

Cuyamaca College Spring 2021

MATH 176 – Section 9375

Pre-Calculus: Functions & Graphs

Instructor: Annalinda Arroyo (she/her/hers) **Answers to:** Anna, Ms. Anna, Professor/Teacher, Ms. Arroyo
Email: annalinda.arroyo@gcccd.edu **Preferred Method of Contact:** Canvas Inbox
Class Days/Times: TTh 8:00 am – 10:50 am **Classroom & Virtual Office:** [Connect to Zoom](#)

Student Hours: I will be available to help you with anything you need! Please, do not be shy. Sent me an email anytime, talk to me during class, or join me during my student hours below so I can help you succeed in this course and get you that much closer to achieving your goals.

Mondays & Wednesdays 2:00 – 3:00 pm
Tuesdays & Thursdays 11:00 am – 12:30 pm

REQUIRED MATERIALS:

1. Algebra and Trigonometry by J. Abramson from OpenStax – Free

You have several options to obtain/use this book:

- I recommend that you go to our Canvas course under Modules where the textbook is broken up by Chapters, and you can jump to any section you want.
- Other options available to you that you may want to consider
 - [View in a webpage](#) | [Download a PDF](#) | [Order a print copy](#)

2. Knewton Web Access – \$39.99

We will use Knewton to complete most of our homework for this class. You do not have to go to any other website besides Canvas since the Knewton system is embedded into our Canvas course. You can purchase an access code ahead of time at the Cuyamaca Bookstore (approximately \$40), or click on any assignment link where you can choose which ever access plan works best for you. This will be demonstrated during our first week of classes.

- [Getting Started with Knewton for Students \(LMS\)](#)
- [Knerd Tips for Students \(LMS\)](#)

3. TI Graphing Calculator

For this class I recommend the Texas Instruments TI-84 Plus graphing calculator.

- Sample image on the right; more information regarding calculators are provided in the welcome letter I sent and will be discussed again in class.

4. WARNING: I am only able to help you learn how to use the TI graphing calculators. I cannot help you with any other calculators (TI-Nspire, Casio, etc.).

5. School or Regular ID & Class Materials

Grossmont-Cuyamaca Student ID card, 3-ring binder, notebook paper, easers, pencils ... highlighters, colored pencils/pens can be help too. Web access to complete homework assignments and view video content online.



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WELCOME TO THE COURSE!

I believe we all have the capacity to do college-level statistics and that we can tap into that capacity as a family of teachers and learners who are responsible for each other's success in this class.

As Dr. Devon Price (a Social Psychologist who's pronouns are they, their, theirs) said in an article ...

"People do not choose to fail or disappoint. No one wants to feel incapable, apathetic, or ineffective. If you look at a person's action (or inaction) and see only laziness, you are missing key details. There is always an explanation. There are always barriers. Just because you can't see them, or don't view them as legitimate, doesn't mean they're not there. Look harder."

As your teacher and a fellow learner, I am grateful for the opportunity to work with you to demystify math and to be part of your journey toward achieving your educational goals. This will not be an easy journey, but I encourage you to be honest with yourself and with me at all times. If you recognize that you are struggling, ***please let me know!*** I want to know what barriers you are dealing with so we can work together to find solutions that will help keep you on track. Together, through our good hard work and sustained effort, we can all be successful and reap the rewards of education's promise.

Hate Free Zone

In our classroom, each student should feel free to express their own opinion and ideas in a respectful manner. Students should be open to listen to and appreciate differences in opinions, life experience, worldviews, values/beliefs, etc. Our class is a hate-free zone. Inappropriate, disrespectful, or disruptive behavior will not be tolerated. **Words matter.** Please be mindful of how you communicate your values, beliefs, ideas, opinions, etc. Disagreeing with another individual does not give anyone the right to intentionally hurt or harm with words.

Zero Tolerance

I value and affirm the rich diversity of human experience and work to maintain a positive learning environment for all. I will not tolerate comments or actions that discriminate based on race, gender identity, age, physical or mental ability status, language, religion, sexual orientation, veteran status, physical characteristics, fitness level, etc. Please keep this policy in mind with EVERY interaction you have.

THE STUDENT-CENTERED CLASSROOM:

Forget what you know about the traditional math classroom where teachers lecture, and students diligently take notes while struggling to understand. Learning math this way may work for some, but for many, the traditional math classroom does not allow students to engage with the course material in a meaningful way. Typically, students do not interact with the lesson until they attempt the homework a few days later. To improve learning and boost your success in this course you'll study math in a student-centered classroom – no more typical lectures, robotic note-taking or traditional textbooks.

So how does it work? In this learning model, the focus of activity shifts from the teacher to the learner. Class time is spent on discussion, collaborative work, and engagement with other brains-on activities. During class, teaching and learning is tailored to fit the needs of small groups as they work through the activities and review prerequisite skills in a just-in-time approach. This learning model employs a teacher-guided-discovery process that allows me to identify gaps in student understanding and use class time to close those gaps.

Typical Class Work

- Brains on group activities to introduce and motivate key concepts for some (but not all) of the course topics
- Just-in-time remediation
- Discussions and mini-lectures as needed to close gaps in concept attainment and skill mastery
- Peer review feedback

Typical Homework

- Interactive assignments on Canvas (some course topics will only be covered on Canvas)
- Review course material
- Collaborate with classmates
- Review for quizzes and projects

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ACADEMIC ACCOMODATIONS:

If you suspect that you have a disability, or have a documented disability and need accommodations for this class, please send me your DSPS Academic Accommodation form as early as possible. You must complete the [Student Registration for Test Proctoring](#) form on the [Test Proctor Website](#) or contact the Test Proctor directly at cuyamaca.dspstesting@gcccd.edu.

TUTORING RESOURCES:

To support your efforts to succeed in this class, it is highly recommended that you utilize the free tutoring services available. To make an appointment, please either call 619-800-2407 or email cuyamacatutors@gmail.com with the course and time you would like to meet with a tutor.

Mondays & Thursdays 9am – 6pm | Tuesdays & Wednesdays 9am – 7pm | Fridays 10am – 2pm

CUYAMACA CARES RESOURCES:

[Cuyamaca Cares](#) is a program that offers many opportunities for help with food, housing, and personal counseling. The website has a lot of useful information. Since the food bank on campus is currently closed, there will be drive through opportunities which will be shared. If you have a specific need, please email Kaylin Rosal (cuyamaca.cares@gcccd.edu)

IMPORTANT DATES TO REMEMBER:

- **Feb 1, Monday** First day of classes
- **Feb 14, Sunday** Last day to add classes
Last day to drop and qualify for a refund and to drop without receiving a “W”.
- **Feb 12-15, Fri-Mon** **Holiday** – (President’s Weekend) No Classes!
- **March 5, Friday** Last day to apply for Pass/No Pass
- **March 29-April 3** **Holiday** – (Spring Break) No Classes!
- **May 2, Sunday** Last day to drop with a “W”
- **June 1-7, Tues-Mon** **Finals Week**
- **June 10, Thursday** Instructor Grade Deadline

TIPS FOR SUCCESS:

- Keep a positive attitude; Make friends and do your homework together in groups.
- Every time - Come on time and stay the whole time. Work on Canvas a little every day!
- Take responsibility for your own learning.
Ask questions – lots of questions – to yourself, to classmates, to tutors and to the instructor.

***** You are expected to keep up to date, study your notes, do the homework, and track your grade on Canvas *****

The usual rule of thumb for college courses is a minimum ...

Two hours of study outside of class for every hour in class. Since our class meets roughly 6 hours each week, you should spend at least 12 hours each week studying and doing homework for this class.

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Grading:

Course grades are an attempt to measure what you have learned this semester related to our key learning goals. Learning is a process that involves collaboration, struggles, and mistakes that culminate in a performance; therefore, some of the grade is based on low-stakes opportunities that value teamwork, communication, and risk-taking. Other parts of the grade are based on formal assessments of your achievement of the learning goals for the course.

Math 176 Grade Breakdown	
Categories	Percentage
Homework - Knewton	30%
Quizzes & Other Assignments	15%
In-Class Exams	35%
Final Exam	20%

***Below the table are the details of each Math 176 Grade Category**

*** The grading scale will be as follows: A = 90% and above, B = 80-89%, C = 70-79%, D = 60-69%, F = below 50%. ***

Homework - Knewton = 30%

Much of your homework will be completed online using the adaptive learning system Knewton. This will be accessed through the colleges Canvas system. Additionally, each week, you may have an in-class quiz covering key concepts from these assignments.

I will drop your three lowest scores from this category.

Quizzes & Other Assignments = 15%

Additional assignments will Paper & Pencil problems from the textbook, in-class group work, pop quizzes, and other activities.

I will drop your two lowest scores from this category.

In-Class Exams = 35%

Expect 4 to 5 in-class exams (not including your final exam). Make-up exams are not allowed for unexcused absences. If you know you are going to be absent for an exam, please talk to me to schedule a time to take it.

I will drop your lowest exam (not including the final).

Math 176 Final Exam = 20% & Overall Math 176 Grade

The final exam is mandatory and comprehensive. See the "Important Dates to Remember" at the top of page 3 for the date range you can work on the final exam.

ACADEMIC HONESTY:

Students are expected to adhere to the College's Academic Honesty/Dishonesty Policy found in the College Catalog. Any student caught cheating or facilitating the act of cheating will earn a score of zero on the assessment in question. Any student who earns a zero for cheating three or more times will fail the class (even if the student has managed to maintain an overall passing grade).

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MORE INFORMATION ON KNEWTON (Adaptive Learning System)

What is Knewton Alta?

Alta is Knewton’s fully integrated adaptive learning courseware.

It’s designed to work the way you learn—by completing assignments. All of your course material (including text instruction like what you might find in a book) plus videos, animations and worked examples, is presented to you in Alta at the moment you need it. Once you begin an assignment, Alta recognizes pretty quickly what you know or don’t know and will adapt the assignment dynamically to your specific learning need.

When Alta identifies a knowledge gap from your past, it will give you instructional support and a few extra questions until you’ve shown that you understand the concept and can demonstrate proficiency by completing the assignment. Because Alta is adapting to your personal learning, some of you will complete the assignment quickly, and some of you may take longer. (You’ll see this in your progress bar.)

Guessing is highly discouraged!!! Guessing will only mess with Alta’s ability to recommend the right content for you and could create a longer assignment experience.

How will I use Knewton Alta?

I will use Knewton Alta to assign **homework and practice exams.** I’ll be able to track your progress and offer additional help if you need it during the course of the semester. Your Alta homework assignments will make up 30% of your overall grade.

How will you learn with Knewton Alta?

The way you work in Alta may be different than what you are used to. Answering a question correctly or incorrectly is okay, as long as you respond thoughtfully. Answering thoughtfully, even if you’re incorrect, is how the technology in Alta will develop a quick understanding of what you know and don’t know so that it can help you move successfully through completing the assignment. Whether you answer correctly or incorrectly determines what you learn next. You can follow the progress bar in Alta while you’re completing the assignment to follow your learning and progression towards assignment completion. In Alta, you get explanations, instructional support, and words of encouragement along the way.

Your completion of an assignment will likely be different from your peers, but you’re still starting the same assignment, and ultimately learning the same concepts as everyone else in the class. It might seem confusing if there are times you answer more questions or take longer to complete an assignment than a friend (or vice versa). This is because Alta is delivering a unique learning path for each of you that is entirely personalized and designed to help you *learn* so that you can succeed on quizzes, tests and in this class!

Every answer counts!

- Do your best to answer questions correctly, in the format that’s required.
- Guessing to move past a question can actually make your assignment longer! Instead, click on “More Instruction.” This WILL NOT hurt your progress — you’ll get extra help with instructions and review questions to help you move forward.

Don’t skip ahead! Read assignment instructions and watch the videos as they appear. Skipping instructional materials will not change your grade, but you can miss important helpful information.

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CLASS EXPECTATIONS & POLICIES:

Your decision to enroll in this class constitutes an implicit agreement to the following . . .

Attendance: In this class we function as a team – teaching and learning together in small groups that are frequently reorganized during each class period. Consequently, throughout the semester you'll become increasingly vested in the success or failure of your classmates and vice versa. As a result, when you arrive to class late or return after an absence, your group mates will try to “catch you up” rather than moving forward with the lesson, and the entire group will fall behind. So your on-time presence in each and every class matters. Your deep and committed engagement in teaching and learning matters.

The college policy states that when absences exceed twice the number of hours that a class meets in one week for full semester-length classes, the instructor may institute an excessive absence drop. I understand that life unexpectedly gets in the way of class, now more than ever. So, if you know you are going to be absent or late or must leave early, please email me to let me know ahead of time. If I don't hear from you and you are absent for more than two classes in a row, you may be dropped from the class. If you quit attending class, you should not assume that I will drop you. Should you choose to drop, ultimately it is your responsibility to officially withdraw.

Respect: You are expected to be courteous to each other and to the instructor. My classrooms are group oriented and there is a lot of talking amongst students as well as with the instructor. We still need to respect when it is time to listen and when it is ok to talk. When the teacher or a classmate is talking you are to listen (without interrupting). You will be given time to comment and ask questions. You will be asked to leave the class for display of behavior the instructor deems as disruptive to the learning environment.

Cell Phones: To promote a learning environment where each group member is fully engaged in teaching and learning, cell phone use during the lesson is prohibited. However, in addition to our regular breaks, I will offer short 1-minute "text breaks" during class. So, occasionally you will be able to satisfy your need to read or send a text.

COURSE DESCRIPTION:

MATHEMATICS 176 (6 units)
PRE-CALCULUS: FUNCTIONS AND GRAPHS
Preparation for calculus: polynomial, absolute value, radical, rational, exponential, logarithmic, and trigonometric functions and their graphs; analytic geometry, polar coordinates. Maximum of 7 units can be earned for successfully completing any combination of MATH 170, 175, 176.

Prerequisite for Math 176 - “C” grade or higher or “Pass” in Math 110 or equivalent

STUDENT LEARNING OUTCOMES:

Math 176
Upon successful completion of this course, students will be able to:
<ol style="list-style-type: none"> 1) Use analytical, numerical, and graphical methods to solve precalculus level problems. 2) Solve multi-disciplinary application problems and interpret the results in context.

Good Luck and Have a Great Semester!

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