It is important that you ……

- Attend classes regularly because you learn best when you don't skip class.
- Stay attentive and focused in class.
- Stay actively engaged in learning, and participate in the classroom activities.
- **Do not engage in the types of behaviour that are disruptive and disrespectful in class. Some examples*: talking when lecture is in progress, playing on your calculator or texting on the cell phone, listening to music or reading unrelated material or doing work other than what is being covered in class, 'tuning' out the instructor, sleeping …..***
- Do homework regularly and get help with understanding the material when needed. Coming in to see me in my office is just one of several options available for help explained in the course policies document that follows.
- Take advantage of in class work opportunities to learn, such as, for example when I have you do problems in class. Be committed to ALEKS (explained in a separate document)
- Completely and carefully read the course policies document.
- Remember that this is a college course and as such standards, teaching and testing styles and expectations may be at a level higher than high school.
- ***Remain in my class only if you are able to live with and abide by my course policies.***

(Over)

Partial Summary of Course Policies
(Please thoroughly read the complete document)

1) Contact Info:
Dr. Jayanthi Ganapathy Swart 216 424 7355 ganapath@uwosh.edu

2) Office Hours:
MTWF 12:40 to 1:40
Appointments available at other times (contact me to set up)

3) Required textbook:
"College Algebra and Trigonometry" with ALEKS, 1st edition, by Miller and Gerken. Publishers: McGraw Hill

4) Tests and Quizzes:
Three tests. Four quizzes (the best three counted)
ALEKS. Class code: **TUEEX-ATTQX**
Letter grade scheme included on the full document.

5) Homework:
ALEKS.

6) Class attendance:
Required. Read the full document for penalty for excessive absence.

7) Classroom behavior:
Respectful attention to what is taught is expected. No disruptive activities, including use of ***cell phone, playing on the Calculator or any device, texting browsing etc.*** Except for calculator or a computer that you may need to access textbook if you are e- renting or ALEKS, all other devices must be turned off and put away once lecture begins. Please expect to be called out and to face unpleasant consequence if these rules are violated.

8) Info on course material and other out of class help:
Please read relevant sections of the full document that follows for info on what to expect in terms of course material and mathematical background.

A description of course policies for 67-104. Spring 2020.

Instructor: *Dr. Jayanthi Ganapathy.* **Office:** *Swart 216.*

Telephone: *424 7355 (my office). 424 1333 (the math dept. office). 235 2435 (home).*
E-mail: ganapath@uwosh.edu *(office);* ganapath54@yahoo.com *(home).*

Office hours: *MTWF 12:40 – 1:40PM*
Appointments are available at other times. E-mail me or talk to me after class to set up.

Text (required): *"College Algebra and Trigonometry" with ALEKS, 1st edition, by Miller and Gerken. Just the volume covering Trigonometry is needed. Publishers: McGraw Hill*
Topics covered: *Chapters 1, 2, 3, 4*

Supplements : Calculator (required): ***TI-83 or 84 or their Plus versions.*** In-class demonstrations will be using ***TI-84*** **Plus** only. Note: one of these same calculators is required for some upper level course that you might be taking after this course. Calculators that have symbolic algebra manipulative capabilities (for example, TI –86 Inspire or any calculator with CAS) will not be allowed on tests and quizzes. Talk to me if you have think you have one of those.

Tests, quizzes and grades:

There will be **three tests** each worth 30 points. I expect to give four quizzes worth 15 points each. Only three quizzes with highest scores will be counted even if there are more quizzes. Thus the quizzes contribute 45 points altogether to the total number of points for the course. In addition, 15 points will come from your ALEKS grade. ***No test grade will be dropped.***

At the end of the semester, each student who has not officially withdrawn from the course will be assigned a letter grade for the course based on his/her point total, according to the following letter-grade scheme (in the following letter-grade scheme, PT represents your point total for the course):

A 138 (92%) ≤ PT ≤ 150 (100 %)
A- 132 (88%) ≤ PT < 138 (92 %)
B + 126 (84%) ≤ PT <132 (88 %)
B 120 (80%) ≤ PT < 126 (84 %)
B- 114 (76%) ≤ PT < 120 (80 %)
C+ 108 (72%) ≤ PT < 114 (76 %)
C 102 (68%) ≤ PT < 106 (72 %)
D+ 96 (64%) ≤ PT < 102 (68 %)
D 90 (60%) ≤ PT < 96 (64 %)
D- 75 (50%) ≤ PT < 90 (60 %)
F 0 (0 %) ≤ PT < 75 (50 %).

Note: there is no grade of C- in the class. Nothing in my class will be graded on a curve. Please do not have any inaccurate assumptions regarding this.

Class attendance:

The student handbook indicates that each student who registers for a class is expected to be in attendance every class period, unless the policy set forth by an individual instructor overrides that. You are expected to attend class. There is no penalty for missing **five** or fewer class periods. The sixth and the seventh absences will each cause your grade to automatically drop by a letter grade (such as for example, from a B to B-, to C+). Your quizzes and tests will not be graded after the seventh absence meaning a grade of zero will be assigned to ungraded work. Please do not exhaust use penalty free absences frivolously and save for situations beyond your control that you might experience (for example, slick roads dangerous to drive on due to weather conditions or sickness for which a doctor's note can be produced as documentation). Only staying the entire class period is counted as presence in the class for that class period. If you happen to come in after attendance is taken, it is your responsibility to come up and talk to me before you leave class for that day. University excused absences are handled slightly differently. For example, if you exhaust all five penalty-free absences due to five university excused absences and then have a sixth university excused absence, then you won't be penalized. Other situations may be considered using case by case review.

Class participation:

When grading answers to test, quiz and homework questions, the level of your class participation and attentiveness is likely to play a role in your receiving or not receiving the benefit of the doubt, if such a situation arises. While I prefer that students volunteer their participation, I will not refrain from calling on any of you. The intention is not to embarrass you but to give you the opportunity to participate in the instructional process, and to demonstrate to me that you are capable of thinking, understanding and communicating mathematics. If you have a particular aversion to being called on, please take time to come and see me and explain that. Reacting disrespectfully to being called on will not be tolerated. If the course material is too easy for you, then it is your job to explore the possibility of getting placed in a higher level course, or stay attentive and participate in the instructional process. I have no patience for students playing around with their calculators or cell phones or sleeping or doing anything not related to what is being covered in class or engage in any such disrespectful behaviour. Again please consider all these before deciding whether to continue to stay in my class.

What I expect from you and what I will offer:

A strong background in the material covered in 67-103 will be assumed. Be sure to review this material before too long into the semester. ALEKS will make this almost automatic.

You must diligently do ALEKS. It is not only to earn a portion of your grade in the course but doing problems is the best way to understand mathematical concepts at this level of mathematics. You need to learn the concepts well and learn how to solve problems to be able to have a chance at doing well on tests and quizzes. This also prepares you for higher level courses for which this course is a prerequisite.

Except may be for the first week or so, I will refrain from formal lectures and mostly pick problems from ALEKS to explain, going by what the ALEKS progress chart indicates and where students seem to be struggling as indicated by ALEKS. Thus I will ask you whether or not you wish to see done in class a problem I pick from ALEKS. If none feels they have difficulty with that problem/topic, then we will move to a different type of problem - which again may or may not be shown in class, based on your interest or lack thereof in seeing it done.

There may be times when I will pick and assign (not for grading) some problems from the textbook when I believe ALEKS does not include such problems. Though not graded for credit, I am likely to include problems of that nature on tests and quizzes.

You are expected to read the book in advance and do ALEKS to initiate questions and discussions if you do not understand any part of what you read, or if you have any comments related to them that you wish to bring up in class. Or you may come to my office for help with these too. If time permits, it is likely that I will have you do a selected set of problems in class, just so you could get a feel for the material taught. I hope this will give you a taste for the practice problems that you will be doing on ALEKS from the section just covered. By engaging in the type of learning activities described above, it is expected that you will gain the knowledge and understanding that is needed to succeed in this course and possibly beyond. You also apply the knowledge you have thus gained to solve the problems on quizzes and the tests.

The required TI calculator will be an integral part of the course. I anticipate a moderate amount of calculator demonstrations in class. You will be allowed to use TI-83/84 or TI-83 Plus or TI-84 Plus on the test. The use of any other calculator on the tests and quizzes requires my approval. If you do not have the accepted type of calculator for an exam or quiz, you may borrow a calculator from me for use for the test/quiz (I have only one though).

What you should know about tests:

Though it may happen occasionally, I do not believe in testing whether you can re-solve the very same examples you might have seen before in class or homework with very little change. If you have such expectations I am afraid my class is not a good fit for you. Generally on the tests and the quizzes, you must not ***expect*** problems that only require you to simply mimic and regurgitate solutions you saw on the homework or in class or on review/practice list. I expect you to understand the concept/techniques and then apply what you have learned to solve test and quiz problems. Please be aware of this and do not have expectations and assumptions that could result in poor performance in the course.

Anticipated pace of topic coverage and out-of-class help:

Not counting Chapter R , there are twenty eight sections to cover. Setting aside time for quizzes and tests, I will have to average about 0.67 sections per class period or equivalently to cover the material that I am supposed to cover in this course. This means that I will have to move at a pace that may be too fast for some (and possibly too slow for yet others!). You need to learn to deal with this situation, and not find it a source of irritation. I do have a lot to cover, and I only get access to two hours of your time a day. Thus I need to keep moving, to be able to complete the topic coverage that is expected of me. I do it out of necessity and not because I 'care more about covering the material than whether students understand it or not', as some

students might believe. If I had my way, I would refrain from covering a new topic until I was sure everybody had adequate time in class to understand the topic. But I am afraid I do not have that luxury, especially since this class is a prerequisite for several other mathematics and other courses. I hope for your co-operation and understanding on this matter. Please also understand that due to the required pace of new topic coverage, I will have to limit the amount of class time I can afford to spend answering questions in class about your practice exercises. However, I am more than happy to offer you my help out of class. Please make it a habit to read the textbook before and after any given topic is covered in class. It is very important to keep up with the material, and not fall behind. Come in to see me in my office during the scheduled office hours, if you have trouble understanding anything. It is ***unlikely***, given the amount I have to cover, ***that I will have time for in-class reviews*** before tests. However, I am willing to give out of class review sessions at your request whenever you feel you would like to have one, provided there is a fair number of students who want it.

Nature of material in the text:

The course is about the study of the properties of elementary functions, such as polynomial, absolute value, piecewise, radical, rational, exponential, and logarithmic functions. Topics include equations, inequalities, functions, and their graphs. Students will formulate, analyze, solve, and interpret mathematical and real-world problems. The course typically would not be terminal for students, as it is designed for students with majors in business, computer science, math, and natural science. This course is intended to provide the algebra skills required for trigonometry and calculus.

In general in this course, applications are covered where appropriate. In other words, I will be teaching mathematics for the most part, and applications mostly only to illustrate concepts where appropriate. Mathematics taught will not be driven by or evolve from applications, but instead applications are covered to just illustrate the usefulness of certain concepts. This is a course in which mathematical (algebraic and trigonometric) techniques will be heavily emphasized, with application problems discussed where appropriate and necessary. If you expect a heavily application-oriented course where every bit of mathematics I teach will have to have real life applications, then I am afraid this class is likely to fall well short of such expectations. Thus, if your expectations are far different from what I have described above, then you might be better off switching out of my section. It is very important that you read the preface in the text, and understand the various features presented in the book. I am making you aware of this so I would not have to deal with students coming in with unrealistic expectations which this course is not designed to meet, and then take their frustrations out on me because your 'other teacher taught it differently'. If you feel you may be one of those students, please come and talk to me.

It is very important that you read the problems thoroughly so as to learn the 'language of mathematics'. Also reading the book helps one to get a deeper grasp of the language. Frequently students find the problem wording on exams confusing. The main reason for that is that students fail to see that mathematics is a language and one needs to be well versed in the language to be able to understand problems written in the language.

Course goals and objectives:

1. Identify and interpret properties of elementary functions given in analytic or graphical form. Features include, but are not limited to domain, range, intercepts, real and complex

zeros, end behavior, and asymptotes. 2. For functions presented analytically, use the features identified above to produce the graph of the function. 3. Solve equations and inequalities involving elementary functions, both graphically and analytically. 4. Analyze, construct, and solve equations and inequalities arising from applied problems that can be modeled by elementary functions and interpret the results. 5. Use function operations, including transformations, compositions and inverses, to create new functions. Students will analyze the relationships between the original and the resulting functions using analytic and graphical techniques.

More on out-of-class help:

1) In addition to what I have described elsewhere in this document about out-of-class help available from me, you can also take advantage of the one-on-one tutoring that you could schedule for free through ***The Center for Academic Resources (CAR).*** Students can request a tutor from the CAR. If you feel you need such help, either stop by the CAR office at the Student Success Center (suite 102), or e-mail the office at car@uwosh.edu or contact by phone (424 2290) or look at the information about their services and math 104 tutor list on the CAR homepage https://uwosh.edu/car/ For Math 104 CAR may also have some drop in tutor hours. Please check their website.

2) The University counseling center offers assistance and advice on various course-related issues such as test anxiety, math anxiety, time management, preparing for tests in general, and many other issues. The center is located in Suite 240 in the Student Success Center (phone: 424 2061). Please do not hesitate to visit the center and familiarize yourself with the various free services the center offers.

3) If you would like to be added to a list of students who wish to find out-of-class study partners, and are also interested in knowing how to contact other such students in this class, please see me soon. I will have you add your name, schedule and contact information to a list (the out-of-class study partner list) a copy of which will then be made available to every student included in the list.

4) There is a Veteran's Resource Center on campus. Please check https://uwosh.edu/veterans/

If you wish to organize regular group study sessions that include interested classmates, then you might be interested in learning about a service called ***GroupFinder*** that the POLK library offers to help students study together with their classmates. ***GroupFinder*** is a simple tool that allows students to set up open study events for a particular time and location in Polk Library. Anyone with a campus email address can create GroupFinder events -- the Center for Academic Resources, Writing Center and other units are already using GroupFinder to schedule open tutoring sessions at Polk. Developed based on student requests, GroupFinder is accessible from the Polk Library website or simply using the link http://www.uwosh.edu/library/groupfinder

Accessibilty statement:

The University of Wisconsin Oshkosh supports the right of all enrolled students to a full and equal educational opportunity. It is the University's policy to provide reasonable accommodations to students who have documented disabilities that may affect their ability to participate in course activities or to meet course requirements.

Students are expected to inform Instructors of the need for accommodations as soon as possible by presenting an Accommodation Plan from either the Accessibility Center, Project Success, or both. Reasonable accommodations for students with disabilities is a shared Instructor and student responsibility.
The Accessibility Center is part of the Dean of Students Office and is located in 125 Dempsey Hall. For more information, email accessibilitycenter@uwosh.edu, call 920-424-3100, or visit the Accessibility Center Website.

Classroom behaviour:

Proper student behavior is expected in my classroom. This means that unnecessary and disruptive non-course related talking, laughing, sleeping and doing anything other than reading and discussing the course material when the class is in progress will not be tolerated. Playing with your calculator or cell phone or reading material not related to our course during class time are a few examples of the kind of behaviour that is not looked upon favourably. ***Please put your phone away the minute I start the class***. I will not tolerate violation of my policies. If you are in the habit of falling asleep in class, please expect to be called on! If you think you might fall asleep in class due to having had a particularly restless night before class occasionally, or due to some medical reason, you must talk to me before the period or before leaving class. I do not have much patience for students sleeping in class. I will not hesitate to take whatever action is necessary to control discipline problems of any sort.

As harsh as all this sounds, I do encourage a relaxed, friendly and unintimidating atmosphere in class that will allow students to freely participate in the instructional process. Your attitude and demeanor towards your fellow students and me will to a large extent determine the kind of atmosphere we have in the class.

Determining your standing in the class any time of the semester:

You can determine your standing in the class any time on your own. For example, when there have been two quizzes (total 30 points) and a test (30 points) for a total of 60 points, if you have earned a total of, say, 48 points, then that translates into $\left(\frac{48}{60}\right) 100\% = 80\%$ which based on the letter scheme described on page 3 is equivalent to a grade of B at that point in time in the semester. However, this is only a rough estimate because the course grade will be based on the point total that you have at the end of the semester, using the letter grade scheme on page 3.

Miscellaneous:

There is a Canvas website that has been created for this course. If you are unfamiliar with the use of this site, stop by my office for an orientation to enter the site. I may be putting in information such as test review problems before tests for example, and other information on this site. I will also be using this site when I need to communicate some information about the class. If you have trouble logging on to the site, be sure to talk to me. Please make it a habit to check Canvas for fresh posts, and also your university e-mail.

There will be no make-up tests or quizzes. If you have to miss a test or a quiz due to extra-ordinary circumstances, please inform me far ahead of time if at all possible (make use of the extensive contact information found on page 3) so alternate arrangements could be made if absolutely necessary.

Please bear in mind that the teacher is only partly responsible for how you do in the course. The larger portion of the responsibility for your success or failure lies in how well you handle individual problems and how willing you are to seek help, and work at your problems. I would like to see every one of you do well and learn well, and I am willing to do my very best to help you learn. The rest is up to you.

Information on USP (University Studies Program):

The **University Studies Program (USP)** provides students with an assessable, common intellectual experience that also embraces the traditional breadth of a liberal arts education. Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.

Math 104 is part of the USP, specifically, in the Nature category of the Explore component of the program. The ability to analyze, break down and solve a mathematical problem and then to apply the knowledge and skills thus gained is an essential part of what the USP and in turn a Liberal Arts Education aim to achieve. Math 104 includes some real life applications of the mathematical topics covered and some of the exams, homework and quizzes will include application problems.

The policies stated in this document are subject to change. But I will try my best to stick with the policies as stated here.

I wish you a successful and enjoyable Interim. Please feel free to come and talk to me if I can be of any help. But please do not wait until it is too late for me to help you.