

## **MTH 98-Foundations for Contemporary Math**

**Spring 2021**

### **Instructor Information**

Instructor: Jeff Thomson

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**Class Meetings:** Our class is asynchronous which means there will be no live meetings. However, I will have live sessions on occasions if necessary.

**Office Hours:** Just email me if you need any help or have questions, and we'll arrange something from there.

**Drop in Remote Math Help:** Open from 9am - 7pm Monday through Friday, 11am - 4pm Saturday, and 11am - 3pm Sunday; available at: <https://linnbenton.zoom.us/j/94627678411>

**Course Description and Objectives:** Math 98 is designed to prepare students for success in Math 105. Students whose degree or program requires Math 75, Math 95 or Math 111 should not take Math 98. Throughout this course you will develop critical thinking skills, gain number sense, build estimation skills and solve realistic problems. By focusing on relevance and context, you will learn to think algebraically, will understand basic statistics and will use data and functions in mathematical modelling. Upon completion of the course, you will be able to:

- Demonstrate knowledge of numerical skills in a variety of contexts based on the course objectives.
- Interpret and communicate statistical and mathematical concepts using a variety of graphical and computational methods.
- Apply algebraic skills and reasoning to solve problems based on the course objectives.
- Identify properties of a function and create mathematical models.

### **Materials Needed:**

- A device, with a webcam, to access the Internet. This can be a tablet, laptop or phone (not the best choice, but whatever works). LBCC may have laptops to check out if you do not have one.

- Access to the Internet.
- A virtual folder in Google Drive for your assignments. (I will create it and share it with you.)
- You do NOT need to purchase a packet this term.
- A calculator: you can use the one on your device if you don't have one.
- Other: A good attitude! This class was not originally planned for a virtual environment, but we are making it work. You can expect some references in our worksheets to still refer to an in-person class environment.
  
- **Enroll in the Class Software: MyOpenMath**
  - a. Go to [www.myopenmath.com](http://www.myopenmath.com)
  - b. Click on "Register as a New Student"
  - c. Enter a username, I recommend using your student ID number
  - d. Choose and confirm a password, one you will not forget
  - e. Enter your first and last names, and your e-mail address
  - f. Enter the Course ID: 106472
  - g. Enter the Enrollment Key: MTH98SP21

**What does a typical week include?**

Twice a week, by midnight, an **online homework assignment** is due.

And once a week, your **reflections** from the previous week will be due.

The **calendar** in **My Open Math** is the best way to keep track of these assignments.

**What will I be graded on and how often?**

- Notebooks: 20%, submitted periodically during the term
- Online Homework: 20%, submitted twice a week

- Online Reflections: 10%, submitted once a week
- Big Idea Projects: 15%, submitted three times during the term
- Tests: 35%, submitted three times during the term
- Letter grades will be based on your weighted average of the above.

#### **Some grading details**

**Notebooks:** Notebooks will be “graded” periodically throughout the class. I will tell you which activities to turn in and by when. You may also be responsible for correcting your own work, and submitting that as well.

**Online Homework:** Every couple days, you will have homework problems due through our online platform MyOpenMath. This gives you a chance to immediately reflect on your learning and understanding.

**Online Reflections:** Research indicates that one of the best things you can do to increase your learning is to write about it. Reflective Writing entries are graded using the following criteria:

- Completeness (all the questions for a particular entry are addressed).
- The level of insight and reflection (evidence that your response is thoughtful, and you took time on it).
- That support is provided for the observations and conclusions you make; and
- The extent to which relevant course content (from class and elsewhere) is integrated into the entries.

**Big Idea Projects and Summaries:** Each assignment will have a description and a grading rubric. This helps you identify your goal for the grade you want to earn.

**Tests:** Tests will be a proctored, online experience. You may use one page of notes. The test will be accessed through a link in Moodle, and we will have a practice session on doing that before an actual test.

**This feels different from other math classes...**

~~This course is taught through group work using group activities. This is likely different than any other class you've taken, and you may not know what behaviors are most effective and appropriate. Read the list below carefully and revisit it often during the term. Practice the Effective and Appropriate Behaviors to get the most out of this class.~~

**(Not really applicable since we aren't going to be working in groups! but read through the suggestions below, as some of them are still relevant for individual work!)**

**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. Make your corrections using a different color font so you can refer back to them. 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 or answer key – 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.

**Where can I find resources to help me be successful?**

- Send me an e-mail! I'm available anytime.
- Use the online Math Help Desks! Located in Zoom at:  
<https://linnbenton.zoom.us/j/94627678411>
  - Open from 9am - 7pm Monday through Friday, 11am - 4pm Saturday and Sunday

**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](http://www.linnbenton.edu/cfar) for steps on how to apply for services or call 541-917-4789

