**MATH 1110: College Algebra**

**Department of Mathematical and Statistical Sciences**

**College of Liberal Arts and Sciences, University of Colorado Denver**

**COURSE SYLLABUS**

Instructor: Heather Killeen

Term: Fall 2018

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Class Meeting Days: Mondays, Tuesdays, Thursdays & Fridays

Class Meeting Times: See Bear Creek High School Bell Schedule for modified block schedule

Location: N208

Office Hours: Tuesday/Thursday Access Periods, every 7th period

COURSE OVERVIEW

**I. Course Description**

This is a mathematics course that was designed to fulfill the CORE University requirements. The topics in algebra are designed for students who intend to take the calculus sequence. Functions, domains, ranges, graphs, data scatter plots and curve fitting, solving equations and systems of equations, polynomial functions, rational functions, and selected other topics are explored. Graphic calculators and/or computer algebra systems are used extensively. Applications are emphasized. Note: No co-credit with either MATH 1070 or 1130. ***Semester Hours:*** *4*

**II. Course Prerequisites**

It must be assumed that every student has a good understanding of the mathematical concepts in an intermediate Algebra course or a good Advanced Algebra course in high school. An assignment will be administered during the first week of the course (skills inventory) to help you gauge your readiness for the rigor of the mathematics content. While this assignment will not determine mandatory placement it should be used as a guide to help you determine whether this class is the right fit for your current mathematical abilities.

**III. Course Rationale**

This course is designed to help students understand the fundamental concepts of algebra and to show how algebra can be used to model real-world problems. The important ideas of calculus will be foreshadowed and the use of technology will be used to efficiently facilitate the understanding of important algebraic concepts. Students will attain a deeper understanding of how mathematics relates to the world around them and prepare themselves for further study in calculus and mathematics.

**IV. Required Texts and Materials**

Ron Larson*, Precalculus with Limits a Graphing Approach;* 6th edition, Pennsylvania State Univ. Brooks/Cole Cengage Learning. TI-83 or higher.

**V. Colorado Commission on Higher Education Learning Objectives** The Colorado Commission on Higher Education has approved MATH 1110 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-MA1 category. For transferring students, successful completion with a minimum grade of C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/academics/transfers/gtpathways/curriculum/html>.

**GT Pathways Mathematics (GT-MA1) Content Criteria:**

a) Demonstrate good problem-solving habits, including:

• Estimating solutions and recognizing unreasonable results.

• Considering a variety of approaches to a given problem, and selecting one that is appropriate.

• Interpreting solutions correctly.

b) Generate and interpret symbolic, graphical, numerical, and verbal (written or oral) representations of mathematical ideas.

c) Communicate mathematical ideas in written and/or oral form using appropriate mathematical language, notation, and style.

d) Apply mathematical concepts, procedures, and techniques appropriate to the course.

e) Recognize and apply patterns or mathematical structure.

f) Utilize and integrate appropriate technology.

**GT Pathways Mathematics (GT-MA1) Competencies:**

**A. Quantitative Literacy**: Competency in quantitative literacy represents a student’s ability to use quantifiable information and mathematical analysis to make connections and draw conclusions. Students with strong quantitative literacy skills understand and can create sophisticated arguments supported by quantitative evidence and can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc.).

Students should be able to:

**1. Interpret Information**.

a. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).

**2. Represent Information**.

a. Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words).

**3. Perform Calculations**.

a. Solve problems or equations at the appropriate course level.

b. Use appropriate mathematical notation.

c. Solve a variety of different problem types that involve a multi-step solution and address the validity of the results.

**4. Apply and Analyze Information**

a. Make use of graphical objects (such as graphs of equations in two or three variables, histograms, scatterplots of bivariate data, geometrical figures, etc.) to supplement a solution to a typical problem at the appropriate level.

b. Formulate, organize, and articulate solutions to theoretical and application problems at the appropriate course level.

c. Make judgments based on mathematical analysis appropriate to the course level.

**5. Communicate Using Mathematical Forms.**

a. Express mathematical analysis symbolically, graphically, and in written language that clarifies/justifies/summarizes reasoning (may also include oral communication).

**B. Problem Solving**: Competency in problem solving represents a student’s ability to design, evaluate, and implement a strategy to answer a question or achieve a goal.

Students should be able to:

**1. Define a Problem**.

a. Construct a detailed and comprehensive problem statement or goal.

b. Identify relevant contextual factors.

**2. Propose a Strategy**.

a. Identify reasonable approaches to solving the problem within the given context.

**3. Evaluate Potential Strategies**.

a. Provide an evaluation of the potential strategy(ies) which may include:

i. the history of the problem,

ii. the logic behind the potential strategy(ies),

iii. the feasibility of the proposed strategy(ies), and

iv. the potential impacts of the proposed strategy(ies).

b. Choose a feasible strategy.

**4. Apply a Strategy**.

a. Implement chosen approach(es).

b. Gauge success of the chosen strategy(ies) and revise as needed.

**VI. Course Goals and Learning Objectives**

**CORE Learning Outcomes**

1. ***Calculate***: Accurately and logically manipulate a mathematical representation to attain desired information.

2. ***Represent*:** Able to translate between representations to clearly represent information and gain insight. Representations may be expressed symbolically, graphically, numerically, or verbally.

3. ***Interpret:*** Draw meaningful inferences and communicate insights from mathematical representations.

Mathematical representations may include statistical, graphical, algebraic, geometric, or symbolic.

4. ***Model:*** Develop and/or apply an appropriate mathematical model for a real-world problem. This can be demonstrated by e.g. developing a model, choosing an appropriate model from several, or explaining the primary assumptions needed to use a particular model.

**Course Learning Outcomes MATH 1110**

The following section lists the Learning Outcomes specific to the course (MATH 1110). Each Learning Outcome reflects one or more of the CORE Learning Outcomes.

**1. Graphs, Equations, and Inequalities**

Students will be able to…

* Solve equations graphically ***(Interpret)***
* Solve quadratic equations by factoring, square root method, completing the square, quadratic formula ***(Calculate)***
* Solve radical equations and absolute value equations algebraically ***(Calculate)***

**2. Graphs**

Students will be able to…

* Find intercepts of linear and quadratic functions algebraically ***(Calculate)***
* Find intercepts of linear and quadratic functions graphically ***(Interpret)***
* Calculate the slope of a line and write the equation of a line in slope-intercept form ***(Calculate)***
* Interpret the slope and intercepts of a line ***(Interpret)***
* Graph lines by hand given a point and the slope ***(Represent)***
* Graph lines written in general form ***(Represent)***
* Find the equation of a line given a point and the slope of the line, or given two points on the line ***(Calculate)***
* Find the equation of vertical and horizontal lines ***(Calculate)***
* Find the equation of perpendicular and parallel lines ***(Calculate)***
* Write the standard form of the equation of a circle by completing the square ***(Calculate)***
* Graph circles whose equations are given in standard form ***(Represent)***

**3. Functions and Their Graphs**

Students will be able to…

* Determine whether a relation represents a function ***(Interpret)***
* Evaluate functions ***(Calculate)***
* Evaluate the difference quotient where is linear or quadratic ***(Calculate)***
* Find the domain of where is a polynomial, rational, or root function ***(Interpret)***
* Form the sum, difference, product, and quotient of two functions ***(Calculate)***
* Identify the graph of a function using the Vertical Line Test ***(Interpret)***
* Determine Even and Odd functions from a graph as well as from an equation ***(Interpret)***
* Use the graph of a function to determine where the function is increasing, decreasing, or constant ***(Interpret)***
* Use the graph of a function to locate local and absolute maxima and local minima ***(Interpret)***
* Use a graphing utility to approximate maxima, minima, and increasing, decreasing intervals **(Interpret)**
* Find the Average Rate of Change of a function ***(Calculate)***
* Graph the “Library of Functions”: ***(Represent)***
* Graph piecewise-defined functions by hand and evaluate ***(Represent)***
* Transform the “Library of Functions”: stretch, compress, horizontally and vertically shift, reflect ***(Represent)***
* Use modeling to solve problems involving maximizing area and volume ***(Represent)***

**4. Linear and Quadratic Functions**

Students will be able to …

* Build linear and quadratic models from verbal descriptions ***(Model)***
* Distinguish between linear and non-linear relations ***(Interpret)***
* Graph quadratic functions using transformations ***(Represent)***
* Graph a quadratic function by hand by finding its vertex, axis of symmetry, and intercepts ***(Represent)***
* Find the maximum or minimum value of a quadratic function algebraically ***(Calculate)***
* Use graphing technology to build quadratic and linear regression models from data ***(Model)***

**5. Polynomial and Rational Functions**

Students will be able to…

* Identify polynomial functions and their degree ***(Interpret)***
* Identify the real zeroes of a factored polynomial function and their multiplicity ***(Interpret)***
* Determine end behavior, intercepts turning points, domain range of a polynomial in factored form ***(Interpret)***
* Graph a polynomial function in factored form by hand ***(Represent)***
* Use the rational zeroes theorem to list the potential zeroes of a polynomial function ***(Calculate)***
* Find the rational and complex zeroes of a polynomial function by hand ***(Calculate)***
* Find the domain of a rational function ***(Interpret)***
* Find the vertical, horizontal, and oblique asymptotes of a rational function ***(Interpret)***
* Analyze the graph of a rational function by finding domain, intercepts, and asymptotes ***(Interpret)***
* Graph a rational function by hand ***(Represent)***

**6. Exponential and Logarithmic Functions**

Students will be able to…

* Form a composite function ***(Calculate)***
* Find the domain of a composite function ***(Interpret)***
* Determine whether a function is one-to-one ***(Interpret)***
* Obtain the graph of the inverse function from the graph of the function ***(Represent)***
* Find the inverse of a function defined by an equation ***(C*alculate)**
* Evaluate exponential functions ***(Calculate)***
* Graph exponential functions ***(Represent)***
* Convert from exponential to logarithmic form and vice versa ***(Represent)***
* Evaluate simple logarithmic expressions without a calculator ***(Calculate)***
* Determine the domain of a logarithmic function ***(Interpret)***
* Work with properties of logarithms ***(Calculate)***
* Use the change of base formula to evaluate logarithms ***(Calculate)***
* Solve logarithmic and exponential equations algebraically ***(Calculate)***
* Solve logarithmic and exponential equations graphically ***(Interpret)***
* Build exponential and logarithmic models from data using regression ***(Model)***

**VII. Course Schedule:** The class calendar and assignments will be distributed at the beginning of each unit. Updates and class notes can be accessed on website at hkilleen.weebly.com

**VIII. Assignments**

**Exams: Exams/Quizzes:** A student will be allowed to make up a test or quiz if their absence is unexcused. HOWEVER, the student will take the assessment on the next day that they show up to class and a penalty of one letter grade will be deducted from the students score. This is in accordance with the Jefferson County School district policy.

**Homework Assignments:** Assignments will be given daily (with few exceptions) and quizzes may happen without prior notice. Assignments are to be handed in the day they are due. Late work will be accepted in all cases when an absence is excused for full credit if and only if they are turned in within two days of the absence. Late work will be accepted from students due to an unexcused absence for partial credit if and only if the assignment is turned in by the date communicated to the student.

**IX. Grading Summary** In-Class Exams/Application Projects: 50%

Final Exam: 20%

Homework: 20%

Quizzes: 10%

**Grading Scale:**

A: 90-100%

B: 80-89.99%

C: 70-79.99%

D 60-69.99%

F: Below 60%

**COURSE PROCEDURES**

**X. Course Policies – Grades Attendance Policy:**  Attendance and participation are required to be successful in this course. The BCHS Attendance policy will be strictly enforced.

**Incomplete Policy**: Incomplete grades (I) are not granted for low academic performance.  To be eligible for an Incomplete grade, students must (1) *successfully* complete at least 75 percent of the course, (2) have special circumstances (verification may be required) that preclude the student from attending class and completing graded assignments, and (3) make arrangements to complete missing assignments with the original instructor using a CLAS Course Completion agreement.

**XI. Course Policies – Technology and Media Email/Remind.com –** Students can communicate with me regarding attendance, meeting arrangements, grades, and/or questions regarding the course content, assignments, and due dates.

**Computing Technology –** During the semester, we will explore in this class graphically, numerically, and algebraically. This course will utilize the TI-84 calculator, with graphics capability, to facilitate the study of college algebra. This calculator is a requirement, it will be used in class on a daily basis and on some exams, and will help in the learning of college algebra.

**XII. Getting Help Instructor Office Hours/By Appointment** See me with questions during any Access period, or during 7th periods.

**XIII. Academic Honesty** Students are required to know, understand, and comply with the CU Denver Academic Dishonesty Policy as detailed in the Catalog and on the CLAS website. Academic dishonesty consists of plagiarism, cheating, fabrication and falsification, multiple submission of the same work, misuse of academic materials, and complicity in academic dishonesty. If you are not familiar with the definitions of these offenses, go to  
[http://www.ucdenver.edu/academics/colleges/CLAS/faculty-staff/policies/Pages/DefinitionofAcademicDishonesty.aspx](https://webmail.ucdenver.edu/owa/redir.aspx?C=BfBWQwuda0CUVe6g28JkZBZvKxcFx89IJ1lXMnn5FaKv7PlETK7UuHK7os2Vu4AzvjxWF7A5b5g.&URL=http%3a%2f%2fwww.ucdenver.edu%2facademics%2fcolleges%2fCLAS%2ffaculty-staff%2fpolicies%2fPages%2fDefinitionofAcademicDishonesty.aspx).   
This course assumes your knowledge of these policies and definitions. Failure to adhere to them can result in possible penalties ranging from failure of this course to dismissal from the University; so, be informed and be careful. If this is unclear to you, ask me. The College of Liberal Arts and Sciences (CLAS) Ethics Bylaws allow the instructor to decide how to respond to an ethics violation, whether by lowering the assignment grade, lowering the course grade, and/or filing charges against the student with the Academic Ethics Committee. Violating the Academic Honor Code can lead to expulsion from the University.

**Definition of Academic Dishonesty** Students are expected to know, understand, and comply with the ethical standards of the University. In addition, students have an obligation to inform the appropriate official of any acts of academic dishonesty by other students of the University. Academic dishonesty is defined as a student's use of unauthorized assistance with intent to deceive an instructor or other such person who may be assigned to evaluate the student’s work in meeting course and degree requirements. Examples of academic dishonesty include, but are not limited to, the following:

**Plagiarism:** Plagiarism is the use of another person’s distinctive ideas or words without acknowledgment. The incorporation of another person’s work into one’s own requires appropriate identification and acknowledgment, regardless of the means of appropriation. The following are considered to be forms of plagiarism when the source is not noted:

1. Word-for-word copying of another person's ideas or words.
2. The mosaic (the interspersing of one’s own words here and there while, in essence, copying another's work).
3. The paraphrase (the rewriting of another’s work, yet still using their fundamental idea or theory).
4. Fabrication of references (inventing or counterfeiting sources).
5. Submission of another’s work as one's own.
6. Neglecting quotation marks on material that is otherwise acknowledged.

Acknowledgment is not necessary when the material used is common knowledge.

**Cheating:** Cheating involves the possession, communication, or use of information, materials, notes, study aids or other devices not authorized by the instructor in an academic exercise, or communication with another person during such an exercise. Examples of cheating are:

1. Copying from another's paper or receiving unauthorized assistance from another during an academic exercise or in the submission of academic material.
2. Using a calculator when its use has been disallowed.
3. Collaborating with another student or students during an academic exercise without the consent of the instructor.

**Fabrication and Falsification:** Fabrication involves inventing or counterfeiting information, i.e., creating results not obtained in a study or laboratory experiment. Falsification, on the other hand, involves deliberately alternating or changing results to suit one’s needs in an experiment or other academic exercise.

**Multiple Submissions:** This is the submission of academic work for which academic credit has already been earned, when such submission is made without instructor authorization.

**Misuse of Academic Materials:** The misuse of academic materials includes, but is not limited to, the following:

1. Stealing or destroying library or reference materials or computer programs.
2. Stealing or destroying another student’s notes or materials, or having such materials in one’s possession without the owner’s permission.
3. Receiving assistance in locating or using sources of information in an assignment when such assistance has been forbidden by the instructor.
4. Illegitimate possession, disposition, or use of examinations or answer keys to examinations.
5. Unauthorized alteration, forgery, or falsification.
6. Unauthorized sale or purchase of examinations, papers, or assignments.

**Complicity in Academic Dishonesty:** Complicity involves knowingly contributing to another’s acts of academic dishonesty.

**Student Code of Conduct:** As members of the University community, students are expected to uphold university standards, which include abiding by state civil and criminal laws and all University policies and standards of conduct. These standards are outlined in the student code of conduct which can be found at:  
 <http://www.ucdenver.edu/life/services/standards/students/Pages/default.aspx>

**Fall 2018 Schedule and Deadlines\***

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| **Monday**  **08/20/18** | **Registration Opens:**  You may begin your application and registration for your Fall 2018 CU Succeed Courses. Please refer to the CU Succeed Website for detailed instructions and links. |
| **Friday**  **10/05/18** | **Last Day to Apply:**  CU Succeed program application must be completed by this day. |
| **Monday**  **10/08/18** | **Last Day to Register:**  Registration must be completed no later than this day. **If you are not registered by this day, you will not receive credit. *There will be no exceptions.***  **CU Succeed Parent/Guardian Financial Responsibility Form due:**  Turn in Financial Responsibility Form to your teacher by this day. |
| **Friday**  **10/15/18** | **Last Day to Drop:**  Courses dropped by this date will not appear on your CU Academic Record and you will not be responsible for the tuition. **You must drop the course through your CU Student Portal.** |
| **Friday**  **10/15/18** | **Last Day to Withdraw:**  You will be responsible for tuition payment and the course will appear on your CU Academic Record as a ‘W’. |
| **Friday**  **11/30/18** | **Tuition Due:**  Payment instructions are located on the CU Succeed Website. A reminder e-mail will be sent to the e-mail supplied on the application; **bills will not be mailed!** |

**Note: Grades will be recorded on an official CU transcript, and will become a part of the student’s permanent academic record at the University of Colorado. Grades and transcripts will be available by the end of January 2019.**

***Have questions? Contact us!***

CU Succeed Programs

[**www.ucdenver.edu/cusucceed**](http://www.ucdenver.edu/cusucceed)

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\*The CU Succeed Office holds the right to make extensions and adjustments. Exceptions to deadlines will NOT be honored.