

Syllabus^{COURSE}

MTH 209
College Mathematics II



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Course Syllabus Updated 3/11/2009

Course Title:	MTH 209 College Mathematics II
Course Schedule:	03/23/2009 - 04/20/2009
Course Location/Times/Forum:	Fairfax Learning Center 6pm to 10pm*
Required Text:	Dugopolski, M. (2009). <i>Elementary and intermediate algebra</i> (3 rd ed.). New York: McGraw-Hill.
	Note: All required text materials can be found on the MTH 209 eSource course page. The eSource page can be accessed through the University of Phoenix Student and Faculty Web site at https://mycampus.phoenix.edu/
Electronic Resources:	ALEKS [®] System, the OLS, and a Web page I keep the syllabus and large resources stored for you: http://www.bikerjohn.com/classes/mth209_II/index.htm Bring some version of the textbook and example problem to class every week (along with note cards and blank paper). ALEKS [®] instructor's course code: DKVGG-EJ9VE
Instructor's Name:	John Ensworth
Telephone:	703-462-9658 (home), 703-618-6773 (cell)
University of Phoenix E-mail Address:	johnensworth@yahoo.com (for large attachments)
Alternative E-mail Address:	johnensworth@earthlink.net
Availability:	After class and by appointment (via phone Tue, Wed and Weekends or on Monday in person)

Welcome!

Mathematics, believe it or not, is the base level language of the universe and reality itself. If you learn how to think 'math' you'll see and understand the world around you all that better (including your checkbook and investments). I plan to make college algebra II as digestible and enjoyable as possible.

Since you are here, I can assume you've survived algebra I - Stick with it and keep that attitude positive!

Instructor Bio

I am currently the Senior Science Education Specialist at the Institute for Global Environmental Strategies which is a non-profit organization formed (among other things) to conduct independent reviews on all Earth and space science education products produced by or for NASA. (www.strategies.org) My position is the one responsible for directly conducting these reviews and yearly workshops at NASA centers and at the large education conferences (i.e. NSTA, NCTM) that introduce the products that pass on the criteria of scientific accuracy and classroom usability.

For the last decade I was a masters student and a PhD candidate in meteorology at the University of Oklahoma. I have earned undergraduate degrees in physics, astronomy, geography and meteorology with minors in math and computer science.

I became interested in astronomy in the 2nd grade and began to teach astronomy to cub scouts and boy scouts by the 5th grade. I began to work for the Arizona State University planetarium when Halley's Comet paid the inner solar system a visit in 1985-1986 and taught the astronomy labs, became head TA and eventually taught an astronomy class through the rest of the 80's (as an undergraduate). I have worked an internship at Steward Observatory, at the University of Arizona, Tucson, site testing for the placement of the Mt. Graham observatory complex. I've also observed at the 4-meter telescope at Kitt Peak, a 36" telescope at Kitt Peak, and at the Multi-Mirror Telescope at Mt. Whipple.

I've successfully run 49 astronomy nights for Norman residents and OU students and students and the public in Virginia and Maryland and have worked at the Oklahoma City Omniplex Planetarium for almost 10 years. I've taught astronomy for the college degree completion program at Mid-America Christian University (formerly Mid-America Bible College) for the last 3 years and am a member of the Oklahoma City Astronomy Club. I have also served an internship at NASA Goddard Space Flight Center.

In environmental science and related fields, I began to study meteorology and earth science in the 5th grade when my telescope got rained on during an freak night time desert thunderstorm. Convinced I could forecast better than the guys in Phoenix, I began to study the weather. In college I conducted the meteorological investigations for the placement (site testing) of the Mt. Graham Observatory complex and helped astronomers understand what makes stars twinkle (it is a blurring of the image caused by turbulence and density currents in the lower few hundred to a thousand feet in the atmosphere). I also worked on a project to trace the origin of air pollution in the Grand Canyon. As a graduate student I conducted field research on lightning, fine scale (time and space) rainfall variations, aided in a geographic study of rainfall and plant distributions by elevation at Black Mesa, OK, and chased tornadoes. I taught meteorology, earth system science and helped with environmental geography courses throughout the 1990's and into the 2000's. I keep the weather channel on enough at home to burn lines into the TV screen.

Mathematically, my areas of study require the highest levels of math out there (darn it) so I have to speak Algebra, calculus, trigonometry and the like as second, third, fourth and so forth languages. And, besides, math is FUN!

COURSE DESCRIPTION

This course continues the demonstration and examination of various basic algebra concepts that was begun in *MTH 208: College Mathematics I*. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

TOPICS AND OBJECTIVES

Exponents and Polynomials

- Identify a term, coefficient, factor, base, and exponent in an algebraic expression.
- Simplify expressions involving terms, coefficients, factors, bases, and exponents.
- Use the order of operations in algebraic expressions.
- Simplify polynomials.
- Demonstrate the distributive property for polynomials.
- Perform operations on polynomials using addition, subtraction, multiplication, and division.
- Apply scientific notation to real-world situations.

Factoring Polynomials

- Demonstrate that factoring a polynomial is the reverse of multiplying a polynomial.
- Use greatest common factor (GCF) to factor monomials out of quadratic trinomials.
- Factor single-variable polynomials by grouping.
- Factor quadratic trinomials.
- Factor multivariate polynomials by grouping.
- Factor differences of squares.
- Factor complete squares.
- Solve quadratic equations using the zero factor property.
- Apply the Pythagorean Theorem to real-life problems.

Rational Expressions and Equations

- Identify rational expressions.
- Identify restrictions on the variable in the denominator of a rational expression.
- Simplify rational expressions.
- Determine the least common denominator (LCD) to combine rational expressions.
- Perform operations on rational expressions.
- Solve rational equations.
- Apply rational equations and proportions to real-life problems.

Radical Expressions, Radical Equations, and the Quadratic Formula

- Simplify radical expressions.
- Perform operations with radical expressions.
- Solve radical equations.
- Solve a quadratic equation using the quadratic formula.
- Determine the number of solutions for a quadratic equation by using the discriminant.
- Solve word problems using quadratic equations.

Algebra Review

- Review all topics and objectives from Weeks One through Four.

Point Values for the Course Assignments

ASSIGNMENTS	DUE	POINTS
Individual (70%)		
Class Participation	All	15
Individual Exercises	W1 - W4	20
Quizzes in ALEKS®	W1 - W4	10
Learning Progress in ALEKS®	W1 - W4	10
Final Examination	W5	15
Learning Team (30%)		
Team Exercises	W2 - W5	30
Total		100

Course Changes

Please note that the instructor's assignments may vary from the original syllabus found on student web page. Assignments in this document take priority. While the reading assignments and learning objectives remain the same, some of the assignments in this syllabus have been customized for this particular section.

You may see the latest syllabus at:

http://www.bikerjohn.com/classes/mth209_II/index.htm

Grading Policies

All written work will be graded according to APA guidelines. Assessments of written assignments will be based on style, content and format, including such items as clarity of communication, sentence and paragraph construction, punctuation, spelling, and grammar. Written assignments should be submitted on Online Learning System Forums (OLS). *Assignments should be neatly typed and follow the guidelines of the individual assignment in terms of length and content.* All

work will be graded on a 100-point scale (see above). Grades will be assigned according to the following criteria:

A = Excellent performance. Work is exemplary and worthy of emulation by others. Student is in full attendance and constructively contributes to the learning environment.

B = Above average performance. All assignments are complete and exhibit a complete understanding and an ability to apply concepts.

C = Average performance. Student accomplishes only the minimum requirements. Oral and written communication is at an acceptable level for the class.

D = Demonstrates understanding at a minimum level. Work is minimally passing.

F = Work is not passing, characterized by incompleteness, lateness, unsatisfactory demonstration of understanding and application.

Grading Criteria

Papers are generally graded 70% for **Content** (includes response to assignment and length required as described in the syllabus and assignment rubrics), 15% for **Organization** (includes introduction, structure, theme development and summary/conclusion) and 15% for **Style and Mechanics** (including spelling, grammar and punctuation, readability and proper APA formatting).

Presentations are generally graded 50% for content, 20% for organization, 30% for appearance/readability/format/spelling/grammar.

Online Learning System Forums

We will have a set of Online Learning System forums available to us during this class. To access the forums, click on the **Go to class** link on your student website.

These web-based forums provide you with:

1. A common area solely for our class group (**Main forum**) where you can post questions between our on-campus workshop meetings;
2. A **Chat Room forum** which you can use for non-class interactions with classmates (be sure to honor the Student Code of Conduct in this, and every, forum!);
3. Electronic access to the course syllabus which will be used in this class (see the syllabus in the **Course Materials forum**);
4. Electronic venues for Learning Team meetings and team paper drafts to use as each team deems best (I will assign a specific **Learning Team forum** for each team's use during our first on-campus workshop meeting). Learning Team meetings should be documented here regardless of the mode students chose to actually meet; and
5. A personalized electronic drop-box – **Individual Forum** - for completed assignments. Students will not be able to see or access any private forum except the one created for him or her individually. Feedback will also be provided through this forum. *You are strongly encouraged to do your homework using Word, Excel with an Equation Editor if possible and submit it electronically. An alternative would be to do your work by hand on paper, but submit it electronically by scanning it into a PDF doc or jpg file. If NOTHING else works, you may turn in your homework in a paper format.*

There are no online attendance or participation requirements during this course. All attendance and participation activity will occur only during our on-campus workshop meetings. The forums exist to enhance our ability to communicate throughout the course.

If you have any questions about the class forums, please let me know during our on-campus class time or by posting your question(s) in the Main forum.

Late Assignments

Assignments are due by 11:59 p.m. on their due date and must be posted on the Online Learning System Forums. I will deduct points for assignments turned in late, at the rate of 5% per day for 7 days. Papers will not be accepted for a grade after 7 days. Papers will not be accepted after the last day of class. Similarly, I reserve the right to refuse to accept any late assignments, if we have not negotiated and mutually agreed upon an alternative submission date in advance of the due date.

Extra Electronic Resources

I'll supply PowerPoint, Adobe Acrobat (pdf), and HTML files of the presentation materials as well as many many worked problems in PDF documents to help you work most of the problems in the book (except homework problems).

These are located at: http://www.bikerjohn.com/classes/mth209_II/index.htm

I suggest bringing a laptop to class so you can view the example problem files OR that you print them and bring them to class (including week 1).

Preparation

Students are expected to do the required weekly learning in an independent manner. All assignments, *including readings*, are to be completed before submissions are due.

What to bring to class.

Bring a laptop with the example problems OR the example problems printed out. Also be ready to work from the textbook online OR printed out.

Bring blank paper to work problems in class.

Bring note cards to write down things you'll want to memorize. Bring some form of calculator.

Center for Mathematics Excellence

Look for the "Center for Mathematics Excellence" on your course rEsource page or under the "SERVICES" link on the left side of the page. There are a variety of services offered to help students improve their math skills. Live Online Tutoring is one service that is available for students enrolled in MTH/208 and MTH/209. Tutors are available from Monday through Friday starting at 2:00 p.m. to 11:00 p.m. Phoenix time and Saturday and Sunday from 10:00 a.m. to 11:00 p.m. Phoenix time. Online tutoring is also available for RES/341 students and RES/342 students Monday through Friday from 4:00 p.m. to 10:00 p.m. Phoenix time and Saturday and Sunday from 12:00 p.m. to 8:00 p.m. When live tutoring is not available, questions can be submitted at the Q&A Center. A faculty tutor will respond to questions within 24 hours. Please contact your Academic Counselor if you need further information.

Tutoring Assistance Program

Should you need any additional assistance for this course, please give me a "TAP" so that you can be more successful in my course. As soon as you notify me that you need additional assistance, I can provide you with the contact information for the CCC, Jay Familant. Jay

Familant will be able to pair you with a tutor. By participating in TAP you will be able to receive one-on-one tutoring with another faculty member who will be able to provide you with extra assistance.

Faculty Participation and Feedback

Just as we expect students to fulfill the requirements, as set out in this syllabus, there are a number of duties that University of Phoenix faculty are committed to performing in the courses that they facilitate. As a facilitator in this course, I will:

- Provide you with weekly written feedback on your assignments and in class participation within six days via OLS forum.
- Provide you with clear instructions regarding what is expected of you in this course
- Facilitate a 4-hour workshop each week of this course.
- Provide you with timely feedback to incorporate into your weekly learning. This feedback will note areas needing improvement and will suggest areas upon which you should focus.
- A gradebook with your cumulative grade will be provided for you via OLS forum by each workshop.
- Post final grades within six days after the last workshop.

Learning Teams

University of Phoenix students are expected to work effectively in diverse groups and teams to achieve tasks. They must collaborate and function well in team settings as both leaders and followers. They should respect human diversity and behave in a tolerant manner toward colleagues and peers.

Several of the assignments in this class will be completed in Learning Teams of three to five students. If you experience difficulties working with your team, you are expected to resolve them within the team if possible. However, please feel free to contact me for guidance if you have concerns in this area.

In order to create structure for your Learning Team, you will complete a Learning Team Charter.

Participation in the learning teams will be evaluated based on evaluations to be filled out and turned in throughout the class. You need to be honest with your teammates throughout the course and in completing the evaluations. One of the tasks you may be responsible for in your career is evaluating your subordinates, as such this is a good place to practice constructive criticism and praise.

After each Learning Team project, you will be asked to complete a Peer Evaluation to assess the contributions of each member of your Learning Team (including yourself). I will take these Peer Evaluations into account when assessing individual contributions to the Learning Team projects

Because Learning Team projects are outcome-based, all members of your Learning Team will generally earn the same grade for Learning Team projects. However, I reserve the right to report different grades for different Learning Team members if I see a substantial imbalance in individual contribution.

How Points and Percentages Equate to Grades

95-100	A	74-76	C
90-94	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	0-59	F

Week One

Exponents and Polynomials

- Identify a term, coefficient, factor, base, and exponent in an algebraic expression.
- Simplify expressions involving terms, coefficients, factors, bases, and exponents.
- Use the order of operations in algebraic expressions.
- Simplify polynomials.
- Demonstrate the distributive property for polynomials.
- Perform operations on polynomials using addition, subtraction, multiplication, and division.
- Apply scientific notation to real-world situations.

ASSIGNMENTS

† INDIVIDUAL

1. Read Chapter 4 in the text, *Elementary and Intermediate Algebra*.
2. Study the "CME Online Tutoring - Overview" Microsoft® PowerPoint® presentation, and the "CME Online Tutoring - Getting Started" document located in Week One on the MTH 209 [resource](#) page.
3. Study the "Introduction to ALEKS®" Microsoft® PowerPoint® presentation located in Week One on the MTH 209 [resource](#) page.
4. Equation Editor and Graphing Tutorials
 Become familiar with the Equation Editor and Excel® Graphing tools available for use in this course by selecting the *Equation Editor and Graphing Tutorials* link located on the MTH 209 [resource](#) page. These tools can be used to properly create equations for electronic submission of assignments.
5. Individual Exercises (due Week One)
 Complete the following exercises from Chapter 4 in the text:
 - a. Section 4.1: Exercises 50, 66, and 72
 - b. Section 4.2: Exercises 26, 40, 58, 68, 72, and 84
 - c. Section 4.3: Exercises 32, 48, and 64
 - d. Section 4.4: Exercises 16, 34, and 68
 - e. Section 4.5: Exercises 28, 40, and 52
 - f. Section 4.6: Exercises 48, 74, and 78
 - g. Section 4.7: Exercises 12, 24, 26, and 66
6. ALEKS® Registration
 - a. If you already have an ALEKS® account from MTH 208, change your ALEKS® account to MTH 209 and take the initial assessment. Then, complete the green pie slice (Review of Math 208) of your ALEKS® MyPie.
 - b. If you do not have an ALEKS® account, register in ALEKS® for MTH 209 and take the initial assessment along with completing the green pie slice (Review of Math 208) of your

ALEKS[®] MyPie. You will register in ALEKS[®] by first selecting the link titled *ALEKS[®]*. This link will be provided in each weekly *resource* page for MTH 209 and located in the Assessment section. This link will take you to the Running Start program in the Center for Mathematics Excellence (CME). Once you have landed on this page, select the *ALEKS for Math 208/209* link located on that page. You will then be taken directly into ALEKS[®] for registration. Be sure to review the “Introduction to ALEKS[®]” Microsoft[®] PowerPoint[®] presentation located in the *Materials* section of Week One on the MTH 209 *resource* page for additional information about ALEKS[®].

- c. After you have registered in ALEKS[®], enter your instructor’s course code: **DKVGG-EJ9VE**. If you do not enter your instructor’s course code upon registration, you may enter your instructor’s course code by clicking on the *Options* button on the red-brown menu bar and enter it there.
- d. ALEKS[®] access for MTH/208 and MTH/209 courses is for 15 weeks. If you have taken a break, or withdrawn from MTH/209 and are re-taking the course, you may find that your access has expired. You will be notified when you login and may be prompted to purchase additional access to ALEKS[®]. Please do not purchase ALEKS[®] access for your 5-week course, as this is provided by the University as part of your course. In order to have your access re-instated, please contact ALEKS[®] directly at support@aleks.com or call 714-245-7191.

7. Learning Progress in ALEKS[®]

Complete the blue pie slice (Exponents and Polynomials) of your ALEKS[®] MyPie. Refer to the “Introduction to ALEKS[®]” Microsoft[®] PowerPoint[®] presentation located in the *Materials* section of Week One on the MTH 209 *resource* page for additional information about ALEKS[®].

8. Quiz

Be prepared for an ALEKS[®] quiz.

▼ ▼ LEARNING TEAM

1. Review the objectives from Week One, and discuss additional insights and questions that may have arisen.
2. Team Exercises (due Week Two)

Complete the following exercises from Chapter 4 in the text:

- a. Section 4.2: Exercise 114
- b. Section 4.3: Exercises 94 and 98
- c. Section 4.4: Exercises 78 and 86
- d. Section 4.5: Exercise 98
- e. Section 4.6: Exercises 88 and 96
- f. Section 4.7: Exercise 88

Week Two

Factoring Polynomials

- Demonstrate that factoring a polynomial is the reverse of multiplying a polynomial.
- Use greatest common factor (GCF) to factor monomials out of quadratic trinomials.
- Factor single-variable polynomials by grouping.
- Factor quadratic trinomials.
- Factor multivariate polynomials by grouping.
- Factor differences of squares.
- Factor complete squares.
- Solve quadratic equations using the zero factor property.
- Apply the Pythagorean Theorem to real-life problems.

ASSIGNMENTS

† INDIVIDUAL

1. Read Chapter 5 in the text.
2. Individual Exercises (due Week Two)

Complete the following exercises from Chapter 5 in the text:

- a. Section 5.1: Exercises 40, 68, and 72
 - b. Section 5.2: Exercises 16, 62, and 80
 - c. Section 5.3: Exercises 58, 64, and 102
 - d. Section 5.4: Exercises 18, 26, 38, and 88
 - e. Section 5.5: Exercises 36, 44, 66, 72, and 82
 - f. Section 5.6: Exercises 18, 32, 54, 58, 66, 98, 100, and 104
3. Learning Progress in ALEKS®
Complete the red pie slice (Factoring) of your ALEKS® MyPie. Refer to the “Introduction to ALEKS®” Microsoft® PowerPoint® presentation located in the *Materials* section of Week One on the MTH 209 [resource](#) page for additional information about ALEKS®.
 4. Quiz
Be prepared for an ALEKS® quiz.

✓✓ LEARNING TEAM

1. Review the objectives from Week Two, and discuss additional insights and questions that may have arisen.
2. Team Exercises (due Week Three)
Complete the following exercises from Chapter 5 in the text:
 - a. Section 5.1: Exercises 94 and 96
 - b. Section 5.2: Exercise 100

- c. Section 5.3: Exercise 110
- d. Section 5.4: Exercise 106
- e. Section 5.5: Exercise 112
- f. Section 5.6: Exercises 74 and 92

Week Three

Rational Expressions and Equations

- Identify rational expressions.
- Identify restrictions on the variable in the denominator of a rational expression.
- Simplify rational expressions.
- Determine the least common denominator (LCD) to combine rational expressions.
- Perform operations on rational expressions.
- Solve rational equations.
- Apply rational equations and proportions to real-life problems.

ASSIGNMENTS

† INDIVIDUAL

1. Read Chapter 6 in the text.
2. Individual Exercises (due Week Three)

Complete the following exercises from Chapter 6 in the text:

- a. Section 6.1: Exercises 18, 44, 92, and 102
 - b. Section 6.2: Exercises 24, 70, and 76
 - c. Section 6.3: Exercises 20 and 66
 - d. Section 6.4: Exercises 8, 28, 40, 56, and 62
 - e. Section 6.5: Exercises 52 and 58
 - f. Section 6.6: Exercises 30, 42, and 50
3. Learning Progress in ALEKS®
 Complete the purple pie slice (Rational Expressions and Equations) of your ALEKS® MyPie. Refer to the “Introduction to ALEKS®” Microsoft® PowerPoint® presentation located in the *Materials* section of Week One on the MTH 209 [eSource](#) page for additional information about ALEKS®.
 4. “College Algebra II – Using Math to Plan a Community Fair” Simulation
 Review the Simulation, “College Algebra II – Using Math to Plan a Community Fair” located on your MTH 209 [eSource](#) course Web page for Week Three. Please note that no points have been assigned to this activity. Instead, this simulation has been provided to help clarify mathematical concepts.
 5. Quiz
 Be prepared for an ALEKS® quiz.

∨ ∨ LEARNING TEAM

1. Review the objectives from Week Three, and discuss additional insights and questions that may have arisen.

2. Team Exercises (due Week Four)

Complete the following exercises from Chapter 6 in the text:

- a. Section 6.1: Exercise 120
- b. Section 6.2: Exercise 82
- c. Section 6.4: Exercise 90
- d. Section 6.5: Exercise 64
- e. Section 6.6: Exercise 68
- f. Section 6.7: Exercises 30, 46, 50, and 62
- g. Section 6.8: Exercises 36, 54, and 64

Week Four

Radical Expressions, Radical Equations, and the Quadratic Formula


- Simplify radical expressions.
- Perform operations with radical expressions.
- Solve radical equations.
- Solve a quadratic equation using the quadratic formula.
- Determine the number of solutions for a quadratic equation by using the discriminant.
- Solve word problems using quadratic equations.

ASSIGNMENTS

† INDIVIDUAL

1. Read the following sections from Chapter 9 in the text:
 - a. Section 9.1
 - b. Section 9.2
 - c. Section 9.3
 - d. Section 9.4
 - e. Section 9.5
2. Read the following sections from Chapter 10 in the text:
 - a. Section 10.1
 - b. Section 10.2
 - c. Section 10.3
3. Individual Exercises (due Week Four)
 - a. Complete the following exercises from Chapter 9 in the text:
 - 1) Section 9.1: Exercises 12, 26, 36, 64, and 84
 - 2) Section 9.2: Exercises 22, 38, and 104
 - 3) Section 9.3: Exercises 6, 36, 88, and 94
 - 4) Section 9.4: Exercises 12, 30, 60, and 76
 - 5) Section 9.5: Exercises 16, 18, 30, and 32
 - b. Complete the following exercises from Chapter 10 in the text:
 - 1) Section 10.1: Exercises 80, 86, and 96
 - 2) Section 10.2: Exercises 10, 14, 30, 42, and 48
 - 3) Section 10.3: Exercises 64 and 70
4. Learning Progress in ALEKS[®]

Complete the orange pie slice (Radicals and Quadratic Equations) of your ALEKS[®] MyPie. Refer to the "Introduction to ALEKS[®]" Microsoft[®] PowerPoint[®] presentation located in the

Materials section of Week One on the MTH 209  page for additional information about ALEKS®.

5. Quiz

Be prepared for an ALEKS® quiz.

▼▼ **LEARNING TEAM**

1. Review the objectives from Week Four, and discuss additional insights and questions that may have arisen.
2. Team Exercises (due Week Five)
 - a. Complete the following exercises from Chapter 9 in the text:
 - 1) Section 9.1: Exercise 108
 - 2) Section 9.2: Exercises 128 and 132
 - 3) Section 9.3: Exercise 114
 - 4) Section 9.5: Exercise 116
 - b. Complete the following exercises from Chapter 10 in the text:
 - 1) Section 10.1: Exercise 104
 - 2) Section 10.2: Exercises 82, 90, and 94
 - 3) Section 10.3: Exercises 84, 90, and 94

Week Five

Algebra Review

- Review all topics and objectives from Weeks One through Four.

ASSIGNMENTS

† INDIVIDUAL

1. There are no readings for this week.
2. Homework Review
Review the assigned homework, and bring any problems or difficulties to the attention of the faculty member.
3. Final Examination
Be prepared to take an open-book, open-note, final examination in ALEKS®.