

CASPER COLLEGE COURSE SYLLABUS
MATH 1000, Section 6, Problem Solving

SEMESTER/YEAR: Fall 2015

LECTURE HOURS: 3

CREDIT HOURS: 3

CLASS TIME: 1:00-1:50 PM

DAYS: MWTh

ROOM: PS 119

INSTRUCTOR'S NAME: Diane Ginsbach

INSTRUCTOR'S

CONTACT INFORMATION: **OFFICE PHONE:** 268-2866

EMAIL: ginsbach@caspercollege.edu

Academic Assistant: 268-2513

OFFICE #: PS 128

OFFICE HOURS:

Monday	10 - 10:50 AM
Tuesday	10 - 11:50 AM
Wednesday	10 - 10:50 AM
Thursday	10 - 10:50 AM
Friday	8 - 8:50 AM

or by appointment.

COURSE DESCRIPTION: Focuses on the strategies of problem solving. Topics in the course are taken from financial mathematics, set theory, logic, probability, statistics, and discrete mathematics and "just in time" algebra topics, such as exponents that are necessary to students in their success in this class and in their major.

PREREQUISITE: A "C" or better in MATH 0900; or an ACT score of 19 or better; or a COMPASS placement score in the Pre-Algebra domain of 45-100 or Algebra domain of 0-39, within the past year, or final cumulative high school GPA of 3.7 or better.

GOAL: For each student to have personal responsibility for attending and participating in class, completing homework, asking questions, passing tests, and succeeding in this class.

OUTCOMES:

1. Solve problems using critical thinking and creativity.
2. Use appropriate technology and information to conduct research.

COURSE OBJECTIVES: Students should:

1. Be able to apply simple financial formulas to solve problems involving compound interest, annuities, loans, etc.
2. Be able to use simple financial formulas to analyze problems that require financial decisions.
3. Be able to use the empirical, experimental, and subjective definitions of probability to do probability problems involving one event.
4. Be able to apply the laws of probability to analyze problems involving multiple events and expected value.
5. Be able to describe a data set using basic sample statistics and graphics.
6. Be able to construct an interval estimate from the normal distribution and understand it has a specified certainty of being correct.
7. Have a greater appreciation for the beauty, utility and significance of mathematics as a liberal art.

METHODOLOGY: I plan to teach this class with short lectures followed by examples and then interspersed with student/team activities. I would like to implement some small group work where appropriate. Please feel free to ask questions at **any** time. I encourage small group, math related discussions during the activities.

EVALUATION CRITERIA: Homework is assigned every class period in MyMathLab (online). These assignments will be worth 10 points per chapter(s). Always make sure and get your questions answered. There will be 10 point assignments/quizzes throughout the semester. There will be a ten point correction assignment for each test, due before the next exam. I will drop 1-2 ten point scores and the remaining will be added to your cumulative point total. Additionally, there will be at least two projects for points during the semester. These will not be dropped.

At the most there will be a test over each chapter with possibly some chapters split or combined (maximum of 5 chapter tests). They will be worth **approximately** 100 points each. There will be a comprehensive final exam (**Wednesday, Dec 16th, 8-10 AM**) worth at most 150 points. Grades are determined by the total points earned divided by the total points possible for the semester (90%+ A, 80-89% B, 70-79% C, 60-69% D, 59% and below F). **Keep track of your points throughout the semester** so you will always know your grade. Please let me know **ahead of time** if you are unable to make it to class for an exam. These need to be made up **before** the test date or at the latest BEFORE the next class period. See the attached sheet.

Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.

REQUIRED TEXTS, READINGS, MATERIALS: MyMathLab code (Course ID: ginsbach28913) and a calculator. A graphing calculator is strongly recommended. Optional book - Thinking Mathematically 6th edition by Blitzer, (isbn: 978-0-321-86732-2). Graphing calculators can be leased from the Math Learning Center.

LAST DATE TO CHANGE TO AUDIT STATUS OR TO WITHDRAW WITH A "W" GRADE: Thursday, November 12, 2015.

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

Chain of Command: If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

Academic Dishonesty: (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

Official Means of Communication: Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly. This is also, where you will find course evaluation links during course evaluation periods.

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college's Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

TENTATIVE SCHEDULE WITH COURSE CONTENT: We will cover most or part of Chapters 1, 8, 11, and 12 from the required text. We will cover at most 1 section each class period and homework will be assigned after each section.

My best suggestions for succeeding in this class are:

Attend class! ~ Complete the homework!! ~ Get your questions answered!!!

Remember the best ability anyone can have is respons"ability"! ☺