Wintermester 2018
SYLLABUS – DMAT 0305 – 42490
Developmental Mathematics
3 Credits Hours – Online Course
12/11/17 – 1/05/18

INSTRUCTOR: Prof. Leticia Escobar
OFFICE: G-234
TELEPHONE: 972-860-7082
EMAIL: lescobar@dccc.edu

EMAIL POLICY: Instructor will reply to emails within 24-48 hours during week days. Limited availability on weekends.

OFFICE HOURS:
On Campus: By appointment only.
Online: I will be available by email Monday through Friday from 10:00 AM to 10:00 PM.

INSTRUCTOR CONTACT INFORMATION:
My preferred method of contact is by email. Please keep in mind that it is against the law (FERPA) for me to discuss grades with you via phone or email. See me in person if you need to discuss your personal academic progress or grades in this course.

Complete Instructor Schedule
Department Website

CATALOG DESCRIPTION
The course supports students in developing skills, strategies, and reasoning needed to succeed in mathematics, including communication and appropriate use of technology. Topics include the study of numeracy and the real number system; algebraic concepts, notation, and reasoning; quantitative relationships; mathematical models; and problem solving.

PREREQUISITES
An appropriate assessment test score or concurrent enrollment in BASM 0053.

TEXTBOOK and other COURSE MATERIALS
2. (REQUIRED) **MyMathLab:** ISBN: 9781256484417 (MML access code ONLY)
3. Microsoft Windows 7 and 8 users should use one of the following browsers with MyMathLab courses – Chrome, Firefox or Internet Explorer 9 and 10. Click **here** for other system requirements.
4. **Calculators:** Calculators are allowed in this course for certain activities. A calculator that can signed numbers is recommended. The TI-89, TI-92 or TI-Nspire graphing calculators are NOT allowed on any test.

STUDENT LEARNING OUTCOMES
Upon successful completion of this course, students will:
1. Use appropriate symbolic notation and vocabulary to communicate, interpret, and explain mathematical concepts.
2. Define, represent, and perform operations on real numbers, applying numeric reasoning to investigate and describe quantitative relationships and solve real world problems in a variety of contexts.
3. Use algebraic reasoning to solve problems that require ratios, rates, percentages, and proportions in a variety of contexts using multiple representations.
4. Apply algebraic reasoning to manipulate expressions and equations to solve real world problems.
5. Use graphs, tables, and technology to analyze, interpret, and compare data sets.
6. Construct and use mathematical models in verbal, algebraic, graphical, and tabular form to solve problems from a variety of contexts and to make predictions and decisions.

GRADING RATIONALE

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100 %</td>
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<tr>
<td>B</td>
<td>80 – 89 %</td>
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<tr>
<td>C</td>
<td>70 – 79 %</td>
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<tr>
<td>E or F</td>
<td>0 – 69 %</td>
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</table>

GRADING POLICY

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Assignment</th>
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<tr>
<td>20 %</td>
<td>Homework</td>
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<tr>
<td>20 %</td>
<td>Chapter Tests</td>
</tr>
<tr>
<td>25 %</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>10 %</td>
<td>Discussion Board Activities</td>
</tr>
<tr>
<td>25 %</td>
<td>Final Exam</td>
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</tbody>
</table>

100 %
How to calculate your average

Your course grades are computed using a weighted average. This means that some categories weigh more than others. Since the midterm exam and final each are worth 25%, they have more weight in the calculation of your course grade.

Let's look at an example: Homework counts 20%, Tests count 20%, Midterm Exam counts 25%, and Final Exam counts 25%. John Doe has a homework average of 92, tests average of 70, Midterm exam 81, discussion average of 85 and makes on the final a 65.

John Doe's overall grade = (0.2) (92) + (0.2) (70) + (0.25) (81) + (0.1) (85) + (0.25) (65) = 18.4 + 14 + 20.25 + 8.5 + 16.25 = 77.4

John Doe has an average of 77.4 % so he is making a C average on the course.

“E” GRADE OPTION
Your instructor has the option to award a grade of "E" provided certain conditions are met. The "E" is a grade that indicates that the student met all requirements for attendance and participation but could not achieve a "C" or higher. It does not affect the grade point average. All of the following conditions must be met in the current semester:

1) Student has completed assignments and modular tests for Modules 1, 2 and 3.
2) Midterm Exam was taken
3) Either all assignments and final exam have been completed and the grade earned is below C or 70% of the course work have been completed during the current semester.

Even if you meet the conditions above your instructor is not obligated to give you an "E" grade.

CERTIFICATION PROCEDURES
To be certified as attending this course, you must complete the “Welcome” Discussion Board and Orientation assignments in My Math Lab by the deadline posted.

DISCUSSION BOARD ACTIVITIES POLICIES
One of the most important aspects of an online course is the interaction between you and your fellow learners. There is a discussion board activity per every module in the course that you are required to complete for participation and group interaction purposes. These postings need to be completed on or before the due date to get full credit. All discussion board activities are due before midnight (11:59 PM) by the deadline posted in My Math Lab. The due dates are located in the course calendar and in My Math Lab. Please make certain that your posts are well-written, grammatically correct, and informative. Always make sure you have completed all the objectives posted in each discussion board activity.

MIDTERM AND FINAL EXAMS POLICIES
- Only have ONE chance at taking the Midterm and Final Exam; no make-ups will be allowed
- Prerequisite for Midterm – Complete all assignments, discussions, and modular tests for Modules 1, 2 and 3. Also complete the Midterm Exam Review.
- Prerequisite for Final – Complete all modules assignments, discussions and modular tests. Have taken Midterm Exam.
- Both exams are timed, and you have 120 minutes to complete each test.
- Both exams have blocked views of any other website or student aids, if students try to access anything outside the exam view, the exam will be blocked and the student cannot continue testing.
- Each test has 33 questions each

ATTENDANCE POLICY
Classroom attendance is not required for this course; however, students are required to remain actively engaged with course curriculum.

- Any student that has not registered on MyMathLab and completed the orientation assignment by the DUE DATE will NOT be certified as having attended and consequently may be dropped from the class.
- All students need to complete all discussion board activities to be counted as active students in the course.

If you are unable to complete a course (or courses) in which you are enrolled, it is your responsibility to withdraw from the course by the appropriate date. If you do not withdraw, you will receive a performance grade, usually a grade of "F".

(2014-2015, Eastfield College, Dallas County Community Colleges Catalog)

DROP DATE
Last date to drop with a grade of “W” is Friday, 12/22/17.

ADDITIONAL RESOURCES
The Math Tutoring Center provides FREE TUTORING to current Eastfield College students enrolled in a Mathematics or Developmental Mathematics course. Students are encouraged to take advantage of this free resource for additional help in their course work. Please visit the Math Tutoring Center located in the Learning Commons in L200, check eastfieldcollege.edu/tutoring, or call 972-860-7174 for more information.
INSTITUTIONAL POLICY AND SERVICES:
Institutional Policies relating to this course can be accessed from the following link:

STANDARD OF CONDUCT / CLASSROOM ETIQUETTE
No food, drinks or tobacco products are allowed in Eastfield College classrooms. However; if your class is in a non-lab classroom your instructor may allow for food or drink. Electronic Devices including, but not limited to cell phones of all types, pagers, calculators, PDA’s, imaging devices, two-way radios, CD players, DVD players, IPODS, and all other related devices must be stored out of sight and turned off while in the classroom. Violation of this rule may include a grade of “F” in the course and/or expulsion from the class. Please adhere to instructor’s instructions.

NETIQUETTE EXPECTATIONS
Tips about Sending Emails/Messages/Postings
- Don’t type in upper case. Today, many people consider typing in uppercase to be shouting.
- Use courtesy when forwarding or sending information you received from someone else. It is always a good idea to receive the originators permission or to alert them you are sending the message to someone else. Do not link to outside sites unless the assignment asks you to do so and it is subject-related.
- Many people have given proxy rights to other staff members to read their email/posting. Your private message may become open information to someone you didn't intend (such as minors enrolled in a class).
- Being a public institution, our e-mails are subject to review by anyone who requests access via legal documented procedures. We are required to backup email on District servers so e-mails are available for a very long period of time.
- Best choice, if you cannot shout your message on the 5 o’clock news, don’t put that message on email/posting or voice - mail.
- When replying to a message, always include the sender’s message. The sender may have sent several messages and needs a helpful link about what you are replying.
  - Make sure that the “subject” field of your email/posted message is meaningful. When you use the “reply” option, ensure that the subject field (automatically filled in for you) still accurately reflects the content of your message.

Tips about how to convey emotions [or computer body language] in Email/Postings:
- Email/postings lack the cues and clues that convey the sense in which what you say is to be taken, and you can easily convey the wrong impression. If you meant something in jest, use a “smiley” [ :-) ] or the words in brackets to convey that you are trying to be humorous or light-hearted.
- It is even more important to be more professional and courteous in an email/posting than in face to face conversations, as the person receiving the email/posting will not have the added signals of body language, vocal tone and vocal inflections to guide them in interpreting your meaning.

Suggestions for the smart use of your work email/postings:
- Use email only for communicating business-related information or for positive feedback to someone.
- Never use email for criticizing persons or their work.
- Do not use email to present your arguments or opinion about colleagues, students or work environment.
- Do not post messages that may be offensive to others; do not refer to personal homepages; your messages need to be course-related without offensive material especially in a message that goes to the entire class.
- Remember email messages/postings may be viewed by classmates or even minor children; so do not post offensive material or material that might be considered offensive by minors, other adults, or parents.
- Never use email/postings to communicate if you are angry or frustrated with a person.

TSI Advice
Achieving college readiness will usually mean completing the prerequisite courses for college level mathematics such as College Algebra. Meeting this standard could mean completing the DMAT sequence from your starting point through DMAT 0310.

TEXAS SUCCESS INITIATIVE (TSI)
The policies and procedures regarding the TSI are made by the Texas Higher Education Coordinating Board, which is the state agency responsible for administering the law. These policies are published by the THECB. On the Eastfield campus, your best sources of information about TSI are:
1) The Eastfield Advising Center, (972) 860-7106, or
2) The Eastfield Testing and Assessment Center, (972) 860-7011
The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student’s basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college-level classes such as English 1301/1302, History 1301/1302, Math 1314, etc. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. In some cases retesting will also be required. It is up to each student to be aware and informed about requirements that are subject to change. Additional information is available from the TSI Office.
INSTRUCTIONAL COMPONENTS
This course is divided into modules. The components of each module are described below.

**Step 1:** Video – Watch the video of each section of the chapter
- Must be accessed before each homework assignment
- Grade omitted from course average
- Can be accessed after due date

**Step 2:** Homework – Each section consists of 10 problems
- Problem can be repeated until mastered – select “Similar Exercise” after each 3rd incorrect attempt
- All “Help” buttons available
- Needs to be completed prior to 11:59 PM on the due date
- Can be accessed after due date
- Late problems penalized 10%
- Must be in “Homework,” not “Review” mode to save progress
- Problems saved individually

**Step 3:** Test Review – Helps prepare students for the chapter test
- Must be accessed before proceeding to the chapter test
- Score omitted from student grades
- Can be accessed after due date

**Step 4:** Chapter Test – Assesses student understanding of the chapter
- Each test consists of 20 problems
- No “Help” buttons available
- Needs to be completed prior to 11:59 PM on the due date
- Can only be taken 3 times, the highest score is recorded
- Late tests are penalized by 10%
- Can be viewed through the Gradebook after due date

**Step 5:** Discussion Board Activity – Help increase student to student interaction
- At least one discussion activity per module
- Each activity is described in detail under the Discussion Board Tab
- Students are encourage to review the grading rubric prior to posting
- Needs to be completed prior to 11:59 PM on the due date
- Instructor grades each posting manually and post grades on the Gradebook
- All discussion activities count for 10% of your total course average

Once you have completed the first 3 modules, you will have a Midterm Exam. Once you have completed the whole course you will have a Final Exam.

**NOTE:** Allow time for computer/internet problems -- do not wait until the last minute to submit work. This is an online class. You are expected to have a computer and internet access available to you. There are computers on campus but they are only open when the College is open and only during their hours posted on the door. The website being down or your computer or internet access not working at the last minute is something you should expect. No extensions are given for any reason.

**COURSE COVERAGE**

<table>
<thead>
<tr>
<th>Review of Real Numbers</th>
<th>Graphing</th>
</tr>
</thead>
<tbody>
<tr>
<td>§1.1 - Tips for Success in Mathematics</td>
<td>§3.1 - Reading Graphs and the rectangular Coordinate System</td>
</tr>
<tr>
<td>§1.2 - Symbols and Sets of Numbers</td>
<td>§3.2 - Graphing Linear Equations</td>
</tr>
<tr>
<td>§1.3 - Fractions and Mixed Numbers</td>
<td>§3.3 - Intercepts</td>
</tr>
<tr>
<td>§1.4 - Exponents, Order of Operation, Variable Expressions, and Equations</td>
<td>§3.4 - Slope and Rate of Change</td>
</tr>
<tr>
<td>§1.5 - Adding Real Numbers</td>
<td>§3.5 - Equations of Lines</td>
</tr>
<tr>
<td>§1.6 - Subtracting Real Numbers</td>
<td>Solving Systems of Linear Equations</td>
</tr>
<tr>
<td>§1.7 - Multiplying and Dividing Real Numbers</td>
<td>§4.1 - Solving Systems of Linear Equations by Graphing</td>
</tr>
<tr>
<td>§1.8 - Properties of Real Numbers</td>
<td>§4.2 - Solving Systems of Linear Equations by Substitution</td>
</tr>
<tr>
<td>§2.1 - Simplifying Algebraic Expressions</td>
<td>§4.3 - Solving Systems of Linear Equations by Addition/ Elimination</td>
</tr>
<tr>
<td>§2.2 - The Addition and Multiplication Properties of Equality</td>
<td>§4.5 - Systems of Linear Equations and Problem Solving</td>
</tr>
<tr>
<td>§2.3 - Solving Linear Equations</td>
<td>Exponents and Polynomials</td>
</tr>
<tr>
<td>§2.4 - An Introduction to Problem Solving</td>
<td>§5.1 - Exponents</td>
</tr>
<tr>
<td>§2.5 - Formulas and Problem Solving</td>
<td>§5.2 - Polynomial Functions and Adding and Subtracting Polynomials</td>
</tr>
<tr>
<td>§2.8 - Solving Linear Inequalities</td>
<td>§5.3 - Multiplying Polynomials</td>
</tr>
</tbody>
</table>

Revised 12/10/17
Wintermester 2018
CALENDAR – DMAT 0305 – 42490

This calendar provides you with provisional due dates so you will be able to complete the whole course during this short semester. If you have any questions, please contact your instructor.

Please note that ALL HOMEWORK is DUE on Thursday, 1/04/18 and the FINAL EXAM is DUE on Friday, 1/05/18.

<table>
<thead>
<tr>
<th>Date (D)</th>
<th>Assignments Due</th>
<th>Date (D)</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1: 12/11/17</td>
<td>Classes Starts Log into eCampus Fill out Student Information Form</td>
<td>D2: 12/12/17</td>
<td>Log into MML1 Discussion Board Activity (MML)1 START HERE Activities (MML)1 VIDEO - HW – Orientation</td>
</tr>
<tr>
<td>D3: 12/13/17</td>
<td>VIDEO - HW – Section 1.2 VIDEO - HW – Section 1.3 VIDEO - HW – Section 1.4</td>
<td>D4: 12/14/17</td>
<td>VIDEO - HW – Section 1.5 VIDEO - HW – Section 1.6 VIDEO - HW – Section 1.7</td>
</tr>
<tr>
<td>D5: 12/15/17</td>
<td>VIDEO - HW – Section 1.8 Review &amp; Test Chapter 1 Discussion Activity Mod 1 - DUE</td>
<td>D6: 12/16/17</td>
<td>VIDEO - HW – Section 2.1 VIDEO - HW – Section 2.2 VIDEO - HW – Section 2.3</td>
</tr>
<tr>
<td>D7: 12/17/17</td>
<td>VIDEO - HW – Section 2.4 VIDEO - HW – Section 2.5 VIDEO - HW – Section 2.8</td>
<td>D8: 12/18/17</td>
<td>Review &amp; Test Chapter 2 Discussion Activity Mod 2 - DUE</td>
</tr>
<tr>
<td>D9: 12/19/17</td>
<td>VIDEO - HW – Section 3.1 VIDEO - HW – Section 3.2 VIDEO - HW – Section 3.3</td>
<td>D10: 12/20/17</td>
<td>VIDEO - HW – Section 3.4 VIDEO - HW – Section 3.5</td>
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<tr>
<td>D11: 12/21/17</td>
<td>Review &amp; Test Chapter 3 Discussion Activity Mod 3 - DUE</td>
<td>D12: 12/22/17</td>
<td>Midterm Exam Review Midterm Exam</td>
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<tr>
<td>Christmas Break 12/23/17 – 12/25/17</td>
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<tr>
<td>D13: 12/26/17</td>
<td>VIDEO - HW – Section 4.1 VIDEO - HW – Section 4.2</td>
<td>D14: 12/27/17</td>
<td>VIDEO - HW – Section 4.3 VIDEO - HW – Section 4.5</td>
</tr>
<tr>
<td>D15: 12/28/17</td>
<td>Review &amp; Test Chapter 4 Discussion Activity Mod 4 - DUE</td>
<td>D16: 12/29/17</td>
<td>VIDEO - HW – Section 5.1 VIDEO - HW – Section 5.2</td>
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<tr>
<td>New Year’s Break 12/30/17 – 1/01/18</td>
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<tr>
<td>D17: 1/02/18</td>
<td>VIDEO - HW – Section 5.3 VIDEO - HW – Section 5.4</td>
<td>D18: 1/03/18</td>
<td>VIDEO - HW – Section 5.5 VIDEO - HW – Section 5.6</td>
</tr>
<tr>
<td>D19: 1/04/18</td>
<td>Review &amp; Test Chapter 5 Discussion Activity Mod 5 - DUE</td>
<td>D20: 1/05/18</td>
<td>Final Exam Review Final Exam</td>
</tr>
</tbody>
</table>

Even though you have some schedule time for holiday breaks, you may still continue to work on the course if you decided to do so.

Note 1: MML – My Math Lab

CALENDAR REVISION
The instructor or the Math Department reserves the right to change, delete, or amend the CALENDAR at any time. Any changes that are made to the class policies or course outline will be announced in class.