

1. Discuss expectations in the class.
2. Today, I am taking up the notebooks. For this week, no one who turns it in today will receive a bad grade. I want to see how you're doing. If you think that this is not as good as you would like it to be, put a piece of paper on the front and tell me that. We'll talk more about it.
3. Discuss where to find answers that I am providing for you to check your work. In Blackboard: <http://acconline.austincc.edu/> Login, go to this course, go to Course Documents, and then to Answer keys. If you can't find these over this weekend, email me and I'll help you. mparker@austincc.edu
4. Last time, during class, I chose not to assign what was on the handout I prepared before class, and made an assignment from pages 27 and 37 instead. That assignment was to be at least begun by today and is to be submitted in your folder on Wed. Sept. 9
5. Today, I am providing the answers to that assignment on pages 27 and 37 in this handout, along with an extra part of the assignment – all to be submitted in your folder on Wed. Sept 9. (Mainly I'm providing this so that you'll have that assignment in a handout, since it wasn't before.)
6. Answer questions on the homework.
7. Start Lesson 4 with Activity 1. Main point: How to find the profit per fish. (Remember that your homework includes writing all of your solutions to these classwork questions.)
8. Continue Lesson 4 with Activity 2. Main point: What is the meaning of the intersection point of the graph of the cost per fish and the graph of the market price per fish? It is called the equilibrium point. What does equilibrium mean and why is it called that? (Remember that your homework includes writing all of your solutions to these classwork questions.)
9. Homework: To be assigned during class. Write it in the blank space here.

Assigned on Aug. 31 (changed from the handout given in class on that day.)

Page 27. 1, 3, 5, 7, 9

Find the equation of the line passing through the points AND prove that it is correct by plugging in both of the points and making sure that they are on the line (that is, that they make the equation true.)

Answers:

1. $y = -3x + 11$
3. $y = 1.5x - 2$
5. $y = -0.05625x + 8.625$
7. $y = -1.2857x + 5$
9. $y = -0.0125x + 87.5$

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Estimate the slope and y-intercept of the line from its graph. (If the y-intercept is not shown on the graph, you'll have to use a ruler to extend the graph enough to do this.)

Then write the equation of the line.

Then find a point on the graph that looks like it is on the line and use it to check to be sure that it fits the equation you found. If it doesn't, then decide whether it seems "almost right." If that's true, then it's probably just that your estimate isn't perfect, and that's OK. Write what you think about it in the comment section.

Answers:

1. Slope = 1, y-intercept = (0,1) Equation is $y = x + 1$
2. Slope = 2, y-intercept = (0, -4) Equation is $y = 2x - 4$
3. Slope = 0, y-intercept = (0,4) Equation is $y = 0x + 4$ or $y = 4$
4. Slope = -1, y-intercept = (0,6) Equation is $y = -x + 6$
5. Slope = 12, y-intercept = (0,48) Equation is $y = -12x + 48$
6. Slope = $40/3 = 13.3333$, y-intercept = (0,10) Equation is $y = 13.3333x + 10$

Extra part of the assignment (assigned Sept. 2)

A. Write two short essays – one for each type of problem on the two pages above.

In each short essay, answer these questions:

1. Was this too many, too few, or about the right number of problems for you to practice on to feel that you now understand how to do this type of problem?
2. Is there anything that is still confusing to you about how to do this type of problem? If so, what?
3. When you do this type of problem and use this method to check your work, if it doesn't come out correct, do you have some useful ideas about how to correct your work? If not, tell me about what you're thinking.
4. Do you feel confident that you will be able to do problems like these in a test-like situation, when you don't have a model to follow? If not, what do you think would make you able to do that?

B. The college-credit math classes we are preparing for all require students to interpret graphs and word problems, including those that may look somewhat different from the graphs and word problems the teacher went over in class. This book has a lot of practice in that. I know this is not particularly comfortable for students. I'd like you to think about what we can do, this semester, to make you more comfortable with that. Tell me what thoughts you have now about what it would take to make you more comfortable. Write at least two sentences.