



RANGER COLLEGE

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COURSE SYLLABUS

**INTERMEDIATE ALGEBRA  
MATH 0314**

**3 credit hours**

**INSTRUCTOR:**

**Jessica Brown**

## MATH 0314

INSTRUCTOR: Jessica Brown  
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### **I. Texas Core Curriculum Statement of Purpose**

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

### **II. Course Description**

#### **DEVELOPMENTAL MATHEMATICS (MATH)**

The purpose of Developmental Mathematics is to help students improve basic mathematics skills. The aim of Developmental Mathematics is to prepare students, so that they can be successful in academic courses at the college level to meet the requirements of the Texas Success Initiative. Based on holistic placement, using diverse data for developmental studies placement, a student is placed in MATH 0342, MATH 0314 or NCBM (course-pairing). A student placed in developmental mathematics coursework is able to advance, either to an advanced level or out of developmental mathematics, by passing the TSI Math assessment or achieving a 70% or better in his/her respective MATH coursework, with the final exam accounting for 25% of his/her overall grade.

**0323 - Intermediate Algebra (3-1)** 3201045219 Reviewing of factoring and special structures. Functions and equations as followings: rational, radical, root, and quadratics. Systems of linear equations and inequalities in two and three variables. Non-linear inequalities. Credit 3 semester hours. In order to move beyond developmental mathematics (0314) and into first college-level mathematics coursework, a student must achieve a 70% or better in class, with the final exam accounting for 25% of the overall grade, OR successfully pass the TSI Math assessment. Failure to obtain either academic stipulation will result in repeating 0323.

### **III. Required Background or Prerequisite**

Student has credit for Algebra I and Geometry and has met the passing standard on the Algebra I end of course exam. Students may show mastery of Transition to Math Course (MATH 0323) through score on TSI.

### **IV. Recommended Textbook and Course Materials**

My Math Lab (MML) with ETEXT for *Introductory and Intermediate Algebra*, Lial, Hornsby, McGinnis, 6e, Pearson Addison Wesley should be part of the IncludEd program. You will receive an access code to the online homework from your instructor.

## V. Course Purpose

Courses in Mathematics focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

At the completion of this course, the student should be prepared to succeed in College Algebra.

## VI. 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.

Student Learning Outcomes and Learning Objectives as defined by Ranger College: At the end of the semester the student will be able to demonstrate on an examination the abilities to work with:

1. Polynomial Expressions: Perform algebraic operations, factor, and solve polynomial equations and inequalities.
2. Rational Expressions: Simplify, perform algebraic operations, and solve rational equations and inequalities.
3. Radical Expressions: Simplify, perform algebraic operations, and solve radical equations and inequalities.
4. Systems of Equations: Solve problems involving systems of equations and inequalities.
5. Word Problems and Applications: Students effectively model verbal information with algebraic equations and inequalities and interpret the solution.

## VII. Core Objectives

This course meets the following of the six Core Objectives established by Texas:

- Critical Thinking Skills (CT)** – Creative thinking, innovation, inquiry, and analysis; evaluation and synthesis of information
- Communication Skills (COM)** – effective development, interpretation and expression of ideas through written, oral, and visual communication
- Empirical and Quantitative Skills (EQS)** – The manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork (TW)** – The ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Social Responsibility (SR)** – Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility (PR)** – The ability to connect choices, actions, and consequences to ethical decision-making

## VIII. Methods of Instruction

This is a multimedia class. Media/methods include informal lectures, discussion, computer managed homework, computer delivered tutorials, and distance delivery via MyMathLab.

## IX. Methods of Assessment

In order to be successful in Statistics, a student must achieve a 70% or better for an overall grade, with the final exam accounting for 25% of the overall grade, OR successfully pass the TSI Math assessment. Failure to obtain either academic stipulation will result in repeating the course.

Grading scale: A = 90-100%    B = 80-89    C = 70-79    D = 60-69    F = Below 60

**DAILY WORK/ ATTENDANCE – (CT, COM, TW, AND EQS) 25%** - Attendance is required and participation in group activities is encouraged. A student is considered present when he/she is actively engaged in the lesson. Each day of class is worth 4 points. An excused absence from a school related extracurricular activity is the only instance that will not be penalized.

**HOMEWORK – (CT, COM AND EQS) 10%** - Homework is completed using Pearson My Lab and Mastering through Blackboard.

**TESTS – (CT, COM, EQS) 40%** - There will be 3-4 scheduled tests taken during class time.

**FINAL Exam - (CT, COM, EQS) 25%** - A departmental final will be given at the end of the course.

## **X. Course/Classroom Policies**

**Class participation** is strongly encouraged for optimal learning.

Assignments should be completed in pencil.

**Academic Dishonesty** - A student found to be cheating or copying on an exam or quiz will be given a grade of "0". Repeated acts of cheating may result in being dropped from class with a grade of "F".

**Student Behavior** - Students will behave as mature adults and exhibit proper classroom decorum. Students will not cause any distractions that might prevent other students from learning. Students that deviate from this policy will not be permitted to remain in class.

**Available Support Services** - the Learning Resource Center has books, videos, and computer software that may be used as a supplement for this class. Tutors are also available (see counselor).

**Passing the Math portion of the TSI** - Students who pass the TSI during the semester will have the option of dropping the class with a "W" or negotiating with the instructor a grade in class. The class may not be dropped if the student has not completed all portions of the TSI and the student is not enrolled in another developmental class.

## **XI. Course Outline/Schedule**

**Weeks 1-3:** Prerequisite content

**Weeks 4-7:** Function Basics

**Week 9: BREAK**

**Weeks 8-11:** Linear functions

**Week 12-14:** Quadratics

**Weeks 14-16:** Exponential, Logarithmic, final

## **XII. Non-Discrimination Statement**

Admissions, employment, and program policies of Ranger College are nondiscriminatory in regard to race, creed, color, sex, age, disability, and national origin.

## **XIII. ADA Statement**

Ranger College provides a variety of services for students with learning and/or physical disabilities. Students are responsible for making initial contact with the Ranger College Counselor, Gabe Lewis (glewis@rangercollege.edu). It is advisable to make this contact before or immediately after the semester begins.