

Middle Tennessee State University

New Course Request

Proposal Form

Approved: _____
 U. S. DEPARTMENT OF EDUCATION
 For Office Use Only

Instructor: _____

Faculty Initiating: _____ Date: October 30, 2014

Department: _____

Course Subject: _____

Course Title: _____

Abbreviated Title for Catalog: Support for College Algebra

Effective Semester: FALL 2015 Expected Semester Enrollment: _____

Credit Hours: 2 Lecture Hours: 2 Laboratory Hours: 0

Prerequisites: _____
 Corequisites: MATH 1111

Program Description of the Course

MATH 0999 - Support for College Algebra
 Credit: 2 hours
 Corequisite: MATH 1111
 This course is designed to support students who are struggling with MATH 1111 as well as the essential quantitative skills required for success in MATH 1111.
 Lecture/Lab hours: 2.0 hours per week

Mary Joyce Wolfe 11/15/14
 Faculty Member Assistant VP for Academic Planning & Policy

Barry A. McKee 3-26-15
 Chair Academic VP of Academic Affairs

Karl Hill 2/26/15
 Dean Chair Academic Planning Committee

Course Student Learning Outcomes (see attached) since text no longer for this course.

Course Placement in the Curriculum: Students are placed in this course by test score and must complete this course before enrolling in MATH 105 as a prerequisite.

Rationale:
Explanation:
Does it include electives, must be taken for graduation?
This course is part of the new IISG Learning Support program created to help prepare students for MATH 105, the current MATH 105, specifically preparing STEM students in the program.

Mode of Delivery: Traditional
Does this course have a co-requisite?
If yes, which one? MATH 105
Is this course a non-traditional program? No
Note: If no, the course must indicate that the course is non-traditional for the program.

Is this course a pre-requisite for any other course?
If yes, provide the name of at least one course. All mathematics courses are pre-requisites for this course.

Are any special course fees associated with this course?
If yes, explain the need for fees.
Note: All fees are subject to an approval process by the Board of Regents prior to implementation.

What additional resources are needed to teach this course? Check all that apply.

- Faculty
- Equipment
- Technology
- Space
- Library

Provide description of and justification for additional resources required for Learning Support resources.

Please provide a general synopsis to this course, including course outcomes, texts, course requirements, assignments, and weekly schedule of topics.

Syllabus: Copy of College Algebra

Math 1111

Course Description

Corequisite: MATH 1111

This course is designed to support a student taking MATH 1111 with just-in-time access. It is a course that is studied in MATH 1111. The course is needed to be successful in MATH 1111.

This course is required for STEM majors and is used in Learning Support materials.

Instructor Information

Instructor's Name:
Instructor's Office:
Instructor's Phone:
Instructor's Email:
Office Hours:

Course Materials

Textbook:
An access code to this textbook is provided.

Course Objectives

The objective of this class is to pass MATH 1111 with at least a grade of "C".

Attendance

Attendance in our class will directly affect your grades. Like with all class courses, there will be no excused absences. If you are absent, you are responsible for all assignments, assignments, and class presentations. Students who miss more than 2 weeks for class meetings will be assigned a grade of F due to lack of attendance. If a student misses any portion of a class, the professor reserves the right to count the student absent for the entire class duration.

Class Participation

You are expected to be an active participant in class.

How You Will be Graded

Course performance will be calculated according to the following procedure;

Item:	Max. points	How points determined
Attendance/Participation	30	10 weeks * 2 = 20 2 points for each meeting is a total of 60 points
Grade in Math 1101	30	A = 30 points B = 30 points C = 20 points D or E = 0 points

Grade	Points
A	90 - 100
B	80 - 89
C	70 - 79
F	Below 70

Learning Support Requirements

Students exit Learning Support by successfully completing MATH 1114 with a grade of at least "C"

Learning Outcomes

1. Express relationships using the number line, coordinate plane, verbal, graphical, graphical and symbolic means to analyze a function.
2. Model situations from a variety of settings by using polynomial, exponential, logarithmic functions.
3. Manipulate mathematical information, concepts, and the graphical representation of functions to solve a variety of problems which involve polynomial, exponential or logarithmic functions.
4. Apply a variety of problem-solving strategies, including verbal and graphical techniques, to solve multiple-step problems involving linear, quadratic, logarithmic equations and inequalities, systems of linear equations, and systems of inequalities.
5. Shift among the verbal, numerical, graphical, and symbolic representations of functions.
6. Use appropriate technology in the creation, analysis and synthesis of interactive problem-solving situations.

Tutoring and Supplemental

The Department of Mathematics offers a tutoring program through the MARC Mathematics Learning Resource Center (Mathematics building Room 104/105). Students are encouraged to schedule a tutoring session with a tutor twice a week. Students wishing to inquire about an appointment should contact the MARC Tutoring Center at 478-525-2121. The center is open from 8:00 a.m. to 5:00 p.m. Monday through Friday. Students who are enrolled in a course that uses a math program as part of the course (e.g. MyLab Math, Aplia, etc.) are encouraged to use the