Mathematics 120: College Algebra, Fall 2025 Syllabus

1 Section Details

1.1 Class Meetings

Varies by Section:
Section 001: -T-H- 8am-9:15am
Section 002: -T-H- 9:30am-10:45am
Section 003: M-W-F 10am-10:50am
Section 004: M-W-F 11am-11:50am
Section 005: M-W-F 12pm-12:50pm
Section 008: M-W-F 4pm-4:50pm
Section 009: M-W-F 9am-9:50am
Section 103, 104: M-W-F 10am-10:50am

1.2 Course Coordinator

Name: Jason DeMoulpied
Office: Weber 137D
Email: Jason.DeMoulpied@colostate.edu

1.3 Instructor

Varies by section.
Section 001: Elissa Pitts
Section 002: Elissa Pitts
Section 003: Ayodeji Farominiyi
Section 004: Nathan Carlson
Section 005: Alice Mehalik
Section 008: Alex Ubaldo-Zurita
Section 009: Eden Heyen
Section 103, 104: Vivian De Leon Ramos

2 Course Information

2.1 Prerequisites and Placement:

Math Placement Tool or ELM Tutorial required.

2.2 Course Description

Examine ideas of quantity, variable, rate of change, and formula. Develop meaningful formulas and graphs to represent the patterns (linear, quadratic, exponential, polynomial, rational) of how two quantities change together, and develop and interpret function formulas and graphs to represent quantitative relationships in applied contexts.

2.3 Textbook and Online Resources

This course will us a free, online, Open Education Resource (OER) textbook. There is no textbook that must be purchased for this course. Links to textbook sections are listed in Canvas under Modules. There are also supplemental videos available for each section that are also listed in Modules.

This course will use a free online homework service known as MyOpenMath. You do not need to make an account with MyOpenMath, all homework assignments will be accessed from within Canvas.

2.4 Learning Objectives

The learning objectives for the course can be found on the official syllabus at

https://www.math.colostate.edu/syllabi/MATH120Syllabus.pdf

2.5 Equipment and Software

- Calculators:
  You are required to have an electronic device that can access the internet, so a smart phone, laptop, or tablet for some in-class activities and online assessments. Your instructor may require you to bring it to class. The device you use should be capable of graphing functions so you will need a graphing application, including the free app Desmos. **Absolutely no such devices will be allowed on exams. Nor will they be needed on exams.** You will be allowed to use a non-graphing calculator during in-class quizzes and exams, but they will not be required.

- AI Tools:
  This class is specifically a space for learning and practicing invaluable critical thinking and quantitative reasoning skills that cannot be replicated by generative artificial intelligence (AI). While the ever-changing developments with AI will find their place in our workforces and personal lives, in the realm of education, this kind of technology can counteract learning. This is because the use of AI diminishes opportunities to learn from our experiences and from each other, to problem-solve, and to contribute our ideas in authentic ways. College is a place for learning, and AI simply cannot do that learning for us. While it is almost expected that you will use AI in some way to help you on your homework assignments, I urge you to use those tools to gain a deeper understanding of the concepts and procedures rather than a tool that will give you answers. You will not have access to such tools on any proctored assignments (quizzes and exams), so you should not rely on them on your unproctored assignments.

- **Other:** You will receive more information about software that will be used for in-class activities and projects. This software will be free to you, either open source or through the University's subscription.

2.6 Canvas

See our course's Canvas https://canvas.colostate.edu/ for up-to-date course information related to exams, homework assignments, the course schedule, lists of instructors, a copy of this syllabus, and links to additional resources.

3 Course Structure

Research shows that people learn mathematics best when they are actively participating. In other words, you learn by doing, not by watching. Therefore, MATH 120 frequently allows for individual and group work in which you will be actively engaged with solving problems, making discoveries and understanding connections. Do not be surprised if your instructor often spends only half a class period lecturing or solving problems: the rest of the time, you should expect to be working at your desk or online, either individually or in groups, presenting your work.

In this vein, you will be expected to read section of the textbook before concepts are discussed in class. Lectures are intended to highlight aspects of the text, not to replace it. In this course you will learn a number of useful formulas, though their mastery is not the primary purpose of mathematics any more than correct spelling is the primary purpose of literature. Our goal is to have you learn how to understand mathematics conceptually so you can build your own approaches to solving practical problems.

3.1 Precalculus Center

The mission of the Precalculus Center, (located in Weber 136), is to improve learning and academic performance for all students enrolled in college algebra and precalculus courses. We support instruction that carefully considers student thinking and engages students as active participants in their learning process. One of the ways we support our mission is through individual tutoring and small group mentoring.

Tutors are trained to help assist with specific questions. They are not able to work through homework assignments. The Precalculus Center can get extremely busy before assignments are due, so make a habit of visiting the Precalculus Center well before assignments are due and start a conversation with our wonderful staff.

Your individual instructors may also hold office hours in the Precalculus Center to help with question you may have about the course or assignments as well.

4 Assignments and Assessments

The only effective way to learn mathematics is to do lots and lots of problems. Besides working on problems in class every day, you will have assignments and assessments in this course to enhance your skills and understanding.

4.1 Grades

The grade distribution will be calculated based on the following weightings:

- Midterm Exams (40%)
- Final Exam (20%)
- Quizzes (20%)
- Attendance and Class Participation (10%)
- Homework (10%)

4.2 Attendance and Participation

It is critical that you attend every class session. Your success in this class is dependent on your participating in lecture and small group work. You should bring a notebook to class and record your thinking and solutions to problems assigned and worked during class. Since homework will be similar to problems worked in-class it will be helpful to review your solutions before beginning your homework. Your two lowest weeks of attendance and participation will be dropped.

4.3 Online Homework - MyOpenMath

Online homework will be completed using the Canvas Page for this course.

There will be one or two online homework assignments each week. You should expect to spend several hours weekly on homework. You should also expect that some questions will be challenging, requiring more time and effort.

If you are unable to answer all parts of a homework question you email your instructor, go to office hours, go to the Precalculus Center, and also watch the videos in Modules on Canvas. Homework assignments will require that you demonstrate an understanding of the ideas introduced in class and the textbook. You will have an unlimited number of attempts on each homework problem.

All homework assignments for this course will close the last day of classes, December 12th, at 11:59pm.

4.4 Quizzes

There will be several in-class quizzes meant to assess your mastery of the homework and class discussions. The best way to prepare for quizzes is to complete your homework (with understanding) before the class session begins, and pay close attention during lecture. If there is a change in the

assessment format for a particular week, your instructor will give you details about how this score is determined for your section. Your lowest quiz grade will be dropped. **There are no makeups for any missed quizzes without proper academic accommodations or exemptions**. The purpose of dropping a quiz grade is to account for unforeseen emergencies such as family emergencies or illness.

4.5 Exams

There will be two evening, 110 minute exams throughout the semester. The 2 evening exams are worth 40% of the final course grade. Each midterm is worth 20% of the final course grade. There is also a final exam for this course during finals week. The final exam is worth 20% of the final course grade. The exams will be held on the following dates:

- **Exam 1:** Thursday October 2nd, 5-6:50pm, Rooms TBD.
- **Exam 2:** Thursday November 6th, 5-6:50pm, Rooms TBD.
- **Final Exam:** Wednesday December 17th, 7:30am-9:30am, Rooms TBD.

Alternate Exams: All exams must be taken at the time stated on the syllabus, which are known to not conflict with any other CSU classes. The only exceptions are conflicts with any university approved absence or events beyond your control that cannot be rescheduled (e.g. hospitalization). In either case it is the student's responsibility to inform the instructor in due course (well ahead of a conflict with a university events, or as soon as possible in case of a medical emergency) of this conflict and to provide appropriate written documentation. Students seeking an exemption from attending religious holiday will find information at http://oeo.colostate.edu/religious-accommodation
Note: If the Final Exam score is greater than the Lowest Exam score, the Final Exam score will replace the Lowest Exam score when calculating the final course grade.

Use of any outside resources, looking at another persons exam, or providing assistance to others at any time during the exams will be considered cheating.

4.6 Academic Integrity:

This course will adhere to the CSU Academic Integrity Policy as found on the Student's Responsibilities page of the CSU General Catalog and in the Student Conduct Code. By handing in homework, lab reports, and exams you certify that this is your own work. You are encouraged to discuss homework solution strategies and laboratory write-ups with fellow students, but the final write-up must be your own. Misrepresenting someone else's work as your own (plagiarism; this includes submitting work from a Solutions Manual or an on-line homework web site as your own), possessing or using unauthorized reference information in any form that could be helpful while taking an exam (for example a calculator not explicitly permitted), or doing assigned problems with the aid of a computer algebra system that has not explicitly been permitted are examples of cheating. At a minimum, violations will result in a grading penalty in this course and a report to the Student Resolution Center.

5 University Policies and Standards

5.1 CSU Principles of Community

- **Inclusion:** We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.
- **Integrity:** We are accountable for our actions and will act ethically and honestly in all our interactions.
- **Respect:** We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.
- **Service:** We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.
- **Social Justice:** We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

5.2 Diversity and Inclusion

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

5.3 Other Policies

Other policies relevant to your courses and resources to help with various challenges you may encounter, including Accommodation of Needs, Interpersonal Violence, Religious Observations, Undocumented Student Support, Food Insecurity, Student Case Management, Mental Health and Wellness. Please visit the following link https://col.st/2FA2g or use the QRN code below for further information.