COURSE SYLLABUS

COURSE NAME:

SUPPORT COLLEGE ALGEBRA

COURSE NUMBER:

MATH 0099

COURSE DESCRIPTION:

A short review of beginning algebra followed by additional algebra topics including real number operations on algebraic expressions, algebraic fractions, exponents and radicals, graphing equalities and inequalities. Fall, Spring, Summer. 2 credit hours.

PRE-REQUISITES/CO-REQUISITES:

This course is to be taken with MATH 1111. It is for students who scored from 30 to 36 on the Compass Exam.

USG GENERAL EDUCATION OUTCOMES PERTINENT TO THIS COURSE:

Quantitative Reasoning and Mathematics: quantitative reasoning and mathematics will be characterized by logic, critical evaluation, analysis, synthesis generalization, modeling, and verbal, numeric, graphical, and symbolic problem solving.

Competence within the context of collegiate general education objectives is defined by the following outcomes:

1. Ability to model situations from a variety of settings in generalized mathematical forms;
2. Ability to express and manipulate mathematical information, concepts, and thoughts in verbal, numeric, graphical and symbolic form while solving a variety of problems;
3. Ability to solve multiple-step problems through different (inductive, deductive and symbolic) modes of reasoning;
4. Ability to properly use appropriate technology in the evaluation, analysis, and synthesis of information in problem-solving situations;
5. Ability to shift among the verbal, numeric, graphical and symbolic modes of considering relationships;
6. Ability to extract quantitative data from a given situation, translate the data into information in various modes, evaluate the information, abstract essential information, make logical deductions, and arrive at reasonable conclusions;
7. Ability to employ quantitative reasoning appropriately while applying scientific methodology to explore nature and the universe;
8. Ability to discern the impact of quantitative reasoning and mathematics on the sciences, society, and one's personal life.
ABAC COURSE LEARNING OUTCOMES:

INTRODUCTORY ALGEBRA COURSE OUTCOMES: Students should demonstrate the ability to:

1. Factor different types of polynomials.
2. Solve a system of linear equations with two equations and two variables.
3. Perform operations on radicals, operations using fractional exponents and solve radical equations containing square roots.
5. Graph lines and determine intercepts and slopes.
6. Determine if an equation is a function, use function notation, and compose functions.
7. Solve quadratic equations using factoring, the square root method, and the quadratic formula. Students shall be able to determine the vertex of a parabola and graph the parabola using the vertex and intercepts. Students shall perform operations on complex numbers and solve quadratic equations with complex roots.
8. Solve polynomial and rational inequalities.
9. Find the inverse of a function, solve exponential and logarithmic equations and use the properties of exponents and logarithms.
10. Formulate equations and solve application problems.

UNIVERSITY SYSTEM OF GEORGIA LEARNING SUPPORT POLICIES

1. **Registration:** A student must first register for all required learning support courses before being allowed to register for other courses. This policy also applies to part-time students.
2. **Permitted courses:** Until learning support requirements have been satisfied, students must take their LS classes and shall not be permitted to take credit courses which have LS prerequisite courses. This means students must take LS classes until they have completed them all; no one can skip a semester and only take credit courses.
3. **Withdrawal:** Students with learning support requirements who are enrolled in both learning support courses and credit courses may not withdraw from the required learning support courses with a “W” unless they also withdraw from credit courses.
4. **Suspension:** If a student does not complete requirements for an area in twelve semester hours or three semesters, whichever occurs first, that student will be suspended for three years. The student may be considered for readmission before the end of one year of the suspension if the student can provide evidence that he/she has taken measures to improve his or her skills.(An attempt in LS is any grade; W does not count as an attempt.)
5. **Transfer of course:** Students who have been suspended from the institution without completing LS requirements may not be exempted from their LS requirements through transfer of course credit unless they are eligible for transfer admission under the institution’s regular transfer admission policies.
6. **Readmission case:** Students who have not taken any college work in the USG for one year may be retested with the COMPASS in any unsatisfied area and readmitted without an LS requirement if they meet the institutional criteria for exemption. Students who do not exempt on the retest may be considered for readmission. If an individual evaluation indicates that the student has a reasonable chance of success, the student may be readmitted for up to three additional attempts for math. Students readmitted under this provision are subject to the 30-hour limit on college-level coursework and may not take credit work if they had earned 30 credit hours during their previous period(s) of enrollment.
7. **20-Hour Rule:** Students who have accumulated 20 semester hours of college-level credit and have not successfully completed required learning support courses may enroll only in learning support courses until requirements are successfully completed.
8. **Volunteer/Audit:** A student who has exited or exempted a Learning Support course may not take that Learning Support course without first signing a Volunteer/Audit form. Financial Aid will not be awarded for auditing courses or taking courses not required.
COLLEGE POLICY ON CLASS ATTENDANCE:

ATTENDANCE:

Courses at Abraham Baldwin Agricultural College are provided for the intellectual growth and development of students. The interaction with instructors and other students is an important element of the learning process, and a high correlation exists between class attendance and course grades. Therefore to attain maximum success, students should attend all their classes, be on time, and attend all scheduled course activities. Absence from class, for whatever reason, does not excuse a student from full responsibility for class work or assignments missed. Students must accept this responsibility.

Individual instructors will establish attendance policies for each class, will publish the policy in the course syllabus, and keep attendance records. The penalty for absences is at the discretion of the instructor and may include failure of the course. Whenever a student is absent, the student must assume responsibility for making arrangements for any assignments missed due to the absence.

A student who stops attending class without officially withdrawing will still receive a grade for the course.

A student penalized for excessive absences may appeal through the grade appeal process, as stated in ABAC’s college catalog and student handbook.

ATTENDANCE POLICY ADDENDUM FOR LEARNING SUPPORT CLASSES:

Learning Support classes are designed to bridge deficiencies in students’ academic background in the areas of English, Reading, and Math and to prepare students for regular college-level work. Class attendance is mandatory for these remediation classes. Students whose number of unexcused absences is more than the number of class meetings in one week will receive a failing grade for the course.

INSTITUTIONAL ABSENCE

A student who serves as an official representative of the college is defined as one who:
- is authorized to use the college name in public relationships outside the institution;
- regularly interacts with non-college individuals and groups over an extended period of time (at least one semester);
- represents the college as a part of a group and not as an individual;
- represents the college under the direct supervision of a college faculty or staff member;
- is authorized, in advance, by the President of the college.

Such a student is in no way released from the obligations and responsibilities of all students, but will not be penalized with unexcused absences when absences result from regularly scheduled activities in which he/she represents the college.

Further, it is the responsibility of each student to contact instructors prior to the absence and to make arrangements to make up any work that will be missed, in a manner acceptable to the instructor. Advisors of activities will schedule off-campus activities in a manner that does not unduly disrupt the learning process for a student.
COLLEGE POLICY ON ACADEMIC DISHONESTY:

ACADEMIC CONDUCT CODE:

A. Academic Dishonesty

Academic irregularities include, but are not limited to, giving or receiving of unauthorized assistance in the preparation of any academic assignment; taking or attempting to take, stealing, or otherwise obtaining in an unauthorized manner any material pertaining to the education process; selling, giving, lending, or otherwise furnishing to any person any question and/or answers to any examination known to be scheduled at any subsequent date; fabricating, forging, or falsifying lab or clinical results; plagiarism in any form related to themes, essays, term papers, tests, and other assignments; breaching any confidentiality regarding patient information.

B. Disciplinary Procedures

1. When a faculty member suspects that a student has engaged in academic dishonesty, the faculty member will contact the Office of the Vice President for Academic Affairs. The Vice President for Academic Affairs will notify the student in writing of the report and will appoint a neutral person from among the faculty or staff to meet with the faculty member who reported the matter and the student(s) believed to have engaged in academic dishonesty. The purpose of the meeting, to be scheduled by the Office of the Vice President for Academic Affairs, will be to provide a facilitated discussion about what may have occurred. The faculty member who reported the matter, the student(s) believed to have engaged in academic dishonesty, and the facilitator are the only participants in the meeting. Neither audio nor video recordings of these proceedings will be permitted. Following the discussion, the facilitator will submit a form summarizing results of the proceedings to the Office of the Vice President for Academic Affairs.

2. The faculty member and student(s) may reach an agreement about the matter and, if dishonesty is involved, may determine the appropriate consequences. If no resolution is agreed upon, the matter will be forwarded to the Dean of Student Life and Housing, who will convene the Student Judiciary Committee to determine the outcome of the allegation.

3. Guidelines for disciplinary procedures as outlined in Section V of the Student Code of Conduct will be applicable in cases involving alleged academic dishonesty. A written copy of the recommendations by the Student Judiciary Committee shall be sent not only to the student but also to the faculty member who made the allegations of academic dishonesty against the student, to the Vice President for Academic Affairs, and to the President.

4. Prior to any finding of responsibility on the part of the student, the faculty member shall permit the student to complete all required academic work and shall evaluate and grade all work except the assignment(s) involved in the accusation of dishonesty. The faculty member may, however, take any action reasonably necessary to collect and preserve evidence of the alleged violation and to maintain or restore the integrity of exam or laboratory conditions.

5. A student may not withdraw from a course to avoid penalty of plagiarism or other forms of academic dishonesty.

If there is a student in this class who has specific needs because of learning disabilities or any other disability, please feel free to contact the instructor.

This is a partial syllabus. More detailed information relating to the class and Instructor will be made available to each student.