



Imperial Valley College-Course Syllabus-Math 110-Fall 2019

Basic Course Information

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|------------------|-----------------------------|--|--|
| Semester | Fall 2019 | Instructor Name | Dr. Alejandro Cozzani |
| Course Title & # | Math 110 | Email | alex.cozzani@imperial.edu |
| CRN # | 10115 | Webpage (optional) | Refer to Canvas |
| Room | 2721 | Office | 2767 |
| Class Dates | August 19-December 14, 2019 | Office Hours | Monday and Wednesday 10:45 to 11:15 AM Tuesday and Thursday 7:30 to 8:00 AM. <u>Online office hours: Tuesday and Wednesday 3:00-4:00 PM.</u> |
| Class Days | Wednesdays | Office Phone # | 760-355-5720 |
| Class Times | 6:30-9:40 PM | Office contact if student will be out or emergency | Silvia Murray 760-355-6201 or Ofelia Duarte 760-355-6155 |
| Units | 3.0 | | |

Course Description

This course focuses on the development of quantitative reasoning skills through in-depth, integrated explorations of topics in mathematics, including real number systems and subsystems. Emphasis is on comprehension and analysis of mathematical concepts and applications of logical reasoning. (CSU) (UC credit limited. See a counselor)

Course Prerequisite(s) and/or Corequisite(s)

Appropriate placement as defined by AB705 or MATH 098 or MATH 091 with a grade of "C" or better.

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Demonstrate knowledge of operations and properties by creating story problems (ILO1, ILO2, ILO3)
2. Demonstrate knowledge of operations by modeling the solutions (ILO1, ILO2, ILO3).
3. Demonstrate an understanding of place value by counting in bases other than ten (ILO1, ILO2, ILO3).

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Perform calculations with place-value systems
2. Evaluate the equivalence of numeric algorithms and explain the advantages and disadvantages of equivalent algorithms in different circumstances.
3. Apply algorithms from number theory to determine divisibility in a variety of settings.
4. Analyze least common multiples and greatest common divisors and their role in standard algorithms.
5. Explain the concept of rational numbers, using both ratio and decimal representations; analyze the arithmetic algorithms for these two representations and justify their equivalence.
6. Analyze the structure and properties of whole, rational, and real number systems; define the concept of rational and irrational numbers, including their decimal representation; and illustrate the use of a number line representation.
7. Develop and reinforce conceptual understanding of mathematical topics through the use of patterns, problem solving, and communication, connections, modeling, reasoning and representation
8. Develop activities implementing curriculum standards.



Imperial Valley College-Course Syllabus-Math 110-Fall 2019

Textbooks & Other Resources or Links

Sowder L, Sowder, J., and Nickerson 2017. *Reconceptualizing Mathematics* 3rd. MacMillan ISBN: 978-1-4641-9333-0.
Software as needed: Logo Geometor/s Sketchpad Stat Explorer.

Course Requirements and Instructional Methods

1. Exams or Tests: There will be 3 tests and there will be no makeup exams given. Zeros will be given for all missed tests. Please refer to calendar for dates.
2. Final Exam: The common final will be given during the last week of the semester. **A score of 0 will be given if the final is missed.** Please refer to calendar for dates.
3. Homework: The purpose of homework is to provide students with sufficient practice to master all topics and to do well on tests and the final exam. Homework is due a week after is assigned; no exceptions! PLEASE REFER TO END OF SYLLABUS FOR DETAILS.
4. It is student's responsibility to complete them on or before the deadline regardless whether he/she is absent. Please keep in mind that after the deadline you will lose 50% of the points.
5. There will be no extra credit. Students must learn the material to pass this course.
6. It is up most important that students review the material to do well on exams. Students are encouraged to form study groups and to attend tutoring sessions to keep up with assignments and to study for tests.
7. Students will not be allowed to make up an exam or final exam unless they have a powerful reason to miss a test (e.g. hospitalization, jury duty, etc. and bring the corresponding paperwork as evidence). It is students 'responsibility to notify the instructor via e-mail or by phone to make arrangements.
8. Notes/formulas: During exams, students cannot use any notes unless otherwise directed by the instructor. No exceptions!
9. Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

The student's grade will depend on the following areas (not on total points):

| | | |
|----------------------|-------------|--|
| Semester Tests: | 60% | There will be <u>3</u> tests and there will be no makeup exams given. Zeros will be given for all missed tests. |
| Final Exam: | 25% | The common final will be given during the last week of the semester. A score of 0 will be given if the final is missed. |
| Homework and Quizzes | 15% | |
| TOTAL | 100% | |

All grades are calculated by using the standard scale of:

A = 100-90% **B = 89-80%** **C = 79-70%** D = 69-60% F = 59% and below.

Grades are displayed in Canvas and you must earn at least a "C" to pass the class.

Attendance



Imperial Valley College-Course Syllabus-Math 110-Fall 2019

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from



Imperial Valley College-Course Syllabus-Math 110-Fall 2019

others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services, which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.



Imperial Valley College-Course Syllabus-Math 110-Fall 2019

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College’s success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students’ access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule / Calendar

The calendar is tentative and it may be modified according to students’ needs.

| WEEK # DATE | CORE CONTENT | ASSIGNMENTS – TESTS |
|-----------------|-------------------------------------|-------------------------------------|
| 1-August 19 | Course Syllabus Chapter 1 | Read Chapter 1 |
| 2- August 26 | Chapter 2 | Read Chapter 2 HW # 1 due |
| 3- September 02 | Chapter 3 | Read Chapter 3 |



Imperial Valley College-Course Syllabus-Math 110-Fall 2019

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| | | HW # 2 due |
| 4- September 09 | Chapter 4 | Read Chapter 4 HW # 3 due |
| 5- September 16 | Test # 1 | Test # 1: Chapters 1-2-3-4 HW # 4 due |
| 6- September 23 | Chapter 5 | Read Chapter 5 |
| 7- September 30 | Chapter 6 | Read Chapter 6 HW # 5 due |
| 8-October 07 | Chapter 7 | Read Chapter 7 HW # 6 due |
| 9- October 14 | Chapter 8 | Read Chapter 8 HW # 7 due |
| 10- October 21 | Test # 2 | Test # 2: Chapter 5-6-7-8 HW # 8 due |
| 11-October 28 | Chapter 9 | Read Chapter 9 |
| 12-November 04 | Chapter 10 | Read Chapter 10 HW # 9 due |
| 13-November 11 | Chapter 11 | Read Chapter 11 HW # 10 due |
| 14- November 18 | Test # 3 | Test # 3: Chapter 9-10-11 HW # 11 due |
| November 25 | Thanksgiving Break | No Class |
| 15-December 02 | Review all chapters for final exam | |
| 16-December 09 | Final Exam-All Chapters | Final Exam: All chapters (1-11) |

HOMEWORK: Please refer to rubric when answering the homework assignments to ensure full credit.

Rubric:

| Points | Point | Points | |
|---|---|--|--------------|
| Homework is stapled. Homework is neatly written or typed. Sections are clearly identified. (2) | Homework is stapled. Work is messy or crowded together. Sections are identified but some not clearly. (1) | Homework is not stapled. Work is messy or hard to read. Sections are hard to identify. (0) | 0– 2 points |
| All problems are finished. (4) | Most problems are finished. (2) | Many problems not completed. (0) | 0 – 4 points |
| All necessary work is shown. Explanations are clear and written using complete sentences. (4) | Most work is shown; some problems have answers without work. Explanations are not complete. (2) | No work shown, only answers. Explanations are copied or not complete. (0) | 0 – 4 points |



Imperial Valley College-Course Syllabus-Math 110-Fall 2019

Homework Assignments by Chapter as follows:

Chapter 1:

Learning Exercises 1.2; problems 2-4-7-8.

Learning Exercises 1.3; problems 1-2-6-7.

Learning Exercises 1.4; problems 2-5-6-7.

Chapter 2:

Learning Exercises 2.1; problems 5-7.

Learning Exercises 2.2; problems 2-3-7-10.

Learning Exercises 2.3; problems 2-3-4-5-6-14-18.

Learning Exercises 2.4; problems 2 (include drawings)-4-5.

Chapter 3:

Learning Exercises 3.1; problems 1-2-3-6.

Learning Exercises 3.2; problems 2-5-7.

Learning Exercises 3.3; problems 1-4-6-8-14-17-18-22.

Learning Exercises 3.3; problems 1-2-3-4-8.

Chapter 4:

Learning Exercises 4.1; problems 3-4-5.

Chapter 5:

Learning Exercises 5.1; problems 1-2.

Learning Exercises 5.2; problems 2-3-6-7-8.

Learning Exercises 5.3; problems 1-2-3.

Learning Exercises 5.4; problems 1-2-3-5-6.

Chapter 6:

Learning Exercises 6.1; problems 2-3-4-8-10a-11-13-14.



Imperial Valley College-Course Syllabus-Math 110-Fall 2019

Learning Exercises 6.2; problems 3-6-8-9-10-12.

Learning Exercises 6.3; problems 2-5-6-11-12.

Learning Exercises 6.4; problems 1-2-3-4-5-9-10.

Chapter 7:

Learning Exercises 7.1; problems 1-2-3-14-15.

Learning Exercises 7.2; problems 3-5-8-9-10-12.

Learning Exercises 7.3; problems 1-2-3-7-13-14.

Learning Exercises 7.4; problems 1-2-5-7.

Chapter 8:

Learning Exercises 8.1; problems 2-3-4.

Learning Exercises 8.2; problems 4-5-6.

Chapter 9:

Learning Exercises 9.1; problems 1-4-5.

Learning Exercises 9.2; problems 1-2-5-9-12-14-21.

Learning Exercises 9.3; problems 4-5-6-18-20.

Chapter 10:

Learning Exercises 10.1; problems 1-4-5.

Learning Exercises 10.2; problems 1-2-3.

Learning Exercises 10.3; problems 4-5.

Learning Exercises 10.4; problems 2-5-9.

Learning Exercises 10.5; problems 1-2-3-4-5.

Chapter 11:

Learning Exercises 11.1; problems 1-2-7-9-10-11-14-15-20

Learning Exercises 11.2; problems 3-4-5-6-7-8-13-14.



Imperial Valley College-Course Syllabus-Math 110-Fall 2019

Learning Exercises 11.3; problems 1-4-11-16-18.

Learning Exercises 11.4; problems 4-5 (a-d)-6 (a-d)-7-8-12-20-21

Learning Exercises 11.5; problems 1-2-3.