Instructor: Lorna De Sha  
Email: deshald@sfasu.edu (preferred method of contact)  
Office: MATH 3  
Phone: 936-468-1440 (office)  
936-468-3805 (Math Dept.)

Class meeting information: MWF 10:00 – 10:50 in room 216 of the Bush Mathematical Sciences Building

Office Hours: MWF 11:00 – 11:50, Tuesday 1:00 – 2:00, or by appointment

Course Description: Topics include mathematical models; solving equations; creating, interpreting and graphing functions. Particular focus is given to polynomial, exponential, and logarithmic functions.

Required Materials:  
ALEKS: This program will be used for your learning, homework assignments, and knowledge checks. This semester, our students get ALEKS at no cost. Get you ALEKS account by:
  1. Go to www.aleks.com  
  2. Register with your SFA email and course code: L9QG-R3DDA

The required textbook for this course is College Algebra (2nd Edition) by Julie Miller and Donna Gerken. The e-book is free and comes with a subscription to ALEKS system.

Calculator: You will need a scientific calculator for this class. Graphing calculators may be used, but are not required. Calculators that include a solver such as the TI-89 or TI-Nspire and calculators that have a QWERTY keyboard are not allowed. The calculator function of a cell phone or tablet will not be permitted during tests or quizzes.

Computer: You will need a laptop computer for this class. You will need to bring your laptop to class each class day.

Course Requirements:  
Attendance (physical and mental) is expected of all students. Being physically present while looking at phone or sleeping is not being present for class. Please do not have phones out during class. Missing in-class activities, instruction, quizzes, etc., will lower your daily average. You must make a commitment to attend every class, arrive on time, and to stay the entire time. Bring all necessary materials to each class, be attentive to the task at hand, take notes, and be prepared to participate in class discussions. You must make additional commitments of doing work outside of class and asking for help when you need it.

Exams: There will be three exams and a final exam each worth 20% of your grade. Please note that the dates for our in-class exams are subject to change, but the final is university scheduled and cannot be taken at a different time. The final exam is comprehensive and mandatory. Your final exam grade can be used to replace a low or missing exam grade. Therefore, there will be no make-up exams. If you miss an exam, your final exam grade will be substituted in place of the missing exam grade.

Daily Work: 20% of your grade will be determined by your daily average. This will include in-class activities, worksheets, quizzes, ALEKS assignments, etc. These assignments will not be accepted late and cannot be made up, but I will drop the two lowest daily grades at the end of the semester.

Grading Policy  
Your overall grade will be determined using the following:  
20% Daily Work Average  
60% Exams (3 at 20% each)  
20% Final Exam (Comprehensive)

Course Grade  
90% - 100% A  
80% - 90% B  
70% - 80% C  
60% - 70% D  
< 60% F
**Additional Help:** Tutoring is available to you through the AARC and math department. More information can be found here [http://www.sfasu.edu/aarc/tutoring](http://www.sfasu.edu/aarc/tutoring). Set up a tutoring schedule early for best results!

**Tentative Course Calendar** I am going to do my best to adhere to what is in this course policy, but at any time I may have to change something here. If this happens, I will inform you through D2L.

To see topics in each weekly objective, see ALEKS.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>8/23 – 8/28</td>
<td>Syllabus and Intro to ALEKS</td>
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<td>Initial Knowledge Check</td>
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<td>Objective 1</td>
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<td>2</td>
<td>8/30 – 9/04</td>
<td>Objective 2</td>
</tr>
<tr>
<td>3</td>
<td>9/06 – 9/11</td>
<td>Objective 3</td>
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<tr>
<td>4</td>
<td>9/13 – 9/18</td>
<td>Objective 4</td>
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<tr>
<td>5</td>
<td>9/20 – 9/25</td>
<td>Exam 1 Knowledge Check</td>
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<td>Exam 1</td>
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<td>Objective 5</td>
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<td>6</td>
<td>9/27 – 10/02</td>
<td>Objective 6</td>
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<tr>
<td>7</td>
<td>10/04 – 10/09</td>
<td>Objective 7</td>
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<tr>
<td>8</td>
<td>10/11 – 10/16</td>
<td>Objective 8</td>
</tr>
<tr>
<td>9</td>
<td>10/18 – 10/23</td>
<td>Exam 2 Knowledge Check</td>
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<td>Exam 2</td>
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<td>Objective 9</td>
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<td>10</td>
<td>10/25 – 10/30</td>
<td>Objective 10</td>
</tr>
<tr>
<td>11</td>
<td>11/01 – 11/06</td>
<td>Objective 11</td>
</tr>
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<td>12</td>
<td>11/08 – 11/13</td>
<td>Objective 12</td>
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<tr>
<td>13</td>
<td>11/15 – 11/20</td>
<td>Exam 3 Knowledge Check</td>
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<td>Exam 3</td>
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<td>Objective 13</td>
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<td>14</td>
<td>11/22 – 11/27</td>
<td>Objective 14</td>
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<td>Thanksgiving week</td>
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<td>15</td>
<td>11/29 – 12/04</td>
<td>Objective 15</td>
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<td></td>
<td></td>
<td>Final Exam Knowledge Check</td>
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<tr>
<td>16</td>
<td>12/06 – 12/10</td>
<td><strong>FINAL EXAM</strong> – Monday, December 6- 10:30 – 12:30</td>
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</table>

See [http://www3.sfasu.edu/math/docs/syllabi/MATH1314Syllabus.pdf](http://www3.sfasu.edu/math/docs/syllabi/MATH1314Syllabus.pdf) for elements common to all sections.
Math 1314 – College Algebra
Course Syllabus

Course description: Topics include mathematical models; solving equations; creating, interpreting and graphing functions. Particular focus is given to polynomial, exponential and logarithmic functions.

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
3. 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.

By enrolling in MATH 1314 College Algebra you are also enrolling in a Core Curriculum Course that fulfills the Mathematics Core Objective requirement.

The chart below indicates: (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB), (b) How the required core objectives will be addressed.
Core Curriculum Objective Table

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed.</th>
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</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis,</td>
<td>In studying transformations of functions, students will evaluate graphs to determine the function rule.</td>
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<tr>
<td></td>
<td>evaluation and synthesis of information.</td>
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<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas</td>
<td>Students will communicate algebraic thinking by writing solutions in both interval and function notation.</td>
</tr>
<tr>
<td></td>
<td>though written, oral, and visual communication.</td>
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<tr>
<td>Empirical and Quantitative</td>
<td>To include the manipulation and analysis of numerical data or observable</td>
<td>Students will be presented with information regarding exponential functions and will draw conclusions based on the information/data.</td>
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<tr>
<td>Skills</td>
<td>facts resulting in informed conclusions.</td>
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</tr>
</tbody>
</table>

Course outline:

- Making Mathematical Models [CO 1, 2, 3] 5%
- Linear Equations, Functions and Models [CO 1, 2, 3]
  - Review of Coordinate Geometry
  - Graphs of Equations
  - Lines and Linear Modeling
  - Systems of Equations 20%
- Quadratic Equations, Functions and Models [CO 1, 2, 3]
  - Graphs of Quadratic Equations
  - Techniques for Solving and Optimizing Quadratic Equations
  - Applications of Quadratic Functions 20%
- Functions [CO 1, 2, 3]
  - Graphs of Functions
  - Algebra of Functions
  - Inverses of Functions
  - Special Functions
  - Polynomial Functions
  - Division of Polynomials and Factorization
  - [Rational Functions] 20%
- Exponential and Logarithmic Functions and Models [CO 1, 2, 3]
  - Exponential Functions
  - Logarithmic Functions
  - Logarithmic Identities and Equations
  - Exponential Equations and Applications
  - Modeling with Exponential and Logarithmic Functions 20%
- Solving Equations [CO 1, 2, 3]
  - Field Properties: Associativity, Commutativity, Identity, Inverses, Distributivity
  - Review Rules for Exponents 10%
Incorporating Exponents and Logarithms in the Order of Operations

- 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 of college algebra. 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.

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.

The penalty for a student found cheating on any part of an assignment, quiz, or exam in this class will range from a grade of zero on the work to a grade of F in the course, and may result in additional, more severe disciplinary measures. A student who allows another to copy his work and the student copying the work are both guilty of cheating. Do your own work. Do not show your completed work to others. Do not allow others to copy your work.

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.

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.

SFASU Mental Health Statement: SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.
On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

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 138, a student who has studied and learned the material should be able to:
1. Employ independence of thought and innovation in order to obtain solutions to typical algebraic problems. [CO 1]
2. Create, manipulate, analyze and solve algebraic equations and expressions, especially linear, quadratic, polynomial, rational, exponential and logarithmic expressions. [CO 1,3]
3. Connect graphical properties with those of associated functions or equations, and use these connections to communicate graphical or physical properties in algebraic language. [CO 2,3]
4. Read, interpret, and communicate written mathematics, both in prose and in its graphical or visual forms. [CO 2]
5. Use functions to model and solve real-world problems. [CO 1,3]

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: 08/09/2021