Math 025: Beginning Algebra Fall 2014 --- 8-Weeks

Instructor
Your instructor will email you with his or her contact information.
If you have further questions, then please contact:
Bailey Ross, Assistant Director of the Math Learning Center, baileyross@boisestate.edu
Dr. Gary Hagerty, Director of the Math Learning Center, garyhagerty@boisestate.edu

Text
ALEKS (One semester 18-week stand-alone access code). This is available at the BSU bookstore and also online.
The course is based on the following text but it is an optional purchase: Introductory Algebra, Second Edition; Miller, O’Neill and Hyde.

Tutoring
Free tutoring is available in the Math Learning Center. For hours of operation visit: https://math.boisestate.edu/math-learning-center/hours/

Grading Scheme
Weekly Topic Goal 18% of total grade
Weekly Time Goal 8% of total grade
Attendance 7% of total grade
In-Class Exams (two at 31.5% of total grade each) 63% of total grade
Notebooks 4% of total grade

A+ - 98%   B+ - 88%   C+ - 78%   D+ - 68%
A - 92%   B - 82%   C - 72%   D - 62%
A - 90%   B - 80%   C - 70%   D - 60%

Any final grade lower than 60% will be recorded as an F. To use Math 25 to meet a prerequisite in another course, then the student must earn a grade of C- or better to move to the next course.
The MLC staff members have access to all students’ ALEKS and Blackboard account information.
The MLC staff members are here to promote student success. If you are struggling, then it is likely that MLC staff will reach out to you, and you are encouraged to seek help with all concerns regarding your course.

Homework
Homework will be completed using ALEKS. This is a software based approach. You will be asked to complete virtually the same set of problems as if you were assigned problems out of a textbook.
The advantages to ALEKS as an online homework system include:
1) Improved assistance when you need it.
2) The opportunity to work at your pace and complete the work necessary for you to be successful.
3) An opportunity to develop a complete understanding before moving ahead. This means that you will not be asked to perform work that for which you are not ready (as would happen in a traditional environment where everybody does the same thing).

Grading of homework is based on your commitment to success. It has been found that once a student has been properly placed in a curriculum, their success is based on their willingness to put forth time and effort into the class. The grading of the homework will happen on Mondays and will be based on time and effort as follows:
1) Time: 12 hours on ALEKS learning math each week. If you spend 6 hours on ALEKS, then you would receive a 50% on that assignment. It is considered academic dishonesty if you leave the program open so it counts more time or if you have someone else work on your account.
2) Effort: After the initial assessment, you will be expected to complete the number of topics needed each week in order to complete the necessary topics to prepare for the test and finish the pie by the end of the semester. (This will be explained frequently throughout the course and your instructor will give you your assignment on an individual basis. The lowest week's time score and the lowest week's topic score will be dropped from the weighted grade column on BlackBoard at the end of the semester.)

Attendance
Class attendance will be taken daily and computed into your grade. One of the strongest indicators of student success is attendance. Attendance has the strongest correlation of any indicator when considering student success. Thus, we have placed attendance at a high level of importance in this class. The lowest attendance score will be dropped at the end of the semester. Please see an explanation of the Attendance Policy at the end of the syllabus.

Notebooks
Success in math (as well as all other endeavors) is greatly improved by following steps prescribed by the instructor. This implies keeping careful notes and writing step-by-step solutions. We are asking that you keep these notes and the problems you work in a notebook, using correct mathematical notation. You will find that this greatly enhances your ALEKS experience and your success in future courses. This notebook will be graded based on organization and completion/content. There is a rubric to help you included at end of this syllabus. If you need additional help setting up your notebook, then talk to your instructor.

Assessments
The ALEKS program prepares students for the next course by periodically assessing a student’s memory. Assessments take the place of a traditional in class quiz. It is the student’s responsibility to take the assessment like it is a test. There should be no help from notes, friends, tutors, internet websites, cell phones, etc. If a student is found to be cheating on assessments, then it will be considered academic dishonesty. It is also the student’s responsibility to make up any topics that are placed back onto the pie in any given week which means it is a good idea to work ahead of the goal and not wait till the last minute to finish time or topics. Assessments will not be canceled.

Exams
There will be two in-class exams. The dates will be given to you by your instructor. The exams will be in class on the ALEKS program and scratch paper may be graded for partial credit on missed questions. You may be required to present a valid BSU ID at each exam. If you finish your pie early, then speak to your instructor about your testing options.

Cheating
Exams must be taken in class or in an approved proctored administration area. All other test scores will be discarded. Visiting websites other than ALEKS during a test will result in the score being discarded. Scratch paper must be turned into the instructor or proctor immediately after the test has been submitted without additional notes being made, otherwise partial credit will not be given on the test. You may not receive help from others on any exam. All devices which allow access to the internet such as cellphones, ipods, etc. must be turned off prior to taking any test.

Partial Credit
You will be given scratch paper for your test. The only way to earn partial credit on a test for answers you wish to challenge is to have the work supporting your answers on your scratch paper neat and organized, based on mathematically approached standards. Your notebooks should reflect these standards as well.
Course Description

General comments regarding classroom etiquette and expectations:
Classroom Technology Etiquette: Technology is becoming prevalent in the classroom. As the access to technology grows, we must ensure that a quality educational environment is maintained. Students must understand that visiting electronic sites that do not pertain to the purpose of the classroom is at some level a distraction to the student and often to the class as a whole. While it is understood that visiting sites such as Facebook and YouTube and activities such as texting are a distraction, we must also point out that visiting homework pages for the math classes at times when working on homework is not the focus of the class is also a distraction. In order to maintain a proper distraction free environment, it is the obligation of the instructor to ensure that students only visit electronic sites pertaining to the task at hand. The instructor may do this on an individual basis or ask the entire class to put away all electronic devices. This decision needs to be respected. If you have any concerns with this policy, then please discuss your concerns with Dr. Hagerty, Director of the Math Learning Center.

Attendance Policy: Attendance points are earned at the discretion of the instructor. Students receiving full attendance points are attending class for the full amount of time and remaining on task during that time. The instructor has the right to deny attendance points to any student who does not attend the full amount of time or to a student who does not participate. Using technology in an inappropriate form is considered non-participation. If you have any concerns with this policy, then please discuss your concerns with Dr. Hagerty, Director of the Math Learning Center.

Success means putting forth the time, effort, and energy required to complete this course. Based on the past several years of analyzing student success, we have found that appropriate work completion and attendance are the biggest keys to success. Following these simple guidelines should ensure success:

1) Homework completion. More than 95% of the students who complete 80% or more of the homework pass the course. Aim to complete your work at 100%.
2) Make sure you are learning. When you obtain help, make sure that you are learning and able to do the work without help.
3) Review for every test. The biggest difference we see in test scores is between students who review and those who don’t.
4) Put forth the effort to attend every class. This may be one of the best signals we have to a student being successful.

Students who spend at least 12 hours working on ALEKS in the first week are significantly more likely to pass the course than students who spend less than 6 hours in the first week.

If you are doing all of the above and struggling, make an appointment with Dr. Hagerty, Director of the Math Learning Center. He will work with you to find the best possible path to creating your success.
# Notebook Rubric

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regular use</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not have a dedicated notebook.</td>
<td></td>
<td></td>
<td></td>
<td>Always brings notebook to class. All ALEKS work is in notebook. Dates are clearly and consistently labeled.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Topic formatting</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looks like &quot;chicken scratch&quot;.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No obvious organization.</td>
<td></td>
<td></td>
<td></td>
<td>Each topic is labeled with topic name and pie slice.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Problem formatting within each topic</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not contain at least one problem, explanation or example.</td>
<td></td>
<td></td>
<td></td>
<td>Obvious where one problem stops and another starts.</td>
</tr>
<tr>
<td>Can't tell where one problem stops and another starts.</td>
<td></td>
<td></td>
<td></td>
<td>Answer is easy to find and marked correct or incorrect.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematical notation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-sequential work. Instructor struggles to follow logic.</td>
<td></td>
<td></td>
<td></td>
<td>Using vertical math almost exclusively. No obvious notation errors.</td>
</tr>
<tr>
<td>Works math horizontally. &quot;Loses&quot; pieces of the problem.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mixed horizontal and vertical math. Doesn't appear to be losing parts of the problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>0 points each</th>
<th>15 points each</th>
<th>20 points each</th>
<th>25 points each</th>
</tr>
</thead>
</table>
