be graded within 2 weeks of the due date with feedback given on the rubric as well as annotated on your submitted assignment.
- Exams will typically be graded within 3 weeks of the due date with feedback given in the rubric as well as annotated on your submission.
- Grade Progress Reports will be attached to Exam feedback, so students can track their grade in the class.

Communication is a two-way street. Please contact me when you are stuck or have questions about the material or the course you are unable to find answers for. You will NOT be bothering me. I'm here to support your learning. You can reach out to me **anytime** in the following ways:

- Through the Inbox built into Canvas. I will respond to you within 24 hours on weekdays and 48 hours on weekends.
- Emailing me at erin-wall@redwoods.edu. I will respond to you within 24 hours on weekdays and 48 hours on weekends.
- Through MyOpenMath assignments using the "Message Instructor" link within your online homework assignment. Be sure to let me know what you tried, you can type that in or send me a photo of your work. I will respond to you within 24 hours on weekdays and 48 hours on weekends through the Canvas Inbox.

Don't forget about communicating with your classmates. You all are resources for each other. Besides the weekly discussion/class activities, there is also the Student Café. You can ask questions of each other there and look at setting up study groups. You can of course use Zoom for meeting up, but there is also Pronto. Pronto is a communication tool built right into Canvas. I don't use it specifically for class, but it does have meeting room capabilities and you are welcome to use it to meet up with each other. More information on Pronto can be found in the Reference Module.

Fall 2023 Dates

August 18th: Last day to register for classes (day before the first class meeting)
August 19th: Classes begin
August 25th: Last day to add a class
September 1st: Last day to drop without a "W" and receive a refund
September 4th: Labor Day Holiday (All Campuses Closed)
September 5th: Census Date (20% of class)
October 26th: Last day to petition to graduate
October 27th: Last day for student initiated withdrawal (62.5% of class)
October 27th: Last day for faculty initiated withdrawal (62.5% of class)
November 11th: Veterans Day (All Campuses Closed)
November 20th-25th: Thanksgiving break (no classes)
November 22nd-24th: No Classes, all campuses closed
December 9th-15th: Final Examinations
December 15th: Last day to file for P/NP option
December 15th: Semester Ends
December 22nd: Grades due
January 5th: Grades available

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the College Catalog and on the College of the Redwoods website.**Disruptive behavior**

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive

conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the College Catalog and on the College of the Redwoods website.

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact Admissions & Records to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the Student Information Update form.

Canvas Information

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.
Log into Canvas at My CR Portal
For help logging in to Canvas, visit My CR Portal.
For help with Canvas once you're logged in, click on the Help icon on the left menu.
For tech help, email its@redwoods.edu or call 707-476-4160
Canvas online orientation workshop: Canvas Student Orientation Course (instructure.com)

Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges Health & Wellness website.

Wellness Central is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor https://webadvisor.redwoods.edu and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the Redwoods Public Safety Page.

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

Student Support Services

The following online resources are available to support your success as a student:

- CR-Online (Comprehensive information for online students)
- Library Articles & Databases
- Canvas help and tutorials
- Online Student Handbook
- Online Tutoring Resources

Counseling offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- Library Services to promote information literacy and provide organized information resources.
- Multicultural & Diversity Center
- Academic Support Center – offers tutoring and test proctoring for CR students.
- Student Tech Help – provides students with assistance around a variety of tech problems.

Special programs are also available for eligible students include

- Extended Opportunity Programs & Services (EOPS) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in Eureka or in Del Norte
- The Veteran's Resource Center supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- CalWORKS – assists student parents with children under the age of 18, who are receiving cash assistance (TANF), to become self-sufficient.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821