1 General Info

Name: Dr. Christopher Brazfield, Associate Professor
Office: Lynch 283H
Office Hours: 10:00 AM–11:30 AM MWF; 5:00 PM–7:00 PM TTH
by appointment; and anytime my door is open.
Phone: (717) 867-6088
E-mail: brazfield@lvc.edu

2 Text

For All Practical Purposes, seventh edition by COMAP.

3 Mission Statement

The Department of Mathematical Sciences is dedicated to the ideals of liberal education. We strive to develop in our students enduring fundamental abilities of effective lifelong learning: precise reading, sound reasoning, and clear communication. More than any particular facts or theories, we emphasize that language, logic and understanding are the heart and true power of mathematics. These principles guide the design and implementation of general education and service courses as well as the curricula for our majors.

4 Goals

This course is part of the General Education program of LVC and satisfies the L4 general education requirement. As such, it must contribute to your edification as a person of “broad vision, capable of making informed decisions...” The General Education program endeavors to “establish a foundation for their [students’] continuing education”. Students in General Education math courses at LVC should demonstrate

1. improved ability to read to understand ideas and extract technical or mathematical information;
2. improved ability to apply mathematical reasoning; and
3. improved ability to articulate mathematical ideas.

As such, this class should be different than other math classes you have taken. There is little, if any, algebra you will have to recall. We will investigate the ways in which math can help analyze and solve real problems in unexpected ways. We will not repeat the math you saw in high school. But we will learn something about the kinds of problems that math can solve. We will learn how to apply math to those problems. We will learn about the communication of mathematics through reading and writing.

5 Quizzes

Each assignment will have a reading component and a writing component. We will have a short quiz over the previous night’s reading at the beginning of each class. The quizzes will comprise 48% of the final grade.

6 Homework

Each homework assignment will have two parts: a reading assignment and problems from the text. The reading is the basis for your understanding and the problems give you practice as you develop your understanding. If you are ill (or have some other valid reason) and you notify me before class, you will be allowed to submit the assignment early. If you are not present when homework is collected and you have not given prior notification as above, you will not be allowed to submit the homework. The rubric for grading each homework problem is as follows:
a 4 indicates that the problem is correct, well written, clear and concise;
a 3 indicates the problem is correct but has a small problem that is easily fixed, is well written and clear;
a 2 indicates the problem is correct but may have more than one mistake or it may be poorly written;
a 1 indicates that the answer may be correct but the explanation is not acceptable because it is sloppy, poorly
written, or unclear;
a 0 indicates that there is no basis for credit because the explanation is missing or it indicates that the idea(s)
relating to the question were not understood.

The lowest homework score will be dropped. For every two assignments not handed in past the first your
final grade will be lowered 1 percentage point. The homework points will be scaled to ensure the homework is
worth 5% of the final grade.

7 E-mail Questions

Every student must submit via email at least one detailed question about the night’s reading before 9 a.m. the
day the reading assignment is due. The questions will be graded on a credit/no credit basis. “I don’t understand
Example 1. Could you explain it?” is a question that would not receive credit. “I don’t see how Example 1
on page 342 illustrates Condorcet’s Method. Specifically, I don’t know what the numbers in the top row of the
table on page 343 represent. Could we go over this in class?” would get credit. Email questions will be worth
5% of the final grade.

8 Exams

There will be five exams scheduled on September 11, September 25, October 18, November 1, and November
15. If you have a legitimate reason to be absent on the day of an exam and you have foreknowledge of it, you
must submit a written request to me before the scheduled exam (electronic submissions are acceptable).
If you fail to submit the request, you will receive a zero. The Final Exam is scheduled on Tuesday, December 11 from
9:00 AM-12:00 Noon for Section 04 and on Thursday, December 13 from 9:00 AM-12:00 Noon for Section 03.
The final exam is not comprehensive. Each exam, including the final exam, is worth 7% of the final grade.

9 Grading

To recap the grading: Quizzes are worth 48%, Homework is worth 5%, email questions are 5%, each Exam
worth 7%, and the Final Exam worth 7%. The grading scale is 92% for an A, 90% for an A-, 88% for a B+, 82% for a B, 80% for a B-, 78% for a C+, 72% for a C, 70% for a C-, 68% for a D+, 62% for a D, 60% for a D-.

10 Policies and Procedures

Students will adhere to all Procedures, Policies, and Codes given in the 2007-2008 Student Handbook. This
includes but is not limited to policies on Academic Honesty.

It is academically honest to ask questions of fellow students and discuss problems from the homework and
reading. It is not honest to look upon what someone intends to hand it and pass the work off as your own. It is
honest to look in the back of the book for odd numbered questions and indicate on your paper that you looked
there. It is not honest to copy what is written in the back of the book. It is honest to help a fellow classmate
with a question. It is not honest to hand them your homework. You may share ideas, but not answers. If you
do work with someone, you must indicate at the top of your homework who you worked with. That includes
me as well. Just as you would cite a book from which you quoted or from which you used an idea, so must you
cite the people you work with.

If a student is found committing academically dishonest acts in this class, those acts will be reported to the
administration and sanctions may include, but are not limited to, a reduction in grade or even failure of the
course.
Disabilities and Medical Conditions: If you have a documented disability that requires accommodation, please let me know. In order to ensure that your learning needs are appropriately met, you must provide documentation of your disability or medical condition to the Coordinator of Disability Services in Humanities 206-D, 867-6071. The Office of Disability Services will then provide me with a letter of verification of disability.

11 Assignments

MAS 100, F07 (tentative)

08/28 Introductions.

09/04 Read 9.2. Skill Check 11-18. Exercises 7, 8, 10, 14, 16, 18.

09/13 Read up to 10.1. Skill Check 1, 3, 4, 6.

09/18 Read 10.1., 10.2. Skill Check 8–11, 13–15. Exercises 2, 4, 6, 8, 10, 14.

09/25 Exam 2 Chapter 10.
09/27 Read up to 11.1. Skills Check 1–4. Exercises 1–4

10/04 Read through Example 12 in 11.2. Skills Check 6, 8–12. Exercises 7–9.

10/11 Read 11.3. Exercises 21–25.

10/16 Fall Break.
10/18 Exam 3.

10/25 Read 1.2. Skills Check 1–4, 8, 9. Exercises 7, 8, 9, 11, 14, 26, 28, 29.

10/30 Read 1.3., 1.4. Skills Check 10–12, 14, 15, 17, 18. Exercises 32, 34, 38, 47, 49.
11/01 Exam 4.

11/06 Read 2.1. Skills Check 1, 8, 10, 12. Exercises 1, 2, 8, 17, 21.
11/08 Read 2.2. and 2.3 up to Example 3. TBA.

11/13 Read 2.3., 2.4 TBA.
11/15 Exam 5.

11/20 Read 3.1. TBA.
11/22 Thanksgiving Break.

11/27 Read 3.1.,3.2. TBA.
11/29 Read 3.3. TBA.

12/04 Read 3.4. TBA.
12/06 Read 3.5 TBA.

12/11 (Tuesday) Section 04: Final Exam 9:00 am – 12:00 pm.
12/13 (Thursday) Section 03: Final Exam 9:00 am – 12:00 pm.