INTRODUCTION
2008-2009

The material in this Manual has been prepared by the Mathematics Department at ACC in order to help all the faculty members teach the same content, at a similar level, in all sections of the same course. By paying careful attention to consistency we will continue to have courses that prepare students for later math courses, meet the needs of the programs that require courses, and maintain transferability to various four-year colleges and universities.

The Manual consists of five sections: (1) Organization Topics, (2) First Day Handouts, (3) A General Guide to Classroom Policy, (4) Advising Students, and (5) the Course Section. The first four sections contain information that is not course specific. The "First Day Handout" Section lists all the information that is required in an instructor's first day handout. Under the "Course Section", you are provided with a template of a first day handout with all the required information for each individual course. Instructors are encouraged to incorporate this material into their own individual first day handout, one that contains contact information and instructor determined course policies such as homework and grading procedures. A calendar is also included, but it does not take holidays (Labor Day, Martin Luther King Day, Thanksgiving, etc) into account, so you may need to modify it slightly for your section(s). The "Course Section" also contains "Notes for Instructors" for each individual course. The material in the "Notes for Instructors" has been written and reviewed by teachers who frequently teach the course. For some courses, extra materials such as pretests and suggested homework assignments are provided.

The material in this Manual is available on the Web as downloadable RTF and PDF files. You may use these files as starting points for your own handouts. These are made available so that you may easily incorporate the departmental material. It is a good idea to check the Mathematics Manual Online before each semester to see whether new material is provided for your course.

Many of the changes in mathematics education across the country are influencing our courses and teaching methods. Many of us are trying to use more group projects and written assignments and more strategies to promote active learning in our classes. We need to share our successes and support each other through our frustrations. If you have ideas about how we might improve our communication and better support each other, please talk with some of the full-time faculty members.