

## **MTH 98-Foundations for Contemporary Math**

**Winter 2019-CRN: 32613**

### **Instructor Information**

Instructor: Mary Campbell

Phone: Benton Center: 541-757-8944 x5113

e-mail: [Mary.Campbell@linnbenton.edu](mailto:Mary.Campbell@linnbenton.edu)

Office: BC101, Wednesday 11 to 12 or Thursday 1 to 2, or by appt. (or just drop by).

**Course Description and Objectives:** 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 meets Tuesday and Thursdays from 10:30 to 12:20 and Fridays from 10:30 to 11:20. Our class room is located in BC234.

### **Materials Needed:**

- MTH98 Materials Packet from the bookstore. (Or you can choose to print the pages yourself.)
- A device to access the Internet, this can be a tablet, laptop or phone. There are laptops available to check out in the Learning Center for class.
- A 3-ring binder, about 1.5 inches thick; all of your work will be organized and checked in this binder.
- A calculator; you can use the one on your device if you don't have one.
- Other: At least two different colored pens, a ruler or straightedge (6 inch is fine), sticky notes, index cards.

**What does a typical week include?**

Class typically starts with **checking notebooks** and **answering questions** – I will be looking to make sure that you **read and completed** everything we worked on during the previous class. I will also check that work has been corrected using the **answer keys** that will be posted on **My Open Math**.

During class, we will switch **learning modes** – sometimes you'll work with your group, sometimes I'll ask for a class discussion, and sometimes I will write notes and examples on the board. I will tell you when we are switching learning modes.

If we don't finish a handout, that is your **paper homework**. You should finish it by the next class. It will be checked as part of your notebook.

On **Wednesday, Friday and Monday**, by midnight, an **online homework assignment** is due.

Also on **Monday**, your **reflections** from the previous week will be due.

I will do my best at the end of every class to remember to write the assignments on the board – make sure to **check My Open Math for any changes**.

### **What will I be graded on and how often?**

- Notebooks: 15%, submitted three times during the term
- Online Homework: 15%, submitted three times a week
- Online Reflections: 10%, submitted once a week
- Big Idea projects and Summaries: 15%, submitted three times during the term
- Tests: 45%, submitted three times during the term
- Letter grades will be based on your weighted average of the above.

### **Some grading details**

**Notebooks:** Notebooks will be “graded” on the day before each test. Notebooks earning an A grade will be: In a 3-ring binder, organized, completed and corrected

**Online Homework:** Every couple days, you will have homework problems due 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. Reflective Writing entries are graded using the following criteria:

- completeness (all the questions for a particular entry are addressed);
- the level of insight and reflection (evidence that your response is thoughtful and you took time on it);

- that support is provided for the observations and conclusions you make; and
- the extent to which relevant course content (from class and elsewhere) is integrated into the entries.

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.

Tests: For each test there will be an open note, team portion and a closed note, individual portion.

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

*This course is taught through group work using group activities. This is likely different than any other class you've taken, and you may not know what behaviors are most effective and appropriate. Read the list below carefully and revisit it often during the term. 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. 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 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.

### **Where can I find resources to help me be successful?**

- Come see me! Send me an e-mail to make an appointment if my office hours don't work for you.
- Visit Math Help Desk! Located in the Learning Annex BC232 and open 12 to 7 Monday-Thursday. No appointment necessary. Be sure to sign in on the computer when you come in to study or get help.
- One on One Tutoring: Go to: <http://linnbenton.edu/tutoring-center> Follow the directions to sign up and make an appointment
- Work with your classmates. Establish a time and place to meet up outside of class time.

### **Other**

Acts of academic dishonesty are regarded by the college as very serious offenses. Penalties will be the maximum permitted by the college.

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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

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