

Course Prefix/Number/Title: ASC 93 Algebra Prep III

Number of Credits: 2 credits

Course Description:

This course continues the development of the fundamental skills required for the successful completion of studies in college level mathematics courses. Topics include exponents and radicals, algebraic manipulation involving polynomial and rational forms, and unit analysis. Study skills will be incorporated throughout the course. Credit earned does not count towards any degree, nor does it transfer.

Pre-/Co-requisites: Placement by appropriate test score or completion of ASC 92 with a grade of “C” or better

Course Objectives:

It is expected that students will be able to

- Perform basic algebraic operations using positive and negative numbers, fractions, and exponents.
- Demonstrate an understanding of terms and rules used in algebra
- Utilize problem-solving strategies to solve problems
- Simplify expressions & solve equations and inequalities
- Factor using greatest common factor, factor by grouping, and factor trinomials
- Plot points, graph linear equations, and find slope of a line
- Analyze and solve various types of math problems
- Utilize a hand-held calculator when solving algebra problems
- Gain the skills needed to participate in a college algebra course

Instructor: Tracy Chisholm

Office: Nelson Science Center, Room 112

Office Hours: online through Blackboard messages or via email

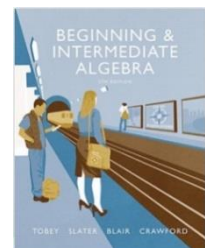
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Lecture/Lab Schedule: online through Blackboard

Textbook(s):

Beginning & Intermediate Algebra 5th Edition by Tobey, Slater, Blair and Crawford with MyMathLab online learning software Pearson Publishing



Course Requirements:

Participation is expected. Learning takes place through participation and engagement in the material and the course, and thus, it is essential that you login and actively participate in class on a regular bases. Interaction in an online course is different than in an in-person class, but we can make it work. Use the discussion feature in Blackboard to ask me and your classmates questions. Working with others to discuss the material will help you gain a better understanding of it.

As part of an online course, you will spend more time teaching yourself concepts than you may be used to doing. Thus, you may have to watch and re-watch the videos. Take notes, work along with the examples in the videos, try and retry problems using the online resources, or try odd problems in the etext so you can check your answers. It is ok to make mistakes!!! *Learning requires mistakes!* When you get stuck, work problems online in the study plan, re-watch the online videos, ask another student, or call or email me after you have given it your best shot.

This course is schedule-driven, not self-paced. Thus, you must keep up and submit assignments every week. In order to succeed you will have to work extremely hard! You will need to prioritize and dedicate time to working in this course.

Weekly Discussions: Each week you will be required to make an initial post and at least two responses to other classmates' postings. Your initial post is required to be completed by each Wednesday at midnight and must be at least three sentences. Two responses to other classmates are due by Sunday at midnight and must be at least one sentence that adds to the discussion. Simply saying "I agree" is not sufficient. Remember to be respectful in your opinions and respect the opinions of others. In other words, be polite, courteous, and considerate.

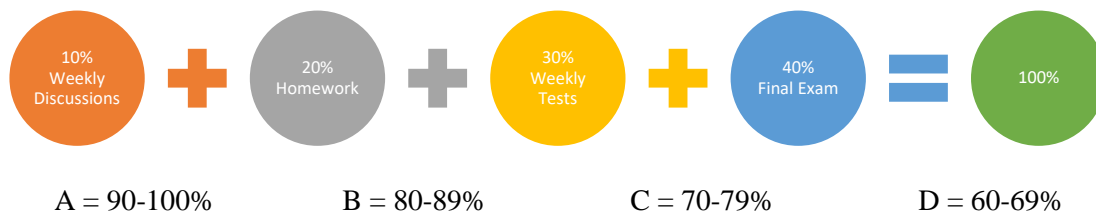
Homework: Homework is an important part of this course. It is extremely important for you to login and do the homework every day! I will assign weekly homework problems. These problems are the minimum amount of homework that you should complete. You must earn a 70% or higher on each section homework to move on to the next section. If you need to do more problems to understand the material, then you should do so.

Weekly homework is due no later than 11:59 pm CST on Sunday of the week it assigned. You get three attempts at each problem so you can learn from your mistakes, but not just repeatedly guess until you get the correct answer.

The MyMathLab tools section in Blackboard is loaded with tools to help you learn – multimedia library with videos and animations, the book in an online format, and the study plan which is an area for extra practice. Use these materials to your advantage. When working homework problems in MyMathLab, you will notice icons on the side; you can click on these to pop-up videos, similar examples, and other helpful materials.

It is up to you to keep up and not fall behind. If you do not watch the videos and work problems, it is highly unlikely that you will be successful in this course. You must do the homework in a timely fashion and ask questions when you get stuck. Math can be frustrating, especially when you are working on it without a face-to-face classroom for lecture, interaction, and discussion, but you cannot give up. Those who are successful in math persist through frustration, but still ask questions after giving it their best try.

Tests: Six graded weekly tests and a comprehensive final are administered over the eight-week term. Students are allowed one attempt on each test. It is the student's responsibility to take tests on (or before) the dates they are available. The final exam must be proctored. ProctorU is online service that proctors tests through use of a webcam and monitor access. You will be required to set up an account with ProctorU and schedule your tests in advance. You will be charged a fee to use ProctorU.



Tentative Course Outline:

This schedule is designed to give you an idea of where you should be in the course. All of the homework assignments and quizzes are open through the end of the semester, but this timeline will help keep you on track to complete all of the material in the course.

<i>Chapter</i>	<i>Topics</i>	<i>Dates</i>
Chapter 6 Review	Factoring	Weeks 1-2
Chapter 7 Sections 7.1-7.6	Rational Expressions & Equations	Weeks 2-4
Chapter 8 Sections 8.1-8.6	Rational Exponents & Radicals	Weeks 5-6
Chapter 9 Sections 9.1-9.3	Quadratic Equations & Inequalities	Weeks 7
Final Exam	COMPREHENSIVE	Week 8

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s): none

Relationship to Campus Focus:

This course develops algebra skills that are used to solve problems in science, technology, business, and social sciences.

Classroom Policies:

- Regular participation is expected.
- Learning activities and evaluation will be linked to the MyMathLab learning system and requires internet connectivity. Students need to set up or select an environment conducive to study and testing.
- Students should complete the tests without the use of notes or other materials.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.