

MTH 98 Foundations for Contemporary Math

Given the spring term school closure, this course will be held online through MyOpenMath, lecture videos, and Zoom class meetings. I will put the meeting number on MyOpenMath.

Some of the information on this syllabus is likely to change due to the shift from in-person to online.

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MTH 98 Foundations for Contemporary Math

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| Term: Spring 2020 |  |  |
| Instructor: Joseph Collins | CRN:42458 |  |
| Email: collinj@linnbenton.edu |  |  |

**MTH 98 Foundations for contemporary Math Course Description:**

Math 98 is designed to prepare students for success in Math 105. Students whose degree or program requires Math 75, Math 95 or Math 111 should not take Math 98.

Throughout this course the student will develop critical thinking skills, gain number sense, build estimation skills and solve realistic problems. By focusing on relevance and context, the student will learn to think algebraically, will understand basic statistics and will use data and functions in mathematical modelling. Upon completion of the course, the student will be able to: Demonstrate knowledge of numerical skills in a variety of contexts based on the course objectives; Interpret and communicate statistical and mathematical concepts using a variety of graphical and computational methods; Apply algebraic skills and reasoning to solve problems based on the course objectives; and Identify properties of a function and create mathematical models.

#### Class Meetings:

Our class will be meeting on Zoom Monday-Friday at 9am-9:50am.

I will also be posting videos of the different daily topics and class meeting on MyOpenMath.

**Materials Needed:**

* A device to access the Internet, preferably a laptop or desktop. A tablet or phone could be used but certain issues arise with online homework and other projects. The library has a supply of laptops for students to check out. If they run out then let me know.
* A 3-ring binder, about 1.5 inches thick; all of your work will be organized and checked in this binder. You can either order the packet from the bookstore, print the class materials from MyOpenMath, or use your own sheets of paper and copy down questions/answers from the day's material.

**Attendance Policy**

Attendance to our daily Zoom meetings, while highly encouraged, is not mandatory. This is because some of you may be caring for family or having to work during class time of 9am.

There is also nothing stopping you from working ahead once the class starts.

**Grading Policies:**

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| Category | Percent of Grade | Grading Scale |
| Notebook Check (Once per week) | 20% | A: 90 -100% |
| Online Homework (3 per week) | 20% | B: 80 – 89% |
| Online Reflections (1 per week) | 15% | C: 70 - 79% |
| Computer Labs (Around 1 per week) | 15% | D: 60 - 69% |
| Big Idea 1 (Week 3) | 10% | F: 0 - 59% |
| Big Idea 2 (Week 7) | 10% |  |
| Big Idea 3 (Week 10) | 10% |  |

Students may view their grades on MyOpenmath

A grade of Incomplete may be assigned at the discretion of the instructor under special circumstances. The student must have completed the majority of the course, been in regular attendance and passing the course prior to the circumstance.

**Some grading details**

***Notebooks:*** Notebooks will be graded once per week. Notebooks earning an A grade will be attempted, completed and correct. To submit pages of your notebook, please upload scans or photos of the week's pages to a Google Drive folder.

***Online Homework:*** Every couple days, you will have homework questions through our online platform MyOpenMath. This gives you a chance to immediately reflect on your learning and understanding.

***Online Reflections:*** Research indicates that one of the best things you can do to increase your learning is to write about it.

***Computer Labs:*** Almost every week, we will be working with Google spreadsheets to answer questions from the packet. The purpose of these assignments are to prepare you for working on the Big Ideas.

***Big Idea Projects and Summaries:*** Each assignment will have a description and a grading rubric. This helps you identify your goal for the grade you want to earn. All Big Ideas will use Google spreadsheets.

**Videos and Notes online**

I will be posting notes, videos, and class recordings on to MyOpenMath for any of you to view at any time.

#### Help

#### If you have questions, feel free to email me or send a message on MyOpenmath. Many students find that working with classmates in a study group is the best way to learn and understand the material.

#### Use the Learning Center /Math Café

The math cafe is an excellent place to study and to get help with your homework.

This term, the math cafe will be available through Zoom. I will put the meeting number on MyOpenMath.

#### Computers

Laptops are usually available for short-term check out from the Library.

**What does a typical week include?**

This will function like a flipped classroom.

On the days there is a new lesson, I will upload a video explaining the concepts.

The class will start with me answering your questions about the lesson or homework.

Afterwards, we will break out into groups where each of you will help one another with the day’s activity. Or instructional assistant Misa and I will go from group to group answering questions as they arise. We will remain doing this until I bring everyone together to dismiss class.

On **Sunday**, **Tuesday**, and **Thursday**, at 10pm, an *online homework* assignment is due.

Also on **Tuesday** by 10pm, your *reflections*, *notebook* *work,* and *computer lab* from the previous week will be due.

The three *Big Idea* projects will have their own due dates throughout the term.

**Effective and Appropriate Behaviors:**

* Trying problems on your own before discussing them with your group.
* Giving everyone a chance to try and discuss a problem
* Checking your work through multiple approaches – usually a group will come up with more than one way to do a problem; this helps you check your work and feel confident.
* Do your homework all the way through without checking the answer key AND attempt every problem, even if all you do is write down what you know about the problem. See inappropriate behaviors for the reason why.
* When you do corrections, make sure you figure out where you went wrong with your solution – writing the correct answer will not help you learn, but finding your mistakes and correcting them will. See inappropriate behaviors for more information.

Ineffective and Inappropriate Behaviors:

* Asking a group member to tell you how to do a problem – Instead ask “what is this question asking for?”, “can you tell me the meaning of this word?”, “What does this question relate to that we’ve already done?”
* Copying work from a group member – it might be tempting if you miss a class or get behind, but this is not helpful for learning the material – instead you might ask “What problems did you feel like you got the most out of?”, “What was the most challenging, and why?”, “Can you summarize the work our group did?” Copying from the answer key BEFORE trying the problem yourself – while some students worry about practicing a problem incorrectly, letting yourself try a problem

#### LBCC Email:

You are responsible for all communications sent to your LBCC email account. You are required to use your LBCC provided email account for all email communications at the College. You may access your LBCC student email account through Student Email.

#### Academic Honesty:

I assume that you are ethical and honest. However, if there is an incident of academic dishonesty (cheating), you will receive a score of zero for that test/assignment and the incident will be reported to the college administration for possible further disciplinary action. If there is a second offense, you will receive a grade of F for the course and the incident will be reported to the college administration with a recommendation for disciplinary action.

#### Special Circumstances:

#### Students who may need accommodations due to documented disabilities, who have medical information which the instructor should know, or who need special arrangements in an emergency should speak with their instructor during the first week of class. If you believe you may need accommodations but are not yet registered with the Center for Accessibility Resources (CFAR), please visit the [CFAR Website](http://www.linnbenton.edu/cfar) for steps on how to apply for services or call 541-917-4789.

#### LBCC Comprehensive Statement of Nondiscrimination:

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender, gender identity, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws. For further information see Board Policy P1015 in our [Board Policies and Administrative Rules](http://linnbenton.edu/42145BA0-3DCC-11E3-AA36782BCB47BBE7). Title II, IX, & Section 504: Scott Rolen, CC-108, 541-917-4425; Lynne Cox, T-107B, 541-917-4806, LBCC, Albany, Oregon. To report: [linnbenton-advocate.symplicity.com/public\_report](http://linnbenton-advocate.symplicity.com/public_report)

**Enrolling in the Class Software:** MyOpenMath

1 Go to www.myopenmath.com

2 Click on “Register as a New Student”

3 Enter a user name, I recommend using your student ID number

4 Choose and confirm a password, one you will not forget

5 Enter your first and last names, and your email address

6 Enter the Course ID: 68289

7 Enter the Enrollment Key: MTH98