

Course Information

MATH141-02, Spring 2012

Instructor: Dr. David A. Jackson

My office is in Ritter Hall 010. My office hours this semester will include from 1:10 until 3:00 on Mondays, Wednesdays and Fridays. I expect that I will also be in my office at other times and often available to answer questions. My office telephone number is 977-3633. The URL for my webpage is: <http://math.slu.edu/~jackson> See also <http://mathcs.slu.edu/people/jacksoda>

My e-mail address is: jacksoda@slu.edu

Text: *Precalculus–Graphs and Models, Third Edition*, Barnett, Ziegler, Byleen and Sobeki

Prerequisite: The prerequisite for Precalculus is a grade of C⁻ or better in College Algebra or 3.5 years of high school math.

Required Calculator: You will need to have a graphing calculator for this course. You should not expect to use it frequently, but when you need it, you will **NEED** it. The Mathematics Department has provided me with a viewscreen which will allow me to project the display of a TI calculator. This allows me to do some demonstrations of commands on TI-84 calculators. There are many other calculators with similar or superior capabilities, but I will not be able to give group instructions on how to access those capabilities. In the past, my exams for MATH141 have very often had two parts. On the first part, **NO CALCULATORS ARE ALLOWED**. On the second part, a calculator is **REQUIRED**.

Homework: You are expected to **READ** this textbook. You should read each section in anticipation of class discussions. I will frequently treat topics from a slightly different point of view than the textbook takes. By both reading the treatment of topics in the textbook and attending class you will have a much better perspective for topics than either source alone would provide.

I have prepared a list of assigned homework problems from the textbook. These textbook problems will generally be odd-numbered problems and you will be able to check your answers in the back of the text. For many sections, I will assign additional drill from my notes. These additional drill problems will also include answers. I also intend to experiment this semester with creating WebWorks assignments for this course. WebWorks is an online homework system that the SLU Mathematics Department has been using in MATH142, MATH143 and MATH244 for the last few years. It is not a flawless system, but it does create individualized problems for each student and automatically and immediately grades the students answers. I will use these scores on WebWorks as a small part of your course grade. Homework is intended as drill to prepare you for the quizzes and exams rather than to provide a major part of your grade. A typical student should expect to spend approximately 6 hours a week outside of class working on mathematics. I **very much** encourage you to work homework problems and discuss them in groups. I recommend that you keep a large notebook for the exercises only, and that you keep it well organized so that you may readily ask questions about those exercises which give you difficulties. **Always** bring this notebook with you if you come to my office with a question.

In very many cases, it is NOT a wise use of classtime to answer individual homework questions during classtime. Often, what the student asking the question REALLY needs is for me to LOOK at THEIR work and find the mistake. This is more quickly and efficiently done in my office. A second type of common individual question can often be phrased as “How do I start?” This question asked by an individual student is again best answered on an individual basis. (One obvious answer to this question is that the student should read the section again and think about which information in the section might be applicable to the question.) If a GROUP of students working together has this question, then the question and its answer almost always IS worthy of classtime. I WILL ALWAYS answer homework questions in class if the question is asked by a GROUP of students.

Quizzes: You should expect to frequently have a brief quiz at the beginning of the class period. I won't give a quiz every class period, but you should be **prepared** for a quiz every class period. The three most important reasons for these quizzes are: 1) to insure that you prepare for class daily, 2) to motivate

your prompt and faithful attendance, and 3) to provide you with feedback on your comprehension of the material. A typical quiz will cover the current homework assignment, the current reading assignment and material discussed in class since the last quiz. Doing the assigned reading and exercises and attending class is your best preparation for the quizzes. I do **NOT** give make-up quizzes for **ANY** reason, but see the paragraph below on reports. Your scores on quizzes and WebWork will be scaled to 200 points and will count as 1/4 of your course total.

Grading Scale: The grading scale for this course is a 90-80-70-60 grading scale. I do try to give the benefit of the doubt to students who show marked improvement during the semester, to students who do exceptionally well on the final exam and to students who are visibly working very hard to learn the material.

Reports: On the first day of class, I will pass out the assignments for two **optional** reports. For those who do write one of these reports, I will use the score or scores to replace one (or more) of the lowest quiz scores. The first of these reports is a mathematical autobiography. It is due on Friday, January 27. The second is more competitive and is a critique of an assigned or unassigned homework problem. Those who write this second optional report must turn it in by Monday, May 7, the last day of class.

WebWork: This semester, I will assign some online homework where you will use WebWork. This homework will be graded automatically and will count in your quiz total. When possible, I will assign WebWork problems that are much like problems in the textbook. If we encounter too many technical difficulties with the WebWork system for this course, we will abandon WebWork. The login site for WebWork for this section is: <https://webwork.slu.edu/webwork2/SP12-Math-141-Jackson/>

Exams: There will be three hour exams each of which will count 100 points. Tentative dates for these are marked on the following calendar. The final exam will last two hours and will cover the entire course. It will be worth 200 points. The time and date for your final exam is set by the registrar and is announced in the semester's schedule of classes. I have included this information at the bottom of the calendar. You should be careful that your travel arrangements at the end of the semester do not conflict with your final exams. In cases of illness and emergency, I do give make-up hour exams, but **only** to students who are doing passing work. Moreover, make-up exams are always **harder** than the original exams.

Student Success Center: The Student Success Center is at BSC 331, 977-8885. It provides support to students with learning disabilities and also to students with weak backgrounds, poor study skills or unusual learning styles. Students with disabilities will need to make prior arrangements through the University Disabilities Coordinator (Busch Student Center, room 331, 977-8885) if they have special needs for exams or lectures. The web site <http://www.slu.edu/x24491.xml> is one online starting point.

Cheating: Students have the responsibility for conducting themselves in such a manner as to avoid any suspicion that they are improperly giving or receiving aid on any exam or quiz. I am authorized and encouraged to give an F for the entire course to anyone who is caught cheating. As a standard procedure, I will prepare a written report of any incident of cheating or suspected cheating. Copies of this report will be sent to the student, the student's advisor, to all pertinent department chairpersons and college deans and to any appropriate committees formed to deal with academic misconduct. The deans or these committees may take further action, including possible dismissal from Saint Louis University and notations of reason on the student's transcript. If you need further details about the responsibilities and the procedures for instructors, department chairs, deans and committees, you should read *Policy on Academic Honesty*, which is published by the College of Arts and Sciences. See <http://www.slu.edu/x12657.xml>