

Hello math 1010 instructors,

Welcome to Fall Semester, 2009. I am excited to have you part of our team at SLCC. My name is Zeph Smith and I am a member of the math department here at SLCC. I am the coordinator for math 1010 for the 09/10 academic year and have been working on the task of adopting a new textbook for the next few years. There is now an updated syllabus, course calendar, homework list and 3 new projects created for math 1010. I have placed these items on the following site:

<http://rwdacad01.slcc.edu/academics/dept/math/zsmith/math1010f09stmat.htm>.

As a general education class, Math 1010 needs to provide students with the opportunity to participate in group communication. Therefore each student taking math 1010 is required to complete at least 2 group projects. I providing these 3 projects to you and I also encourage you to develop project ideas of your own. If you do create your own projects, I would appreciate if you send me a copy so I can create a database of projects for teachers to have access to. Remind students that they all have e-mail through SLCC, so they can discuss ideas electronically if they are having a hard time meeting with their group members outside of class.

Project #1 is on linear modeling and graphically making a guess on the best fit. It is best covered towards the end of chapter 2.

Project #2 concerns linear programming. Our department has noticed that students struggle on graphing multiple linear inequalities, so this project is an attempt to aid in their understanding. It is best covered towards the end of chapter 4.

Project #3 is on quadratic data fitting and finding the maximum of a parabola. This is best covered towards the end of chapter 8. This is also an attempt to correct a deficiency from a study we did on a past final.

Next, I have created different online environments for you use. Many faculty members have moved to having students do homework online. The platform we use with the new book is still MyMathLab (MML), so many of you already know how to use it. I have created three courses for you to copy/use. I will start with the easiest:

slcc11836 is a course that is designed for those instructors that do not do online homework. It is available for your students to register into and have access to the eBook, sample tests, practice homework, multimedia like PowerPoint's and animations, tools for success and study plans. This is the material that the student purchases with the book and this course gives you the ability to allow your students to use this material. This course can be copied and personalized, but it is designed to be available for students to use. It will also not be managed by faculty members, so do not use it if you intend on tracking what your students do online in MML. Instead, copy this or one of the following.

smith24161 is a course that is designed for you to copy. It is not open for students to register into. It includes all of the homework and quizzes that are used for our fully online class, but no due dates set. This is the work we ask that you use if you do not assign the book homework. The quizzes happen after each section and are different homework problems that do not have any of the help features available. We have found that students many times will mimic instead of learn if they always have access to the help features, so we created the quizzes to more simulate a testing environment. I have left out the due dates for the homework and quizzes in this course to allow you the flexibility to create your own system within the coursework we recommend.

smith44769 is the course I have developed for my own classes. It is also for copy only. It has all of the homework and quizzes and also the due dates set. The due dates are in a PDF format within the course itself. It does have some changes to the homework. In my experience, my students do the best if they work on the homework from a given section before they learn about the next session, though I don't expect that they can finish all of it without getting some questions answered. What I have done to try to enable this is to break up each homework assignment into an A and B part. The A part is due before the next lecture, and the B part is due after they have had time to ask questions and make corrections. I noticed a big jump in the understanding my students displayed last semester using this approach. The quizzes are made due weekly, on Sunday, so students have a chance to absorb the material a bit longer, and also to influence them being ready to go on Mondays.

I want to remind you that we have a grading policy as follows:

Tests: Must count at least 40% of the final grade

Final: Must count at least 25% of the final grade.

Other: Must count no more than 30% of the final grade. Other includes homework, quizzes, labs, etc...

Please determine if your grade distribution fits within these restrictions and make any necessary adjustments so that it does. This is an attempt to ensure a high standard of education throughout all of our classes in the math department, while still allowing for a measure of control for the instructor.

If you have any more questions, please let me know.

Thank you for your hard work and have a great semester!

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Math 1010 Course Coordinator

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