Department of Mathematics and Statistics – MTH 143-002 – Finite Mathematics – Spring 2019 – Course Syllabus

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Class meeting time and place: Section 002 – Monday/Wednesday/Friday 10:00a.m.- 10:50a.m. – in M212

Office Hours: These hours have been set aside specifically to help students. Additional times are available by appointment.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>12:30 – 1:00</td>
<td>10 – 11 and 12:30 – 1:30</td>
<td>12:30 – 1:00</td>
<td>10 – 11 and 12:30 – 1:30</td>
</tr>
</tbody>
</table>

Course Description: MTH 143 covers mathematical functions and graphs, linear systems of equations, matrices, linear programming, mathematics of finance, and applications.

Credit hours: 3

The following is an excerpt from SFA Policy 5.4: The federal definition of a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or;
2. At least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. To this end, all students in courses offered by the Department of Mathematics and Statistics that wish to be successful should plan to spend a minimum of two hours outside of class for every credit hour associated with this course. Expected activities to be completed in the time outside of class include reviewing notes from previous class meetings, reading assigned course resources, completing all assigned exercises and projects and performing periodic assessment preparation.

Required Text/Materials/Resources

1. MyMathLab Access Code: The hard copy of the text is optional, but you must purchase the MyMathLab Access Code that is associated with the text (you can do this online with a credit card during the registration process). A 14-day temporary access to MyMathLab (MML) is available, so you should registered for MML on the first day of class! The textbook is Finite Mathematics with Applications in the Management, Natural, and Social Sciences, 12th Edition, by Lial, Hungerford, Holcomb, and Mullins. Pearson.

2. Scientific Calculator: The TI-30XS Multiview is recommended. Other calculator recommendations include TI-30X IIS, or TI-34 Multiview. Graphing calculators and calculators on cell phones, computers or tablets are not permitted. Students are responsible for learning how to operate their calculators.

3. Access to High Speed Internet: Your homework will be completed on MyMathLab and requires high speed internet access.

4. Access to Printer: You are expected to print the fill-in-the-blank notes posted on D2L, 3-hole punch the notes, place them in a 3-ring binder, and bring them to class each day.

5. One 3-Ring Binder (1.5”): Place your fill-in-the-blank lecture notes in a binder for easy reference.

6. 3 Hole Punched Loose Leaf Notebook Paper: For supplementary in-class problems.

Course Requirements/Assessments: Overview

The core objective(s) satisfied by each assignment type are indicated in brackets

- Three in-class exams [CO: 1,2,3]
- Daily work [CO: 1,2,3]
- MTH 143 – Empirical and Qualitative Skills Assessment [CO: 3]
- Comprehensive final exam [CO: 1,2,3]
The semester grade will be determined using the following formula: \[ \text{Semester Grade} = .20(\text{Daily}) + .60(\text{Semester Exams}) + .20(\text{Final Exam}) \]

### Final Grade Components
- **20%** Daily Work
- **60%** Semester Exams (3 @ 20% each)
- **20%** Comprehensive Final Exam
- **100%** Final Course Grade

### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>89.5% ≤ Grade ≤ 100%</td>
</tr>
<tr>
<td>B</td>
<td>79.5% ≤ Grade &lt; 89.5%</td>
</tr>
<tr>
<td>C</td>
<td>69.5% ≤ Grade &lt; 79.5%</td>
</tr>
<tr>
<td>D</td>
<td>59.5% ≤ Grade &lt; 69.5%</td>
</tr>
<tr>
<td>F</td>
<td>0 ≤ Grade &lt; 59.5%</td>
</tr>
</tbody>
</table>

### Exam Dates
- Exam 1: 2/22
- Exam 2: 3/15
- Exam 3: 4/22
- Final: 5/13 (Date is Fixed)

### Attendance Policy
Please see the "Class Attendance, Participation, Tardiness" section in the Classroom policies below.

### Attendance Bonus
Students who have fewer than three absences (2 or less) will be awarded 2 percentage points at the end of the semester. The only exception will be absences excused for approved school functions. Other absences (excused or not) will be counted in your absence total. Participating in class and asking questions to receive the benefit of understanding the material is of utmost importance.

### General Education Core Curriculum
This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives. Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L, the assessment management system selected by SFA to collect student work for core assessment. This semester we will evaluate the Empirical and Quantitative Skills objective in this course. Students will turn the assignment in to their instructor for a grade and submit it to a designated location within D2L as their official submission.

### Course Assessment Details
- **Daily Work** – Daily work may consist of online MyMathLab homework, in-class quizzes/activities, notebook grades, worksheets and paper assignments, and the MTH 143 – Empirical and Qualitative Skills Assessment. “Work” provided from any type of mathematical step assistance program will be awarded a grade of zero. All daily work will be accepted only if turned in on time except for online homework which can be completed after the due date for 50% credit.
- **Online MyMathLab Homework** — MyMathLab is online software through which you have access to homework as well as many other supplements including an online eText and videos. MML online homework is due each class day for the purpose of preparing for quizzes and material contained on exams. Understanding homework is how you become responsible for identifying the topics with which you need to spend more time or seek help. Work each homework assignment on loose leaf 3-hole punched notebook paper, labeling the title of the homework, copying down each problem with the corresponding problem number, and working the steps for each problem to arrive at a solution. You will box in your solution and enter the solution into MyMathLab. This homework should be kept in your 3-ring binder. Your homework should be organized and should reflect your thought process so that you or your instructor can look at and understand your work. Be prepared to show your instructor the homework section of your binder at any time during the semester. It is the students’ responsibility to log into MyMathLab each day to check on assignments and due dates. The online homework is listed in MML under the “Homework” tab. The secret word is orange. You can attempt each problem three times before it will regenerate new numbers for the problem. You may re-work each problem until you get it correct. MML assignments are due on Friday at 11:59 p.m. the week the material is covered. Homework due dates in MML will NOT be extended. If you are working on an online assignment close to the due date time, you will be cut off at the due date time (whether you are finished or not). You can access online assignments past the due date and work on them for 50% credit. In this case, be sure to only work problems that are marked completely wrong or problems that you’ve not attempted. Failure to submit assignments by the due date will result in zeros.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in D2L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>MTH 143 – Empirical and Qualitative Skills Assessment</td>
<td>Friday, April 26th by 11:59 p.m.</td>
</tr>
</tbody>
</table>
• **Technological issues** do not constitute an excuse for incomplete assignments. If you have any technical problems with MyMathLab, you must contact MML directly. Contact MML support at 1 (800) 677-6337.

• **In-Class Quizzes/Activities** – You will be given in-class quizzes/activities/group work. If you are not present on the day of an in-class assignment, your grade on the assignment will be a zero. No makeups will be given in any circumstance (including emergencies or illness). See "Low Daily Scores" below for low-grade accommodations.

• **Worksheets/Paper Assignments** – If you are asked to turn in worksheets/paper assignments, these will be accepted only on-time. For paper assignments, please write on one side of paper only and include your name, date, course and section number. Any work handed to the instructor must be organized, complete, and with work shown. If you are absent on the day an outside of class worksheet or paper assignment is due, please email the assignment as a pdf document, at or before class-time, to lewisjh@sfasu.edu using CamScanner. Assignments not meeting these requirements will earn a grade of zero.

• **Make-up Policy**: There will be no makeup exams or daily work. The comprehensive final exam grade will replace a lower exam grade or a zero for a missed exam. The final exam grade will not replace a zero received for academic dishonesty.

• **Low Daily Scores** – Three low daily grades will be dropped to accommodate for missed work/illness/emergency situations.

• **Semester Exams** – Each semester exam will be mainly free response and work must be shown for credit/partial credit. Reviews for each exam will be posted on D2L. Students are expected to thoroughly prepare for exams. Students must abide by the Exam Day Procedures listed below in the syllabus. Please allow one week for your exams to be graded and returned. Please note that the dates for the regular in-class exams are subject to change. If a student must miss an exam due to an excused absence, arrangements should be made in advance. If you have exam/assignment accommodations and proper documentation from Disability Services, inform the instructor at least a week prior to the exam or assignment.

• **Comprehensive Final Exam** – The final is university scheduled and cannot be taken at a different time without permission of the Dean of the College of Sciences and Mathematics. Since you have a full semester to arrange any travel plans, they are not an excuse for missing the final exam. **The final exam is on Monday, May 13th from 10:30 a.m. – 12:30 p.m. in our classroom.** There are no makeups for the comprehensive final exam. Information concerning format and number of questions will be given during the last week of the semester.

**Exam Day Procedures**

- A student ID with photo is required for all exams. Place your student ID face-up on your desk. No ID, no exam grade.
- Bring your calculator to the instructor prior the exam to have the calculator approved and the memory cleared.
- Remove hats or turn them around backwards on exam days.
- Turn cell phones off and place them in your backpack or bag.
- Put belongings not needed for your exam in your backpack or bag and place them along the back wall of the classroom.
- Students will maintain academic integrity during the exam. Students will keep their eyes on their own paper during the exam.
- Students cannot leave the classroom and then return to the exam. Please plan accordingly! You may leave once you’ve completed your exam.

**Classroom Policies**

- **Materials for Class** – Before class, please get out pen/pencil/highlighters, paper, printed course notes, binder, and calculator and place these on your desk. All other materials should be put away and placed in your backpack/bag along the back wall of the classroom.

- **Class Attendance, Participation, Tardiness** – Attendance is expected and recorded for all students. Students are expected to attend all class meetings, arrive on-time, staying for the entirety of the class, and actively participating in class. Bring all necessary materials to each class, be attentive to the task at hand, take notes, and be prepared to participate in class discussions and group work activities. Missing in-class activities, quizzes, etc., will lower your daily average. Missing classes will significantly reduce the instruction you receive and will therefore decrease your semester grade. If you are absent, you are responsible for turning in paper assignments as a pdf document on time, via email, determining what you missed, completing online assignments, and for preparing for class when you return. Arriving late or leaving class early (10 minutes or more) will result in your being counted absent for the class session. Students who are tardy (less than 10 minutes late), should always inform the instructor after class or else be counted absent. Three tardies will be counted as one absence. Students who sleep in class, fail to participate, send or receive text messages, or conduct other activities not directly related to class will be counted absent and may be dismissed from class. Please inform your instructor of any known emergency situations that might cause you to come late or leave early. You may still be counted absent in these situations, but the courtesy of informing your instructor will be well received.
• **Distractions** – Our classroom should be as distraction-free as possible. Please be prepared for class so that you do not need to leave during class. Please arrive before roll call to minimize distractions. Please avoid attention-drawing behaviors that would distract others. Please refrain from carrying on conversations during class not relating to the topic at hand.

• **Cell Phone Policy** – Our classroom as a no cell-phone zone. It has been shown that cell phones are distractions not only to the person it belongs to, but also to fellow classmates. Use during class can result in reduction of retention which in return can result in of half a letter grade decrease (reference Dr. Kevin Riutzel’s article at [https://www.wsbtv.com/news/national/hot-topics/cellphones-in-classrooms-contribute-to-failing-grades-study/800463454](https://www.wsbtv.com/news/national/hot-topics/cellphones-in-classrooms-contribute-to-failing-grades-study/800463454)). Upon entering the classroom, please turn cell phones off and place them in your backpack or bag and place your backpack/bag along a wall of the classroom not under a whiteboard. If you do not bring a bag to class, place your cell phone in the whiteboard tray at the front of the room. If you have a job such as an emergency responder and need to have you phone on your person at all times, please consult your instructor. In the case of an expected emergency phone call, please inform your instructor before class. If your phone rings during class or you use your phone in class, you will be dismissed.

• **Personal Computer Policy** – I ask that students not use personal computing devices during class unless proper documentation requesting such permission is provided to the instructor prior to such use.

• **Behavior** – Be respectful; be courteous. If it would not be appropriate in a work environment, it is not appropriate in our classroom. Keep language clean and respectful. Students should feel comfortable and safe in my classroom and I expect professional behavior.

### Outside of Class

• **Preparing for Class** — For every 1 hour in class, students should be prepared to invest at minimum of 2 hours outside of class to review notes, refer to the online textbook, practice examples, and understand homework exercises. *Material to be discussed in class should be read before coming to class.* You should study math every day.

• **Print Course Notes** – Notes will be posted on D2L for each section of material. It is the students’ responsibility to print these notes and bring them each class day. You should use a hole punch and place these notes in your 3-ring binder.

• **Daily Work** – Daily work prepares you for your exams. You should make every effort to fully understand your daily work (not just to complete the assignments). Making a 100% on homework doesn’t necessarily mean you will do well on exams. You must strive to understand the work. Daily work should be written down and worked completely as this will be the format on exams. Please ask questions concerning topics that are unclear!

• **Seek Help** – Identify the topics from the homework that you struggle with by starring these items. Take pictures of these problems (using CamScanner) and email them to your instructor as a pdf document. Be sure to include the actual problem as well as your work. Ask specific questions. In other words, "I got stuck when I got to the part after I multiplied both sides by the LCD. Can you guide me to my next step?"

• **Check Email/D2L** – Check your university email and announcements on D2L regularly, as I may send reminders, assignments, or announcements.

• **Use of Outside Resources** – You should never use online resources that show you how to do each step of your exact homework problem. Such resources are a crutch and you will crash and burn on the exams if this is how you’ve completed your homework assignments. I expect you to use your course notes, MyMathLab resources, online textbook and to email me with your questions. On quizzes and exams, I expect you to only use your brains, pencil, paper, and, sometimes, a calculator.

• **Communicate** – If you are critically ill or have a situation arise, please let me know in a timely manner! I can usually accommodate students if I am informed of the situation at the time. After the fact, I may not be able to help you.

**AARC (Academic Assistance Resource Center):**

Free tutoring is available from the AARC. They offer one-on-one peer tutoring and the Math Walk-in Table. The hours for the Walk-in Table are 1pm to 8pm Monday through Thursday as well as 4pm to 8pm on Sundays. Sign-ups for learning teams and one-on-one tutoring begin soon. It is a first-come, first-serve basis so you may want to register early. If you need help signing up, the AARC staff (first floor of library, right-hand side) will be happy to assist. You can find more information on the AARC website, [www.sfasu.edu/aarc](http://www.sfasu.edu/aarc).

**Tips for Succeeding in Math**

• Measure success as understanding and being able to do new problems, not as having completed the assignment.

• Try to understand definitions and solving approaches. See if you can find examples that work and examples that don’t for a certain procedure. It is as important to know when you can’t do something as when you can.

• Take the time to read the book (ebook) and review your notes before and after class.
- Practice homework problems until you can do it without referring to examples or help from your notes.
- Practice explaining big ideas and problem-solving procedures in your own words.
- Have someone check your work after you have finished it to help eliminate mistakes that you do not know you are making.
- Treat mistakes as a learning experience. If you don’t make mistakes, you aren’t learning.
- Realize that math is hard. Some parts are harder for some people than others. Mathematicians frequently find it hard to learn new things sometimes and make mistakes on things we already know. The key is to refresh the basics, and keep working, even it takes hours, days, weeks, or months.
- Some people take longer to understand things than others. Evaluate how you study and seek to study smarter, not necessarily longer. If you are still stuck, get some help. The AARC and I are here for you!

**Course Schedule:** The following is a tentative schedule for MTH 143 for this semester. The final exam date and time is fixed!

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Note Label-Section Title-(Textbook Section)</th>
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</thead>
</table>
| 1    | Syllabus  
        Ice-Breaker  
        1.1-Graphs-(Sec. 2.1)  
        1.2-Functions /Graphs of Functions-(Sec. 3.1/3.2) |
| 2    | 1.3-Solving Linear Equations-(Sec. 1.6)  
        1.4-Linear Functions-(Sec. 2.2, 2.3) |
| 3    | 1.5-Applications of Linear Functions-(Sec. 3.3)  
        1.6-Systems of Two Linear Equations in Two Variables and Applications-(Sec. 6.1) |
| 4    | Catch up / Review  
        Exam 1 – Friday, February 22nd |
| 5    | 2.1-Linear Programming and Applications: The Graphical Method-(Sec. 7.1, 7.2, 7.3) |
| 6    | 2.2- Matrix Operations/Applications-(Sec. 6.4, 6.5) |
| 7    | 2.3-Gauss-Jordan Elimination and Applications of Systems of Linear Equations-(Sec. 6.2, 6.3) |
| 8    | Catch up / Review  
        Exam 2 – Friday, March 15th |
| 9    | Spring Break! Enjoy! |
| 10   | 3.1-The Simplex Method and Applications: Maximization-(Sec. 7.4, 7.5) |
| 11   | Catch up  
        3.2-Quadratic Equations-(Sec. 1.7) |
| 12   | 3.3-Quadratic Functions and Applications-(Sec. 3.4)  
        3.4- Exponential Functions-(Sec. 4.1) |
| 13   | 3.5-Applications of Exponential Functions-(Sec. 4.2)  
        Catch up / Review |
| 14   | Exam 3 – Monday, April 22nd  
        4.1-Logarithmic Functions-(Sec. 4.3) |
| 15   | 4.2-Solving Logarithmic and Exponential Equations-(Sec. 4.4)  
        4.3-Simple Interest and Compound Interest-(Sec. 5.1, 5.2) |
| 16   | Review |
| 17   | Final Exam: Monday, May 13th, 10:30a.m. – 12:30p.m. in our classroom |

See [http://www2.sfasu.edu/math/docs/syllabi/MTH143Syllabus.pdf](http://www2.sfasu.edu/math/docs/syllabi/MTH143Syllabus.pdf) for elements common to all sections. This site includes, but is not limited to, information concerning academic integrity, withheld grades, disability services, and acceptable student behavior.
Course description: Mathematical functions and graphs, linear systems of equations, matrices, linear programming, mathematics of finance; applications.

Core Objectives (CO):
1. Critical Thinking [CO 1]: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. Communication Skills [CO 2]: to include effective development, interpretation and expression of ideas through written, oral and visual communication
   Empirical and Quantitative Skills [CO 3]: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Credit hours: 3

The following is an excerpt from SFA Policy 5.4:

The federal definition of a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or;

2. At least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

To this end, all students in courses offered by the Department of Mathematics and Statistics that wish to be successful should plan to spend a minimum of two hours outside of class for every credit hour associated with this course. Expected activities to be completed in the time outside of class include reviewing notes from previous class meetings, reading assigned course resources, completing all assigned exercises and projects, and performing periodic assessment preparation.

Course Prerequisites and Corequisites: See general course prerequisites.

General Education Core Curriculum: This course has been selected to be part of SFA’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives. Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L, the assessment management system selected by SFA to collect student work for core assessment.

The chart below indicates the core objectives identified by SFA to be assessed in this course. The instructor of each section of the course will provide the assignment(s) that will be used to assess the objectives as well as the date(s) by which the assignments must be completed and uploaded in D2L.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in D2L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>The instructor of each section will determine the assignment for this assessment.</td>
<td>Only assessed in spring of odd years. (See instructor for due date(s).)</td>
</tr>
</tbody>
</table>
Course outline:

- Functions [CO: 1,2,3]
  - Linear Functions
  - Quadratic Functions including Maxima and Minima
  - Logarithmic Functions and solutions to logarithmic equations
  - Applications (e.g. break-even analysis, supply and demand)

- Matrices [CO: 1,2,3]
  - Operations of Matrices
  - Gauss-Jordan Elimination
  - Inverse of Square Matrices
  - Applications (e.g. systems of equations)

- Linear Programming [CO: 1,2,3]
  - Graphical Method
  - Simplex Method
    - Maximization
    - Duality and Minimization
    - Mixed Constraints (Optional)

- Mathematics of Finance [CO: 1,2,3]
  - Simple Interest
  - Compound Interest
  - Annuities
    - Ordinary Annuities; Future Value and Present Value
    - Annuities Due; Future Value and Present Value
    - Deferred Annuities; Present Value
    - Loans and Amortization

- Explicit instruction in Critical Thinking, Communication and Empirical and Quantitative Reasoning is in addition to implicit instruction, modeling and practice that occur daily in the discussion functions, matrices, linear programming and the mathematics of finance. This explicit instruction includes explanation of solving mathematical problems by thinking critically, communicating logically ordered solutions with complete and correct notation, and applying empirical or quantitative skills as appropriate to the problem.

Approximate time spent

- Functions: 30%
- Matrices: 20%
- Linear Programming: 25%
- Mathematics of Finance: 20%
- Critical Thinking, Communication and Empirical and Quantitative Reasoning: 5%

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty (SFA policy 4.1):

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help other student(s) in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.
Withheld Grades Semester Grades (SFA Policy 5.5)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. The circumstances precipitating the request must have occurred after the last day in which a student could withdraw from a course. Students requesting a WH must be passing the course with a minimum projected grade of C.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices.

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Student Learning Outcomes (SLO): At the end of MTH 143, a student who has studied and learned the material should be able to:
1. Use linear functions and quadratic functions in business applications. [CO: 1,2,3]
2. Use matrices to solve systems of linear equations. [CO: 1,3]
3. Use matrices to solve linear programming problems. [CO: 1,3]
4. Use exponential functions and logarithmic functions and to solve equations using these functions. [CO: 1,2,3]
5. Solve simple interest and compound interest problems including annuities. [CO: 2,3]

There are no specific program learning outcomes for this major addressed in this course. It is a general education core curriculum course and/or a service course.

Date of document: 01/11/2019