DeAnza College

Mathematics Department
Physical Sciences, Mathematics, & Engineering Division
Math 31: Precalculus I
Syllabus
Fall 2021

**Instructor**: Ms. Jennifer gutierrez
**Email**: gutierrezjennifer@fhda.edu

**Office Hours**: Mon. & Wed. 4:00-5:00pm & Fri. 9:00-10:10am
**Office**: Zoom Video Call

## Required Materials

(1) *Precalculus* on OpenStax.*****
(2) MyOpenMath account. *****
(3) Basic scientific calculator such as TI30XIIS or https://www.desmos.com/scientific.
(4) Scanner such as CamScanner app, Genius Scan app, a printer, or any other scanning application/ device.
*******See Canvas Homepage for details.*******

## Course Description

This course covers polynomial, rational, exponential & logarithmic functions, graphs, solving equations, conic sections, systems of equations & inequalities, & sequences & series.

## Class Structure

This course will be running asynchronously (i.e., no class meetings). You are expected to watch the lecture recordings as well as any recommended videos. In any given week, you should strive to learn the material on your own pace & time. You are very much welcomed to email me questions you may encounter. I'm a resource to your learning!

## Student Mentality

Students are encouraged to come into this course with a new mindset. This means that students are encouraged to leave behind any prejudice or previous bad experience with math & begin this course with a positive attitude. (Yes, it's a big ask but it's important!) Furthermore, successful students will ask questions, seek help, & be proactive with their education.

## Instructor Commitment

My goal in this class is to create a welcoming environment for all students. I will assist students with the content as well as encourage students to ask questions & seek help when needed.

## Communication

I will communicate via email &/or thru Canvas, ***so it is essential to check your email frequently & be aware of any communication posted or sent in Canvas.*** When emailing me, please write in the email's subject line the (1) course name, (2) section number & (3) the email's subject. For example, *Math 31, Section 50, Homework Question*. You can expect a response from me within 24 hours when emailing during the week.

To be current with the communication in Canvas, you can update Canvas notification settings following these steps: log into ***Canvas*** → go to ***Account*** → go to ***Notifications*** & adjust your ***Notification Preferences*** so that you have selected "***Notify me right away***" for Announcement, Submission Comment, Discussion Post & Conversation Message. The other notification settings are up to you.

## Course Evaluation

| | | | |
|---|---|---|---|
| (1) Homework | 15% | (4) 3 Midterm Exams | 45% |
| (2) Checkpoints | 15% | (5) 1 Final Exam | 20% |
| (3) Discussion Boards | 5% | | |

**Homework**

Every lecture will have a homework assignment in MyOpenMath & on occasion be asked to submit your work in Canvas. All homework assigned in any given week will be due the following Sunday at 11:59pm. You should aim to chip away at the homework everyday – don't procrastinate.

**Checkpoints**

The checkpoint assignments are intended to (1) assess your understanding of the previous week's material, (2) ensure you are writing correct mathematics, (3) for you to learn from your mistakes, & (4) to prepare you for the exams.

A single checkpoint assignment will consist of two parts:
(Part 1: Questions) Submit your work from the checkpoint questions – worth 6 points.
(Part 2: Review) Submit your reflection & revisions from Part 1 using the rubric provided – worth 4 points.

Starting during Week 2, the weekly schedule for the checkpoint assignments will look as follows:

| | |
|---|---|
| Tuesdays | Submit all your work from Part 1. Due by 11:59pm. |
| Thursdays | Reflect from any mistakes made & revise your work using the rubric. Due by 11:59pm. |

**Discussions**

Weekly discussion boards serve multiple purposes: (1) to interact with your fellow peers throughout the term, (2) to help each other on the class assignments, & (3) to create a support system with one another. Discussion boards close at 11:59pm on Mondays. Late discussion responses are **not** accepted.

**Exams**

The 3 midterm exams will be assigned on the weeks shown in the class schedule. The final exam will be administered during finals week. If you do not take the final exam, you will **not** receive a passing grade.

**Grading System**

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|---|---|---|---|
| A | $94\% \leq x$ | C+ | $77\% \leq x < 80\%$ |
| A- | $90\% \leq x < 94\%$ | C | $70\% \leq x < 77\%$ |
| B+ | $87\% \leq x < 90\%$ | D | $60\% \leq x < 70\%$ |
| B | $83\% \leq x < 87\%$ | F | $x < 60\%$ |
| B- | $80\% \leq x < 83\%$ | | |

**Academic Integrity**

In the 2020 – 2021 academic year, I reported three incidents to the Dean & the College Disciplinary Officer of De Anza Community College. Academic dishonesty will not be tolerated. Students are not to copy, cheat, forge, nor obtain an unfair advantage with any assignment in this course. Appropriate actions will be pursued in suspicion of academic violations. For more information, read https://www.deanza.edu/policies/academic_integrity.html.

**Disability Accommodations**

"Students who have been found to be eligible for accommodations by Disability Support Services (DSS), please follow up to ensure that your accommodations have been authorized for the current quarter. If you are not registered with DSS and need accommodations, please go to the DSS office in the Registration & Student Services Building (RSS) – Room 141 for information on eligibility and how to receive support services. You can also go online to https://www.deanza.edu/dsps/ (Links to an external site.) for additional information."

**Recording Policy**

"To ensure compliance with the Family Education Rights and Privacy Act (FERPA), student recording of class lectures or other activities is generally prohibited without the explicit written permission of the instructor and notification of other students enrolled in the class section. Exceptions are made for approved accommodations under the Americans with Disabilities Act."

**Student Learning Outcome(s):**

* Investigate, evaluate, and differentiate between algebraic and transcendental functions in their graphic, formulaic, and tabular representations.

* Synthesize, model, and communicate real-life applications and phenomena using algebraic and transcendental functions.