Developmental Mathematics - MATH 0300.010  
Department of Mathematics & Statistics  
Spring 2015

A. COURSE INFORMATION

Course number/section: MATH 0300.010  
Class meeting time: TR 3:30 - 4:45 pm  
Class location: CI 223  
Course Website: bb9.tamucc.edu

B. INSTRUCTOR INFORMATION

Instructor: Melina Wijaya  
Office location: CI 116  
Office hours: MW 1:30 - 3:15 pm, TR 2 - 3:15 pm, and by an appointment  
Telephone: (361) 825-3373  
e-mail: melina.wijaya@tamucc.edu  
Appointments: Send me an email

C. COURSE DESCRIPTION

Catalog Course Description
The course is designed for students needing an extensive review of mathematics to prepare them for state & campus standards and/or higher mathematics courses. The course covers number concepts, computation, various algebra topics, geometry, and mathematical reasoning. This course does not count towards credit for graduation.

Extended Course Description
None.

D. PREREQUISITES FOR THE COURSE

Prerequisites
Placement into this course.

Corequisites
None.

E. REQUIRED TEXTBOOK(S), READINGS AND SUPPLIES

Required Textbook(s)
MyLabsPlus student access code (required on the first day of class). You will need to purchase it separately at the bookstore or log on to www.tamucc.mylabsplus.com and purchase it online the first day of class. The technical support line is 1-888-883-1299. The website is www.tamucc.mylabsplus.com. Use your A# for User Name and ask for a password reset.
Optional Textbook(s) or Other References

*Developmental Mathematics*, by Elayn Martin-Gay.

Supplies
In addition, you will need a pencil with eraser, a spiral notebook, headphones, and a four-function calculator (no cell phones can be used for posttests).

F. **STUDENT LEARNING OUTCOMES AND ASSESSMENT**

Assessment is a process used by instructors to help improve learning. Assessment is essential for effective learning because it provides feedback to both students and instructors. A critical step in this process is making clear the courses student learning outcomes that describe what students are expected to learn to be successful in the course. The student learning outcomes for this course are listed below. By collecting data and sharing it with students on how well they are accomplishing these learning outcomes students can more efficiently and effectively focus their learning efforts. This information can also help instructors identify challenging areas for students and adjust their teaching approach to facilitate learning.

By the end of this course, students should be able to:

1. Perform basic operations with numbers and expressions and understand the properties related to real numbers.
2. Round whole numbers and decimal numbers to a given place-value and convert between decimal numbers, fractions and percents.
3. Evaluate formulas containing numbers and variables using order of operation.
4. Use function notation and identify domain and range given a relation or function.
5. Simplify algebraic expressions containing monomial, binomial, or polynomial expressions, rational and radical expressions and complex fractions.
6. Use properties of exponents to interpret and simplify integral and rational exponents.
7. Convert between scientific and standard notation and use scientific notation in solving word problems.
8. Factor numbers and algebraic expressions (radicals, monomials, binomials and polynomials) includes finding a GCF or LCM.
9. Perform basic operations (add, subtract, multiply and divide) with monomials, binomials, polynomials, and rational & radical expressions including rationalizing denominators.
10. Solve equations and inequalities of various types (linear, absolute value, rational, radical, and quadratic as well as linear systems) and report in various ways including graphs, sets, or interval notation.
11. Translate word problems and write models in the form of equations or inequalities.
12. Solve word problems (percent, consecutive number, work, age, uniform motion, mixture, geometric, and financial) using a variety of techniques.

13. Determine the measure of angles or sides for plane figures and relate parallel line properties and characteristics of plane figures to similar and congruent figures.

14. Convert metric and customary measurement (length, mass and capacity).

15. Read charts and graphs and use the information to solve problems.

16. Name and graph points in a plane or number line and name x- & y- intercepts for linear or nonlinear graphs or equations (including the vertex of a parabola).

17. Recognize, write equations and inequalities for vertical, horizontal and sloped lines and graph.

18. Find the slope of a line give two points, a graph or an equation for the line.

19. Write equations and inequalities given a graph, two points or the slope and a point using point-slope, slope-intercept or standard form.

20. Compare slopes and write equations with parallel or perpendicular lines given an equation and a point or a slope and a point.

G. INSTRUCTIONAL METHODS AND ACTIVITIES

This course is a self-paced developmental math course designed to use computer assisted instruction (MyLabsPlus) to remediate math deficiencies for students who lack college readiness skills. Students will first take a pretest for a module. The student will then do the homework (100% score) and take the practice and posttests.

Students are encouraged to watch any assigned media and work with the tutors and instructor during and outside of class to remediate problem areas. When the homework is completed, the student must take the practice test to evaluate if there is need for more instruction (made less than 85%). The student will then work in the study plan to gain needed skills. Finally, the student will take the post test for that module on completion of remediation. These post tests must be taken without notes, use of the text or assistance from tutors. Students may only use a four-function calculator on posttest. Students must score at least a 65 on each posttest and have a 70 average to move on to the next module. Attendance will count 10% of your grade.

H. MAJOR COURSE REQUIREMENTS AND GRADING

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>% of FINAL GRADE</th>
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<tbody>
<tr>
<td>Posttest grades</td>
<td>80%</td>
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<tr>
<td>(always taken at the college and always proctored)</td>
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</tr>
<tr>
<td>Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>includes homework, media, and notebook grades</td>
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</tbody>
</table>
Grading scale: The D in front of the grade stands for Developmental A, B, C, or IP (In Progress).
DA = 90% - 100%, DB = 80% - 89.99%, DC = 70% - 79.99%, DIP = 0 - 69.99%

Students required to take Modules 1-12 must complete Modules 1-12 to receive a passing grade for MATH 0300, otherwise a grade of DIP (Developmental In Progress) will be given.

If a student in MATH 0300 (required to complete Modules 1-12) completes them with an 70% or higher passing grade, they will be placed in College Algebra or Statistics and no longer be TSI liable. If a student stops attending, a grade of SA (with a stopped attending date) will be given and those reports viewed by the financial aid office.

A student who completes Modules 1-12 plus the review modules will receive a letter grade.

This course must be repeated until all Modules 1-12 have been completed with a 70% or higher passing grade.

I. COURSE CONTENT/SCHEDULE

Tentative schedule for completing Modules 1-12.

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
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<tbody>
<tr>
<td>Module 1</td>
<td>February 5</td>
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<tr>
<td>Module 2</td>
<td>February 12</td>
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<tr>
<td>Module 3</td>
<td>February 19</td>
</tr>
<tr>
<td>Module 4</td>
<td>February 26</td>
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<tr>
<td>Module 5</td>
<td>March 5</td>
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<tr>
<td>Module 6</td>
<td>March 12</td>
</tr>
<tr>
<td>Module 7</td>
<td>March 26</td>
</tr>
<tr>
<td>Module 8</td>
<td>April 2</td>
</tr>
<tr>
<td>Module 9</td>
<td>April 9</td>
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<tr>
<td>Module 10</td>
<td>April 16</td>
</tr>
<tr>
<td>Module 11</td>
<td>April 23</td>
</tr>
<tr>
<td>Module 12</td>
<td>May 5</td>
</tr>
<tr>
<td></td>
<td>(last day of classes for Spring 2015 Semester)</td>
</tr>
</tbody>
</table>

Note: Changes in this course schedule may be necessary and will be announced to the class by the Instructor. The assignments and exams shown are directly related to the Student Learning Outcomes described in Section F.
J. COURSE POLICIES

Attendance/Tardiness

1. I expect each student to attend all classes. Attendance is mandatory. Please save absences for emergencies and illness.
2. If you are more than 15 minutes tardy or if you leave more than 5 minutes before the end of class you are considered absent.
3. All absences are considered unexcused unless a written excuse or documentation is made available to me in a timely manner and accepted.
4. If you must be absent please email me through www.tamucc.mylabsplus.com or my school email melina.wijaya@tamucc.edu.

Participation

1. Participation is required in homework, study plan and written work. This includes notes taken from power points or videos and work on My Labs Plus.
2. Students found to be working on material other than mathematics during class will be given a zero for that days participation. This will include those using class time for personal business like emails or texting. Cell phones will be turned off and put away during class.
3. Staying on task and completing an appropriate amount of work will be noted each day by the instructor and/or tutors. A participation grade will be entered weekly for each student based on their individual work and effort. My Labs Plus records any skills completed so that you may keep a daily record of your progress.

Responsibility

1. You are responsible for obtaining required supplies and bringing them to class.
2. You are responsible for organizing your time so that you can study at least 1 hour each day outside of class and completing an appropriate amount of work during class.
3. You are responsible for any assigned homework, writings or goal setting.
4. You are responsible for your actions during class and for keeping the learning environment quiet so others can complete their work. Keep personal conversations to a minimum. Keep voices low and unobtrusive.
5. You are responsible for your own learning, therefore, you should come prepared with questions you need answered. Keep up with what you need to do and set appropriate goals for yourself.
6. Work outside of class on pretest, homework, and practice tests. Posttests must be taken in class with instructor present.
K. COLLEGE AND UNIVERSITY POLICIES

- **Academic Integrity (University)**
  
  It is expected that university students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior.

  See Full University Policy at http://catalog.tamucc.edu/content.php?catoid=10&navoid=313#Academic_Integrity

- **Classroom/Professional Behavior**
  
  Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructors ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

- **Deadline for Dropping a Course with a Grade of W (University)**
  
  The grade of W will be assigned to any student officially dropping a course by Friday, April 10, 2015. No student is eligible to receive a W without completing the official drop process by this deadline. Visit the Office of the University Registrar for the Course Drop Form that must be submitted. After April 10, 2015 a student will not be allowed to drop a course.

- **Grade Appeals Appeals (College of Science and Engineering)**
  
  As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules website at http://www.tamucc.edu/provost/university_rules/index.html,

  and the College of Science and Engineering Grade Appeals webpage at http://sci.tamucc.edu/students/GradeAppeal.html
For assistance and/or guidance in the grade appeal process, students may contact the chair or director of the appropriate department or school, the Office of the College of Science and Engineering Dean, or the Office of the Provost.

- **Disability Services**
  Disability Services (DS) is the hub for coordinating services and accommodations to ensure accessibility and utilization of all programs for all Texas A&M University-Corpus Christi students with disabilities. Our services are designed to meet the unique educational needs of enrolled students with documented permanent or temporary disabilities. DS provides intake and consultation services to students seeking to register with our office. DS reviews an individual's documentation of disability and assesses eligibility for services and the determination of reasonable accommodations. For more information visit the Disability Services Office at 116 Corpus Christi Hall or go to http://disabilityservices.tamucc.edu/

- **Statement of Academic Continuity**
  In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University-Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**L. IMPORTANT DATES**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Wednesday, January 21</td>
<td>Classes begin</td>
</tr>
<tr>
<td>Monday-Friday, March 16-20</td>
<td>Spring Break</td>
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<tr>
<td>Friday, April 10</td>
<td>Last day to drop a class</td>
</tr>
<tr>
<td>Monday, May 4</td>
<td>Last day to withdraw from the University</td>
</tr>
<tr>
<td>Tuesday, May 5</td>
<td>Last day of classes</td>
</tr>
</tbody>
</table>

**GENERAL DISCLAIMER**

I reserve the right to modify the information, schedule, assignments, deadlines, and course policies in this syllabus if and when necessary. I will announce such changes in a timely manner during regularly scheduled lecture periods.