**MTH 98-Foundations for Contemporary Math**

**Summer 2019-CRN: 15615**

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Office WOH 103

Office Hours: MW 12:25-12:55

Class meets MW 1-2:50pm and Th 1-1:50pm in WOH 126

**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 the student will develop critical thinking skills, gain

number sense, build estimation skills and solve realistic problems. By focusing on relevance and

context, the student will learn to think algebraically, will understand basic statistics and will use

data and functions in mathematical modeling. Upon completion of the course, the student 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; and Identify properties of a function and create

mathematical models.

**Materials Needed:**

The Math 98 Course Packet, a calculator, internet access

Computers will be used regularly, specifically Google Sheets and Google Documents. Laptops can be signed out from the library or feel free to bring your own.

HW is through [www.myopenmath.com](http://www.myopenmath.com). The necessary information is:

Course ID: 50519, Course Name: Math98\_JB, Enrollment key: Math98

Tell me if you have trouble getting access.

Tests will be taken in RCH-111. Deadlines are 15 July, 8 August and 29 August.

Calculators on cell phones may be used in class, but cell phones are not allowed in the testing center.

**Grading:**

* Activities and participation: 15%
* Online Homework: 15%, submitted three times a week
* Online Reflections: 10%, submitted once a week
* Big Idea projects and Summaries: 30%, submitted three times during the term
* Tests: 30%, submitted three times during the term

Attendance is important. Three absences will receive a warning. Six absences will result in a drop of one letter grade in your final grade.

Letter grades will be based on your weighted average of the above.

**Some grading details**

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 you 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.

Activities and notebooks will be checked and graded every week.

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: For each test there will be a take-home portion and an in-class portion.

**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.*

**Effective and Appropriate Behaviors:**

Strive to be respectful of everyone in class.

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.

Ask questions.

**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 you 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.

**Tutoring is available in the Learning Center M-Th 9-5 in WH second level.**

Go to: http://linnbenton.edu/tutoring-center Follow the directions to sign up and make an appointment.

**Important Details**

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