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### M 121.04: College Algebra with Co-Requisite Support

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**Mathematics 121 – College Algebra with Co-Requisite Section 04C**  
**Grading and Policies Spring 2022**

**Contact Professor:**

- ✓ **Professor: Scott Davis**
- ✓ **Email:** [scott.davis@umt.edu](mailto:scott.davis@umt.edu)
- ✓ **Office Hours:** Tue: 11-12; Thu: 1-2, Fri: 11-12, and by appointment. All office hours will be held in the Learning Center, but meeting virtually is an option if you email me to set it up!

**Catalog Description:**

The central theme of College Algebra is functions as models of change. This course fulfills the prerequisites for M122 (College Trigonometry) and for M162 (Applied Calculus). Intended to strengthen algebra skills. The study of functions and their inverses; polynomial, rational, exponential and logarithmic functions. Credit not allowed for both M121 and M151.

**Learning Outcomes: Upon completion of this course, students will be able to:**

1. Demonstrate conceptual understanding of functions and solve problems using four different points of view: geometric (graphs), numeric (tables), symbolic (formulas), and written (verbal descriptions and interpretations).
2. Be flexible and have the ability to choose between these points of view when solving problems such as evaluating functions; solving equations; identifying where a function is increasing, decreasing, positive or negative; finding domain and range, intercepts, slope, vertex, concavity, symmetries, end-behavior, and asymptotes.
3. Create graphs when given a formula; write a formula when given a graph.
4. Build new functions from existing ones: using transformations, composition, and the algebra of functions. Identify when a function has an inverse, identify domain and range, and compute a formula for the inverse, when possible.
5. Describe real-world situations using linear, quadratic, piecewise, polynomial, power, rational, exponential and logarithmic functions; and interpret functions and their parameters in real world contexts.

**General Education Learning Outcomes:**

Upon completion of the mathematical literacy requirement, a student will be able to effectively apply mathematical or statistical reasoning to a variety of applied or theoretical problems.

**Course Content:**

1. *Graphs, Functions, Applications* (Function Notation, Linear Functions, Equations of Lines, Applications, Solving Linear Inequalities, Increasing, Decreasing, and Piecewise Functions, Algebra of Functions, Composition of Functions, Symmetry and Transformations; Quadratics Functions)
2. *Exponential and Logarithmic Functions* (Inverse Functions, Exponential and Logarithmic Functions and their Graphs, Exponential and Logarithmic Equations, Applications)
3. *Polynomial and Rational Functions* ( Short-run Behavior, Graphs, Comparing Power, Exponential and Logarithmic Functions, Fitting Exponential and Polynomials to Data, Applications)

The Corequisite Model entails placing students directly in their college level math class, while providing the assistance needed with the prerequisite material. The advantage of this is that you will not just be learning seemingly arbitrary concepts in a developmental class, you will be learning these concepts and will be able to immediately see their utility and context in M121.

**Text:**

We will use a compilation of Open Educational Resource texts: *PreCalculus: An Investigation of Functions.*, Lippman. This is a free textbook and is available to download through a link on the MyOpenMath site. You can order a printed copy as well through Lulu.com for a small fee. We will also be using an Intermediate Algebra Student Work book, which is also free of charge and is linked to MyOpenMath. Access to MyOpenMath and a graphing calculator are also required. Classroom demonstrations will be done with a TI-84. A graphing calculator with symbolic capability, such as a TI-89, TI-92 or anything CAS will not be allowed on quizzes or exams. Please note that there are downloadable calculators and apps that are fairly inexpensive.

For an orientation on enrolling and getting started with the MyOpenMath, please view:

<https://www.youtube.com/watch?v= IdFpaVYsgU&feature=youtu.be>

To enroll in our course on MyOpenMath: go to [www.myopenmath.com](http://www.myopenmath.com) and note that our course ID is **135553** and the enrollment key is: **mathiscool**

This is the site where you can access the texts, online homework and videos that are linked to the text, tests, and the online homework gradebook. Regarding the online homework, you will have the opportunity to try each question several times, and if you continue to get it incorrect, you can click “similar problem” for additional attempts. It is strongly recommended that if you do not get the question correct on the first couple of tries; that you access the associated video (if one exists) that is linked to that particular homework question. **It is essential that you do these assignments daily. But I know life gets in the way, so all students will have 3 ‘Late Passes’ which you can use for a 24-hour extension.**

Please note that within each course topic on MyOpenMath, there are several short videos available that provide brief explanations and examples of various relevant topics. I encourage you to view these for additional explanations, as needed. You will also see such videos linked to random homework problems throughout the course.

### **Grading:**

Your course grade will be based on the following:

40% of your grade:	Unit tests, schedule TBA
20% of your grade:	Cumulative Final Exam.
20% of your grade:	Quizzes/Lab Activities (lowest 2 scores dropped (there are <b>no make ups</b> ))
20% of your grade:	Other activities (online homework, in-class activities, attendance etc.)

Please note that this class is highly interactive with nearly daily in-class activities, hence attendance and participation are essential for success in the class. You are expected to be in class every day it meets.

If a student’s final exam percentage is greater than any one of the tests during the regular semester, I will replace the low test grade with that percentage. The final exam cannot be replaced.

When any assignment is returned, there is one week from the date of return for contesting the grading. After that time, the grade will be accepted as final. All tests, quizzes and assignments to be turned in are announced well before-hand and an email will also be sent to the class alerting you of an upcoming due date. It is your responsibility to keep up to date on all such announcements.

<i>Grade</i>	<i>Grading Scale by Percentages</i>
A	90%+
B	89-80%
C	79-70%
D	69-55%
F	Less than 55%
CR	≥ 55%

\*\*\* If you are taking this course to fulfill a general education requirement or a requirement for your major or minor, you must take it for a traditional letter grade (not CR/NCR). If you decide anyhow to take this course with CR/NCR grading, a grade of “D-“is considered passing and will earn you credit for the course, BUT it will NOT fulfill your general education requirement NOR any requirement for your major or minor.\*\*\*

### **Make-ups:**

**It is your responsibility to notify me as soon as you know you will miss any exam and it must be either prior to or within 24 hours of the exam.** If I do not receive an email within that period, the test or quiz score will be a 0.

### **Add/Drop Policy:**

The last day to add/drop or change grading option to Audit by Cyberbear is **2/7**. The last day to change sections and to change grading options is **3/29**. This is also the last day to drop. Changes after this deadline and until **5/6** must be done by Petition to Drop/Add after deadline and approved by me, your advisor and the appropriate Dean. Approval requires genuine extenuating circumstances as listed in the university catalog.

Extenuating circumstances are:

1. Missing a substantial number of classes due to illness, accident or family emergency.

2. A change in work schedule that makes it impossible to attend class or devote adequate time to the course.
3. Registration in the course by error and never attending class.

Reasons that are not satisfactory include:

1. Forgetting to turn in a drop slip.
2. Protecting your grade point average.

### **Incomplete (I) Grades:**

To be eligible for an “I”, the following conditions must be met:

1. The student must have been in attendance and passing the course up to 3 weeks before the semester ends; and
2. The student is unable to complete the course due to extenuating circumstances, which usually means serious illness or death in the family.

Incompletes are not given under any other circumstances and are always given at the discretion of the instructor. See the 2021-2022 catalog for further information.

### **Misconduct:**

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](#). **In this course, cheating will result in a 0 for that assessment. A second infraction will result in an E for the course.**

### **Disability modifications:**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Office for Disability Equity](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Equity to provide an appropriate modification.

### **Important University-Wide Info and Dates:**

- Monday, February 21: Presidents Day. No school.
- Monday-Friday, 21-25 March: Spring Break. No school.

### **Student expectations:**

**Criteria for work turned in:** In a math class I firmly believe that the process is much more important than the final answer. A solution with no work or steps shown does not demonstrate one’s understanding of the material, and thus will not receive full credit. All work turned in must be neat and orderly, written IN PENCIL (this includes exams) OR TYPED (group projects). I will post solutions to most assessments online – **be sure that you understand the process**, not just the final answer!

**Attendance:** Attendance is a required component of the course. If you must be absent, you are responsible for obtaining missed assignments and announcements (such as upcoming tests and activities), and being prepared for the next class.

**Email:** Students are expected to maintain an active email account and to **check email daily**.

**Preparation:** Students are expected to come to all classes prepared, with assignments complete, even if they have been absent.

**Electronics:** Students are expected to keep all phones and other personal electronics away/off during class. Calculators and laptops being used for class work will be acceptable.

**Attendance/Participation:** Students are expected to attend every class, to be on time for class, and to stay for the entire class period. Students who miss class are expected to complete the day’s work and stay on schedule. Attendance is very important in this course. The only excused absences will be those due to required participation in university-sanctioned events such as athletic competitions, musical performances, and class trips. Students are expected to participate in all class activities, including individual work, group work, and work shared with the rest of the class. Full class participation involves bringing all relevant materials, staying on task, contributing to group activities, fostering a positive learning environment, answering questions when called upon by your instructor, and keeping all non-essential electronic devices away. *Sometimes you may think that you don’t have time to attend class due to other matters, but past experience has shown that students who miss class actually spend far more than 50 minutes making up what they missed.*

**A portion of class time will be spent working in small groups. The benefit of discussion while working in small groups to develop and use mathematical concepts has been shown to increase success rates. Brain research has shown that sharing multiple viewpoints and verbally articulating questions and answers strengthens the connections your brain makes between concepts. Strong connections improve your ability to recall and use concepts. Even if you think you already understand a concept, explaining your understanding to others benefits others while strengthening your own understanding. If you ask a question of your group or class, you are providing an opportunity for good discussion, so don’t be shy about asking questions! The only bad question is one that is left unasked!**

### **COVID-19 Safety Procedures**

**The University of Montana is requiring mask usage in all classrooms and laboratories regardless of vaccine status.** New cases of COVID-19, predominately caused by the Delta variant of coronavirus, are increasing in Missoula County and across Montana. The University of Montana in following the Missoula City-County Health Department guidance recommends all individuals (regardless of vaccine status) also voluntarily wear a mask indoors and get vaccinated to help slow the spread of COVID-19. Because the conditions, rules, guidance, and recommendations surrounding the COVID-19 pandemic continue to evolve rapidly, these guidelines are subject to change. You are encouraged to stay up-to-date with the most current COVID-19 guidance using the resources listed at the end of these guidelines.

- If you feel sick and/or are exhibiting COVID-19 symptoms, please don't come to class and contact the Curry Health Center at **(406) 243-4330**.
- If you are required to isolate or quarantine, you will be supported, and it is the hope to ensure continued academic progress.
- Where social distancing (maintaining consistent 6 feet between individuals) is not possible, specific seating arrangements will be used to support contact tracing efforts.
- Class attendance and seating will be recorded to support contact tracing efforts.

Please refer to UM's Coronavirus [student information page](#) for more information and resources.

### **Diversity, Equity, and Inclusivity**

Missoula College values the diversity of its students, faculty, and staff as an essential strength that contributes to our shared educational mission. Students of all backgrounds and perspectives are recognized and respected in this class. Course content and activities are intended to honor diversity of gender, sexuality, ethnicity, race, culture, religion, age, disability, socioeconomic status, and all dimensions of diverse human experiences and their intersection. Please notify your instructor if components of this course present barriers to your inclusion. Students can also reach out to Dr. Salena Beaumont Hill in the [Office of Inclusive Excellence for Student Success](#), which provides student support for BIPOC and LGBTQ+ students and student groups. To explore making a formal report about discrimination or harassment, please visit the [Equal Opportunity / Title IX office](#). For counseling or advocacy related to discrimination, please visit [SARC](#).

#### **Resources:**

**Student Hours:** My student/office hours are for you to seek direct help from me. I am available during all announced hours as well as other times by appointment. Please come see me with any concerns you have during the semester, especially if there is something going on that is having an impact on your ability to succeed in the class. You can also come see me during these hours for help on math, just as you would get help in the math lab. Don't wait until you are way behind to get help! It is strongly recommended that you communicate with me as much as possible so that we can work together to get you through the course successfully. Meeting Virtually for office hours will be an option, email me to set this up!

Free tutoring is available on both the Mountain and River Campuses; links and hours will be announced as soon as they are provided.

**Student:** As a student, you may experience a range of challenges that can interfere with learning, such as health: strained relationships, increased anxiety, substance abuse, feeling down, difficulty concentrating, and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. Counseling is available and treatment does help. The professional staff at Curry Health Center offers free confidential counseling to full-time students. I am always happy to help you find the resources you need.

#### **A Statement on Digital Access and Equality:**

Digital devices (like laptops and cell phones) are becoming increasingly important to success in college. In this course, you may need digital devices to access readings, complete and submit written assignments, complete online quizzes, verify your attendance, take in-class polls, coordinate with other students regarding group projects, complete and submit group projects.

I recognize that some students are unable to afford the cost of purchasing digital devices and that other students rely on older, more problem-prone devices that frequently break down or become unusable. I also recognize that those technology problems can be a significant source of stress for students. Given those challenges, I encourage students to contact me if they experience a technology-related problem that interferes with their work in this course. This will enable me to assist students in accessing support.

Here is some information in case you or another student you know faces challenges securing food or housing. There are some campus resources that might be helpful:

## Food Pantry Program

UM offers a food pantry that students can access for emergency food. The pantry is open on Tuesdays from 9 to 2, on Fridays from 10-5. The pantry is located in UC 119 (in the former ASUM Childcare offices). Pantry staff operate several satellite food cupboards on campus (including one at Missoula College). For more information about this program, email [umpantry@mso.umt.edu](mailto:umpantry@mso.umt.edu), visit the pantry's website (<https://www.umt.edu/uc/food-pantry/default.php>) or contact the pantry on social media (@pantryUm on twitter, @UMPantry on Facebook, um\_pantry on Instagram).

## ASUM Renter Center

The Renter Center has compiled a list of resources for UM students at risk of homelessness or food insecurity here: <http://www.umt.edu/asum/agencies/renter-center/default.php> and here: <https://medium.com/griz-renter-blog>.

Students can schedule an appointment with Renter Center staff to discuss their situation and receive information, support, and referrals.

### *Accessing Online Homework in MyOpenMath*

#### **If you do not already have a MyOpenMath account:**

- 1) Open up your web browser (like Internet Explorer, FireFox, Safari, or Chrome)
- 2) Enter the address: **www.myopenmath.com**
- 3) Click "Register as new student"
- 4) Enter the requested information.
- 5) Where it says "Select the course you'd like to enroll in", leave "My teacher gave me a course ID (enter below)" selected, and enter this class's course id and key:  
Course ID:           **135553**  
Enrollment key:    **mathiscool**
- 6) Click "Sign-up"
- 7) You will taken back to the login page. Enter your username and password you selected
- 8) You may see a "Browser Check" page. If so, click the "Continue with Image-based display" button.
- 9) The course name will now show up in the "Courses You're Taking" box on your home page. Click on the course name to enter the course.

The next time you want to access the course, you will just need to enter your username and password at the login page, then click on the course name to re-enter the course.

#### **If you already have a MyOpenMath account:**

- 1) Log into myopenmath.com
- 2) Click the "Enroll in a New Course" button.
- 3) Enter the course ID and enrollment key from #5 above, and click Sign Up.
- 4) The course name will now show up in the "Courses You're Taking" box on your home page. Click on the course name to enter the course.

The following syllabus is subject to modifications (and in all probability will be changed due to timing!). This includes a potential change of dates for tests. It is your responsibility to keep up to date on all such announcements.

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Jan 17 MLK DAY	Jan 18 Intro/Support	Jan 19 Support/Exp	Jan 20 Support/Exp	Jan 21 Support/Exp
Jan 24 Complex Fractions	Jan 25 Complex Fractions	Jan 26 1.1	Jan 27 1.1	Jan 28 1.1
Jan 31 1.2	Feb 1 1.2	Feb 2 1.2	Feb 3 1.3	Feb 4 1.3
Feb 7 1.3	Feb 8 1.3	Feb 9 1.4	Feb 10 1.4	Feb 11 1.4
Feb 14 1.5	Feb 15 1.5	Feb 16 1.5	Feb 17 Review	Feb 18 Test 1
Feb 21 PRESIDENTS DAY	Feb 22 2.1	Feb 23 2.1	Feb 24 2.1	Feb 25 2.2
Feb 28 2.2	Mar 1 2.3	Mar 2 2.3	Mar 3 2.3	Mar 4 2.3-2.4
Mar 7 4.1	Mar 8 4.1	Mar 9 4.1	Mar 10 4.1	Mar 11 4.1
Mar 14 4.2	Mar 15 4.2	Mar 16 4.2	Mar 17 4.3	Mar 18 4.3
Mar 21 SPRING BREAK	Mar 22 SPRING BREAK	Mar 23 SPRING BREAK	Mar 24 SPRING BREAK	Mar 25 SPRING BREAK
Mar 28 4.3	Mar 29 4.3	Mar 30 4.3	Mar 31 4.4	Apr 1 4.4
Apr 4 4.4	Apr 5 4.5	Apr 6 4.5	Apr 7 4.6	Apr 8 4.6
Apr 11 4.6	Apr 12 Test 2 Review	Apr 13 Test 2	Apr 14 3.1	Apr 15 3.1
Apr 18 3.2	Apr 19 3.2	Apr 20 3.2	Apr 21 3.2	Apr 22 3.2
Apr 25 3.3	Apr 26 3.3	Apr 27 3.3	Apr 28 3.3	Apr 29 3.7
May 2 3.7	May 3 3.7	May 4 3.8	May 5 3.8	May 6 Review

## Student Contract for M121 Co-Requisite Participation

As a M121 Co-Requisite student, I understand that I will be expected to meet the following responsibilities:

1. I understand that attendance is a crucial component of my success in this class. I will attend all lectures and lab classes, barring unforeseen circumstances, and will check my campus email regularly.
2. In the event that I will need to miss class, I understand that it is my responsibility to get class notes, watch the recording and catch up on missed work so I am prepared for the next class period.
3. In the event that something arises in my life that may cause me to miss school or tune out for a time, I will contact Lauren and keep her apprised of my situation.
4. If I score below 65% on any test or on my average scores for quizzes that are given between the tests, I will be required to attend the Math Tutoring at least 1 hour each week until my scores increase.
5. I understand that learning math is an active process that requires daily study; that the only way to learn math is by practicing problems on my own, not simply by watching others do them for me.
6. I will come to class prepared for the session and will ask any and all questions I may have as they arise, I will NOT wait until right before a test or quiz. Furthermore, I will not procrastinate my homework and will do my best to stay up-to date.
7. I will be respectful to my fellow students as well as to myself.

Print Name \_\_\_\_\_

Signed \_\_\_\_\_

Date: \_\_\_\_\_