Math 1050-007, College Algebra
Fall 2024

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General Information

Class Meetings: MoTuWeFr from 11:50am - 12:40pm in FASB 295

Instructor: Tim Tribone Email: tim.tribone@utah.edu Office: JWB 328	LA: Evan Falconer Email: u1436402@utah.edu
	LA: Owen Koppe Email: u1353438@utah.edu
	LA: Kennedy Zhang Email: kennedy.zhang@hsc.utah.edu

To contact your instructor or LA please use University of Utah email or Canvas email.
*You can use the Canvas emailing system by clicking on **Inbox** on the left side menu.*

Textbook: The textbook for this course is available at no cost to you through our Canvas page.
Course Information: Math 1050 College Algebra is a 4 credit course.
Course Description: This course covers functions, inverses, and graphs; polynomial, rational, radical, exponential, and logarithmic functions; systems of equations and matrices; applications; arithmetic and geometric sequences and series.
Course Coordinator: Dalyana Guerra, LCB 207, d.guerra@utah.edu . Please inform your instructor of any problems you have with this course. Problems not satisfactorily resolved with your instructor should be brought to the attention of the Course Coordinator.

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Student Experience

How you take this course - the depth of engagement, and nature of effort - is largely your choice. Make this choice consciously in light of your academic goals.

Class Preparation: You are expected to come to class to learn the material. Repetitive exposure to the material will be helpful. If you are able to, I would suggest reading the action (or watching a lecture video) on the appropriate section *prior* to the class in which that material is discussed. After the class presentation, you should re-read the material and work through all of the assigned problems.

The *only* way to learn mathematics is to *do* mathematics.

- You should work out and carefully write up all of the assigned exercises. A small portion of each lecture and most of the recitation will be devoted to discussing these problems and others. You must fully complete each problem, plus any additional problems that you need to further your own understanding of the material.
- Ask questions. If something is not completely clear, ask about it in lecture, in **HW Workshop** or at the Math Center as soon as possible. Don't hesitate to bring questions to your course instructor or LA during office hours or **HW Workshop**.
- Stay caught up. Math concepts build on each other cumulatively and you need to stay on top of the material at every stage. If you are having difficulty, don't expect that the problem will take care of itself and disappear later. Contact your course instructor or your LA immediately and discuss the problem.

Attendance and Participation: You are expected to attend and participate in class. This course will involve small group problem solving, class discussion, and lecture. Your success will be limited without full attendance and participation. **Daily Check-Ins** will be administered during each class to check Attendance - these do count towards your final grade. More information on Daily Check -Ins will be described in the *Assessments* part of the Syllabus. If you are not able to come to class, I post completed notes from class and we do offer flexible policies for this - see the *Absences* part of the Syllabus for more information.

Email Accessibility: I want to provide many opportunities for everyone to be able to seek the help they need throughout the semester. If you feel comfortable doing so, I encourage you all to ask questions in class. Participating in class not only helps you but it also helps your fellow classmates. You will also have the support of your LA. Please email me or contact me through Canvas email. You can use the Canvas emailing system by clicking on ***Inbox*** on the left side menu. My email policy for this class is the following:

Resources for Help

Office hours: Announced the second week of classes. Times and location will be posted on Canvas.

HW Workshops: There will be hour-long workshops for students to work on and discuss homework problems. These will be led by our LA(s). They will be offering two homework workshops each week. More information on when these will be announced the second week of classes. You can earn extra credit in the course by attending these workshops - more information can be found in the Extra Credit section of this syllabus.

Additional Resources:
Tutoring Center & Computer Lab- There is free tutoring in the T. Benny Rushing Mathematics Student Center (room 155, the lower level/basement between JWB and LCB), as well as a computer lab. For more information, see Math Center at LCB

Private Tutoring- Learning Center Learning Center.

Departmental Videos- The math department has a full set of lecture videos which you are welcome to use to supplement our course material. These can be found at Math 1050 Lecture Videos

Online Course Components

Canvas: All course information and grades will be posted on Canvas. Please check Canvas regularly to ensure your grades have been recorded correctly. **You must bring clerical errors to our attention within one week of the date an assignment was returned. No changes will be made after this time.** You should be checking your emails and Canvas on a daily basis. Major announcements will be communicated through Canvas and you are expected to be up to date with any announcement relating to assignments, class, etc.

Gradescope: Quizzes and Exams will be done on paper in class but later scanned into gradescope by the instructor. **Regrade requests (in gradescope, not email) must be lodged in a timely fashion within a week of grade posting. For the Final Exam, this window of time is shorter.** Regrade requests may involve creating an argument for why you deserve more points. All regrade requests will be considered but should be based on the facts of the problem, the rubric employed, and the work given on the page of the exam, but not what you intended to write, or thought, or any other excuses. The goal of grading is to fairly apply a grading procedure to every student, so a regrade request may result in an increase, decrease, or no change in score.

Piazza : We will be using an online platform called Piazza for our class. This platform will be used for asking and answering any questions relating to the course. **Please do NOT use standard emails to ask math questions.** If you have a math related question, please ask it on Piazza. Using Piazza allows all of us to use standard mathematical symbols to better illustrate math concepts. **The sign-up link is on Canvas under the Fall Week 1 page.**

Some things to keep in mind about Piazza:

- You can ask questions **anonymously to the whole class**. This means that if you post a question to the whole class, your classmates will be able to answer as well. This increases the chance of getting multiple replies sooner than just relying on me or one of your LAs. Alternatively, you can also just ask a question privately to me or your LA(s).
- You may not post any questions about solutions to exam problems. If you have a question regarding a problem on an exam, please only send the question to me or email me privately using Canvas email.
- When posting a question, you can add mathematical symbols by clicking on f(x) , this will show a variety of symbols that you can use when typing your questions. You can also attach pictures and PDF's of your work.

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Assessments

Formative Assessments

Tools that monitor student learning and provide ongoing feedback.

Homework: Homework is done online through Canvas. (We use the IMathAs platform.) Students are encouraged to start homework the day that material is covered in class. Students are encouraged to start HW promptly, seek help when stuck, and work together when doing homework (in such a way that all are learning mathematics.) Students may submit HW late for 80% credit.

Check - Ins : There will be a check-in survey at the end of class on days when there are no quizzes or exams. You must attend class to take the check-in. At the end of the semester, 20% of the check-in grades will be dropped.

Quizzes: There will be a weekly quiz given in class. The quiz will take around 10-15 minutes to complete. There are a total of 10 quizzes. The quiz will test your knowledge from the content covered in class. The lowest two quiz scores will be dropped at the end of the semester. There are no makeup quizzes allowed - if you are absent from class, you may drop that quiz.

Summative Assessments

These are evaluations of student learning that demonstrates mastery in performing mathematical skill, problem solving, and reasoning.

Midterm Exams: Three 50 minute midterm exams will be given on select days. You will have the whole class period to complete the exam. **Dates of the midterm exams will be:**

Exam 1: Friday, September 20th	**Exam 2: Friday, November 1st**	**Exam 3: Tuesday, December 3rd**

Final Exam: A two-hour cumulative exam will be given. This Final will cover all the material of the course. ***Please do not schedule any traveling before the date below. You are expected to show up in person to the Common Final Exam.***

Final Exam Details:
Date: Monday, 12/9
Time: 1-3PM
Location: Will be announced in class closer to the date

Calculators: **Calculators will not be allowed on exams.** They may be used on homework, but you should still write out the details of your computation. It is in your best interest not to become too dependent on your calculator since they will not be allowed on written assessments.

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Grading

Type of Assessment	Assignment Category	Contribution to Grade	Adjustments (all drops are made at the end of the semester)
Formative Assessments	Homework	15%	Lowest two homework scores are dropped. Late HW will be accepted for 80% credit.
	Weekly Quizzes	15%	Lowest two quiz scores are dropped
	Daily Check-Ins	5%	Lowest 20% dropped
Summative Assessments	Three Midterm Exams	45% (15% each)	Your Final Exam Score can replace your lowest midterm score (as long as it's higher).
	Final Exam	20%	Not applicable

Your final letter grade will be determined as follows:

Range	Letter	Range	Letter	Range	Letter
93-100	A	77-79	C+	60-62	D-
90-92	A-	73-76	C	0-59	E
87-89	B+	70-72	C-		
83-86	B	67-69	D+		
80-82	B-	63-66	D		

The instructor retains the right to modify this grading scheme during the course of the semester; students will, of course, be well notified of any adjustments.

Absences

Students with University excused absences (band, debate, student government, intercollegiate athletics) should make alternate arrangements with me as soon as possible if the absence interferes with any course components.

There will be no makeup quizzes or exams offered in this class and please do not ask for extensions on Homework assignments. This course is designed to provide flexibility in other ways:

- ➢ You have the option to turn in HW late for 80% credit. The lowest two homeworks are dropped at the end of the semester.
- ➢ Two lowest quiz scores are dropped.
- ➢ Lowest 20% of check-ins are dropped.
- ➢ Your lowest midterm score may be replaced by a higher final exam grade.

If there are extenuating circumstances, please contact me in a timely way to discuss alternatives. If the situation is one that can be documented, you may be asked to provide documentation.

Extra Credit

You can earn extra credit in this course by doing one or more practices that contribute to your learning and success in this and future courses. Here's how it works (I will also explain all of this in class):

Meeting with our LA(s) during HW Workshops or Exam Review Sessions. We will keep track of attendance.	If you attend and actively participate in at least 7 sessions of homework workshop: you can earn 1 percentage point toward your overall grade.	If you attend and actively participate in at least 14 sessions of homework workshop: you can earn 2 percentage points toward your overall grade.
Meeting with Tim in Office Hours I will keep track of attendance	If you attend and actively participate in at least 8 sessions of office hours: you can earn 1 percentage point toward your overall grade.	
Reviewing your graded feedback on Quizzes or Exams For this, you will complete "assessment reviews" which are worksheets where you reflect on your studying strategies and identify the mistakes you made on exams and quizzes.	If you complete at least 6 assessment reviews for quizzes and 2 assessment reviews for exams (so for two out of the three exams): you can earn 1 percentage point toward your overall grade.	If you complete at least 7 assessment reviews for quizzes and 3 assessment reviews for each exam: you can earn 2 percentage points toward your overall grade.

Additional Information on Extra Credit:

- ★ **You can only earn a maximum of 2% extra credit.**
- ★ **You can combine categories of extra credit that earn you 1% each to earn a total of 2%. Here are the ways you can combine categories to earn you 2% extra credit:**
  - **If a student attends 7 HW Workshops AND completes 6 assessment reviews for quizzes and 2 assessment reviews for exams, then this student can earn 2% extra credit towards their final grade at the end of the semester.**
  - **If a student attends 7 HW Workshops AND 8 sessions of office hours,then this student can earn 2% extra credit towards their final grade at the end of the semester.**
  - **If a student 8 sessions of office hours AND completes 6 assessment reviews for quizzes and 2 assessment reviews for exams, then this student can earn 2% extra credit towards their final grade at the end of the semester.**

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Class Schedule and Important Dates

Official Drop/Withdraw Dates: The last day to drop classes is Friday, 8/30; the last day to withdraw from this class is Friday, 10/18. Please check the academic calendar for more information pertaining to dropping and withdrawing from a course. Withdrawing from a course and other matters of registration are the student's responsibility.

Tentative Schedule (Subject to change)

Week	Schedule Notes	Sections Covered	Assessments that week
1 (8/19-8/23)	*Last Day to Add/Drop a class without the instructor's permission is on Fri 8/23*	1.1-1.3	Syllabus Quiz
2 (8/26-8/30)	*Last Day to Add/Drop a class with the instructor's permission is on Fri 8/30*	1.3-1.5	Quiz 1
3 (9/3-9/6)	*Labor Day Holiday: Mon 9/2 (no classes)*	2.1-2.3	Quiz 2
4 (9/9-9/13)		2.4-2.5	Quiz 3
5 (9/16-9/20)		Catch Up & Review for Exam 1	Exam 1 on Friday 9/20
6 (9/23-9/27)		3.1-3.2	Quiz 4
7 (9/30-10/4)	*Fall Break : 10/5-10/13*	3.3-3.4	Quiz 5
8 (10/14-10/18)	*Last Day to Withdraw from a course is Friday 10/18*	4.1-4.3	Quiz 6
9 (10/21-10/25)		4.4-4.5	Quiz 7
10 (10/28-11/1)		Catch Up & Review for Exam 2	Exam 2 on Friday 11/1
11 (11/4-11/8)		6.2-6.3	Quiz 8
12 (11/11-11/15)		6.4-6.5	Quiz 9
13 (11/18-11/22)		7.1-7.2	Quiz 10
14 (11/25-11/27)	*Thanksgiving Break: 11/28-12/1*	Catch Up & Review for Exam 3	None this week
15 (12/2-12/5)	*Last Day of Classes: Thur 12/5 Reading Day: Fri 12/6 (no classes/labs scheduled on Reading Day, this is just a day for studying)*	Review for the Final Exam	Exam 3 on Tue 12/3

Finals Week (12/9-12/13)	**Math 1050 Final Exam Details:** **Date: Monday, 12/9** **Time: 1-3PM** **Location: Will be announced in class closer to the date**

Expected Learning Outcomes

At the end of the semester, students should be able to master the following skills:

1. Sketch the graphs of quadratic and cubic polynomials, rational, radical, exponential, logarithmic, and piecewise functions with or without transformations. Be able to identify important points such as x- and y-intercepts, maximum or minimum values; domain and range; and any symmetry.
2. Given the graph of a function, be able to identify the domain, range, any asymptotes and/or symmetry, x- and y-intercepts, as well as find a rule for the function if it is obtained from a standard function through transformations.
3. Perform composition of functions and operations on functions
4. Find the inverse of a function algebraically and graphically.
5. For polynomial, rational exponential and logarithmic functions, identify the x-intercepts, asymptotes, end behavior and domain from algebraic and graphic representations. Convert back and forth between algebraic, graphical and verbal representations.
6. Solve polynomial, rational, exponential, and logarithmic equations and inequalities.
7. Represent and interpret physical world situations using exponential and logarithmic functions.
8. Define i as the square root of -1 and know the complex arithmetic necessary for solving quadratic equations with complex roots.
9. Perform matrix arithmetic computations.
10. Solve systems of linear and non-linear equations in two or three variables, including the use of Gaussian elimination and matrix inverses in the linear case.
11. Understand sequences and be able to differentiate between geometric, arithmetic and others such as Fibonacci-type sequences, giving direct formulas where available or a numeric representation.
12. Understand series notation and know how to compute sums of finite arithmetic and finite and infinite geometric series.

Additional Policies and Resources

COVID Statement: The COVID-19 guidelines for the University of Utah are adapted often due to the ever-changing status of the pandemic. For the most up-to-date information regarding the campus guidelines,visit https://coronavirus.utah.edu.

Student Etiquette

Respectful participation in all aspects of the course will make our time together productive and engaging. Lectures, discussion threads, emails and canvas are all considered equivalent to classrooms and student behavior within those environments shall conform to the student code.

Emails: When emailing your Instructor and Teaching Team keep a professional tone (e.g. Use a

descriptive subject line, avoid "Hey" and begin the e-mail with Dear Tim. Sign your message with your name and return email address. Please consult this page for tips on how to write appropriate professional emails: https://academicpositions.com/career-advice/how-to-email-a-professor

ACADEMIC CODE OF CONDUCT

Students are encouraged to review the Student Code for the University of Utah: https://regulations.utah.edu/academics/6-400.php. In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating. A student who engages in academic misconduct as defined in Part I.B. may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.

Plagiarism and Academic Integrity: Academic integrity means that scholars, including students, conduct their work ethically. This includes taking credit only for work they themselves perform. Violations of academic integrity undermine the principle of fairness, devalue your degree, and leave you underprepared for applying what you have been taught. In this way, it defrauds you, your classmates, the university, and the people you will serve with your education after graduation. It includes cheating on tests and other assessments, collaborating on projects when not permitted to, presenting other people's work as yours (whether they agree to that), and more. Plagiarism is a serious offense against academic integrity that could result in failure for the test or paper, failure for the course, and expulsion from the university. Plagiarism usually involves passing off the work, words, or ideas of others as your own without giving proper credit.

Privacy Policy: FERPA, the federal law that guards student privacy, prohibits me from discussing your performance in this class with anyone except you without your permission, which must be on file with the university, not simply told to me. To ensure compliance with this law, send email with a university email address or via Canvas mail.

Out of respect for the privacy of your classmates, do not record or screenshot any part of this class for use outside of this class, even if you omit identifying information about the speaker or poster. You may not circulate or share images, clips, or other course materials with individuals who are not enrolled in this class. Doing so is a serious violation of our class ethical code and will result in a charge of academic misconduct.

Inclusivity Statement: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, and veteran status, and other unique identities. gender, sexuality, disability, age, socioeconomic status, ethnicity, race, culture, and other unique identities. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for

you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Discrimination and Harassment: If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or Office of the Dean of Students, 270 Union Building, 801-581-7066. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS). Please see Student Bill of Rights, section E http://regulations.utah.edu/academics/6-400.php. I will listen and believe you if someone is threatening you.

Names/Pronouns. Canvas allows students to change the name that is displayed AND allows them to add their pronouns to their Canvas name. Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account, which can be managed at any time). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the office of Student Affairs: https://studentaffairs.utah.edu/health_wellness.php

English Language Learners. If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (http://writingcenter.utah.edu/); the English Language Institute (http://continue.utah.edu/eli/). Please let me know if there is any additional support you would like to discuss for this class.

Undocumented Student Support. Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.

Veterans Center. If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: http://veteranscenter.utah.edu/. Please also let me know if you need any additional support in this class for any reason.

Wellness Statement. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

Student Success Advocates: The mission of Student Success Advocates is to support students in making the most of their University of Utah experience (ssa.utah.edu). They can assist with mentoring, resources, etc. Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact a Student Success Advocate for support (https://ssc.utah.edu/).

The Americans with Disabilities Act:
The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Building, 801-581-5020. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability & Access.

Addressing Sexual Misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted on the basis of your sex, including sexual orientation or gender identity/expression, you are encouraged to report it to the University's Title IX Coordinator; Director, Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or to the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to police, contact the Department of Public Safety, 801-585-2677(COPS).

Campus Safety: The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu

University Counseling Center The University Counseling Center (UCC) provides developmental, preventive, and therapeutic services and programs that promote the intellectual, emotional, cultural, and social development of University of Utah students. They advocate a philosophy of acceptance, compassion, and support for those they serve, as well as for each other. They aspire to respect cultural, individual and role differences as they continually work toward creating a safe and affirming climate for individuals of all ages, cultures, ethnicities, genders, gender identities, languages, mental and physical abilities, national origins, races, religions, sexual orientations, sizes and socioeconomic statuses. More information about the counseling center, including ways to contact them, can be found here: https://counselingcenter.utah.edu/.

The Office of the Dean of Students The Office of the Dean of Students is dedicated to being a resource to students through support, advocacy, involvement, and accountability. It serves as a support for students facing challenges to their success as students, and assists with the interpretation of University policy and regulations. Please consider reaching out to the Office of Dean of Students for any questions, issues and concerns. 200 South Central Campus Dr., Suite 270. Monday-Friday 8 am-5 pm. Their phone number is 801-582-7066.

Syllabus subject to change: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas.