# **Syllabus/Course Outline**

# ***RCC Mathematics Department***

# ***MTH111- Precalculus I: Functions, 4 credits***

# ***2023/2024***

**Instructor:** Your name

**Email:** Your email

**Phone:** Your phone number

**High School:** Your high school name

**Length of RCC Course:**A required State minimum of (40) and a standard RCC delivery of

(44) **lecture** hours

**Length of HS Course:**Length of your course (ie. Semesters, trimesters, etc.) If it takes 1 or

2 semesters to earn the RCC credit, please explain that here

**Prerequisites:** MTH95 and RD90 or WR91, or designated placement score.

# **Course Description**

A course primarily designed for students preparing for trigonometry or calculus. This course focuses on functions and their properties, including polynomial, rational, exponential, logarithmic, piecewise-defined, systems of equations, conic sections and inverse functions. These topics will be explored symbolically, numerically, and graphically in real-life applications and interpreted in context. This course emphasizes skill building, problem solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of present-day technology. Course is graded A through F.

# **Required texts**

List required textbooks here

# **Other materials/supplies**

List any other required materials or supplies

# **Institutional Learning Outcomes**

Institutional Learning Outcomes (ILOs) are skills that will contribute to your success in life beyond RCC. Rogue’s ILOs are: Communication, Critical Thinking, Equity, Diversity, Inclusion, and Global Consciousness, Information Literacy, and Quantitative Literacy and Reasoning. Why are they important? Employers call these soft skills or employability skills. They may help you get and keep a job. These are skills that will help you complete a 4-year degree. They are skills for success in your life as a family member, worker, citizen, life-long learner, and more.

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| **Communication (COM)** | Students will engage in effective communication using active reading and listening skills and expressing ideas appropriately in oral, written, and visual work. |
| **Critical Thinking (CT)** | Students will explore, reach, and support appropriate conclusions through the analysis, synthesis, and evaluation of information and varying opinions. |
| **Equity, Diversity, Inclusion and Global Consciousness (EDI & GC)** | Students will recognize and identify equity, diversity, inclusion and global consciousness as it applies to people and the world today. |
| **Information Literacy (IL)** | Students will identify an information need and locate, evaluate, and use information effectively and ethically. |
| **Quantitative Literacy and Reasoning (QL & R)** | Students will reason through and solve quantitative problems by collecting and interpreting data, and applying mathematical/statistical techniques. |

# **Course Learning Outcomes**

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| **Course Learning Outcomes** | **ILO Key Indicators** |
| 1. Explore the concept of a function numerically, symbolically, verbally,  and graphically and identify properties of functions both with and without  technology. |  |
| 2. Analyze polynomial, rational, exponential, and logarithmic functions, as  well as piecewise-defined functions, in both algebraic and graphical  contexts, and solve equations involving these function types. |  |
| 3. Demonstrate algebraic and graphical competence in the use and  application of functions including notation, evaluation, domain/range,  algebraic operations & composition, inverses, transformations, symmetry,  rate of change, extrema, intercepts, asymptotes, and other behavior. | Quantitative Literacy & Reasoning |
| 4. Use variables and functions to represent unknown quantities, create  models, find solutions, and communicate an interpretation of the results. |  |
| 5. Determine the reasonableness and implications of mathematical methods,  solutions, and approximations in context. |  |

# **Learning Experiences**

*Describe what activities the students will engage in during class and outside of class to contribute to their learning; some examples: lecture, small-group work, reading, research, role play, etc.*

# **Grading Information**

*Include a description of the criteria for grading and the assessments that will comprise the grade for the course. Also include a statement about when students can expect to receive feedback on assignments, papers, tests, etc.*

# **RCC Math Department Grading Policies for College Now**

1. All students receiving College Now credit for a math class must take the RCC final exam for that class.
2. RCC Grade Weighting: The RCC grade students receive for any of the College Now math courses must be weighted as 60% for the grade in the high school course and 40% for the corresponding RCC final exam.
3. Classes are graded A, B, C, D, F.
4. No tests can be retaken for the RCC grade that you receive for this class.
5. Courses taken for college credit will appear on a student’s permanent college transcript and will show the grade earned.

# **EXPECTATIONS FOR STUDENTS**

*Include any statements of expectations regarding homework, late work, etc.*

# **Attendance**

*Describe your policy on attendance and the consequences of missing class.*

* **Withdrawal from class:** A student may withdraw from a College Now class according to the schedule found on the College Now website:  <https://www.roguecc.edu/collegeNow/dualCredit_AcaCalendar.asp>. A grade of W will be assigned.  Students should be aware that withdrawing from a course may impact financial aid when they attend college after high school. To read about the impact withdrawing may have, please visit: <https://www.roguecc.edu/enrollmentServices/sap.asp>

# **Academic Integrity**

Academic Integrity is expected for all students at RCC. Learning is built on the qualities of honesty, fairness, respect, and trust. At RCC, academic integrity is a shared endeavor characterized by truth, personal responsibility, and high academic standards. An important aspect of academic integrity is academic honesty. Violations of academic honesty include, but are not limited to: plagiarism, collusion, inappropriate assistance, cheating, fabrication, falsification, alteration, unauthorized multiple submission, sabotage, tampering*, and sharing classroom documents, including test items, with other students or with online platforms*. All acts of academic dishonesty are regarded as serious offenses. Students who violate academic honesty or academic integrity will be subject to disciplinary action. Instructors have the right to act on any suspected acts of academic dishonesty. Depending on the nature of the offense, serious penalties may be imposed, ranging for loss of points to expulsion from the class or college.

# **Classroom Behavior**

Expectations for classroom behavior are outlined in the Standards of Student Conduct, available in the catalog, schedule, and online. Students may not engage in any activity which the instructor deems disruptive or counterproductive to the goals of the class. Instructors have the right to remove students from class for not following the Standards of Student Conduct or other specified classroom rules. Expectations for behavior in online classes are similar to what is required in the classroom.

**Student Evaluations of this Course**  
Students enrolled in College Now courses will receive a course evaluation to complete towards the end of the term for the courses they are enrolled in. The course evaluations are anonymous and will provide valuable feedback to RCC about your experiences in, and your impressions of, the course.

# **Access and Disability Resources**

High schools and colleges operate under different guidelines for students with disabilities. Students enrolled in RCC’s various dual credit programs must meet the college requirements to be eligible for the college credit. Reasonable adjustments in teaching methods and/or assessment delivery that do not alter the essential content of a course may be possible, but all students must meet the student learning outcomes and the assessment rigor of the course to be eligible for college credit.

Services for students who experience disabilities:

* High school students taking College Now classes taught by high school teachers at the high school are to work with their high school for accommodations or adjustments.
* High school students who also take RCC courses at an RCC campus should contact RCC’s Access Office.

Redwood Campus

Phone: 541-956-7337; Oregon Relay Service: 7-1-1

Riverside and Table Rock Campuses

Phone: 541-956-7337; Oregon Relay Service: 7-1-1

For more information, go to Access and Disability Resources: <https://web.roguecc.edu/disability-services> or email [AccessOffice@roguecc.edu](mailto:AccessOffice@roguecc.edu).

# **Discrimination, Harassment and Sexual Violence Policies**

Rogue Community College does not discriminate in any programs, activities, or employment practices on the basis of race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender identity, marital status, veteran status, disability, age, pregnancy, or any other status protected under applicable federal, state, or local laws.

RCC is committed to providing an academic and work environment free from all forms of discrimination and harassment. In accordance with federal and state law, RCC prohibits illegal discrimination and harassment, works to inform individuals of their right to be free from such behaviors, and promotes the safety of all at College sites and activities. RCC’s prohibition includes all forms of sex discrimination--including instances of sexual harassment such as sexual assault, domestic violence, gender-based stalking, and sexual violence--which are also prohibited by Title IX of the Education Amendments of 1972.

For further policy information and for a full list of regulatory specific contact persons visit the following webpage: <http://www.roguecc.edu/nondiscrimination>

For further information regarding Title IX at RCC, go to <https://www.roguecc.edu/titleIX>/

# **Student Handbook**

Students should read and understand the Dual Credit Handbook for Students. There is important information covering many topics and most questions will be answered by reviewing this handbook. <https://www.roguecc.edu/HS/Handbooks/StudentHandbook.pdf>

# **Important RCC College Now Dates and Times**

The deadline to add a class, withdraw from a class, term end/start dates, and the dates grades are available are listed at <https://www.roguecc.edu/collegeNow/dualCredit_AcaCalendar.asp>

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| **Tutoring Center** Tutoring Centers provide free tutoring service if you are registered in credit courses at Rogue Community College. The primary areas of tutoring are math, writing and science; however, tutors are prepared to cover most subjects. There is also online tutoring available. Please visit the tutoring center webpage for more details:  <https://www.roguecc.edu/dept/academicSuccess/tutor.asp> |

# **Course Outline**

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| **Week** | **Chapter(s)** | **Assignment/ Due date** |
| Week 1 |  |  |
| Week 2 |  |  |
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**\*\*Additionally, all students must complete a Rogue Community College Course Evaluation for the class. \*\***

# **TYPICAL COURSE OUTLINE:**

**Polynomial Functions**

**Linear functions (degree 1 polynomials)**

Equations of lines

Modeling with linear functions

Parallel and perpendicular lines

Linear regression

**Quadratic functions (degree 2 polynomials)**

Completing the Square and the Vertex Formula

Quadratic formula and discriminants

Complex numbers

Applications and Models

Quadratic Regression

Transformations of Graphs

**Cubic and higher functions (degree 3+ polynomials)**

Identifying Extrema and zeros

Increasing and decreasing functions

Graphs higher order polynomials

Division of polynomials

Synthetic Division and factoring

Graphs and multiple zeros

Fundamental theorem of algebra

Solving polynomial equations with real and complex solutions

**Rational functions**

Vertical and horizontal asymptotes

Rational graphs and models

**Radical equations and power functions**

Rational exponents and radical notation

Equations Involving radicals or rational exponents

Power functions and models

Power regression

**Exponential and logarithmic functions**

Composition of functions

Inverse functions

Exponential growth and decay

Compound interest

Logarithmic functions and models

Properties of logarithms

Solving exponential and logarithmic equations

Exponential, natural logarithmic, and logistic regression

**Conic sections**

Circle graphs and translations

Parabolas and translations

Ellipses and translations

Applications of conic sections

Solving linear systems in 3 or more variables with elimination and matrices

Solving non-linear systems of equations with substitution and graphing