MTH 98-Foundations for Contemporary Math

Winter 2021-CRN: 32611

Instructor Information

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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 is asynchronous. There will be no assigned meeting times. There will be resources available for you to Zoom with peers to work together and to meet with me via online Office Hours. Attending Office Hours are not mandatory, and are for your benefit.

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 Library for class.
- A 3-ring binder, about 1.5 inches thick; all of your work will be organized.
- A calculator; you can use the one on your computer 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 when you log into MyopenMath. You can begin the homework chunks and packet assignments. All assignments can be submitted in MyOpenMath. You may also use

GoogleDrives as a resource. I will be looking to make sure that you **read and completed** everything we worked on during the deadline.

During the week, you can switch **learning modes** – sometimes you'll work with your group, You can use the link in Myopenmath to work with myself or your Group Members.

Your **paper homework** are packet pages, generally Big Ideas. You should finish it by the deadline in MyOpenMath. It will be checked as part of your assignment checks. Assignment checks are worth credit.

On most **Tuesday, Thursday and Saturday**, by midnight, an **online homework assignment** is due.

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

I will do my best at the beginning of every week to remember to discuss assignments during my weekly announcements – make sure to **check MyOpenMath for any changes**.

What will I be graded on and how often?

- Assignment Checks: 15%, submitted three times during the term
- Online Homework: 24%, submitted 1-3 times a week
- Online Reflections: 10%, submitted once a week
- Big Idea projects and Summaries: 15%, submitted three times during the term
- Tests: 36%, submitted three times during the term
- Letter grades will be based on your weighted average of the above.

Some grading details

Assignment Checks: Assignments will be "graded" on the day of their deadline Assignment Checks earning an A grade will be: In a shared google drive folder, including assignments and notes.

Online Homework: Every couple days, you will have homework problems due through our online platform Moodle. 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 you 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, individual portion.

Attendance policy
There is no attendance policy this term.

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 you 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?

- Send me an e-mail!
- Visit the Virtual Math Cafe!
- 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 via Zoom.

Other

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

LBCC maintains a policy of nondiscrimination and equal opportunity in employment and admissions, without regard to race, color, sex, marital and/or parental status, religion, national origin, age, mental or physical disability, Vietnam era, or veteran status.

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

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in this class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodation but are not yet registered with CFAR, please visit the CFAR website at www.linnbenton.edu/cfar for steps on how to apply for services or call 541-917-4789