

Math 104: Algebra II

Spring/Summer/Fall A/B 2020

3 Hours



INSTRUCTOR INFORMATION

Instructor: Jacqueline Cook

Email: jacook@walsh.edu

Phone: (330) 353-8025 (text only)

Virtual Office Hours: N/A, contact if needed and we can arrange something

COURSE DESCRIPTION

Real numbers, variable expressions, solving equations and applications of equations, polynomials, factoring, algebraic fractions, graphs and linear equations, systems of linear equations, inequalities, radical expressions, quadratic equations.

Course Prerequisites: Placement or Math 103 with a grade of C or better

COURSE STUDENT LEARNING OUTCOMES (CSLOS)

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

- Demonstrate a working knowledge of algebra with related applications.
- Operate with real, integer, rational, and complex numbers.
- Solve and simplify quadratic, radical, logarithmic, and exponential equations or expressions, and represent solutions numerically or graphically.
- Demonstrate integrated and comprehensive mathematical calculation capabilities.
- Express mathematical solutions in writing and graphing.

REQUIRED COURSE MATERIALS

S. Baratto & B. Bergman. 2011. Elementary and Intermediate Algebra 5th ed. **City, State:** McGraw Hill Education 2011. ISBN: 978-0-07-338446-7

Access to a desktop or laptop computer with an internet connection and a current web browser

Students are responsible for all material discussed and assigned in class throughout the semester.

STUDENT REQUIREMENTS AND EXPECTATIONS

Attendance/Course Participation

It is an expectation in this course that all students complete the readings and other assignments, and actively contribute to all discussion topics. Many of the course activities are built upon collaborative learning and rely on the input and feedback of others. Because of the nature of online course work, late or missing activities may have a negative impact on the overall student learning and course performance.

Participation in this course is taken to mean sharing of self with others with respect to thoughts and feelings as well as engaging actively in the exercises and experiences that are a part of the teaching-learning design. There is also the expectation that contributions made should reflect a growing understanding of course topic(s). Students are required to reflect informed and articulate answers and thoughts based on careful readings and completion of assigned activities and materials.

Discussion Forum Participation

Participation in discussion forums is critical for maximizing students' learning experiences and is required for the online delivery of this course. Each student is required to be part of an online community who interact, through discussion, to enhance and support the professional development of the group.

Active participation in discussion topics is defined as making at least one (1) original posting per week for each discussion topic and at least two (2) responses to colleagues' postings. This will result in a minimum total of three (3) postings each week, per topic.

NOTE: Your original post will be due each week by Wednesday at 11:55 p.m. and all subsequent posts will be due by Sunday at 11:55 p.m.

The course discussion rubric provides specific guidelines on how discussion contributions will be graded and what is considered a substantive response. Some characteristics that are considered to be a part of excellent discussion contributions are outlined below. The instructor will consider these characteristics when assessing students' quality and level of participation.

- Each student should submit their initial post(s) early in the session and your subsequent responses to the posts of other learners at timely intervals within the duration of the session. Keep in mind the goal is to have a dynamic discussion that lasts throughout the entire session.
- Posts and responses should be thorough, thoughtful and properly posted BEFORE the due dates for the week. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support statements with examples, experiences, or references. However, students are encouraged to be brief – try to keep each post and response to one or two short paragraphs. Keep in mind that fellow students will be reading and responding too.
- Make certain to address the discussion prompt(s). This does not mean one should not extend the topic, but do not stray from the topic.
- Discussions occur when there is dialogue. Build upon the posts and responses of other learners to create discussion threads. Revisit the discussion forum and respond (if necessary) to what other learners have posted to initial responses.
- When relevant, add to the discussion by including prior knowledge, work experiences, references, websites, resources, etc. (giving credit when appropriate).
- Contributions to the discussions (posts and responses) should be complete and free of grammatical or

structural errors.

Computerized Web-Based Evaluations for Courses/Faculty

Students will be given the opportunity to evaluate the course and faculty at the end of the semester. Students have a professional responsibility and obligation to complete these evaluations.

Communicate with Your Instructor

Instead of only sending email questions/concerns regarding the course, please post course questions in the General Discussion Forum. This is the best place to post all non-private questions that pertain to the course, since other students will benefit from the exchange. The instructor will respond to all questions posted there within 48 hours. Please contact the instructor via Walsh email or ECN Message (see Page 1) with any personal and/or private issues or questions.

GRADING METHODOLOGY AND POLICIES

Final course grade will be based on graded assignments, interactive participation, and demonstration of ethical and professional clinical conduct in all learning activities. Course assignments will be weighted as follows:

| Category | Points (%) |
|-----------------|--------------------|
| 11 Quizzes | 550 / 50% |
| Participation | 150 / 14% |
| 2 Chapter Tests | 200 / 18% |
| 1 Final Exam | 200 / 18% |
| TOTAL: | 1100 points |

A grade will be assigned based upon achievement of points within one of the following ranges:

| Letter Grade | Percentage | Total Points |
|---------------------|-------------------|---------------------|
| A | 93% - 100% | > 1024 points |
| A - | 90% - 92% | 990 - 1023 points |
| B+ | 87% - 89% | 957 - 989 points |
| B | 83% - 86% | 913 - 956 points |
| B- | 80% - 82% | 880 - 912 points |
| C+ | 77% - 79% | 847 - 879 points |
| C | 73% - 76% | 803 - 846 points |
| C- | 70% - 72% | 770 - 802 points |
| D+ | 67% - 69% | 737 - 769 points |
| D | 63% - 66% | 693 - 736 points |
| D- | 60% - 62% | 660 - 692 points |
| F | Below 60% | < 660 points |

All grades will be posted in the course Gradebook in ECN. Items will be graded within a week from the due date on the assignment.

Late Assignments

All assignments are due by on the day indicated on the assignment. If accepted by the instructor, late submissions will be assessed a penalty.

Make-up assignments will only be permissible under EXCEPTIONAL circumstances. It is the student's responsibility to notify the instructor in-advance of the assignment (**Instructor communication must happen prior to the due date via Email or ECN Messages**). The instructor will evaluate each situation on a case-by-case basis. A request is not synonymous with approval. In some cases, the assignment will be due or examination taken prior to the original due-date.

All course assignments must be completed before a course grade will be issued. If not completed, an incomplete grade may be negotiated. Refer to Walsh University Catalog for incomplete grade protocol and policies.

Grade Appeal

Refer to the Walsh University Catalog for the specific policy.

COURSE POLICIES

Communicate all questions via email or messages within ECN to your facilitator, including any problems or areas of difficulty that you are encountering. If including any attachments of work, please ensure any pictures attached are taken with sufficient lighting and visibility (scanned or electronically produced documents are preferred to pictures captured with a cell phone). Discussion forums are also available for classroom discussions of problems or concepts, but for any question requiring a response from your facilitator use email or an ECN message for direct communication.

Students will be assessed on a combination of criteria that includes Lesson Quizzes, Tests, Discussion posts, and a Final Exam. Attendance is monitored based on logging in to the course. Criteria for the discussion assessments are found in the discussion rubric at the end of the syllabus.

- Weekly Lessons Open & Close Sunday through Sunday
- Students should be logging in to the course at least twice per week
- Students are expected to participate in weekly Lesson Discussions, participation consists of an initial post as well as subsequent followup posts (See the **Discussion Forum Participation** section above for additional info)
- Lesson Quizzes and Tests must be submitted by Sunday at 11:55PM (EST) of the Lesson week to be considered for grading
- Failure to log in to the course at least twice per week without prior notification to your facilitator will be grounds for recommendation of dismissal from the course
- Work will only be accepted for the current Lesson; no work will be accepted after a Lesson has been closed without prior notification to and negotiation with your facilitator
- The course itself is self-motivated and self-study, each student must discipline themselves towards completion of each weekly Lesson on time

UNIVERSITY AND DEPARTMENTAL POLICIES

Academic Integrity

Appropriate source documentation must be supplied for all quoted and/or referenced materials. If any student has specific questions about proper citations, quotations, etc., please contact the instructor.

The Walsh Digital Campus subscribes to the Academic Integrity Policy as published in the Walsh University Catalog ("Academic Integrity Policies & Procedures" section). If a student engages in academic dishonesty – as defined by the policy – the penalties may include an "F" for the assignment, an "F" for the course, and/or submission of the student's (or group's) name to the University for further action. The instructor will follow procedures set forth in handling issues of alleged violations. The student should become familiar with these policies, procedures, etc.

Accessibility Services for Students with Disabilities

Walsh University is committed to fostering an institutional climate in which qualified students with disabilities have full access to the academic environment. It is our practice to create an inclusive and accessible learning environment consistent with federal law.

If you feel that you may need an accommodation based on the impact of a disability or temporary medical condition, please contact Meredith Soduk, the Director of Academic Support Services, at 330-490-7529 or msoduk@walsh.edu. Accessibility Services will confidentially discuss your needs, review your documentation, and determine your eligibility for reasonable accommodations. Please know that it is the student's responsibility to request and coordinate accommodations. Although students may contact Accessibility Services at any point throughout the semester, it is ideal for a student's accommodations to be arranged and communicated as early as possible because accommodations are not retroactive.

University Administrative Withdrawal Policy

After one written warning to the student, and with appropriate notice of such a practice in the syllabus, an instructor may administratively withdraw a student from a course after unexcused non-attendance in an on-ground course, or unexcused non-participation in an online course, in at least 20% of the specific course schedule per the following schedule:

- 8 week course – after two weeks
- 15 week course – after three weeks

The student must receive one written warning from the instructor to the student's Walsh University email address. Administrative withdrawals will not be permitted after the last day to withdraw from the term (per appropriate term of the Academic calendar) without permission of the Associate Vice President and Dean of Academic Administration and Department Chair of the program. Refer to the academic calendar for specific dates. A student who is administratively withdrawn from a class will receive a final grade of W (withdrawal).

STUDENT SUCCESS SUPPORT

Sarah Shaffer
Student Support Manager
Phone: 330-490-7346
Email: sshaffer@walsh.edu

TECHNICAL SUPPORT

Walsh University Help Desk
Phone: 330-244-4357
Email: helpdesk@walsh.edu

COURSE ORGANIZATION AND TEACHING STRATEGIES

This course is organized in alignment with Walsh University's online course template. Each lesson contains an overview and outcomes, readings and related materials, learning activities and assessments, as well as supplemental resources. The schedule below is tentative; all assignments, projects, grades, and due dates are subject to change through the course of the semester as needed at the instructor's discretion.

| Weekly Topic(s) | Deliverables | Due Date |
|-----------------|--|---|
| Week 1 | Syllabus Quiz (Optional Extra Credit) Week 1 Discussion Quiz 1 Quiz 2 | Initial Post Wednesday Week 1 Followup Posts & Quizzes Sunday Week 1 |
| Week 2 | Week 2 Discussion Quiz 3 Quiz 4 | Initial Post Wednesday Week 2 Followup Posts & Quizzes Sunday Week 2 |
| Week 3 | Test 1 | Test due Sunday Week 3 |
| Week 4 | Week 4 Discussion Quiz 5 Quiz 6 | Initial Post Wednesday Week 4 Followup Posts & Quizzes Sunday Week 4 |
| Week 5 | Week 5 Discussion Quiz 7 Quiz 8 | Initial Post Wednesday Week 5 Followup Posts & Quizzes Sunday Week 5 |
| Week 6 | Test 2 | Test due Sunday Week 6 |
| Week 7 | Week 7 Discussion Quiz 9 Quiz 10 Quiz 11 | Initial Post Wednesday Week 7 Followup Posts & Quizzes Sunday Week 7 |
| Week 8 | Final Exam | Test due Sunday Week 8 |

APPENDICES

Discussion Rubric

| Criterion | Below Average | Average | Very Good | Excellent | Score* |
|-----------------------------------|---|---|---|--|--------|
| Quality of Information in Posting | Posting simply restates the main concept. | Postings consistently focus on the week's topic, but do not relate the underlying concepts in the readings to the discussion. No details and/or examples are given. | Postings consistently focus on the week's topic and relate the underlying concepts in the readings to the discussion. Provides at least 1 supporting detail or example. | Postings consistently focus on the week's topic and relate the underlying concepts in the readings to the discussion. Comments including several supporting and details and/or | 10 |

| Criterion | Below Average | Average | Very Good | Excellent | Score* |
|---|---|--|--|---|--------|
| | | | | examples. | |
| Critical Thinking | Does not identify and summarize the problem, is confused or identifies a different or inappropriate problem | Identifies the main problem and subsidiary, embedded, or implicit aspects of the problem | Identifies not only the basics of the issue, but recognizes nuances of the issue | Provides exemplary insights, engages other opposing postings, and draws support from experience and information not available from assigned sources | 10 |
| Participation | A post own comments but does not interact with others in the online community. | Rarely interacts or responds to other members of the online community other than required responses. | Occasionally responds to other members of the online community over the required minimum number of postings. | Consistently encourages and facilitates interaction among members on an ongoing basis over the required minimum number of postings. | 10 |
| Total Score: (May be recorded in decimals or fractions) | 0 | 10 | 20 | 30 | |
| | | | | | |