**MATD 0390 Additional Notes for Instructors of Computer-mediated Sections, 2006-2007**
*(as of Fall 2004, Academic Systems is now called PLATO Interactive Mathematics)*


**Student Supplements:** Required additional Exercise Sets are posted by course at <http://www.austincc.edu/jbickham/mediated>.

**Instructor Supplements:** Interactive Mathematics *Instructor’s Guide*
Interactive Mathematics *Answers and Solutions*
Interactive Mathematics *Instructor’s CD* (version 4.0)
Interactive Mathematics *Lesson Viewer CD* (version 10.0)
Interactive Mathematics *Test Check CD* (version 4.0)

**IMPORTANT INFORMATION**
Please be aware that because some of the beginning topics in this course may be review for the students, some students may be ready to take their exams long before the scheduled dates. Therefore, we recommend that you create your exams as soon as possible and that you ask your students to notify you in advance if they plan to take an exam before the scheduled dates.

If you have the incorrect version of any of the CDs, please contact Gillian Waterston at gwaterst@austincc.edu or 223-8133 to get the correct version. If your students have the incorrect version CDs, they should be able to get replacements free of charge from an ACC bookstore. If they have problems getting the replacements, they should contact bookstore representatives Corey Ruder or Jeanette Lien at 473-2129. If this does not work, please contact Karen Chaka at kchaka@austincc.edu or 223-5170.

The minimum computer requirements for faculty to work with the software from home are the same as for students. Please refer to the First Day Handout for Students for the minimum requirements.

**Before the First Class Day**
Familiarize yourself with the contents of the software, CDs and print materials. Your Instructor's CD contains complete copies of the *Answers and Solutions*, *Instructor's Guide* and all four *Personal Academic Notebooks*: Prealgebra, Elementary Algebra, Intermediate Algebra, and College Algebra. In addition, this CD contains an *Instructional Support System User's Guide* and a "Software Feedback Report" for reporting problems with the software or books. Enrichment Activities and Collaborative Learning activities are included if you want to use them with your students.

Check out the classroom where you will be teaching and familiarize yourself with the technical staff who will assist you with hardware problems. Make sure that the "client" has been loaded on each station. Provide your Lesson Viewer CD to the lab personnel so it can be loaded ahead of time for use in the event the network goes down. The Lesson Viewer icon may be "hidden" until needed.

Your *Instructor's Guide* has suggested activities to be completed before the first class day, on the first class day, and on day 2 and beyond. Intervention strategies are offered to help you monitor and support your students' progress. The Scope and Sequence in Appendix A provides detailed lesson information.
Finally, before the first class day you should enter the Curriculum Plan (select the lessons from "Mathematics - All Topics") for your class. You will want to include the lesson "Getting Started" for use on the first day. You may want to change the Options, but it is recommended that you keep the default settings: up to three attempts on the Evaluate Quiz, and include Explore questions in the Evaluate Quiz. You should also register your students, including some pseudo-students for those who add or register late, then be sure to select all of your students and enroll these students in your section. If you need help with this, please ask Karen Chaka, Janet Bickham or Susan Hord. Print out your Curriculum Plan and your class roster and keep it handy throughout the semester. You may add students, delete students, and change your Curriculum Plan at any time during the semester. By the end of the third week, delete any students who are no longer in your class or never attended.

It is likely that at least some of your students will not have their books and CDs on the first class day. Each Learning Lab has a "lab set" of CDs sufficient to support all of your class. For the first few class meetings you should borrow these during your class meeting if you are teaching in a room not part of a Learning Lab. You should also pick up a Lab schedule to share with your students. They can work at any of the Learning Labs outside of class time and should be encouraged to do so.

**On the First Day**

Some of the first day is pretty much like for any other class: introduction, explanation of your policy sheet and departmental syllabus, and the Pretest Review and/or the Pretest. You no longer need to collect the cellophane wrapping and labels from your students' books as proof that they have purchased the license for the software. Your students will have a 10-digit validation number printed on the CD sleeve (white envelope) containing the Client Installer CD within their textbook. Stress to your students the importance of saving this number. The program will prompt the student to enter this number in order to do lessons. The students are given a 2-week grace period in which they can work without entering the validation number. This will give the student time to decide if this computer-mediated format of learning is appropriate for them. Approximately 2 weeks into the course the validation option will be turned on and students will no longer be able to do lessons without entering their validation code. They are only asked to enter this code once. After the validation code has been entered, the student will have access to the program for one year. It is still important that our students are purchasing their textbooks new and only from an ACC bookstore. Any student who does not enter a validation number should be deleted from the system before 20 calendar days from the first time they log into the program. You will also want to have all of the students complete the survey to ensure that the mediated learning method is what they need and to determine whether they should consider working with the software at home.

Designate an area of the room for students to turn in homework and an area to pick up graded homework, if you require homework to be turned in. Also designate an area for students to pick up handouts. The students, once settled in, will tend to come to class ready to work on the computers. Designating these areas will allow them more independence in the management of paperwork as well. Provide copies of any "Lab Etiquette" handouts you or the technical support for your computer classroom may have.

Your Instructor's Guide offers both online activities and offline activities for the first class day. We recommend that, if possible, you allow the students to get online the first day. Before they do so, explain how to change the screen settings to High Color (16-bit) and 800 x 600 pixels. Have them put on the headphones, log on, insert the first CD, then select "Do a Lesson". The lesson "Getting Started" takes about 20 minutes. It introduces the software and how to navigate through the material, including how to adjust the volume. If they finish that, allow them to begin the first math lesson.

Remind students of the importance of bringing their book, paper and pencil to class each day.
The Second Day and Beyond
Although we usually expect the first day to be our most hectic, it is actually the next few days that will seem more so. This is because you will have new students who show up and need your introduction to the course at the same time that returning students are ready to move on to their lessons. Maintain your sense of humor and be flexible. Try to seat the new students together so you can work with them as a group.

Even after enrollment has stabilized, you may have students who seek an informal transfer into your class. We encourage you to accommodate these requests when possible. The software often provides the only reasonable means for students to complete a course. You may also have students from other mediated classes who need to work on computers in your room during your class time. To the extent that it is possible and does not interfere with your students' work, you may allow these students to work in your class. Your students should certainly have first priority. Please remember that you are under contract to serve the students who are enrolled in the section that meets during that time.

PLATO Interactive Mathematics Lesson-by-Lesson Comments

Lesson EII.A Real Numbers and Exponents (approx. 2 hours) The first lesson after "Getting Started" used to be Essentials Lesson EII.A. Students enrolled in Intermediate Algebra are expected to already know this material. Therefore, we do not include it in the weekly schedule or homework list. You may choose to provide your students access to this lesson as a quick review only.

Lesson EII.B Polynomials (approx. 2 hours) This is the first required lesson for Intermediate Algebra. Be aware that students may have to scroll down past Lessons 4.3, 5.1-5.3, and 8.1-8.4 to find the EII (Essentials of Algebra) Lessons on the "Select a Topic" screen in the PLATO Interactive Mathematics program. Lesson EII.B reviews polynomial operations and factoring polynomials from Lessons 2.1, 6.2, 7.1, 7.2, and 7.3 of Elementary Algebra. The factoring includes greatest common factors, grouping, trinomials, difference of two squares, sum and difference of cubes, and using a combination of methods. Students may need to devote extra time to factoring sum and difference of cubes and to trinomials with leading coefficients other than one.

For students who did not take Elementary Algebra with mediated instruction, it is important to be sure that they know how to use the Expression Editor. This looks like a calculator to the right of an answer box and is used to enter algebraic expressions involving fractions, exponents and other special symbols. The Expression Editor functions much like the Equation Editor in MSWord. Facility with the Expression Editor is very important for students in this lesson. PLATO Interactive Mathematics has helpful information, including Interactive Math Study Tips and a tutorial on using the Expression Editor, posted on their Interactive Mathematics Resources web page <http://www2.academic.com/academiconline/aolStudent.asp?prodtype=math> and click on "Tips and Tutorials." Please share this web site with your students.

Lessons EII.B, EII.C, and EII.E may be mostly review for many of your students, and they may seem to fly through the material. If they already know these concepts, that is fine. The pretest and/or quizzes for the lessons will help determine whether they really have mastered the material. For those students who need extra help with this section, please help them as much as possible, but you may also want to recommend that they use the Learning Lab to get additional help. Please inform your students that they can receive extra attention with the math concepts and with their pencil and paper homework in the Learning Lab.
Lesson EII.C 

Equations and Inequalities (approx. 2 hours) This lesson reviews Lessons 2.2 from Elementary Algebra, which reviews solving linear equations. It also introduces a new topic for our MATD 0390 students: solving linear inequalities in a single variable. Students may need help with this new topic. There is a required extra handout Exercise Set EII.C that introduces interval notation.

Lesson EII.D 

Rational Expressions (approx. 2 hours) This lesson is no longer included in Intermediate Algebra because almost all of it (except negative exponents) is now considered new material for Intermediate Algebra. It is a review of Lessons 8.1, 8.2, and 8.3, which we now fully cover in Intermediate Algebra. Concepts covered include the properties of negative exponents, operations on rational expressions and solving equations that contain rational expressions. You may choose to make this lesson available for your students for extra practice after they have covered Lessons 8.1-8.3.

Lesson EII.E 

Graphing Lines (approx. 3 hours) This lesson reviews Lessons 3.1, 4.1, and 4.2 from Elementary Algebra. It reviews the coordinate system, distance between two points, graphing lines, slope and intercepts, and finding the equation of a line. There is a required extra handout Exercise Set EII.E covering the midpoint between two points.

Lesson EII.F 

Absolute Value (approx. 3 hours) This lesson presents new material: solving equations and inequalities involving absolute values. The geometry of the number line is linked to the algebraic methods. Focus on absolute value equations and only the simplest absolute value inequalities, such as \( |x|<5 \) or \( |z|>6 \). The more complicated absolute value inequalities should not be covered. This can be done by creating your own quizzes for this lesson, adjusting students' quiz grades on the computer, and/or by not requiring these problems on homework or tests.

Lesson 4.3 

Graphing Inequalities (approx. 2 hours) In this lesson, linear inequalities in two variables are graphed. Ordered pairs are verified as inside or outside the solution set for an inequality.

Lesson 5.1 

Solving Linear Systems (approx. 3 hours) This is an introductory lesson on two by two linear systems and is provided as a quick review for students. Students who have recently had Elementary Algebra will probably do well enough on the Overview pretest to skip this lesson. Students from a lecture Elementary Algebra class will benefit from the emphasis on the links between the algebraic and geometric representations of these systems.

Lesson 5.2 

Problem Solving (approx. 2 hours) This lesson is also provided as a quick review for Intermediate Algebra students. A variety of applications of \( 2 \times 2 \) linear systems are discussed including number problems, interest problems, coin problems, and mixture problems. In Intermediate Algebra, we focus on the more challenging of these applications. Three-by-three systems are not required, but you may include additional handouts on these systems if it does not take time away from required topics. If you choose to include these handouts, you may want to include them toward the end of the semester (if time permits) so that you are sure they do not take time away from other topics. Also, focus on setting up the \( 3 \times 3 \) systems rather than perfecting the procedures for solving them.

Lesson 5.3 

Systems of Inequalities (approx. 2 hours) Systems of linear inequalities in two variables are solved by graphing.

Lesson 8.1 

Rational Expressions I (approx. 2 hours) This lesson is now new material for Intermediate Algebra. The domain of a rational expression is covered as well as simplifying rational expressions. The operations of multiplying and dividing rational expressions, and simplifying complex rational expressions are included. Addition and subtraction of rational expressions is explained for rational expressions with the same denominator only.

Lesson 8.2 

Rational Expressions II (approx. 3 hours) This lesson has three concepts: negative exponents (including scientific notation), multiplying and dividing rational expressions when "opposite" binomial factors are present, and addition and subtraction of rational expressions with...
different denominators. Again, most of this lesson (except negative exponents) is now new material for students.

Lesson 8.3 Equations with Fractions (approx. 2 hours) Equations and formulas containing rational expressions are solved in this lesson. This lesson is now new material for Intermediate Algebra.

Lesson 8.4 Problem solving (approx. 2 hours) This lesson covers applications leading to equations with rational expressions, including ratio and proportion, distance problems, work problems, and variation. Students may need extra time to learn to set up these problems for the first time.

Lesson 9.1 Roots and Radicals (approx. 3 hours) This lesson covers square roots and cube roots, operations on these radicals and simplifying square roots and cube roots. This material is new for Intermediate Algebra students.

Lesson 9.2 Rational Exponents (approx. 4 hours) This lesson expands the coverage of roots to orders higher than three. Rational exponents are presented as a means of simplifying the handling of these larger order roots.

Lesson 10.1 Quadratic Equations I (approx. 2 hours) This lesson covers solving quadratic equations by factoring and by using the square root property.

Lesson 10.2 Quadratic Equations II (approx. 3 hours) This lesson covers solving quadratic equations using completing the square and the quadratic formula, including using the discriminant. A required additional handout, Exercise Set 10.2, presents the use of completing the square to write equations of circles and parabolas in standard form and also covers graphing quadratic functions.

Lesson 10.3 Complex numbers (approx. 2 hours) The complex number system is presented, and operations on complex numbers and powers of $i$ are explained.

Lesson 11.1 Functions (approx. 4 hours) This lesson fully develops the concepts of functions, their graphs, domain, and range. Students explore linear functions, absolute value functions, and quadratic functions.

Lesson 11.2 The Algebra of Functions (approx. 4 hours) The sum, difference, product, quotient, and composition of functions are presented. You should omit the second concept in this lesson: inverse functions. This can now be accomplished by not selecting this concept in the Curriculum Plan within the PLATO Interactive Mathematics program. You may also want to de-emphasize composition of functions because it is not a course objective. You cannot de-select this one because it is included as a sub-category within the first concept. You may choose to have your students skip this in the software and make up your own quiz, or have them take the quiz and then adjust their grades to eliminate composition. It is also fine to go ahead and cover composition.

Lesson 12.1 Exponential Functions (approx. 2 hours) Exponential functions, their graphs, and their applications are presented. There is also material on the algebra of exponential functions. Some simple exponential equations are solved here as well.

At the end of the course, you may want to make the lessons of topic EIII available to your students as a part of the Curriculum Plan. This requires the use of the "College Algebra - Part 1" CD, available in the Learning Lab. These lessons review many of the Intermediate Algebra lessons. Students can use them to prepare for the comprehensive departmental final exam. Going back and redoing previous lessons is also always an option.
First Day Handout for Students*  (Page 1 of 5)
MATD 0390, Intermediate Algebra (Computer-mediated), Semester/Session
Section Number & Synonym Campus, Room #, Time of Day
Instructor's Name:  Office Hours:
Office: Other hours by appointment.
Phone Number: Web Site, if applicable:
E-mail:

IMPORTANT INFORMATION: The textbook contains three or four CDs and is wrapped in cellophane. You must buy your book at an ACC bookstore. Do not buy a book NOT wrapped in cellophane. Do NOT open the cellophane covering the book until after you have verified with your instructor that you are in the correct course. Once the package is opened, you may NOT return the book to the bookstore. The price of the book includes the cost of your license for using the computer software. When you do remove the wrapping, Be Sure To Save the white CD sleeve (envelope) that your Client Installer CD comes in. This CD is inside your book. Its sleeve has a 10-digit validation number on it that you will need later in the semester in order to do lessons. You will be able to do lessons without entering this number at the beginning of the semester, but 2 weeks into the course you will be prompted to enter this number to continue with your lessons. You will only be required to enter this validation number once. If you are repeating this course and no longer have your CD sleeve from last semester, contact your instructor to see if you qualify for a waiver.

Text: PLATO’s Interactive Mathematics Intermediate Algebra Personal Academic Notebook
If the Client Installer CD in your book is not version 11.0, ask your instructor how to get a new CD set.

Supplemental Materials: Paper, Pencils, Erasers, Scientific Calculator, Graph Paper

Prerequisite: C or better in Elementary Algebra (MATD 0370), or its equivalent knowledge

Course Rationale: Welcome to Intermediate Algebra. This course is designed to prepare students for various college-level science and mathematics courses. After succeeding in this course, students may enroll in several courses in science, mathematics, and various technical areas, including General College Physics, General Chemistry, Magnetism and DC Circuits, AC Circuits, Math for Business and Economics, and College Algebra. All students who pass MATD 0390 must now first pass College Algebra before enrolling in Trigonometry.

Course Description: A course designed to develop the concepts covered in the second year of high school algebra. Topics include review of properties of real numbers, functions, algebra of functions, inequalities, polynomials, factoring, rational expressions and equations, radical expressions and equations, quadratic functions and graphs, solving quadratic equations, and exponential functions.

Course Objectives: Instructors must include these in the syllabus. They are posted at http://www.austincc.edu/mthdept2/tfcourses/obj0390.htm.

Instructional Methodology: This class is conducted in a computer lab setting.

Attendance: Attendance is expected in this course. Students who have excessive absences may be withdrawn. TSI-mandated students who have excessive absences will be withdrawn.

TSI Warning: If you are relying on this course to meet a requirement that you be in mandatory remediation in mathematics this semester**, then
i. if you are not "continually in attendance" in this course, you should be withdrawn from the course by your instructor,
ii. if you withdraw yourself from this course or are withdrawn by your instructor, you will be automatically withdrawn from all of your other college courses if this is the only TSI-mandated course you are taking.

** If you are unsure whether or not this warning applies to you, see an ACC advisor immediately.

*Additional info about ACC's math curriculum and faculty is available at <http://www.austincc.edu/math/>
Withdrawal Policy: It is the student's responsibility to initiate all withdrawals in this course. The instructor may withdraw students for excessive absences but makes no commitment to do this for the student. After the withdrawal date, neither the student nor the instructor may initiate a withdrawal. TSI-mandated students with excessive unexcused absences will be withdrawn. The withdrawal deadline is _______________.

Reinstatement Policy: Students who withdrew or were withdrawn generally will not be reinstated unless they have completed all course work, projects, and tests necessary to place them at the same level of course completion as the rest of the class.

Incomplete grades (I) are given only in very rare circumstances. To qualify for an "I", a student must have completed almost all exams and assignments, have a passing grade, and have a serious situation occur that prevents course completion after the withdrawal deadline.

In Progress grades (IP) are also rarely given. In order to earn an "IP" grade the student must remain in the course, be making progress in the material, not have excessive absences, and not be meeting the standards set to earn the grade of C or better in the course. Students who are given an IP grade must register and pay for the same course again to receive credit. Students who make a grade of IP should not go on to the next course with that grade. A maximum of two IP grades can be awarded in any one course. [Note to instructors: this policy may be left out of your syllabus.]

Course Policies: The syllabus should also include the following policies of the instructor:

- Grading policy
- Missed exam policy
- Policy about late work (if applicable)
- Class participation expectations

The syllabus should also contain the following policies listed in the First Day Handout section in the front part of the Math Manual. Go to http://www.austinecc.edu/mthdept5/mmant05/statements.html Insert the full statement for each of the following policies in your syllabus:

- Statement on Students with Disabilities
- Statement on Scholastic Dishonesty
- Recommended Statement on Scholastic Dishonesty Penalty
- Statement on Academic Freedom
- Recommended Statement on Student Discipline

Course-Specific Support Services: ACC main campuses have Learning Labs which offer free first-come first-serve help with math from tutors and computer tutorials for math courses. Learning Lab information is posted at http://www.austinecc.edu/tutor/. Also, videotapes that cover all topics can be checked out in the Learning Resource Centers (libraries). Ask your instructor if you need help finding them.

Course Evaluation/Grading Scheme: Grading criteria must be clearly explained in the syllabus. The criteria should specify the number of exams and other graded material (homework, assignments, projects, etc.) and should include the comprehensive departmental final exam. Instructors should discuss the format and administration of exams, which may be given in an ACC Testing Center <http://www.austinecc.edu/testctr/>. Guidelines for other graded materials, such as homework or projects, should also be included in the syllabus.
This special section of the course uses the PLATO Interactive Mathematics computer software package. The software provides visual explanations and includes an audio component so that you may listen to the explanations. It is called "interactive" because you are continually being prompted for input. This program is successfully used at over 250 schools in the United States.

In this class, you will be in charge of your learning in a different way from a traditional lecture class. You may work ahead of schedule and complete the course before the end of the semester. You also may spend less time on familiar topics and more time on troublesome topics. In order to complete the course this semester, you must generally keep up with the weekly schedule and test schedule provided. In order to succeed in this class, you should plan to spend about 9 to 15 hours each week (or more, if necessary) working on the material, depending on how much of the material is review for you. The program is available all day everyday except when it is being backed up. Backups are scheduled for 1 AM every day, and should only very rarely take more than 2 hours to complete.

Please be careful with the CDs in your book. They hold lots of information and are very sensitive. Please handle them with care. If they become dirty or scratched, you may get error messages while using the software. If you receive an error message while working outside of ACC, print or copy the error message. Then try cleaning the CD with rubbing alcohol on a lint-free cloth. If that doesn't work, please call the free PLATO Interactive Mathematics technical support line listed below, and wait on the line to get help for your error message. If they are unable to help you, please ask your instructor for help.

For more information about using Interactive Mathematics, please visit the PLATO Interactive Mathematics web site <http://www2.academic.com/academiconline/aolStudent.asp?prodtype=math> and explore the pages called "Getting Started" and "Tips and Tutorials." This web site contains the latest information about computer requirements as well as instructions for installing and using the Interactive Mathematics software. Be sure to disable any anti-virus program running on your computer before installation, and then enable the anti-virus program following installation. You should only disable the anti-virus program once: while installing the Interactive Math program, not while running (using) the program. If you have problems with installation, please visit <http://support.academic.com>, and click on "FAQs" under Technical Support. Then click on "How do I install the Interactive Math Client?" and follow the instructions. This web site includes information about how to disable anti-virus programs.

Minimum Computer Requirements*

In order to use this program, you will need a computer with the following minimum requirements:

**Computer (PC):** Windows 98 (with Service Pack 1) or later; Windows NT requires Service Pack 6a

**CPU:** Intel Pentium 233MMX Processor or Higher

**RAM:** 64 MB Minimum (128 MB Recommended)

**Video Card:** Capable of High Color (16-Bit) with 800 x 600 Minimum Recommended Resolution

**Sound Card:** Amplified, Windows Compatible [NOTE: Must be amplified]

**Internet Access:** Internet Dial-Up (Minimum 28.8K Modem), DSL, Cable, or Broadband

[NOTE: ACC does not provide internet accounts for students. You must have your own.]

**Browser:** Netscape versions 4.75 or 6.1 or Higher, or Microsoft Internet Explorer 5 or Higher

**CD-ROM:** 8X CD-ROM Drive (or Higher) with Windows 32-Bit Drivers

**Hard Drive:** 250 MB Uncompressed Free Space or Higher

*For Free Technical Support* (M-F 10 a.m. to 10 p.m. Central Time), please call 1-800-681-4357.
PLATO Interactive Mathematics Software: The software for the course is divided into Topics. Each Topic is divided into Lessons. Within each Lesson are some or all of the following six Modules:

**OVERVIEW:**
- Brief summary of prerequisite skills for the lesson
- **Pretest** (may only be taken once)

**EXPLAIN:**
- Mathematics instruction
- Check for understanding problems with feedback
- Help line: Red Phone icon gives hints or simplified explanation
- Take a Closer Look: Magnifying Glass icon gives detailed explanations
- Glossary Words: Click on any underlined word for the on-line definition

**APPLY:**
- Practice problems to apply the skills learned in Explain
- Link to Explain: Icon with Sun (like Explain) will link from Apply back to Explain information related to the problem
- Explanation of the Expression Editor, if needed

**EXPLORE:**
- Optional module available with some lessons
- More challenging problems to explore and discover mathematics

**EVALUATE:**
- **Quiz** for the lesson (up to three versions may be taken for each lesson)
- Homework and Practice Test in the book should be completed before entering this module
- Up to three attempts are allowed on the quiz; highest grade is recorded

**HOMEWORK:**
- Automatically shown when you quit a lesson (Instead of this, please do the homework problems indicated in the list provided by your instructor)

Your textbook is the Personal Academic Notebook (PAN). Refer to this book when completing homework assignments, reviewing for tests, or taking the Practice Test to prepare for the Pretest (in Overview on the computer) or the Quiz (in Evaluate on the computer). In addition to taking Practice Tests from the book and Pretests and Quizzes on the computer, you will be taking Tests, either in class or in the Testing Center. You will also take a comprehensive departmental final exam. More information about ACC’s Testing Centers is available at <http://www.austincc.edu/testctr/>.

Your instructor will provide you with at least three additional handouts: (1) a list of homework problems, (2) a schedule indicating which lessons to complete each week, when tests are to be taken, and what those tests will cover, and (3) a handout detailing your instructor’s testing, homework, and grading procedures. If you have not received these handouts, please ask your instructor for them.

**MANAGING YOUR TIME ON THE COMPUTER**
To make the best use of your time on the computer, you may use the following guidelines:

1. If you have prior knowledge of the material in a lesson, take the Practice Test in your book. If this test is fairly easy for you, complete the Pretest in Overview on the computer.

2. If you have difficulty with the Practice Test or if much of the material is new or problematic, begin with the Explain and Apply Modules on the computer. Do your homework. Then use the Practice Test in the book and the Overview Pretest on the computer to prepare for the Evaluate Quiz on the computer.

Your grade on the lesson will be the highest of three attempts on the Evaluate Quiz, unless you score 95 or more on the Overview Pretest and save that Pretest grade as your Quiz grade for the lesson.
This weekly schedule and schedule of exams is provided to help you pace yourself so that you may take tests on time and complete the course during the semester. You may work ahead and finish early. If you get behind this schedule, speak to your instructor about how to get caught up.

**Additional Help:** Free tutoring is available at the Learning Labs at most ACC campuses. For more info about the Learning Labs, please visit the web site <http://www.austincc.edu/tutor/>.

Speak to your instructor if you have any questions or concerns about participating in this class. If, for any reason, you would prefer to attend a traditional lecture class, please ask your instructor to help you make a schedule change. These changes should be done as early in the semester as possible.

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* Exercise Set Handouts EII.C, EII.E, and 10.2 have additional Exercise Sets that are required for this course.
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*Exercise Set Handouts EII.C, EII.E, and 10.2 are required materials for the course.