Department of Mathematics
Math A010—Elementary Algebra
Summer Session 2011

Faculty: Dr. Eduardo Jesús Arismendi-Pardi  
CRN: 11167
Classroom: CHEM 207
Time/Days: MTWTh 9:00 AM to 12:05 PM
Email: earismendipardi@occ.cccd.edu

Course Materials:


Scantron Forms: Purchase two (2) Scantrons; one (1) for the midterm exam and one (1) for the final exam, and 16 blue book size 8.5 x11 inch for homework assignments.

Calculator: You will need a scientific calculator. Non-graphing scientific calculators may be used on the exams.

Catalog Description:

Operations of algebra including first degree equations and inequalities, exponents, special products and factoring, rational expressions, graphing, radicals, and quadratic equations will be presented. This course may also be offered online. May be taken for grades or on a pass-no pass basis. PREREQUISITE: Math A008 with grade of ‘C’ or better or qualifying OCC mathematics placement score. See mathematics assessment requirement.

Student Learning Outcomes (SLOs):

Assuming that the student does the work required for the course including homework assignments and class participation and attendance, the student will be able to:

1. Perform operations on real numbers and algebraic expressions.
2. Write, solve, graph and interpret linear equations and inequalities by applying the relevant mathematical principles, operations and strategies.
3. Solve nonlinear equations such as rational, radical and quadratic equations by applying
the mathematical principles, operations and strategies.
4. Reduce a real-world application problem into mathematical equations and solve those equations using algebraic methods.

Teaching Philosophy:

I strongly believe that my teaching philosophy embodies the essence of the mission statement of Orange Coast College in that I am committed—personally, professionally, and spiritually—to preparing future life long learners with the potential to becoming partners in contributing to the economic vitality of the community and to serving the community’s diverse needs. As an educator I am interested in advancing professional practices by my dedication to diversity, educational equity, and social justice. In a Gramscian sense, I am a person who is committed to a student-centered approach to teaching and learning that is in perfect alignment with fairness and professionalism. I expect students to be responsible and accountable to their learning. I not only believe but also practice the precepts of the learning community as delineated in Dr. Ernest Boyer’s seminal work on the learning community in that I understand that successful education depends on a creative and sustaining environment that is inclusive, reflective and affirms the importance of cultural, economic, and social diversity. I am sensitive to the issues that affect and are vital to the preservation of a learning community committed to serving diverse populations of traditional and non-traditional learners.

Student Responsibilities:

Responsibilities: On a daily basis be sure to
→ Study
→ Attend Class
→ Do homework
→ Practice, Practice, Practice
→ Create study groups

Homework: Homework is not collected and it is the student’s responsibility if desired positive outcomes are expected. The recommended time for homework is 2 hours of study time for each 1 hour of lecture time.

Midterm and Final Exams: Each exam has questions that are based on the chapter, homework assignments, lecture, and discussions. The exams are multiple choice. No scratch paper or cell phone calculators are allowed.

Electronic Devices: Cell phones, iPods and/or other electronic equipment must be turned OFF during class. If your phone rings during an exam you will be penalized FIVE (5) points.
Academic Honesty:

Academic honesty and ethical conduct is expected and required from all students. Cheating will not be tolerated. If you are caught cheating on an exam you will receive an F in the course and a disciplinary report will be filed with the Dean of Students, Dr. Kate Mueller.

Classroom Behavior/Etiquette:

I would like to be addressed as Dr. Arismendi-Pardi or Dr. A-P for short. Please use both, my paternal name (Arismendi) and my maternal name (Pardi). I will address you as Mr. or Ms. The way you present yourself in the classroom makes an impression on your instructor and your classmates. Do you present yourself as a serious, dedicated student, or do you come off as uninterested or maybe even disruptive? As a college student, you are expected to act in a mature manner. Below is a list of Do’s and Don’ts for the college classroom that will help facilitate a learning centered atmosphere:

**Take Responsibility for Your Education**

Instructors are here to create a learning environment – whether or not you learn depends on your willingness to listen, ask appropriate questions, and do the work necessary to pass the course.

**Attend Class**

Students who attend class, listen to the instructor, ask questions, and take good notes are more likely to pass with a higher grade. If you must miss a class, contact me and let know that you will not be there. DO NOT ask me to repeat material you missed because you skipped a class.

**Be on Time**

Walking in late disturbs everyone. At many places of employment, tardiness communicates lack of interest and lack of dependability. If you cannot avoid being late, make sure to be unobtrusive about your entry. There are many reasons why a student may be late to class and barring you from the classroom is unfair. If you are late for class please enter the classroom as quietly as possible and be willing to learn the missed material on your own.

**Come to Class Prepared**

Complete assigned readings before coming to class. Make sure to bring common classroom supplies such as a pencil, paper, textbooks, test materials, etc. along with completed homework. Students who attempt to complete their assigned homework in classroom at the last minute often earn lower grades and are more likely to miss deadlines.
Do not get up and Walk out Halfway Through the Class

It disturbs people and gives the unmistakable impress that you do not respect the class, the other students and the instructor. The instructor has the right to finish his or her thought at the end of the class period and conclude the class in an orderly fashion without people standing up and walking out.

Unpack Before Class / Pack After

The sound of zippers on backpacks along with the rustling of papers and/or jackets also disrupts the classroom and indicates lack of respect.

Ask Appropriate Questions

It is good to ask questions and make comments, but keep them related to the discussion at hand. Dominating class time with too many questions or comments prohibits other students from participating in discussions.

Practice Common Courtesy

- Remember that in college, as is every other area of life, politeness and respect count - Do not have private conversations with your neighbors during class.
- Turn off cell phones and beepers. The noise is distracting to other students.
- Respect all opinions. Others may have different ideas and opinions from yours, they may ask questions that you perceive to be “stupid,” but they deserve the same level of respect from you as you wish from them.

Respect Your Instructor

Openly challenging the instructor’s knowledge or authority in the classroom is improper. If you have differences with your instructor’s information or teaching methods, you may want to discuss your issues with the instructor outside of the classroom in a non-confrontational manner.

Do not Bring Children to Class - plan ahead for child care.

Do not ask These Questions which are classic sources of annoyance for professors:

- I missed class – Did we do anything important.”
- After chatting with your friend for five minutes, “Could you repeat that?”
- In the middle of a fascinating discussion on a new concept: “Will this be on the test?”
- At the end of the semester after missing numerous assignments: “Is there extra-credit in this class?”
If you make an effort to participate and get the most out of class, your professors will see that effort and reward it (You will also be getting your money’s worth from college).

**Grading Policy:**

**Legal Information About Grades:** Education Code section 76224, and Title 5 section 55025 of the California Code of Regulations, affirm that faculty are entitled to exercise their discretion in issuing student grades, so long as the grades are not based on “mistake, fraud, bad faith, or incompetency.” In addition, Article 9.L. affirms the protections of section 76224. Thus, attendance is a factor which may be considered, so long as its consideration would not be in bad faith.

Section 76224 states that,

“The grade given to each student shall be **the grade determined by the instructor** of the course and the determination of the student’s grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency,** shall be final.**” (emphasis added)

Neither a college district, nor the State Board of Governors, nor the State Chancellor, are allowed to interfere in faculty discretion by dictating that attendance may not be considered. The courts have recognized that a grade issued pursuant to section 49066 (and hence § 76224) is not merely an indicator of academic performance. Rather, the courts have held that performance in a class includes both academic and behavioral components. *Las Virgenes Educators Assn. v. Las Virgenes USD*, 86 Cal. App. 4th 1, 10-11 (1988) In *Las Virgenes* the court held that student performance under section 44066 includes both academic and behavioral characteristics, and both may be considered in issuing grades. The court explained that a grade is a mark indicating a degree of accomplishment in school, inherently measures “student performance” and is not limited to academic performance.

**Grade Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 0.7</td>
</tr>
</tbody>
</table>

**Rubric:**

<table>
<thead>
<tr>
<th>Grading</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Homework, Quizzes, Participation in Class</td>
<td>30%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>35%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>
Assignment of Grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-/A</td>
<td>90-100</td>
<td>3.7-4.0</td>
</tr>
<tr>
<td>C+/C/C-</td>
<td>70-79</td>
<td>1.7-2.6</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>0.0-0.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+/B/B-</td>
<td>80-89</td>
<td>2.7-3.6</td>
</tr>
<tr>
<td>D+/D/D-</td>
<td>60-69</td>
<td>0.7-1.6</td>
</tr>
</tbody>
</table>

Course Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Homework/ Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Lecture 1: Classification of Numbers and the Real Number System</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Lecture 2: Linear Equations and Inequalities in One Variable</td>
<td>Lecture 3: Problem Solving</td>
</tr>
<tr>
<td>Week 3</td>
<td>Lecture 4: Linear Equations and Inequalities in Two Variables</td>
<td>Lecture 5: System of Linear Equations and Inequalities</td>
</tr>
<tr>
<td></td>
<td>MIDTERM</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Lecture 6: Exponents and Polynomials</td>
<td>Lecture 7: Factoring Polynomials</td>
</tr>
<tr>
<td>Week 5</td>
<td>Lecture 8: Rational Expressions</td>
<td>Lecture 9: Roots and Radicals</td>
</tr>
<tr>
<td>Week 6</td>
<td>Lecture 11: Quadratic Equations</td>
<td>FINAL EXAMINATION</td>
</tr>
</tbody>
</table>
Biographical Sketch of the Instructor:

Dr. Eduardo Jesús Arismendi-Pardi is the author of various publications in mathematics education, ethnomathematics, curriculum design and development, and applied statistics. Dr. Arismendi-Pardi was a panelist at the Pan American Conference in Mathematics Education Forum held at the Universidad Central de Venezuela. Dr. Eduardo Jesús Arismendi-Pardi received a doctorate in mathematics education from Nova Southeastern University and his biography appears in Who's Who in American Education and Who's Who in Science and Engineering. Dr. Arismendi-Pardi is the recipient of the National Institute for Staff and Organizational Development (NISOD) Medal granted by the University of Texas at Austin. He is the recipient of the Research Excellence Award granted by Nova Southeastern University in Florida. Dr. Arismendi-Pardi has also received the Special Individual Achievement Award for Outstanding Leadership in Faculty and Staff Diversity granted by the California Community College Chancellor's Office and presented by Governor’s Office in Palm Springs, California. Additionally, Dr. Arismendi-Pardi received the National Campus Faculty Award for Diversity in Teaching and Learning presented by the National Center for the Study of Diversity in Teaching and Learning in American Higher Education in San Francisco, California. Dr. Arismendi-Pardi resides in Southern California with his wife, Cheryl and his son, Mikhail Andrej.
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CONTRACT

Please initial next to each contract item indicating your acknowledgement and agreement:

__________ Grades are final and not negotiable
__________ No make-ups or extra-credit are available
__________ Learning is my responsibility
__________ Seeking help is my responsibility
__________ Emergency on my part is not the professor’s urgency
__________ Homework is my responsibility
__________ I have read and understand the syllabus

By signing this contract I agree to abide by the syllabus for this course and will take responsibility to learn the subject matter to the best of my ability. I agree that accomplishing the student learning outcomes in this course is my sole responsibility.

Executed on the ______ day of __________________, 20__

Print Your Name: _____________________________________________

Sign Your Name: _____________________________________________