MATH113 Intermediate Algebra

(3 credit hours)

COURSE DESCRIPTION

Building on MATH 111 Elementary Algebra, this course develops many types of intermediate skills. Examples include solving and graphing linear equations in one and two variables, solving word problems using geometric formulas, solving problems through the use of a coordinate plane, solving quadratic and basic cubic equations by factoring, using polynomials, and performing operations on complex numbers. Prerequisite: Minimum final grade of 70% in MATH 111 Elementary Algebra or equivalent, or appropriate math placement score. Special Considerations: Not open to students who have successfully completed a higher-level mathematics course. MATH 113 does not meet the General Education Core math requirement, but may be used as a Genera

REQUIRED TEXTS & RESOURCES

Preparation for College Math, 2ed (software + ebook)**,** Hawkes Learning,

ISBN 978-1-64277-004-9 (lifetime access)

NOTE: The access code for this software may be purchased through the bookstore in person or by visiting the bookstore website at www.pointuniversityshop.com or through the Hawkes Learning website at HawkesLearning.com.

Special Note: To receive the special discounted price that Hawkes Learning is offering Point University students, the software must be purchased from the campus bookstore.

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). http://point.edu/course-schedules/

Preview Week	Due Week/Day
1) Introduce Yourself Forum	Preview Week/Various
2) Chapter 1 Review and Chapter 2 Review	Preview Week/Saturday

NOTE: This material is REVIEW. If you feel that you do not adequately

remember this information, please speak with the registrar about switching to MATH111. You are also welcome to contact the Mathematics Program Coordinator to discuss your options.

Advice for completing Reviews: You have THREE (3) attempts on each review. It is recommended that you complete Attempt 1 to see what you need to review. If you are satisfied with the results, there is no need to complete another attempt unless you want to better your score.

If you prefer to better your score, review the material by completing the LEARN and PRACTICE for only the material that you need to review. Then complete Attempt 2.

If you still feel that you need to better your score, review the material again and complete Attempt 3.

3) WebTest 1 (Chapter 1 and 2)   Preview Week/Sunday

Week 1
1) Discussion Forum   Week 1/Various
2) Chapter 3 Review and Chapter 4 Review   Week 1/Friday
        NOTE: See above for notes about the Review sections.
3) WebTest 2 (Chapter 3 and 4)   Week 1/Sunday

Week 2
1) Discussion Forum   Week 2/Various
2) CERTIFY: 7.1 and 7.2   Week 2/Monday
3) CERTIFY: 7.3 and 7.4   Week 2/Tuesday
4) CERTIFY: 7.5 and 7.6   Week 2/Wednesday
5) CERTIFY: 7.7   Week 2/Thursday
6) CERTIFY: 7.8 and 7.9   Week 2/Friday
7) CERTIFY: 7.10 and 7.11   Week 2/Saturday
8) WebTest 3 (Chapter 7)   Week 2/Sunday

Week 3
1) Discussion Forum   Week 3/Various
2) CERTIFY: 8.1 and 8.2   Week 3/Monday
3) CERTIFY: 8.3 and 8.4   Week 3/Tuesday
4) CERTIFY: 8.5 and 8.6   Week 3/Wednesday
5) CERTIFY: 9.1 and 9.2   Week 3/Thursday
6) CERTIFY: 9.3   Week 3/Friday

7) WebTest 4 (Chapter 8 and Chapter 9)   Week 3/Sunday

Week 4
1) Discussion Forum   Week 4/Various
2) CERTIFY: 10.1   Week 4/Monday
3) CERTIFY: 10.2 and 10.3   Week 4/Tuesday
4) CERFITY: 10.4 and 10.5   Week 4/Wednesday
5) CERTIFY: 10.6 and 10.7   Week 4/Thursday
6) CERTIFY: 10.8   Week 4/Friday
7) WebTest 5 (Chapter 10)

Week 5
1) Discussion Forum   Week 5/Various
2) CERTIFY: 11.1   Week 5/Monday
3) CERTIFY: 11.2   Week 5/Tuesday
4) CERFITY: 11.3   Week 5/Wednesday
5) CERTIFY: 11.4   Week 5/Thursday
6) CERTIFY: 11.5   Week 5/Friday
7) CERTIFY: 11.6   Week 5/Saturday
8) WebTest 6 (Chapter 11)   Week 5/Sunday

Week 6
1) Discussion Forum   Week 6/Various
2) CERTIFY: 13.1 and 13.2   Week 6/Monday
3) CERTIFY: 13.3   Week 6/Tuesday
4) CERFITY: 13.4   Week 6/Wednesday
5) CERTIFY: 13.5   Week 6/Thursday
6) CERTIFY: 13.8   Week 6/Friday
7) CERTIFY: 13.9   Week 6/Saturday
8) WebTest 7 (Chapter 13)   Week 6/Sunday

Week 7
1) Reflection Forum   Week 7/Various
2) CERTIFY: 14.1   Week 7/Tuesday
3) CERTIFY: 14.2   Week 7/Wednesday
4) CERTIFY: 14.3   Week 7/Friday
5) WebTest 8 (Comprehensive Final Exam)   Week 7/Sunday

WebTests

All students must install the Respondus application on the computer on which they will be taking their math tests. ***Information and instructions are attached to this syllabus.***

Any student whose classification is RDP must take their WebTests in person on the West Point, GA campus. If a student attends classes in person at the West Point, GA campus, then they are considered RDP.

- Please contact the Testing Center via email (and copy your instructor) to schedule your appointment at least 48 hours before you would like to take your WebTest.
- Your test will require a password. Your instructor will send the password to the Testing Center prior to your appointment, and they will provide it to you when you come to your appointment.
- If you are unable to provide your own computer to take your WebTest, the Testing Center will provide one for you. You will need to remember your Hawkes Learning login and password. You will access the WebTest through Canvas and the Hawkes Learning direct links.

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution
Graded assignments will be distributed as follows:

List of graded assignments by type here.	Total Points
Discussion Forums (7) x 10 points	70
Unit Reviews (4) x 10 points	40
CERTIFY (44) x 5 points	220
WebTest (1) x 70 points	70
WebTest (2) x 50 points	100
WebTest (4) x 75 points	300
Final Exam	200
TOTAL points for the course	1000

FINAL GRADES

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar.

COURSE LEARNING GOALS AND OBJECTIVES

Goal 1: *Review material from MATH111*	Program Objective(s)
1: Perform basic operations (add, subtract, multiply, divide) on real numbers (whole numbers, integers, and rational numbers).	*1, 4*
2: Simplify simple expressions and inequalities using the order of operations	*1, 4*
3: Convert numbers between scientific notation and decimal form and vice versa; write general numbers into scientific notation and decimal form.	*1, 4*
4: Distinguish between an algebraic expression and equation, evaluate an expression, and determine if a given value is the solution to a given equation.	*1, 4*
5: Identify and use the "Properties of Real Numbers" (Commutative, Associative, Identity, Inverse, and Distributive).	*1, 4*
6: Identify terms, distinguish between like terms and unlike terms, identify the coefficient, and simplify an algebraic expression.	*1, 4*
7: Translate statements into expressions and sentences into equations or inequalities.	*1, 4*
8: Solve linear equations in one variable that require use of the addition, multiplication and distributive properties, including those with fractions and decimals; identify conditional equations, contradictions and identities.	*1, 4*

Goal 2: Solve formulas for a specified variable and solve word problems using geometric formulas.	Program Objective(s)
	1, 4

Goal 3: Write ratios, and solve proportions.	Program Objective(s)
	1, 4

Goal 4: Work with inequalities.	Program Objective(s)
1: Solve and graph linear inequalities in one variable (including three-part inequalities).	*1, 4*
2: Solve and graph absolute value linear inequalities in one variable.	*1, 4*
3: Graph linear inequalities in two variables, compound inequalities in two variables and absolute value inequalities.	*1, 4*

Goal 5: Solve absolute value equations in one variable.	Program Objective(s)
	1, 4

Goal 6: Simplify and evaluate expressions using the product, power, quotient and integer rules of exponents, and use the rules for exponents with scientific notation.	Program Objective(s)
	1, 4

Goal 7: Translate statements into expressions, and sentences into equations and inequalities; solve application problems involving geometry, unknown numerical quantities, and percentages by using linear equations in one variable.	Program Objective(s)
	1, 4

Goal 8: Work with radicals.	Program Objective(s)
1: Add and subtract radicals.	
2: Multiply radical expressions, rationalize denominators, and write radical quotients in lowest terms.	*1, 4*

Goal 9: Find and graph the union and intersection of two sets, and solve and graph compound inequalities in one variable.	Program Objective(s)
	1, 4

Goal 10: Label all parts of the coordinate plane, locate or plot ordered pairs on the coordinate plane, determine if an ordered	Program Objective(s)

pair is the solution to a linear equation in two variables, complete ordered pairs and tables for linear equations in two variables, and graph linear equations using the x- and y-intercepts and other ordered pairs.	
	1, 4

Goal 11: Find the slope of a line from two points and from its equation, and use slope to determine if two lines are parallel, perpendicular or neither.	**Program Objective(s)**
	1, 4

Goal 12: Graph a line using the slope and y-intercept or any other given point, and write the equation of a line in slope-intercept form and in standard form when given two ordered pairs or given one ordered pair and the slope. Write the equation of a line in slope-intercept form and in standard form parallel or perpendicular to a given line.	**Program Objective(s)**
	1, 4

Goal 13: Solve systems of linear equations in two variables by graphing, by substitution, and by elimination.	**Program Objective(s)**
	1, 4

Goal 14: Work with polynomials.		**Program Objective(s)**
	1: Identify and classify polynomials (monomial, binomial, trinomial), find the degree of a term and the degree of a polynomial, write a polynomial in descending order, add and subtract polynomials.	*1, 4*
	2: Multiply various types of polynomials, including the square and higher powers of binomials and the product of a sum and difference of two terms (difference of squares).	*1, 4*
	3: Divide a polynomial by a monomial or other polynomial, including polynomials with missing terms.	*1, 4*

Goal 15: Factor polynomials.		**Program Objective(s)**
	1: Factor using the greatest common factor of a polynomial and factor a polynomial by grouping.	*1, 4*
	2: Factor trinomials with coefficient of 1 on the squared term, and factor trinomials with a common factor.	*1, 4*

	3: Factor a difference of squares, a perfect square trinomial, and a sum or difference of cubes.	1, 4

Goal 16: Solve a quadratic and basic cubic equations by factoring using the zero-factor property.	Program Objective(s)
	1, 4

Goal 17: Work with functions.	Program Objective(s)
1: Determine whether a relation is a function from its list of ordered pairs or from its graph and give its domain and range.	1, 4
2: Determine if an equation is a function and state its domain, use function notation to rewrite and evaluate equations and graph linear functions.	1, 4

Goal 18: Perform operations on Complex Numbers.	Program Objective(s)
	1, 4

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the "Consumer Information" section of the website (http://point.edu/disclosures) and the "Student Services" section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator.

COURSE EXPECTATIONS
Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term's total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional

circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the [catalog](#).

Etiquette & Netiquette
Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies
For academic policies governing attendance, late assignments, and student support, please refer to the [catalog](#).

COPYRIGHT AND FURTHER DISSEMINATION
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Respondus LockDown Browser

Respondus LockDown Browser® is a custom browser that secures WebTest and WebTest Review within Hawkes. When you use Respondus LockDown Browser (RLB), you will be **unable to print, copy, screenshot, go to another URL, or access other applications**. Once a WebTest or WebTest Review is opened within the LockDown Browser, you are locked into it until you submit it for grading or end your review.

1. Installing and Using Respondus LockDown Browser

You must install Respondus LDB to your computer before you can access any WebTests in Hawkes.

Please use the following links:

> **Windows – Student Edition**
> http://fileburst.hawkeslearning.com/respondus/LockDownBrowserOEMSetup.exe
>
> **OS X – Student and Lab use:**
> http://fileburst.hawkeslearning.com/respondus/InstallLDBOEM.zip

Alternatively, you can select the WebTest on your Hawkes To Do list, then select the blue 'Respondus LockDown Browser' link that displays on the blue bar on the page, which will provide you with the installation link:
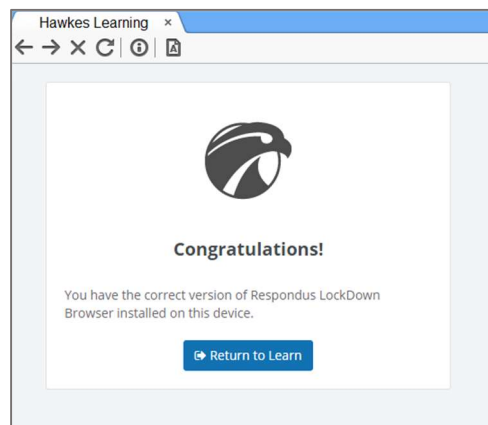

2. Browser Compatibility Check

To ensure everything is set up correctly, please perform the following compatibility check.

- o Sign into your Hawkes Learning account and select a WebTest that has been set up to require RLB.
- o Press **Check Your Browser** and follow the onscreen instructions.
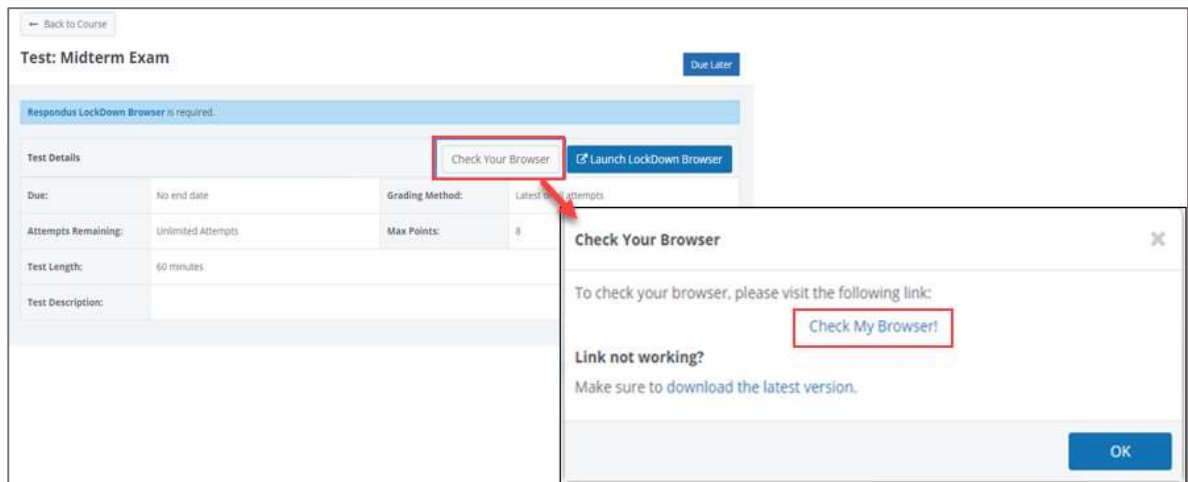
If you have a compatible version of RLB installed, you will see:

If the **Check My Browser** link does not work, you will need to download and install a compatible version of RLB.

Using the Respondus LockDown Browser

Select the WebTest you would like to take from your Hawkes To Do List and select **Launch LockDown Browser**. This opens the same page in Respondus LockDown Browser. To begin the test, press **Start** or to begin reviewing the test, select the attempt.

Normal Browser View

LockDown Browser View

Accessing the Scientific Calculator through Respondus LockDown Browser

If your instructor has enabled the calculator application within Respondus LockDown Browser, you will see a calculator icon in the top left corner of the browser.

- When you click on the calculator icon, the calculator application will appear as shown below.

Best Practices

- **Any issues encountered during testing do not cause any progress on the exam to be lost. All answers will be saved, and the test timer will stop. To resume the exam, please force shut down your computer and restart it to access the test again.**
- Make sure you have JavaScript and cookies enabled.
- Make sure your browser's pop-up blocker is turned off.
- Make sure you have an updated version of Java installed and that Java is enabled.
- Remove any other version of Lockdown Browser that is already installed on the computer.
- Temporarily disable the computer's spyware or anti-virus software.
    - Spyware detection and anti-virus software may interfere with RLB. Examples of such software include AVG, Spyware Doctor, Ad-Aware, Spybot, Norton, McAfee, etc.
- Temporarily disable the computer's firewall.
    - If the computer's firewall needs to remain enabled, you will need to make sure that LockDown.exe application is allowed full access to the Internet, which means you may need to enter the LockDown Browser executable file into your firewall as an "Exception".
- Close all open programs and applications. If using a PC access this through your Task Manager. If using a Mac access this through the Activity Monitor.
- Clear all cookies and cached files from the web browser.
- Make sure the internet connection is stable.
    - RLB requires a constant Internet connection. If there's any break in connectivity to the RLB server, the page contact could be lost, resulting in a white-screen.
- If the page freezes while attempting to load a question ("White Screen"), or the browser freezes when submitting your test, you may need to completely reboot your computer.

LockDown Browser System Requirements

Operating Systems	Memory	LockDown Browser Versions
Windows: 10, 8, 7 Mac: OS X 10.10 or higher	Windows: 2 GB RAM Mac: 512 MB RAM	Windows: Version 2.0.2.02, June 12, 2017 or higher OS X: Version 2.0.2.01, July 5, 2017

If you have any questions, please contact us!
1 (800) 426-9538 | chat.hawkeslearning.com

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