Welcome to our mathematics foundations course, and, for some of you, welcome to college! Do not expect this class or college to be just like high school. In college you are embarking on a career. Not only are you here to prepare for a career in the future, but college is now your job. To perform well, you need to make college your priority. Here you will be treated as an adult who has selected this class as your job. As with a job, you will be required to perform at a high level to keep your job. This will include attendance and quality of work. You wouldn’t walk into your boss’s office on the first day and say “Hey! I’m so and so, and I’m going to enjoy working here; however, I need to let you know up front that I’ll be missing many of my work days, I will complete many of my duties late, and my overall job effort will be average or below”.

College is not simply taking a few courses to get a diploma. College is not a trade school where you will take courses that only pertain to the career that you wish to pursue. College is an experience that is designed to teach you to think, to broaden your understanding of the world, and to give you the skills to grow and improve yourself for the rest of your life. You need to leave your preconceptions of this class, college, and yourself behind. Through your experience in college and this class, you can grow beyond who you have been and who you have limited yourself to be. Your growth and your success in this class and in college will depend less upon your natural gifts or talents and more upon your willingness to change, grow, apply, and, above all, work.

1. DESCRIPTION
   a. A course designed to help students learn basic algebra and other topics necessary for Quantitative Skills and Reasoning. It is a study of elementary algebra, which will include real number sets, set operations, linear, quadratic and exponential functions and their graphs, and introductory probability and statistics.
b. Upon successful completion of MATH 0987, students will demonstrate an understanding of number sets, fraction meaning and operations, exponents, order of operations, signed numbers, simplifying algebraic expressions, solving linear equations, graphing points and linear functions, polynomial operations, evaluating and simplifying radicals, graphing quadratic and exponential functions, and probability and statistics.

c. To do well in the course, you must practice many problems outside of class, ask questions in class until you have a complete understanding of each concept, and prepare for tests by reviewing problems worked in class.

d. You must maintain a notebook and bring it to class every day. All of your written homework assignments from the textbook should be placed in your notebook.

e. You must use your Gordon email address to receive important information from your instructor and the school on a daily basis.

2. COURSE OBJECTIVES

a. **General education objectives**: Students will demonstrate a basic knowledge of the fundamentals of college-level mathematics.

b. **Learning Support Math Program Goal**: Mathematics students will be provided the knowledge and skills needed for successful college level work.

c. **Outcomes**: Successful MATH 0987 students will demonstrate an understanding of real number operations, various algebra topics, and introductory probability and statistics.

3. METHOD OF EVALUATION

a. **Chapter Tests – 50%**. There will be four unit tests. Make-ups will be given only when your instructor excuses your absence. If you miss one test, this grade may be filled with your Final Exam grade.

   **Final Exam** – This comprehensive exam is multiple choice format, counts as a test, and will also replace the lowest unit test.

   NOTE: Scantrons must be provided by each individual student for the final exam. If you do not have a scantron, you can purchase one from your instructor for $0.25.

   Extra time will not be given to complete tests, unless documentation is on file with the college specifying this requirement. Treat this class like any job; take class time seriously.

b. **Pop Quizzes/Projects/Classwork – 20%**. All daily assignments are due during class with a 20% penalty for assignments coming in late on the same day and a 0 for all missed deadlines (i.e., the next day is too late). Classwork and pop quizzes are ways that I encourage good attendance, so you will not be able to make these assignments up. Projects can be made up when the absence is excused by your instructor. It is the responsibility of the student to provide a timely and reasonable excuse.

c. **My Math Lab Homework – 20%**. Purchase the access code before the end of the first week of class. There is a 17-day grace period, so there is no financial excuse for starting strong.

d. **My Math Lab Quizzes – 10%**.

4. GRADES

   A% : 90 - 100
   B% : 80 - 89
   C% : 70 - 79
   F% : Average below 70, poor attendance, lack of effort, or no progress
   IP% : Average below 70, good attendance, effort and some progress, first semester in LS Math
   W% : Withdrawn before midterm
   WF% : Withdrawn after midterm
** You cannot withdraw from your Learning Support classes, unless you also withdraw from all of your college credit classes. **

5. **ATTENDANCE**  
   Attendance is critically important. All students are expected and urged to attend all classes. **Students are responsible for every assignment and all material covered in class whether they are present or absent.** Excessive absences will, most likely, negatively impact your grade in this class.

6. **COURSE RESOURCES**  
   You will need a pencil, a notebook (a loose-leaf binder is best), graph paper, and a straightedge. A folder for handouts is recommended.

   This course is enhanced by a web-based course software package called My Math Lab. The URL for this site is [http://pearsonmylabandmastering.com/](http://pearsonmylabandmastering.com/). Feel free to “Ask My Instructor” whenever you struggle, and use office hour help, as well.

   The course syllabi and course resources are in Desire2Learn/Brightspace and also on your instructor’s website at [http://faculty.gordonstate.edu/gclement/](http://faculty.gordonstate.edu/gclement/).

   Besides office hours, the SSC (Student Center 2nd floor) is available for tutoring assistance.

   Consider forming a study group with some of your classmates.

7. **CLASSROOM ETIQUETTE**  
   Students are expected to treat the instructor and other students with respect. Please refrain from the following during class time:
   1. Talking with other students
   2. Leaving class early (other than an emergency)
   3. Consistently late in arriving to class
   4. Placing or receiving cellular phone calls or text messaging during class. Cell phones should be turned off and out of sight. No cell phone use of any capacity will be tolerated.
   5. Listening to loud music through your headphones

8. **OFFICE PROCEDURES**  
   To get help from me:
   1. Bring your textbook and lesson notes to office hours.
   2. Make sure you have read the lesson notes and studied the examples.
   3. Be prepared to show me at least two problems that you have attempted to solve.
   4. Bring your incomplete or incorrect solution to each problem.
   5. Ask for help as early as possible. Don’t let things “snowball”.

9. **CALCULATOR USAGE**  
   Students will be allowed to use a scientific or a graphing calculator. You may use a calculator such as Casio EX-115EX which simplifies radical expressions. **(However, if you don’t show work and put only answers, you will receive little credit). You may not use the calculator on your cell phone.** We recommend the “Texas Instruments TI-30XIIS” which is used for the Compass exam. The TI-83 or TI-84 Plus graphing calculators are also excellent.

10. **ACADEMIC HONESTY**  
    Each student must do his or her own work on tests without assistance from any outside source.

11. **LEARNING SUPPORT STANDARDS OF PROGRESS**
In addition to the Academic Standards of Progress (See the on-line Gordon State College Academic Catalog) and in accordance with policies of the University System of Georgia, students enrolled in one or more Learning Support courses must comply with progression requirements of the Learning Support program. (See Learning Support Program in the on-line catalog for more information.)

Learning Support students who need intensive remediation will begin with one of the 3-credit Foundations Learning Support courses (ENGL 0989, MATH 0987, or MATH 0989). Upon completion of the Foundations course(s) students will be required to register for the co-requisite academic support lab and gateway course to complete Learning Support requirements. No more than two attempts are allowed to complete the Foundations course. Students who fail in two attempts at either of the 3-credit Foundations Learning Support courses will be placed on Learning Support suspension for one year. The student may be considered for readmission before the end of one year of the suspension if the student can provide evidence that he/she has taken measures to improve his or her skills. Time spent in Learning Support course work in a disciplinary area shall be cumulative within the University System of Georgia.

Students who only require support in their degree-credit gateway course will begin in one of the co-requisite pairs (ENGL 0999 / ENGL 1101, MATH 0997 / MATH 1001, or MATH 0999 / MATH 1111).

Students who have accumulated 30 semester hours or more of college level credit will be allowed to take only the required Learning Support classes. No other classes may be taken.

12. ADDITIONAL INFORMATION

Should students find it necessary at any time to see their instructor or the Director of the Learning Support Program for clarification of any course related or departmental policy, to discuss their progress, or to request additional help, they should feel free to ask for an appointment. Any student who is certified as disabled and who thus qualifies for special accommodations must provide the instructor with appropriate evidence of such certification immediately. Any student who intends to request special accommodations for this course because of a learning disability of any kind must immediately declare his or her intention to the college ADA officer.

13. Title IX

Gordon State College is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. All faculty members at Gordon State College are mandated reporters. Any student reporting any type of sexual harassment, sexual assault, dating violence, domestic violence or stalking must be made aware that any report made to a faculty member under the provisions of Title IX will be reported to the Title IX Coordinator or a Title IX Deputy Coordinator. If you wish to speak with someone confidentially, you must contact the Counseling and Accessibility Services office, Room 212, Student Life Center. The licensed counselors in the Counseling Office are able to provide confidential support.

Gordon State College does not discriminate against any student on the basis of pregnancy, parenting or related conditions. Students seeking accommodations on the basis of pregnancy, parenting or related conditions should contact Counseling and Accessibility Services regarding the process of documenting pregnancy related issues and being approved for accommodations, including pregnancy related absences as defined under Title IX.

ADA and 504

If you have a documented disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and/or physical accessibility. The Counseling and Accessibility Services office located in the Student Center, Room 212 can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GSC programs and
facilities. Course requirements will not be waived, but accommodations may assist you in meeting the requirements. For documentation requirements and for additional information, contact Counseling and Accessibility Services at 678-359-5585.

14. **MIDTERM – October 5** – Withdrawals after this date will be an automatic ‘WF’ except in cases of hardship as documented and approved by processing a student petition form through the Registrar.

**Keys to Success in this class:**

1. Have a goal for this class. Make this class a priority. You can succeed in this class!
2. Be on time every day. Don’t miss class; when you must, communicate to your instructors. The first key to success in college is regular attendance!
3. Review class notes just before and just after class.
4. Read the study. Study the examples. Keep up with the pace of the class.
5. Practice, practice, and then practice some more. Do homework as soon as possible after class.
6. Ask questions. You have the right; asking questions shows you care and will often help others.
7. Read the directions carefully. On tests, start by “unloading” important formulas and concepts.
8. Actively listen in class. Take good notes.
9. Use our tutoring center whenever you need help. Don’t let things snowball.
10. Correct any mistakes you make on quizzes and tests.
11. Be a lifelong learner. Live and learn! Rise to the challenge of college-level mathematics!

**Other tips:**

Prepare for class. Read every page of the section that is to be covered in class the next class meeting. If nothing else, look at each topic heading and every diagram to at least have a clue about what is to be covered. Shortly after class, do all homework assigned and have a written list of questions about anything you don’t completely understand. Pace yourself by doing SOMETHING each and every day - without skipping a day.

Take notes in class. Get plenty of exercise and rest. Eat properly. Be on time. Turn your cell phone off (not “vibrate”). Focus. Get your questions answered. Only write down the highlights of the class time – not every word. If you cannot attend class for some reason, please get someone else’s notes. Read over your notes. Fill in any extras that you recall from class time.

Keep all homework and classroom notes organized in some way: for example, a 3-ring or spiral bound notebook. Keep the proposed schedule at the front of your notebook.

Studying for an exam requires practice. If possible, you should try a sample timed test (with no help) the day before the real exam. The painful reality of this exercise will show you what to study more. Cramming everything in one day is similar to eating all your meals for a month on the last day. It doesn’t work! A little bit each day works much better.

**A final word:**

Treat this class like any job; take deadlines seriously. The schedule below is tentative but will give you a good idea of our pace. Keep up with your homework & studies; don’t let things “snowball”.

*The schedule is tentative but should be very close to our pace.*
# Foundations Math 0987 Course (to prepare for Math 1001/0997) SCHEDULE OF CLASSES

<table>
<thead>
<tr>
<th>SESSION</th>
<th>DATE</th>
<th>Text Sections</th>
<th>Day</th>
<th>Topic</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8.12</td>
<td>Intros, 1.1-1.2</td>
<td>Wednesday</td>
<td>Symbols, Number Sets</td>
<td>Martin-Gay Text Bennett/Briggs p. 28</td>
</tr>
<tr>
<td>2</td>
<td>8.17</td>
<td>1.2-1.3</td>
<td>Monday</td>
<td>Fractions</td>
<td>Martin-Gay Text Bennett/Briggs p. 72</td>
</tr>
<tr>
<td>3</td>
<td>8.19</td>
<td>1.3; MML</td>
<td>Wednesday</td>
<td>Fractions</td>
<td>Martin-Gay Text Bennett/Briggs pp. 75, 126</td>
</tr>
<tr>
<td>4</td>
<td>8.24</td>
<td>Set Ops/Venn</td>
<td>Monday</td>
<td>Sets, Set Operation</td>
<td>Supplement Bennett/Briggs 1C</td>
</tr>
<tr>
<td>5</td>
<td>8.26</td>
<td>1.4</td>
<td>Wednesday</td>
<td>Exponents, Order of Operations</td>
<td>Martin-Gay Text Bennett/Briggs pp. 81, 136</td>
</tr>
<tr>
<td>6</td>
<td>8.31</td>
<td>REVIEW</td>
<td>Monday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>9.2</td>
<td>TEST I</td>
<td>Wednesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>9.9</td>
<td>2.1-2.2; MML</td>
<td>Monday</td>
<td>Simplifying Algebraic Expressions</td>
<td>Martin-Gay Text Bennett/Briggs 8A, 9B</td>
</tr>
<tr>
<td>9</td>
<td>9.14</td>
<td>2.2-2.3; MML</td>
<td>Wednesday</td>
<td>Solving Linear Equations</td>
<td>Martin-Gay Text Bennett/Briggs p. 210</td>
</tr>
<tr>
<td>10</td>
<td>9.16</td>
<td>3.3; MML</td>
<td>Monday</td>
<td>Solving Linear Equations</td>
<td>Martin-Gay Text Bennett/Briggs 8A, 9B</td>
</tr>
<tr>
<td>11</td>
<td>9.21</td>
<td>2.4-2.5; MML</td>
<td>Wednesday</td>
<td>Problem Solving, Formulas</td>
<td>Martin-Gay Text Bennett/Briggs 8A, 9B</td>
</tr>
<tr>
<td>12</td>
<td>9.23</td>
<td>REVIEW</td>
<td>Monday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>9.28</td>
<td>TEST II</td>
<td>Wednesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>9.30</td>
<td>3.1-3.2 MML</td>
<td>Monday</td>
<td>Graphing Points &amp; Linear Equations</td>
<td>Martin-Gay Text Bennett/Briggs 8A, 9B</td>
</tr>
<tr>
<td>15</td>
<td>10.5</td>
<td>3.2-3.3; MML</td>
<td>Wednesday</td>
<td>Intercepts</td>
<td>Martin-Gay Text Bennett/Briggs pp. 81, 198</td>
</tr>
<tr>
<td>16</td>
<td>10.7</td>
<td>3.3-3.4; MML</td>
<td>Monday</td>
<td>Slope</td>
<td>Martin-Gay Text Bennett/Briggs 8A, 9B</td>
</tr>
<tr>
<td>17</td>
<td>10.14</td>
<td>3.4-3.5; MML</td>
<td>Wednesday</td>
<td>Equations of Lines</td>
<td>Martin-Gay Text Bennett/Briggs 8A, 9B</td>
</tr>
<tr>
<td>18</td>
<td>10.19</td>
<td>3.5; REVIEW</td>
<td>Wednesday</td>
<td>Equations of Lines</td>
<td>Martin-Gay Text Bennett/Briggs 8A, 9B</td>
</tr>
<tr>
<td>19</td>
<td>10.21</td>
<td>TEST III</td>
<td>Monday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>10.26</td>
<td>5.1; MML</td>
<td>Wednesday</td>
<td>Exponent Rules</td>
<td>Martin-Gay Text Bennett/Briggs pp. 81, 198</td>
</tr>
<tr>
<td>21</td>
<td>10.28</td>
<td>5.5; MML</td>
<td>Monday</td>
<td>Negative Exponents &amp; Scientific Notation</td>
<td>Martin-Gay Text Bennett/Briggs p. 91A</td>
</tr>
<tr>
<td>22</td>
<td>11.2</td>
<td>10.1; MML</td>
<td>Wednesday</td>
<td>Radicals</td>
<td>Martin-Gay Text Bennett/Briggs 8A, 9B</td>
</tr>
<tr>
<td>23</td>
<td>11.4</td>
<td>10.3; MML</td>
<td>Monday</td>
<td>Simplifying Radicals</td>
<td>Martin-Gay Text Bennett/Briggs 8A, 9B</td>
</tr>
<tr>
<td>24</td>
<td>11.9</td>
<td>REVIEW</td>
<td>Wednesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>11.11</td>
<td>TEST IV</td>
<td>Monday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>11.16</td>
<td>3.6, 8.2, 11.6; MML</td>
<td>Wednesday</td>
<td>Intro to Functions, Notation, Emphasize Quadratic</td>
<td>Martin-Gay Text</td>
</tr>
<tr>
<td>27</td>
<td>11.18</td>
<td>Quadratic Intro</td>
<td>Monday</td>
<td>Quadratic Intro</td>
<td>Supplement</td>
</tr>
<tr>
<td>28</td>
<td>11.23</td>
<td>Exponential/Logarithmic Intro</td>
<td>Monday</td>
<td>Exponential/Logarithmic Intro</td>
<td>Supplement Bennett/Briggs pp. 198, 488, 524; 8A, 8B, and 9C</td>
</tr>
<tr>
<td>29</td>
<td>11.30</td>
<td>Prob &amp; Stats Intro</td>
<td>Wednesday</td>
<td>Prob &amp; Stats Intro</td>
<td>Bennett/Briggs Chapters 5-7</td>
</tr>
<tr>
<td>30</td>
<td>12.2</td>
<td>REVIEW</td>
<td>Monday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>12.7</td>
<td>Monday 10:15-12:15 FINAL EXAM for MW 9:30 class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>12.8</td>
<td>Tuesday 8:00-10:00 FINAL EXAM for MW 11:00 class</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

President’s Convocation: Sept 2 (M, 2:00 pm)  Labor Day: Sept 7 (M)  Midterm: October 5 (M)
Fall Break: October 12-13 (MT)  Thanksgiving Holiday: November 25-27 (WRF)

Do your best! Rise to the challenge! Keep up with the pace! Live and learn!