

## **MTH 105 Math in Society**

Spring 2022-CRN: 42947

Instructor: Sheri Rogers

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Class Meetings: Monday through Thursday 1:00 - 1:50 PM in WOH-112, Albany Campus and live on [Zoom](#). **Passcode: MathPM**

Office Hours: Virtual or in Office WOH-101: by [appointment calendar link](#)

### **Course Description and Objectives:**

A survey course in mathematics for students in the liberal arts and other non-science majors. Topics are selected from areas such as management science, statistics, social choice, the geometry of size and shape, and computers and their applications. Emphasizes the application of mathematics to the problems of contemporary society and the critical role these applications play in economic, political and personal life.

Upon successful completion of this course, students will be able to:

1. Demonstrate an understanding of how mathematics and numbers are used in daily life and to model real-life financial situations.
2. Demonstrate an ability to understand and interpret data presented in various forms.
3. Demonstrate an understanding of basic statistics and logic.
4. Demonstrate an ability to critically assess data and statistics offered in the media.

### **Materials Needed:**

- A device to access the Internet, this can be a tablet or a laptop.
- 3-ring notebook - you will build your own textbook.
- A calculator; you can use the one on your device if you don't have one.

### **Drop for NonAttendance or NonParticipation**

During the first week of the term, the instructor may drop students for not attending class, not completing work, and not completing the MOM introduction assignment by Friday of week 1.

## **Class Structure:**

Each class session will typically start with a short mini-lecture or demo. Then you will work on activity assignments in small groups. Activities that are completed in groups will be turned in for grading and/or kept in a notebook. Each student is responsible for checking the answer keys and making any corrections as needed.

There will be online homework due every week, the homework is available in MyOpenMath. In addition to homework, MyOpenMath (MOM) will have videos and other support materials available.

## **Grading Categories:**

- Activities/Quizzes/Notebook: 20%
- Online Homework - MyOpenMath: 20%
- Projects (3): 20%
- Tests(3-4): 40%

Letter grades will be based on your weighted average of the above on a ten-point scale.

## [Tentative Course Calendar of Topics, Projects and Tests](#)

**Note:** All tests will be given in-person on campus. Mark your calendar:

**Test 1:** Tues. April 19th    **Test 2:** Thurs. May 12th    **Test 3:** Thurs. June 2nd:

**Final Exam:** Monday, June 6th 1:00 - 2:50 PM

How do I get into MyOpenMath?

1. Go to [www.myopenmath.com](http://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 e-mail address
6. Enter the **Course ID:141782**
7. Enter the **Enrollment Key: MTH105 SP22**

## **MOM Online Homework Guidelines**

You should keep a notebook of loose-leaf paper for your MOM (MyOpenMath) homework. You are expected to work through each problem and then write up neat, readable solutions for your notebook. Include the original problem unless it is a lengthy word problem. This will give you a study reference before testing.

## In-Class Written Work

Students will be actively participating in learning activities every class meeting. Generally, these activities will be done in class and you will turn them in to the instructor. These are the lessons for this course. The activities are designed to help students develop and understand the concepts behind the math skills and how to apply them to various situations. The experiences gained from working in the groups will be a major component in determining the student's success in this course. **Attendance is therefore required.** **At the end of the quarter your lowest score from this category will be dropped.**

## Late Work

**There are no make-up tests for this class.** Each student has 4 Late Passes on MyOpenMath for the term. The late pass gives a 24 hour extension to get the assignment done. All written work is due prior to the test pertaining to the assignment. Late work will receive a 20% penalty.

## Notes online

Class notes will be available from the [link to OneNote](#) on MOM.

## Help

If you have questions, PLEASE ask!

- Ask questions by sending your instructor an email.
- Connect with other students from class. There is a forum in MOM where you can post a question and work with others.
- Send your instructor a photo of your work so she can see what you are doing.
- [Request a meeting with your instructor](#) and you can get your questions answered.
- Don't forget about the **videos and support materials** available on MOM.
- **Math Support**
  - The Math Cafe' and the Math Desk are places where you can receive drop-in help with your math questions. You are also eligible for free tutoring through the [Tutoring Center](#). You must sign up in advance for tutoring. In Albany, these support services are located in the Math Cafe' - WH-227 and in the [Learning Center](#) - WH 226.
  - [Drop-in Zoom:](#)  
Monday through Friday 8am - 8pm  
Saturday & Sunday 11am - 3pm.
  - [In-Person Support:](#)
    - **Math Desk**  
Monday through Friday 9am - 4pm
    - **Math Cafe**  
Monday through Friday 9am - 4pm

## **This class feels different from other math classes...**

*This course is designed to showcase how to use math in your everyday life. It is not an algebra class, although we may use algebra now and then. It is traditionally taught through group work using group activities. How well group work will happen this term is dependent upon how each student behaves. The lists below give guidance on group learning behaviors, practice the Effective and Appropriate Behaviors to get the most out of this class.*

### 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.

### 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 gives you a “place” to put your learning in your brain. If you make a mistake, your brain now has a place for this learning to go. If you reflect on the mistakes you make, your learning will be even greater!
- Simply writing correct answers as your homework corrections – While your brain might have a place to put your learning, reflecting, writing what you got wrong, and detailing the correct steps for the problem, will increase your learning! You learn faster when you reflect on the corrections you make.

## **Special Circumstances**

Students who have any emergency medical information the instructor should know of, who need special arrangements in the event of evacuation, or students with documented disabilities who may need accommodations, should make an appointment with the instructor as early as possible, no later than the first week of the term.

## **Request for Special Needs or Accommodations**

You should meet with your instructor during the first week of class if:

- You have a documented disability and need accommodations.
- Your instructor needs to know medical information about you.
- You need special arrangements in the event of an emergency.

If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources (CFAR) [Online Services webpage](#) every term in order to receive accommodations. If you believe you may need accommodations but are not yet registered with CFAR, please visit the [CFAR Website](#) 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](#). 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)

## **Basic Needs**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Roadrunner Resource Center for support at 541-917- 4877, or schedule an appointment on the web at [www.linnbenton.edu/rrc](http://www.linnbenton.edu/rrc) . Our office can help students get connected to resources to help. It might be helpful to notify the instructor, if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

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## **Statement of Inclusion**

The LBCC community is enriched by diversity. Each individual has worth and makes contributions to create that diversity at the college. Everyone has the right to think, learn, and work together in an environment of respect, tolerance, and goodwill. (related to Board Policy #1015)

***The instructor reserves the right to make changes to the syllabus at any time.***