

MTH 105- Contemporary Math

Spring 2020-CRN: 42171

Instructor Information

Instructor: Mary Campbell

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Office Hours: Will be held in a Zoom meeting the hours will be

If those times do not work for you, just contact me to arrange another time

Course Description and Objectives: A survey course in mathematics for students in the liberal arts and other non-science majors. Topics are selected from areas such as management science, statistics, social choice, the geometry of size and shape, and computers and their applications. Emphasizes the application of mathematics to the problems of contemporary society and the critical role these applications play in economic, political and personal life. Upon successful completion of this course, students will be able to: Formulate questions that can be addressed with data, then organize, display and analyze relevant data to address these questions and communicate results. Apply the basic principles of study design to develop and analyze the validity of simple experiments. Demonstrate numeric and algebraic reasoning skills to support statistical analysis and financial literacy. Construct, use, and interpret mathematical models, specifically linear, quadratic, logarithmic, and exponential functions, to represent relationships in quantitative data

Class Meetings: Our class meetings will be on Zoom, for at least the first week or two we will meet at our original class time of Tuesday and Thursday at 10:30. Then we can see how well those times are working.

Materials Needed:

- A device to access the Internet, this can be a tablet, laptop or phone. If you only have a phone, it may be difficult.
- A shared google folder; this has been set up for you, all of your work will be organized and checked in this folder.
- A calculator; you can use the one on your device if you don't have one.
- Depending on your learning style, you may find it helpful to print out activity sheets, complete them, and then scan and upload your work.

How do I get into MyOpenMath?

- 1 Go to www.myopenmath.com
- 2 Click on “Register as a New Student”
- 3 Enter a user name, I recommend using your student ID number
- 4 Choose and confirm a password, one you will not forget
- 5 Enter your first and last names, and your e-mail address
- 6 Enter the Course ID: 69550
- 7 Enter the Enrollment Key: MTH105

What does a typical week include?

A Zoom class session will typically start with a short mini-lecture or demo. Then you will enter break-out rooms to work on activity assignments in small groups. Activities that are completed in groups will be shared and each student in the group will put a copy in their own notebook folder. Each student is responsible for checking the answer keys and making any corrections as needed.

There will be online homework due every week, the homework is available in MyOpenMath. In addition to homework, MyOpenMath (MOM) will have videos and other support materials available.

In addition, most weeks there will either be a Project or a Review Quiz due. I will try not to have two in one week!

What will I be graded on and how often?

- Notebooks: 20%, assessed three times during the term
- Online Homework: 20%
- Projects: 20%, four during the term
- Review Quizzes: 40%, several times during the term
- Letter grades will be based on your weighted average of the above.

Where can I find resources to help me be successful?

Come see me! I will have Zoom office hours (to be determined by the class) but if those don't work for you, we can arrange another time to “meet”

The Math Cafe is designed specifically for students in MTH 15 - MTH 111 (This includes MTH105!) Students can access it via <https://linnbenton.zoom.us/j/954138012>.

They are open: Monday-Friday, 8am-5pm.

The Math Desk can be accessed via <https://linnbenton.zoom.us/j/579890953> and is open the following hours:

Monday - Thursday: 8am - 9pm

Friday: 8am - 5pm

Saturday: 11am - 4pm

This class feels different from other math classes...

This course is designed to showcase how to use math in your everyday life. It is not an algebra class, although we may use algebra now and then. It is traditionally taught through group work using group activities. How well group work will happen this term--in an online setting--remains to be seen. The lists below give guidance on group learning behaviors, practice the Effective and Appropriate Behaviors to get the most out of this class.

Effective and Appropriate Behaviors:

- Trying problems on your own before discussing them with your group.
- Giving everyone a chance to try and discuss a problem
- Checking your work through multiple approaches – usually a group will come up with more than one way to do a problem; this helps you check your work and feel confident.
- Do your homework all the way through without checking the answer key AND attempt every problem, even if all you do is write down what you know about the problem. See inappropriate behaviors for the reason why.
- When you do corrections, make sure you figure out where you went wrong with your solution – writing the correct answer will not help you learn, but finding your mistakes and correcting them will. See inappropriate behaviors for more information.

Ineffective and Inappropriate Behaviors:

- Asking a group member to tell you how to do a problem – Instead ask “what is this question asking for?”, “can you tell me the meaning of this word?”, “What does this question relate to that we’ve already done?”
- Copying work from a group member – it might be tempting if you miss a class or get behind, but this is not helpful for learning the material – instead you might ask “What problems did you feel like you got the most out of?”, “What was the most challenging, and why?”, “Can you summarize the work our group did?”
- Copying from the answer key BEFORE trying the problem yourself – while some students worry about practicing a problem incorrectly, letting yourself try a problem gives you a “place” to put your learning in your brain. If you make a mistake, your brain now has a place for this learning to go. If you reflect on the mistakes you make, your learning will be even greater!

- Simply writing correct answers as your homework corrections – While your brain might have a place to put your learning, reflecting, writing what you got wrong, and detailing the correct steps for the problem, will increase your learning! You learn faster when you reflect on the corrections you make.

Other

Acts of academic dishonesty are regarded by the college as very serious offenses. Penalties will be the maximum permitted by the college.

LBCC maintains a policy of nondiscrimination and equal opportunity in employment and admissions, without regard to race, color, sex, marital and/or parental status, religion, national origin, age, mental or physical disability, Vietnam era, or veteran status.

The LBCC community is enriched by diversity. Each individual has worth and makes contributions to create that diversity at the college. Everyone has the right to think, learn, and work together in an environment of respect, tolerance, and goodwill.

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in this class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodation but are not yet registered with CFAR, please visit the CFAR website at www.linnbenton.edu/cfar for steps on how to apply for services or call 541-917-4789.