Math 0300 Developmental Mathematics
Department of Mathematics & Statistics
FALL 2015
(Course Syllabus Subject to Change)

A. COURSE INFORMATION
   Course number/section: MATH 0300.008
   Class meeting time: 5:30 pm - 6:45 pm TR
   Class location: Center for Instruction 222
   Course Website: https://bb9.tamucc.edu/ and www.aleks.com

B. INSTRUCTOR INFORMATION
   Instructor: Faydale Curtice
   Office location: Center of Instruction Rm 314.
   Office hours: TR 430pm – 530pm
   Telephone: (361) 825-3754
   e-mail: Faydale.Curtice@tamucc.edu
   Appointments: Email for set up of an appointment

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.

D. PREREQUISITES AND COREQUISITES
   Prerequisites
   There is no prerequisite for this course. Registration for this course will be by placement.

E. REQUIRED TEXTBOOK(S), READINGS AND SUPPLIES
   Required Textbook(s)/Materials
   • (RETURNING STUDENTS CAN CONTINUE TO USE ALEKS ACCESS AND MATERIALS
     FROM LAST TERM)
     The code is available in the bookstore and may be purchased online while in class.
     The technical support line is 1-714-619-7090.
   • You must keep a binder to organize notes. You may provide your own or
     purchase the binder available in the bookstore. You will also need pencils with
     erasers and loose-leaf notebook paper.
Optional

- ALEKS Binder (may be purchased at the bookstore). You will also need pencils with erasers and loose-leaf notebook paper.
- Prealgebra & Introductory Algebra, by Julie Miller, Molly O’Neill, & Nancy Hyde (this can be purchased at a significant discount online once registered in the ALEKS course)

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 course’s 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.

After completion of this course, a student 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 given 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 an individually-paced developmental math course designed to use computer assisted instruction through the ALEKS interactive software program in conjunction with Miller, O’Neill, & Hyde’s Prealgebra & Introductory Algebra textbook integration to remediate math deficiencies for students who lack college readiness skills.

Students will work to complete 10 objectives, each consisting of between 16 and 55 topics. Students new to the course will begin the semester by taking an initial assessment. Returning students will pick up where they left off at the end of the previous semester. Based upon the number of Mastered or Needs to be Mastered topics, students will progress through the topics, completing each topic as it becomes available to work on.

Students are encouraged to watch any assigned media and work with the tutors and instructor during and outside of class to remediate problem areas. Students will use their ALEKS Binders to document their worked problems and for objective organization. Attendance will count 10% of your grade.

Methods and activities for instruction include some one-to-one individual or small group instruction and student individually-paced completion of each course Objective. The Initial Assessment, a Midterm, and a Final Exam will all be completed in the classroom as proctored exams. Periodically throughout the course, additional Knowledge Checks will be assigned and must also be completed without assistance.

H. MAJOR COURSE REQUIREMENTS AND GRADING

Students will be assessed by performance on the mastery of course topics and the corresponding Assessments in ALEKS. Students not completing the 10th objective and the final assessment will receive a grade of DIP in the class. Students completing the 10th objective and the final assessment will receive a grade based on the table below.
Grading scale: DA = 90% or more; DB = 80% - 89%; DC = 70% - 79% (The D in front of the grade stands for Developmental A, B or C.)

Students who stop attending or have 18 or more absences will receive a grade of DSA, which will be converted to a DF.

I. COURSE CONTENT/SCHEDULE

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>% of FINAL GRADE</th>
<th>GOAL</th>
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<tbody>
<tr>
<td>Time On Task</td>
<td>10%</td>
<td>Weekly: 9 hours per week, including class time.</td>
</tr>
<tr>
<td>% Mastered Course Topics</td>
<td>20%</td>
<td>Every 3 weeks. See targets later in syllabus</td>
</tr>
<tr>
<td>ALEKS Binder</td>
<td>10%</td>
<td>Based on weekly binder checks</td>
</tr>
<tr>
<td>Attendance</td>
<td>10%</td>
<td>Loss of ½ % per absence</td>
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<tr>
<td>Midterm and Final Assessment</td>
<td>50%</td>
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<tr>
<th>DATE (BY DAY OR WEEK)</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>Weeks 1-2</td>
<td>Syllabus, Initial Assessment, &amp; Complete 6% Objective Mastery</td>
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<tr>
<td>Weeks 3-5</td>
<td>Complete 20% Objective Mastery</td>
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<td>Weeks 6-7</td>
<td>Complete 34% Objective Mastery</td>
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<td>Weeks 8-9</td>
<td>Complete 48% Objective Mastery &amp; Midterm Assessment</td>
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<td>Weeks 10-11</td>
<td>Complete 62% Objective Mastery</td>
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<td>Weeks 12-13</td>
<td>Complete 76%+ Objective Mastery</td>
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<tr>
<td>Weeks 14-15</td>
<td>Complete 90+ Objective Mastery</td>
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<tr>
<td>Per University Final Exam Schedule</td>
<td>Last Day to Take Final Assessment for this course</td>
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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.
Spring 2016 Important Deadlines/Holidays:

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<tr>
<th>Day/Date</th>
<th>Deadline/Holiday</th>
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<tbody>
<tr>
<td>Monday, January 18</td>
<td>Martin Luther King Jr. Day---No Classes</td>
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<tr>
<td>Monday thru Friday, March 14-18</td>
<td>Spring Break---No Classes</td>
</tr>
<tr>
<td>Friday, April 8</td>
<td>Last Day to Drop a Class**</td>
</tr>
<tr>
<td>Tuesday, May 3</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>DAY, TBD</td>
<td>Last Day to Take Final Exam Assessment for this course</td>
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**Students taking Math 0300, in most cases, will not be permitted to drop this course. Consult your advisor, the financial aid office and the TSI office in CASA if you believe it is necessary to drop this class.

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 5 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 leave early inform me prior to the beginning of class or if you must be absent please email me through my university email stated at the top of this syllabus.

Extra Credit
There is no extra credit in this course.

Cell Phone Use
Cell phones are prohibited for calling, texting, or calculator use.

Laptop Use
You will not need your laptop during class; the class is held in a computer lab.

Food in Class
Do not bring food or drinks into this class; it is a computer lab.

Participation
1. Participation is required in completing course Objectives. This includes notes taken from power points or videos and other work online. Student will keep a progress grid & spend 9 or more hours per week outside of class, including class time.
2. Students found to be working on material other than mathematics during class will be given a zero for that day’s attendance. 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 & completing an appropriate amount of work will be noted each day by the instructor and/or tutors.

Expectations
- Students are expected to attend each class meeting.
- New students are expected to purchase the ALEKS 360 Access Card (student access code) before the temporary access expires.
- Students are expected to report difficulties purchasing or accessing ALEKS promptly.
- Students are expected to work on course Objectives outside of class.
- Students are expected to keep all worked problems in the ALEKS Binder or notebook in an organized format.
- Students will complete the Initial Assessment and Knowledge Checks without notes, instructional materials, or assistance from instructor or tutors. The Midterm and Final Exam will be completed in class without instructional materials or assistance from the instructor or MPLA’s.
- Students may receive help with the course Objective problems (not Assessment problems) from both the instructor and MPLA’s.

Responsibility
1. You are responsible for obtaining the required supplies and bringing them to class. This will include the ALEKS 360 Access Card (student access code) and ALEKS Binder required to begin work. The ALEKS 360 Access Card (student access code) will be active for 52 weeks; students should expect to work on course Objectives at a pace to complete this course in a minimum of one semester or in a maximum of two semesters to avoid having to purchase an additional student access code.

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. The total number of hours should be at least 9 hours/week. Some students will require more to finish the material.

3. You are responsible for any homework assigned, completing assessments, watching and taking notes from videos and power points and working on course Objectives. These can all be done outside of class as your schedule allows.

4. 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. Our goal is for you to be an independent learner by the end of the semester and have completed the course requirements.

K. COLLEGE AND UNIVERSITY POLICIES
- Academic Integrity (University)
  University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to
penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a failing grade.

- **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 instructor’s 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.

- **Statement of Civility**
  Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

- **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. Please consult with the instructor before you decide to drop to be sure it is the best thing to do. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Should dropping the course be the best course of action, visit the Office of the University Registrar for the Course Drop Form that must be submitted. No student is eligible to receive a W without completing the official drop process by this deadline. Please consult the Academic Calendar (http://www.tamucc.edu/academics/calendar/) for the last day to drop a course.

- **Grade 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**
  The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call (361) 825-5816 or visit Disability Services in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

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.

• **Other Important Information**
  **Final Exams (University)**
  As stated in University Procedure 13.99.99.C4.01, final examinations must be scheduled during the regularly scheduled examination time listed in the official class schedule. If papers or take-home examinations are assigned in lieu of a final examination, the due date must be at the regularly scheduled examination time listed in the official class schedule. If final presentations or final critiques assigned in lieu of final examinations require multiple days to complete, then the final day for the critiques/presentations must occur on the regularly scheduled exam day.

  2.2 Students are not required to take more than two final examinations in any one day. Any student with three or more final examinations scheduled on the same day may request to take one of the examinations on another day during the final examination
period. The process is described below.

A) The student should first try to resolve the matter with the appropriate instructor(s).
B) If the matter remains unresolved, the student should submit a request for an alternative final exam time in writing to the Office of Student Affairs. This request must be submitted by the drop date (the last day to drop a course for the semester with an automatic grade of W as stated in the semester class schedule).
C) The Office of Student Affairs will select which of the exams should be taken at an alternative time and formally contact the faculty member at least 15 working days before the final examination period. Preference for selection of which course would have an alternative final exam time must be based on the course with the smaller class size and, then, courses with final exam times in between other exams.
D) The faculty member will then arrange an alternative time for the student to take the final exam for the course that does not conflict with the student’s final exam schedule or require the student to take more than two final exams in one day. If students have difficulties in rescheduling the examination, they should consult with the Office of Student Affairs. Final exams given outside the regularly scheduled time may vary in content and format at the discretion of the faculty member.

L. OTHER INFORMATION

- **Academic Advising**
  The College of Science & Engineering requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. Meetings are by appointment only; advisors do not take walk-ins. Please call or stop by the Advising Center to check availability and schedule an appointment. The College’s Academic Advising Center is located in Center for Instruction 350 or can be reached at (361) 825-3928.

**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.