Text: Academic Systems Algebra *Prealgebra* Personal Academic Notebook (Note: this program is completely web based now and the textbook will no longer come with CDs. The program is launched from the website http://asalgebra.platoweb.com)

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

Instructor Supplements:
- Academic Systems Algebra Answers and Solutions
- Interactive Mathematics *Test Check CD* (version 4.1)
- Other resources available at: http://academictraining.plato.com (Click on Academic Systems Algebra – username “asalg” and password “asalg”)

**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.

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 and print materials. Visit the Instructor Resource website located at http://academictraining.plato.com and click on Academic Systems Algebra. You will need the username “asalg” and password “asalg” to enter. This site contains complete copies of the Answers and Solutions, Instructor's Guide and all Personal Academic Notebooks: *Prealgebra, Elementary Algebra* and *Intermediate Algebra*. In addition, this site contains links to training resources and technical support. This site is strictly for instructors and should not be given out to students.

Another important site to visit is the Student Resource site found at http://asalgebra.platoweb.com/content/asalgebra/Help/StudentOrientation/htmlpages/index.htm This site includes a “Getting Started” video as well as tutorials on how to use the expression editor and other features.

If you are teaching online courses, you may want to direct your students to the site http://support.plato.com/AS-Alg/index.asp and have them watch the Academic Systems Student Orientation Tutorial. This is a 5 minute video that shows students how to log on and begin in lesson.

It is very important that you check out the classroom where you will be teaching and familiarize yourself with the technical staff that will assist you with hardware problems. Make sure that you log on as a student to several computers and make sure the program is running smoothly. Check to see if you are able to print for these stations and to see if other issues need to be addressed (such as disabling pop-up blockers).
Finally, before the first class day you should register your students, including some pseudo-students for those who add or register late. After you have registered your students, be sure to select all of your students and enroll these students in your section. The instructions on how to do this will be covered during a training session held before the semester begins. If you need help with this, please ask Karen Chaka or Janet Bickham. Print out your Curriculum Plan and your class roster and keep it handy throughout the semester. You may add students and remove students at any time during the semester. Be careful to not delete a student who has entered their validation code. These students should have access to the program for one year.

It is likely that at least some of your students will not have their books on the first class day. Your students will be able to log on and do lessons without their book (validation code) for the first 2 weeks of class. They may also work in the learning lab or from home if they have the minimum computer requirements. You should pick up a Lab schedule to share with your students. Students should be encouraged to log on outside of class time either in the learning lab or elsewhere in order to complete all of the lessons in a timely manner.

**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. Your students will have a 10-digit validation number printed on a card 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. 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 (online resource) 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. Have them put on the headphones, log on, then select "Assignments". Your students will see a series of lettered blocks that they will click on to get to their lessons. The lesson "Getting Started" should be under Block A and takes about 20 minutes to complete. 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, assistant deans or CCA coordinators may seek a transfer for a students 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 F1.1 Whole Numbers I (approx. 6–8 hours) This lesson covers the number line, ordering symbols, and place value. It also includes addition, subtraction, multiplication, and division of whole numbers, along with solving simple linear equations involving whole numbers. In addition to these topics, it covers prime factorization, rounding, estimating, divisibility, and simple applications of whole numbers. Even though PLATO Interactive Mathematics allows approximately 6–8 hours for this lesson, your students in Basic Math will have a wide range of ability levels. This lesson and the next 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 enroll in a developmental math lab class to get additional help. Please inform your students that the lab classes are not computer labs but will provide them with the extra attention they need with the math concepts and with their pencil and paper homework. Also, Academic Systems Algebra has lots of helpful information, including Interactive Math Study Tips, posted on their Student Orientation web page [http://asalgebra.platoweb.com/content/asalgebra/Help/StudentOrientation/htmlpages/index.htm](http://asalgebra.platoweb.com/content/asalgebra/Help/StudentOrientation/htmlpages/index.htm) and click on "Tips and Tutorials." Please share this web site with your students.

Lesson F1.2 Whole Numbers II (approx. 4–6 hours) This lesson covers exponential notation, order of operations, distributive property and combining like terms. It also includes some applications. Again, expect some students to move quickly through this material, and consider referring others to the developmental lab classes.

Lesson F2.1 Fractions I (approx. 4–6 hours) This lesson covers fraction notation, mixed numerals, improper fractions, equivalent fractions, simplifying fractions (reducing to lowest terms), GCF, and multiplying and dividing fractions. It also includes some applications and more on solving simple equations. Some students may have particular difficulty with this lesson and the next, and it is best for them to go through the entire lesson thoroughly. But again, other students will just need a quick review and will move quickly through this. Expect this wide range of students’ performances to continue throughout the course.

Lesson F2.2 Fractions II (approx. 4–6 hours) This lesson covers LCM, common denominators, ordering fractions, and adding and subtracting fractions and mixed numerals. It also includes order of operations, solving simple equations, and more applications of fractions. If students need extra
practice with fractions, you may consider including lesson EI.A in your Curriculum Plan for extra coverage of this topic. This requires the use of the "Elementary Algebra - Part 1" CD, available in the Learning Lab.

**Lesson F2.3 Decimals I (approx. 4–6 hours)** This lesson includes place value, ordering decimals, rounding and estimating, converting between decimal and fraction notation, irrational numbers, and applications. Again, expect a wide range of performance levels from your students and help them as needed.

**Lesson F2.4 Decimals II (approx. 4–6 hours)** This lesson covers adding, subtracting, multiplying, and dividing decimals along with order of operations and properties of real numbers. It also includes applications and solving simple linear equations.

**Lesson F3.1 Ratio and Proportion (approx. 4–6 hours)** This lesson covers ratios, rates, proportions, and similar triangles. It also includes applications.

**Lesson F3.2 Percent (approx. 6–8 hours)** This lesson covers percents, converting among percents, decimals, and fractions, solving percent problems, and applications. You may have to help students understand the percent bars (diagrams) that are used throughout this section. Students may also need extra help with the percent increase and decrease problems in this section. There is an additional required homework handout, Exercise Set F3.2, that covers simple interest.

**Lesson F4.1 Signed Numbers I (approx. 4–6 hours)** This lesson may be the first lesson in which some of your students start slowing down. It includes ordering signed numbers, absolute value, adding and subtracting signed numbers and more on solving simple linear equations. The explain module for this lesson is often helpful to those students who have never been able to master the material before. The lesson includes some applications of signed numbers.

**Lesson F4.2 Signed Numbers II (approx. 4–6 hours)** This lesson has 2 concepts, the first covering multiplication and division of signed numbers, and the second covering order of operations, distributive property, combining like terms, and applications. A handout, Exercise Set F4.2, with extra practice problems for raising signed numbers to exponents is required.

**Lesson 1.1 The Real Numbers (approx. 2 hours)** Please notice that this is the first lesson which students will encounter which does not begin with the letter “F” for fundamentals. Some students have difficulty distinguishing between lesson F1.1 and this lesson (1.1, with no “F”). Please point out to them that the next few lessons do not begin with the letter “F” and are different lessons than those they have covered previously. To find this lesson, students will have to scroll down in the list of topics (past F5 and F6 to Topic 1 Real Numbers.) This lesson is a review of several of the previous lessons, relative to the real numbers. Subsets of the real numbers are discussed in this lesson and graphing of real numbers on the number line is explained. Inequality symbols and absolute value are reviewed. Some students may go through this lesson quickly.

**Lesson 1.2 Factoring and Fractions (approx. 3 hours)** The first concept is a review of prime factors, the GCF and the LCM. The second concept reviews reducing, adding, subtracting, multiplying, and dividing fractions. Some students will find that previous struggles with fractions will slow them down here (compared to Lesson 1.1), but they will also find that their understanding of fractions will greatly improve if they do the whole lesson.

**Lesson 1.3 Arithmetic of Numbers (approx. 2 hours)** All operations with real numbers and the order of operations are reviewed here. The laws, identities, and inverses for the operations are presented as well.

**Lesson 2.1 Algebraic Expressions (approx. 2 hours)** This is the first lesson in which the students will use the Expression Editor to enter answers to questions. It is important to help your students learn 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. A tutorial on using the Expression Editor is posted on Academic Systems Algebra Student Orientation web page http://asalgebra.platoweb.com/content/asalgebra/Help/StudentOrientation/htmlpages/index.htm

Click on "Tips and Tutorials." Please share this web site with your students. Lesson 2.1 defines the basic components of an algebraic expression and explains how to simplify expressions by combining like terms and distributing to eliminate parentheses. Students will evaluate expressions and use substitution to evaluate formulas.

**Lesson 2.2 Solving Linear Equations (approx. 3 hours)** This lesson has two concepts. The first reviews the simplest equations. The second concept covers equations with fractions as coefficients, equations with no solution, and equations with infinitely many solutions. Formulas are solved for an indicated variable. Some students may require extra help with this section. A required handout, Exercise Set 2.2, provides additional practice in solving linear equations.

**Lesson 2.3 Problem Solving (approx. 4 hours)** This lesson is broken into two sections. The first covers number and age applications. The second covers applications involving geometry. Most students will likely require extra help with this section, particularly in setting up the equations. Encourage them to define the variable expressions. Doing so should help them in creating the equations. In the geometry section, you may need to remind them that perimeter is the distance around the figure and that the sum of the angles in a triangle is 180 degrees. You may also need to point out the difference between a side and an angle. In the number problems, you will likely need to remind students that if the sum of two numbers is given, the second number can be defined to be the sum minus the first number. Similarly, if the difference between two numbers is given, the second number can be defined to be the difference plus the first number. A required handout, Exercise Set 2.3, provides additional explanation and practice in applications of linear equations.

**Lesson 6.1 Exponents (approx. 2 hours)** This lesson is available with the online lessons but is not in the textbook. Students and instructors may print the textbook pages when they are logged on and viewing this section. To do this, click on the tools icon on the lower left corner of the lesson screen (it is an icon with a picture of a hammer). Then select Personal Academic Notebook. A pdf file will open that will contain the textbook pages for this section. You may print the entire textbook pages for these lessons or view them on the computer. You will need these textbook pages for the assigned homework problems for this lesson. This lesson teaches the basic concepts associated with exponents, the properties of exponents, and explains the zero exponent. Some of your students may not have seen this material before and may need extra help with this section.

**Lesson 6.2 Polynomial Operations (approx. 4 hours)** This lesson is available with the online lessons but is not in the textbook. Using the steps described above in Lesson 6.1, instructors and students may view or print out the textbook pages for this section. Basic concepts and terminology for polynomials begin this lesson. Students will also evaluate polynomials, add, and subtract polynomials. Multiplication and division by monomials is included. Again, this may be new material for some of your students.

**Lesson F5.1 Geometry I (approx. 4 hours)** After completing the previous lesson (6.2 with no F), students will have to go back up in the list of lessons to find Lesson F5.1. This lesson covers geometric figures including points, lines, line segments, rays, polygons, and angles. It incorporates discussions and examples of measuring angles and classifying them as acute, right, obtuse, or straight. It also covers complementary, supplementary, adjacent, and vertical angles. Additionally, it investigates the sum of the angles in polygons. Lessons F5.1, F5.2, and F5.3 together encompass the geometry concepts covered on the TSI.

**Lesson F5.2 Geometry II (approx. 4–6 hours)** This lesson has two concepts, the first covering perimeter and area of rectangles, squares, triangles, and circles, and the second covering volume and surface area. You may want to de-emphasize the concept of surface area because it is not included in the learning objectives for this course. You may also choose to have your students skip surface area
in the software and make up your own quiz excluding surface area, or have them take the quiz provided in the software and then adjust their grades to eliminate surface area.

**Lesson F5.3 Geometry III (approx. 4–6 hours)** Lesson F5.3 has two concepts, the first covering triangles and parallelograms, and the second covering similar polygons, including triangles. In the first concept, you may have students focus on the sum of the angles in a triangle and on the angles associated with parallel lines and transversals. You may de-emphasize congruent triangles, Pythagorean Theorem, and properties of parallelograms. In the second concept, you may have students focus on similar triangles. As always, you may adjust your quizzes or student quiz grades appropriately.

**Lesson F6.1 Units of Measure (approx. 4–6 hours)** Some students may require extra attention while completing this lesson. The lesson covers US/English units, the metric system, and conversions within and between the two systems. Encourage your resistant students to try using unit ratios to do the conversions. They often are amazed with how much this helps them master the material. You may also help students with using tables to convert within the metric system.

**Lesson F6.2 Interpreting Graphs (approx. 2–3 hours)** This lesson includes reading, graphing, and interpreting pictographs, bar graphs, circle graphs, and line graphs, with lots of applications. Most students are able to move quickly through this lesson, but some may need help with the percent increase and decrease problems which are included in the applications.

**Lesson F6.3 Introduction to Statistics (approx. 2–3 hours)** This lesson covers mean, median, mode, range, and box-and-whisker plots. You may want to de-emphasize the box-and-whisker plots, or have students omit this part of the lesson and adjust their quiz grades accordingly.
IMPORTANT INFORMATION: 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 card with your textbook that contains the 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 validation number from last semester, contact your instructor to see if you qualify for a waiver.

Text: Academic Systems Algebra Prealgebra Personal Academic Notebook (Note: this program is completely web based now and the textbook will no longer come with CDs. The program is launched from the website http://asalgebra.platoweb.com)

Supplemental Materials: Paper, Pencils, Erasers, 4-Function (10-Key) Calculator

Prerequisite: None

Course Rationale: Welcome to Basic Math Skills. This course is designed to be the first course in a 3-course Developmental Math sequence. The other two are Elementary Algebra and Intermediate Algebra. Students who pass Basic Math Skills will have a solid foundation in arithmetic of rational numbers, solving linear equations, and the beginnings of polynomial arithmetic.

Course Description (MATD 0330 Basic Math Skills): A course designed to develop basic arithmetic and algebra skills to prepare for courses covering secondary school algebra, the first of which is MATD 0370 Elementary Algebra. Content includes operations on whole numbers, integers, fractions, decimals, ratio and proportions, percent, solving linear equations in one variable, applications, and relating simple algebra concepts to geometry.

Course Objectives: Instructors must include these in the syllabus. They are posted at http://www.austincc.edu/mthdept2/tfcourses/obj0330.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.austincc.edu/mthdept5/mman07/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.austincc.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.austincc.edu/testctr/. Guidelines for other graded materials, such as homework or projects, should also be included in the syllabus.
First Day Handout for Students in Computer-mediated Sections (Page 3 of 6)

This special section of the course uses the Academic Systems Algebra computer software package. The software provides visual explanations and includes an audio component for listening to the explanations. It is called "interactive" because you are continually being prompted for input.

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 every Friday at 8 p.m. and may not be complete until 2 a.m. Saturday.

If you receive an error message while working outside of ACC, print or copy the error message. Then please call the free PLATO technical support line listed below, and wait on the line to get help. If they are unable to help you, please ask your instructor for help.

For more information about using Academic Systems Algebra, please visit the Student Orientation website http://asalgebra.platoweb.com/content/asalgebra/Help/StudentOrientation/htmlpages/index.htm and explore the pages called "Getting Started" and other tutorials. Another helpful site is http://support.plato.com/AS-Alg/. These web sites contain the latest information about computer requirements as well as instructions for installing and using the software. Be sure to turn off any pop-up blockers for the site http://asalgebra.platoweb.com in order to do lessons. For installation problems, please visit http://support.plato.com, and click on Academic Systems Algebra to view their knowledge base articles and other resources.
Minimum Computer Requirements*
Updated 4-14-08

Windows XP SP2 Professional or Home Edition/ Windows 2000 Professional with SP4

Processor Speed: 1 GHz processor or faster
Memory: 512 MB or more
Sound card: Microsoft-compatible sound card and headset (required only if running PLATO Learning audio courseware)
Internet connection: 128Kbps per simultaneous workstation
Web Browsers: Internet® Explorer 6.0 with Service Pack 1
  Internet® Explorer 7.0
Required Plug Ins: Flash Player and Adobe Reader

Windows Vista

Processor Speed: 1 GHz processor or faster
Memory: 512 MB or more
Sound card: Microsoft-compatible sound card and headset (required only if running PLATO Learning audio courseware)
Internet connection: 128Kbps per simultaneous workstation
Web Browsers: Internet® Explorer 7.0
Required Plug Ins: Flash Player and Adobe Reader

*For Free Technical Support (Monday – Friday, 7am – 6pm Central), please call 1-800-869-2200.
First Day Handout for Students in Computer-mediated Sections (Page 5 of 6)

Academic Systems Algebra 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 Light Bulb (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:  
• You may use these as practice problems, but you are not required to do these online problems as part of your grade. Your instructor, instead, will make an assignment from your textbook that will be a required part of this course.

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/](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.

<table>
<thead>
<tr>
<th>16 Week Schedule</th>
<th>11 Week Schedule</th>
<th>6 Week Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Intro., Pretest, &quot;Getting Started,&quot; F1.1 - F1.2</td>
<td>Intro., Pretest, &quot;Getting Started,&quot; F1.1 - F1.2, F2.1</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>F2.1 - F2.2, Exam 1</td>
<td>F2.2, Exam 1, F2.3 - F2.4</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>F2.3 - F2.4</td>
<td>F3.1 - F3.2*, F4.1</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>F3.1 - F3.2*</td>
<td>F3.1 - F3.2*, F4.1</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td>F4.1 - F4.2*</td>
<td>F4.2*, Exam 2, 1.1 - 1.2</td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td>F4.2*, Exam 2, 1.1</td>
<td>1.3, 2.1 - 2.2*, 2.3*</td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td>1.2 - 1.3</td>
<td>Week 5</td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
<td>2.1 - 2.2*</td>
<td>Week 6</td>
</tr>
<tr>
<td><strong>Week 9</strong></td>
<td>2.3*, Exam 3</td>
<td>Week 7</td>
</tr>
<tr>
<td><strong>Week 10</strong></td>
<td>6.1 - 6.2</td>
<td>Week 8</td>
</tr>
<tr>
<td><strong>Week 11</strong></td>
<td>F5.1 - F5.2</td>
<td>Week 9</td>
</tr>
<tr>
<td><strong>Week 12</strong></td>
<td>F5.3</td>
<td>Week 10</td>
</tr>
<tr>
<td><strong>Week 13</strong></td>
<td>F6.1, Exam 4</td>
<td>Week 11</td>
</tr>
<tr>
<td><strong>Week 14</strong></td>
<td>F6.2</td>
<td></td>
</tr>
<tr>
<td><strong>Week 15</strong></td>
<td>F6.3</td>
<td></td>
</tr>
<tr>
<td><strong>Week 16</strong></td>
<td>Review, Final Exam</td>
<td></td>
</tr>
</tbody>
</table>

*Lessons F3.2, F4.2, 2.2, and 2.3 have additional Exercise Sets that are required for this course.*
<table>
<thead>
<tr>
<th>DUE</th>
<th>LESSON</th>
<th>STARTING PAGE</th>
<th>PROBLEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1.1</td>
<td>35</td>
<td>Every 20th problem (1, 21, 41, 61, … , 401, 421)</td>
<td></td>
</tr>
<tr>
<td>F1.2</td>
<td>77</td>
<td>Every 20th problem (1, 21, 41, 61, … , 261, 281)</td>
<td></td>
</tr>
<tr>
<td>F2.1</td>
<td>115</td>
<td>Every 20th problem (1, 21, 41, 61, … , 201, 221)</td>
<td></td>
</tr>
<tr>
<td>F2.2</td>
<td>153</td>
<td>Every 10th problem (1, 11, 21, 31, … , 181, 191)</td>
<td></td>
</tr>
<tr>
<td>F2.3</td>
<td>187</td>
<td>Every 10th problem (1, 11, 21, 31, … , 181, 191)</td>
<td></td>
</tr>
<tr>
<td>F2.4</td>
<td>223</td>
<td>23, 41, 45, 55, 63, 75, 83, 95, 115, 129, 157, 163, 179, 181, 187, 191</td>
<td></td>
</tr>
<tr>
<td>F3.1</td>
<td>257</td>
<td>1, 19, 23, 25, 35, 51, 57, 67, 71, 77, 83, 87, 111, 115, 117, 121, 123, 125, 127</td>
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</tr>
<tr>
<td>F3.2</td>
<td>291</td>
<td>11–35 odds , 41, 49, 57, 65–73 odds, 81, 83, 105, 121, 123, 179, 187, 191, 195, 197, 199</td>
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<tr>
<td>Exercise Set F3.2*</td>
<td>Handout All</td>
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<tr>
<td>F4.2</td>
<td>362</td>
<td>21, 23, 45, 47, 55, 57, 63, 65, 67, 85, 91, 101, 113, 125, 127, 131, 135, 145, 147, 153, 157, 161, 163, 171, 177, 181, 189, 211, 265 – 277 odds</td>
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<tr>
<td>Exercise Set F4.2*</td>
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<tr>
<td>1.1</td>
<td>629</td>
<td>1 – 15 odds</td>
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<td>631</td>
<td>3, 5, 9, 11, 15, 21, 23, 27</td>
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<tr>
<td>1.2</td>
<td>645</td>
<td>1 – 23 odds</td>
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<td>23, 25, 31, 33, 37, 47, 55</td>
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<tr>
<td>1.3</td>
<td>656</td>
<td>1 – 17 odds</td>
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<td>3, 5, 23, 27</td>
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<tr>
<td>2.1</td>
<td>665</td>
<td>1 – 11 odds</td>
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<td>2.2</td>
<td>681</td>
<td>1 – 29 odds</td>
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<td>683</td>
<td>1 – 33 odds</td>
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<tr>
<td>Exercise Set 2.2*</td>
<td>Handout All</td>
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<tr>
<td>2.3</td>
<td>696</td>
<td>1 – 21 odds</td>
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<td>698</td>
<td>1 – 47 odds</td>
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<tr>
<td>Exercise Set 2.3*</td>
<td>Handout All</td>
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<td>Homework Apply</td>
<td>1 – 11 odds</td>
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<tr>
<td></td>
<td></td>
<td>1 – 27 odds</td>
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<tr>
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<td>Homework Apply</td>
<td>1 – 23 odds</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 – 55 odds</td>
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</tr>
<tr>
<td>F5.1</td>
<td>397</td>
<td>81, 97, 101, 109, 111, 113, 119, 121, 125, 127, 129</td>
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</tr>
<tr>
<td>F5.2</td>
<td>447</td>
<td>1, 3, 5, 9, 17, 19, 21, 31, 39, 41, 51, 57, 75, 81, 85, 121, 123, 129, 131, 173, 177, 223, 233, 245, 253, 269, 271</td>
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<tr>
<td>F5.3</td>
<td>510</td>
<td>1, 9, 15, 19, 21, 23, 97, 99, 101, 103, 105, 107</td>
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</tr>
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<td>F6.1</td>
<td>563</td>
<td>Every 10th problem (1, 11, 21, 31, … , 181, 191)</td>
<td></td>
</tr>
<tr>
<td>F6.2</td>
<td>587</td>
<td>25 – 31 odds, 47, 73 – 85 odds, 95</td>
<td></td>
</tr>
<tr>
<td>F6.3</td>
<td>609</td>
<td>7, 13, 15, 27, 39, 41, 57, 61, 63</td>
<td></td>
</tr>
</tbody>
</table>

*Exercise Set Handouts F3.2, F4.2, 2.2, and 2.3 are required materials for the course.  
**Lessons 6.1 and 6.2 (not F6.1 and F6.2) are in your online lessons but are not in your textbook. They are covered on the Final Exam. You may print the textbook pages when you are logged on and viewing this section. To do this, click on the tools icon on the lower left corner of the lesson screen (it is an icon with a picture of a hammer). Then select Personal Academic Notebook. A pdf file will open that will contain the textbook pages for this section. You may print the entire lesson or print just the pages for Homework and Apply sections at the end.