

CCBC Essex  
Science

School of Mathematics and

MATH 083 Intermediate Algebra

Section: WE1 & WE2

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CLASSROOM LOCATION: WebCT

SEMESTER: Spring 2010

INSTRUCTOR: DONNA TUPPER

OFFICE LOCATION: Essex, F-413

INSTRUCTOR PHONE: 443-840-2219

EMAIL: dtupper@ccbcmd.edu

WEBPAGE: [faculty.ccbcmd.edu/~dtupper](http://faculty.ccbcmd.edu/~dtupper)

OFFICE HOURS: MON, THURS, FRI 7:30PM

– 8:30PM

**COURSE PRE-REQUISITES:** MATH 082 or a satisfactory score on the math placement test, and RDNG 051 or LVR 1.

**COURSE DESCRIPTION:**

The topics include linear functions, general functions and relations, functional notation, operations of functions, linear and quadratic functions, solutions of quadratic and radical equations, complex numbers, rational expressions and equations, exponential and logarithmic functions, and conic sections.

**RATIONALE:**

This course is the third of three developmental courses designed to prepare students with the mathematical background necessary for general education level mathematics, completing a base knowledge of algebra. The course is non-credit, does not transfer, and will not satisfy the mathematics requirement for an Associate's Degree. A student who successfully completes this course is eligible to enroll in a general education level mathematics course, chosen depending on the student's transfer plans, major, and/or career goals.

**TEXT:**

*Intermediate Algebra with My Math Lab* 5<sup>th</sup> Edition; Martin-Gay Pearson-Addison Wesley

**CHAPTERS COVERED:**

- Chapter 3: Graphs, Functions, and Linear Equations
- Chapter 5: Polynomials and Polynomial Functions
- Chapter 6: Rational Expressions, Equations, and Functions
- Chapter 7: Rational Exponents, Radicals, and Complex Numbers
- Chapter 8: Quadratic Functions and Equations
- Chapter 9: Exponential and Logarithmic Functions
- Chapter 10: Circles

**MATERIALS:**

A scientific or graphing calculator is recommended and may be used in class for homework, quizzes, and exams, *as the instructor permits*. The TI-89, TI-92, and any other calculator with computer algebraic capabilities are not permitted in Math 083.

## TENTATIVE LIST OF DATED ASSIGNMENTS (for 15-week course):

### COURSE CALENDAR

- • **February 1, 2010**

- ○ **Review Cartesian Coordinate System**

This is section 3.1 from our text. My online lecture notes will be found in what I called unit 1. You are expected to read both my notes and the text.

- • **February 4, 2010**

- ○ **Functions Including Domain and Range**

This is section 3.2 from the text and unit 1 section 2 from the online lecture notes. Here the important thing to remember is that the domain are the values  $x$  can take on and the range is the values  $y$  can take on.

- • **February 7, 2010**

- ○ **Graphing Linear Functions**

This is section 3.3 from the text. Here, you will simply pick values of  $x$  and solve for  $y$ . Then plot the points on the graph. You should know how to do this already!

- ○ **The Slope of a Line**

This is section 3.4 from the text. You need to remember here that once you put your equation in  $y = mx + b$  form, "m" is the slope. If you are given two points, the slope can also be found using the formula  $(y_2 - y_1) / (x_2 - x_1)$

In section 3.4 of the text, you will learn more about finding the equation of a line.

The important formulas here are

Slope - Intercept Formula  
 $y = mx + b$

Formula for the Slope  
 $m = (y_2 - y_1) / (x_2 - x_1)$

Point-Slope Formula

$y - y_1 = m(x - x_1)$

- ○ **Parallel and Perpendicular Lines**

In section 3.5 from the text, you will learn about parallel lines and perpendicular lines. Step 1 will be to put a given line into  $y = mx + b$ . If two lines are parallel, then the value of the slope, "m" will be the same. If the lines

are perpendicular, then the slope of the line you are looking for will be the "negative reciprocal" of the given line. Simply put, you take the given slope, flip the fraction, and then change the sign. By changing the sign, I mean + or -

- • **February 10, 2010**

- ○ **Rules for Exponents**

We jump to chapter 5, sections 1 and 2 from the text, where you will be reminded of your rules for exponents.

$$x^n * x^m = x^{n+m}$$

$$(x^n)^m = x^{n*m}$$

$$\frac{x^n}{x^m} = x^{n-m} \quad x \neq 0$$

$$\left(\frac{x}{y}\right)^n = \frac{x^n}{y^n}$$

$$\left(\frac{x}{y}\right)^{-n} = \left(\frac{y}{x}\right)^{+n}$$

$$x^0 = 1 \quad x \neq 0$$

- • **February 13, 2010**

- ○ **Algebra of Functions**

In section 5.3 from the text, you will learn how to add, subtract and multiply and divide functions as well as determining the domain. The key things to remember are:

When adding, combine like terms.

When subtracting, remember to DISTRIBUTE the minus sign to EACH TERM being subtracted.

When multiplying, be careful.

When dividing, for now just put one fraction in the numerator and the other in the denominator.

For the domain, remember the domain of a polynomial is all real numbers.

The domain of a rational expression is all real numbers EXCEPT where the denominator would be 0. For example, the domain of

$$f(x) = (x + 2) / [(x - 3)(x + 5)]$$

where the denominator is  $[(x - 3)(x + 5)]$  would be all real numbers EXCEPT 3

and -5 because both 3 and -5 cause the denominator to equal 0 and we can never divide by 0.

- ○ **Adding and Subtracting Polynomials**

Section 5.3 of your text involves:

Like terms are terms that have the exact same variables raised to the exact same powers. For example,  $4x^2y^6z$  and  $-6x^2y^6z$  are "like" terms.

When adding, combine like terms.

When you are subtracting, remember to distribute the minus sign to EACH term being subtracted, then just combine like terms. For example,  $(4x - 3) - (2x - 8)$  equals  $4x - 3 - 2x + 8$ . Notice the minus sign was distributed to both the  $2x$  and the  $-8$ . Then, combining like terms, you get  $2x + 5$  as a final answer.

- ○ **Multiplying and Dividing Polynomials**

Section 5.4 of the text is also concentrates on using the distributive law to multiply polynomials. Here we will focus on strictly multiplying and dividing polynomials. When multiplying, be careful. Make sure you multiply each term of the first polynomial by each term in the second polynomial.

This ends unit 1 of our course. **Please take the unit 1 test by February 18, 2010.**

- • **February 18, 2010**

- ○ **UNIT 2 BEGINS with Factoring**

Beginning with section 5.5 of your text, we will start factoring. The key to remember here is always start by taking out the GCF. Then you can use grouping to factor what is left. You should have seen this before in Algebra 1.

When you are looking to take out the greatest common factor, first look at the coefficients and see if there is a common factor. Then look at the variables. If a variable is present in EACH term, then look at the exponents. Finding the smallest exponent and that is what you will take out.

If you have an expression like  $12x^5 - 32x^3 - 16x^2$ , you can factor out the greatest common factor of 4 since 4 divides evenly into 12, 32 and 16. Looking at the variables, there is an "x" in each term. Since the smallest exponent is 2, we can factor out an  $x^2$ .

Therefore,  $12x^5 - 32x^3 - 16x^2$  factors to  $4x^2(3x^3 - 8x - 4)$ .

We then move on to factoring trinomials. This will be in section 5.6 of your text. This might be new to you.

- • **February 21, 2010**

**AC Method** – The AC method is another way of factoring a quadratics like  $6x^2 - 17x + 12$ . Here, you multiply AC and find the pair of factors that add up to B. Be careful with your signs.

- $AC = 6 * 12 = +72$

- The factors of 72 are (1, 72), (-1, -72), (2, 36), (-2, -36), (3, 24), (-3, -24), (4, 18), (-4, -18), (6, 12), (-6, -12), (8, 9) and (-8, -9). The pair of factors that add up to -17, the coefficient of our B term is (-8, -9)

- Replace the B term by the sum found in the last step. That gives us  $6x^2 - 8x - 9x + 12$ .

- Now factor by grouping.  $2x(3x - 4) - 3(3x - 4)$  which simplifies to  $(2x - 3)(3x - 4)$ .

- • **February 24, 2010**

- ○ **Factoring Part 2: Special Products**

In sections 5.7 of the text, you will learn some techniques for factoring perfect square trinomials and the difference of perfect squares. The formula for the difference of squares you need to remember. However, for the perfect square trinomials, factoring by grouping will still work. The formula just makes things easier for some.

The formulas are:

$$\text{Difference of Squares - } a^2 - b^2 = (a - b)(a + b)$$

$$\text{Perfect Square Trinomials - } a^2 - 2ab + b^2 = (a - b)(a - b) = (a - b)^2$$
$$a^2 + 2ab + b^2 = (a + b)(a + b) = (a + b)^2$$

$$\text{Sum of Cubes: } a^3 + b^3 = (a + b)(a^2 - ab + b^2)$$

$$\text{Difference of Cubes: } a^3 - b^3 = (a - b)(a^2 + ab + b^2)$$

- • **February 28, 2010**

- ○ **Solving Equations by Factoring**

In section 5.8 of the text, we will be solving equations by factoring, setting each factor equal to zero and solving the resulting "little equations".

- • **March 3, 2010**

- ○ **Reducing & Multiplying/Dividing Rational Expressions**

As we begin chapter 6.1 of the text, we will be applying all of our factoring rules from chapter 5. In this section, we will use factoring to simplify rational expressions.

**Reducing Rational Expressions** – To reduce a rational expression, you factor the numerator and factor the denominator. Then cancel out the common factors.

**Multiplying and Dividing Rational Expressions** – When dividing rational expressions, first, factor all of the numerators and all of the denominators. Then take the second fraction (called the divisor), flip it, and change the question to multiplication. Then cancel out any common factors. Keep in mind this is the same procedure you would do when dividing ordinary fractions.

- • **March 7, 2010**

- ○ **Adding & Subtracting Rational Expressions**

In section 6.2 of the text, you will really need to apply those factoring skills to find the LCD of your rational expressions. However, once you have done that, all you need to do is create equivalent fractions and add or subtract like you would any other polynomial. Here we are just building on the idea of adding and subtracting of ordinary fractions. Just remember to keep your LCD in the final answer.

NOTE: WE SKIP SECTIONS 6.3 and 6.4 of our text!!

- • **March 11, 2010**

- ○ **Solving Rational Equations**

In section 6.7 of the text, you will learn that the key to solving rational equations is to first find the LCD of the equation. Next, multiply each term by the LCD. You will notice the denominators all cancel. Then you just need to solve the resulting equation.

- • **March 14, 2010**

- ○ **Word Problems**

In section 6.6 of the text, you will be solving word problems.

This also ends unit 2 of the course. I want the test for unit 2 completed by March 18, 2010.

- • **March 18, 2010**

- ○ **Unit 3: Rational Exponents and Roots**

We begin unit 3 in sections 7.1, 7.2 of our text. You might want to go over your rules for exponents first. Once you remember them, this section simply requires you to add, subtract and multiply simple fractions.

- • **March 21, 2010**

In section 7.3 of your text, we talk about simplifying radicals. A square root is said to be simplified if there are no perfect squares under the square root symbol. A cube root is said to be simplified if there are no perfect cubes under the cube root symbol. For example  $\sqrt{50x^7} = \sqrt{25 * 2 * x^6 x} = 5x^3\sqrt{2x}$

- • **March 24, 2010**

- ○ **Addition, Subtraction and Multiplication of Radicals**

In section 7.3 of the text, you will see that when you multiply radicals, you need to simply multiply the radicands (what is under the radical symbol). Then remember to simplify the radical.

When adding and subtracting radicals, you can only add or subtract "like" radicals.

- • **March 27, 2010 to April 5, 2010 SPRING BREAK**

- • **April 6, 2010**

- ○ **Rationalizing Denominators**

This is also referred to as division of radicals. In section 7.5 of the text, you will see that you need to create perfect powers in the denominator. For example, if you have a square root in the denominator, then you need to each item under the square root symbol is a perfect square.

Next, multiply the numerator by whatever you multiplied the denominator by.

Simplify and you are done.

- • **April 9, 2010**

- ○ **Equations with Radicals**

In section 7.6 of the text, we will solve radical equations. The key here is to first isolate the radical (make sure it is alone on one side of the equal sign). Then raise both sides to the same power.

For example,

$$\sqrt{x + 4} = 4$$

Squaring both sides gives us

$$x + 4 = 16$$

Solving tells us x must be 12.

- • **April 12, 2010**
  - ○ **Complex Numbers**

We end unit 3 with a discussion of complex numbers. This will correspond with section 7.7 of your text.

The powers of  $i$  are important here. Remember that

- $i^2 = -1$
- $i^3 = -i$
- $i^4 = 1$

When setting two complex numbers equal, simply set the real parts equal and set the imaginary parts equal. That means if

$$a + 7i = 12 + bi$$

$a$  must equal 12 and  $b$  must equal 7.

To add two complex numbers, add the real parts and add the imaginary parts. Therefore, to add  $(4 - 5i) + (6 + 7i)$

means  $(4 + 6) + (-5i + 7i)$

for a final answer of  $10 + 2i$ .

To subtract two complex numbers, you need to remember to distribute the minus sign to both the real and imaginary part of the number being subtracted. Therefore, to determine  $(4 - 5i) - (6 + 7i)$ , you have

$$4 - 5i - 6 - 7i$$

Now combine the real and imaginary parts and you get

$-2 - 12i$  for a final answer.

To multiply two complex numbers, remember you really have a binomial times a binomial. That means you need to FOIL.

$$(1 + 2i) * (3 + 4i) = 3 + 4i + 6i + 8i^2$$

Since  $i^2 = -1$ , we have  $3 + 4i + 6i - 8$

Combining like terms, you have  $-5 + 10i$

To divide two complex numbers, you need to multiply both the numerator and denominator by the complex conjugate of the denominator.

**Take the unit 3 test by April 20, 2010.** This last section may take more than 3 days for you to complete.

- • **April 16, 2010**
  - ○ **Completing the Squares**

We begin unit 4 with the idea of completing the squares. It is chapter 8 section 1. To complete the squares, simply set up your quadratic such that the constant is alone on the right side of the equal sign.

Then take half of the value of the " $b$ ", square it, and add to both sides of the equal sign.

Simplify and you are done.

- • **April 20, 2010**

- ○ **The Quadratic Formula**

In section 8.2 of the text, you will learn the quadratic formula. This makes solving any type of quadratic equation a lot easier because you no longer have to factor.

To enter the formula into the calculator, simply type

$$(-b + \sqrt{b^2 - 4ac}) / (2a)$$

The parenthesis are REQUIRED here.

- ○ **The Discriminant**

Also in section 8.2 of the text, you will learn about the discriminant. This is the part of the quadratic formula that is UNDER the radical, the  $b^2 - 4ac$

If the discriminant is positive, your quadratic equation has 2 real solutions.

If the discriminant is zero, you have 1 real solution.

If the discriminant is negative, you have 0 real solutions.

- • **April 25, 2010**

- ○ **Graphs of Quadratic Functions**

In section 8.7 of the text, we discuss how to graph a quadratic function. The keys are to find:

1. The x-intercepts using the quadratic formula.
2. The y-intercept by setting  $x = 0$  and solving.
3. The vertex. The x-coordinate is  $-b/2a$  and the y-coordinate is the function evaluated at  $-b/2a$ .
4. Then just find a few other points on the graph by picking any value of  $x$  and solving for  $y$ . Make a table like you did for graphing straight lines.

- • **April 29, 2010**

- ○ **Composition of Functions**

In chapter 9.1 of the text, we will discuss the composition of functions. My big piece of advice here is to NOT confuse composition of functions with multiplication of functions!!!

To determine  $f(g(x))$ , you need to look at the function  $f(x)$  and EVERY place you find an  $x$ , replace it with the entire function  $g(x)$ . Remember that if  $x$  was squared in  $f(x)$ , then you must square  $g(x)$  in the composite function.

- • **May 1, 2010**

- ○ **Exponential Functions**

In section 9.2 of the text, we discuss exponential functions. Here we will have functions where  $x$  is the exponent, not the base. For example,  $f(x) = 2^x$ .

- • **May 4, 2010**

- ○ **Logarithmic Functions**

In section 9.3 of the text, we will discuss the log function. This is the inverse of the exponential function we discussed in the last section.

- • **May 7, 2010**
  - ○ **Solving Exponential and Log Functions**  
In section 9.4 of the text we will solve problems that require you to use the exponential or log function.
  
- • **May 10, 2010**
  - ○ **Graphs of Circles**  
In section 10.1, which is the final section of the course, you will learn how to determine the center and radius of a circle. The general equation will be  
$$(x - h)^2 + (y - k)^2 = r^2$$
  
Where (h, k) is the center of the circle and r is the radius. **Take test four by May 12, 2010. The testing center will NOT administer anything but finals during finals week.**
  
- • **May 12, 2010**
  - ○ **TEST 4 DUE TODAY**
  
- • **May 20, 2010**
  - ○ **Cumulative FINAL EXAM DUE TODAY**

A **comprehensive** final exam is scheduled for May 20, 2010.

**SPECIAL PROCEDURES:**

NO make-up tests will be given except under *unusual* circumstances. If you miss a test due to illness or other emergency, you must notify me **before** the scheduled test, and *documentation may be required*. Any make-up test must be taken **before** the first class after which the actual test was given. If these conditions are not met, your score on the test will be zero.

**REQUIREMENTS:**

<b>Tests, quizzes, attendance, homework</b>	<b>70%</b>	Exam 1, Exam 2, Exam 3 and Exam 4 are worth 12% each. Homework is worth 22% of your total grade.
<b>Final Exam</b>	<b>30%</b>	The comprehensive final exam is scheduled for no later than May 20, 2010.

**GRADING POLICY:**

<b>If your course average is:</b>	<b>Your grade is:</b>
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At least 90%	<b>A</b>
At least 80% but less than 90%	<b>B</b>
At least 70% but less than 80%	<b>C</b>
Less than 70%	<b>F</b>

### ATTENDANCE POLICY FOR THIS COURSE:

You are expected to attend all scheduled classes. Should you miss a class, you are responsible for all work missed.

### CALENDAR

SPRING 2010	FULL Term	1 <sup>st</sup> 7-Week Session	2 <sup>nd</sup> 7-Week Session
Classes BEGIN	February 1	February 1	March 24
Saturday Classes BEGIN	February 6		
50% refund ends	February 19	February 12	April 6
Mid-Term grades	March 22	February 24	April 16
SPRING RECESS (COLLEGE CLOSED)	March 27-April 5 Saturday-Monday	March 27-April 5 Saturday-Monday	March 27-April 5 Saturday-Monday
COLLEGE REOPENS – CLASSES RESUME	April 6 - Tuesday	April 6 - Tuesday	April 6 - Tuesday
Last day to withdraw with "W" or change to audit "AU"	April 12	March 5	April 26
Last day of classes	May 15	March 20	May 15
Final Exams	May 16-May 22	Last class day	May 15
Final Grades entered by	May 25	March 23	May 25

**FINAL EXAM DATE: MAY 20, 2010**

### COURSE OBJECTIVES

Students will be able to:

- A. identify functions and use function notation
- B. determine the domain and range of a function
- C. factor, add, subtract, multiply, and divide functions
- D. graph linear, quadratic, exponential and logarithmic functions
- E. solve quadratic equations by 1) factoring, 2) completing the square, 3) the quadratic formula, and 4) graphing the function
- F. solve applications of quadratic equations
- G. perform operations on radical expressions
- H. perform operations on complex numbers
- I. solve radical equations
- J. simplify, factor, add, subtract, multiply, and divide rational expressions
- K. solve rational equations

- L. determine the domain and range of exponential and logarithmic function
- M. recognize and graph conic sections

## MAJOR TOPICS

- I. Functions and Relations
  - A. Introduce function notation
  - B. Identify the domain and range of a function
  - C. Perform operations on functions
- II. Quadratic Functions
  - A. Graph quadratic functions, identifying domain and range and using function notation
  - B. Solve quadratic equations using the square root method, factoring, completing the square and the quadratic formula
  - C. Perform operations on complex numbers
  - D. Solve quadratic equations (including equations with complex number roots)
  - E. Use optimization and simulation methods
  - F. Solve radical equations
- III. Polynomial, Radical, and Rational Functions and Equations
  - A. Perform operations on polynomial expressions and factor
  - B. Graph power and polynomial functions, identifying domain and range and using function notation
  - C. Simplify radicals and expressions with rational exponents
  - D. Perform operations on rational expressions
  - E. Solve rational equations
- IV. Exponential and Logarithmic Functions and Equations
  - A. Graph exponential functions, identifying domain and range and using function notation
  - B. Graph logarithmic functions, identifying domain and range and using function notation
  - C. Evaluate exponential and logarithmic functions
- V. Conic Sections
  - A. Graphs parabolas and circles
  - B. Write equation of parabolas and circles

## ATTENDANCE POLICY

Attendance at each class and lab is essential. Please be on time. Students with a legitimate problem about attendance should discuss the situation with their instructor.

*NOTE: The deadline for withdrawing from a course or changing to an Audit for the **SPRING 2010** semester is **April 12** for full semester **OR March 5, OR April 26** depending on shorter session. Failure to officially withdraw from a class you have stopped attending may result in an "F" grade.*

## COURSE REPEAT POLICY

Policy on Repeated Courses, page 194 of the 2004-2006 CCBC catalog states, "Students may repeat a course only once without permission. When a student repeats a course, only the higher grade is computed into the Quality Point Average (QPA). All grades will remain on the student's transcript. Before a student is permitted to register for the course for a third time, the student must have the permission of the academic dean responsible for the course. Before a student may repeat a developmental course that he or she has failed twice, the student's record must be reviewed by a support team which will make recommendations regarding enrollment." Please note: The instructor does not have the authority to grant permission to register for a third attempt at the course.

## COURSE REPEAT PROCESS

If you need to take the class for a *third* time, you will be required to pick up a Course Repeat Packet, complete the enclosed documents and make an appointment *before* you can request permission for a third and final attempt.

Coordinator of Developmental Education for :

<u>Catonsville – Nicole Baird</u>	<u>Dundalk – Sonya Caesar</u>	<u>Essex – Joy Adams-Jones</u>
Office: F 304	Office: J 211C	Office: A 311
Telephone: 443-840-4913	Telephone: 443-840-3455	Telephone: 443-840-1473

## DISABLED STUDENTS

In accordance with the Americans with Disabilities Act, CCBC is committed to providing an environment that is conducive to learning for all students. Any student who is disabled and requires special accommodation should contact the appropriate campus as follows:

### DISABILITY SUPPORT SERVICES

<u>Catonsville</u>	<u>Dundalk</u>	<u>Essex</u>
K Building/Room K 205	A Building/Room A 100	A Building/Room A210
Telephone: 443-840-4369/ 443-840-4553 (TTY)	Telephone: 443-840-3808/ 443-840-3529 (TTY)	Telephone: 443-840-1741/ 443-840-1601 (TTY)

## CODE OF ACADEMIC INTEGRITY

For the College to make its maximum contribution as an institution of high learning, the entire college community must uphold high standards of integrity, honesty, and ethical behavior. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Each student has a responsibility to submit work that is uniquely his or her own, or to provide clear and complete acknowledgement of the use of work attributable to others. To these ends, the following actions are expected of students:

- Complete all work on exams without assistance.
- Follow the professor's instructions when completing all class assignments.
- Ask for clarification when instructions are not clear.
- Report to the instructor any unauthorized information related to an exam.
- Provide proper credit when quoting or paraphrasing.
- Submit only one's own work.

Students who do not accept responsibility for the integrity of their own work will experience sanctions, including a written reprimand, failure of the assignment, failure of the course, and/or dismissal from the program. For repeat and extreme offenses, the College reserves the right to suspend or expel students.

## WRITING POLICY

The College recognizes that clear, correct, and concise use of language is characteristic of an educated person. Therefore, whenever possible, faculty members in all disciplines should require written assignments in their courses in order to encourage effective writing by their students. Also, instructors should consider the quality of writing in determining a grade for a written assignment. Poor writing can be a sufficient cause for a failing grade on a paper and, in extreme cases, a failing grade in a course.

## INCLEMENT WEATHER/EMERGENCY CLOSING POLICY

In the event that the college (or a specific campus) opens late due to weather-related or other emergency conditions, classes will commence at the announced opening time and resume the normal schedule thereafter for the remainder of the day. Faculty, students, and classified staff should report to wherever they would normally have been at the announced opening time. \*\*

Students and faculty engaged in field placement programs (such as internships, clinical placements, etc.) should discuss the handling of emergency situations at the beginning of the placement period. Both the requirements of the program and the safety of persons involved should be considered in planning a course of action in those cases where students are expected to report to off-campus locations.

\*\* For example, if you had a class that began at 9:35 and the college opened at 10:00 because of snow, you would report to your 9:35 class at 10:00.

When the college closes because of severe weather or emergency conditions, announcements of class cancellations are made on local radio and television stations and the college website ([www.cbcmd.edu](http://www.cbcmd.edu)). Closings and delays will also be recorded on the campus weather lines:

#### WEATHER CLOSINGS

Catonsville, Dundalk, Essex	443-840-1711
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#### TUTORING SERVICES

Students are encouraged to seek help from their instructors whenever they encounter academic difficulty (either during scheduled office hours or by appointment). In addition, each campus offers free academic support services. For more information, contact:

#### TUTORING ----ACADEMIC SUPPORT----STUDENT SUCCESS CENTER

<u>Catonsville</u>	<u>Dundalk</u>	<u>Essex</u>
F Building/Library 3 <sup>rd</sup> Floor – Room F304	Building/Room J211	A Building/Room A 307
Telephone: 443-840-5959	Telephone: 443-840-3666	Telephone: 443-840-1820

#### DISTANCE TUTORING (Online)

Online tutoring is a FREE service for CCBC registered students, for specific classes, through the Internet. This program is available to students who are enrolled in online, as well as, traditional courses. Students can self-register online and start using the service right away

#### CIVILITY AND COMMUNITY BUILDING EXPECTATIONS

Creating a Culture of CARE©

(Compassion, Appreciation, Respect, Empowerment)

As members of the CCBC community of learners, we are expected to act with respect, honesty, responsibility and accountability. Each of us is expected to be aware of the impact our behavior has on the community. CCBC wishes to each learner to commit to the following actions:

- Become an active and engaged learner
- Celebrate the richness of our diversity
- Respect the campus and its code of conduct
- Practice empathy and compassion
- Promote the empowerment of others

#### MAJOR RELIGIOUS HOLIDAY POLICY

Students not attending class because they are observing major religious holidays shall be given the opportunity, to the maximum extent possible, to make up, within a reasonable amount of time, any academic work or tests they miss. Arrangements between the student and the faculty member(s) for the student to make up missed assignments or tests **must be made in advance of the religious holiday, at the initiation of the student.**

#### STUDENT E-MAIL ACCOUNTS

CCBC has joined the ranks of the very few community colleges in Maryland who provide email accounts to all credit students. Each student who is registered in credit classes now has an email account and up to 5 Mb of storage in their mail box. This account will not be deleted even if the student graduates or leaves CCBC for any reason.

For information about the system and how students can determine their email address, go the CCBC Home Page and click on "Student Email". From here students can find their email address, get to an on-line user manual and access instructions on how to forward the CCBC email to the system of choice (AOL, Comcast, Hot Mail, etc.)

## CCBC RESOURCE GUIDE

### ***COURSE REPEAT PROCESS***

If you need to take the class for a **third** time, you will be required to pick up a Course Repeat Packet, complete the enclosed documents and make an appointment *before* you can request permission for a third and final attempt.

Coordinator of Developmental Education for :

<b><u>Catonsville</u></b> – <i>Nicole Baird</i>	<b><u>Dundalk</u></b> – <i>Sonya Caesar</i>	<b><u>Essex</u></b> – <i>Joy Adams-Jones</i>
<b>Office: F 304</b>	<b>Office: J 211C</b>	<b>Office: A 311</b>
<b>Telephone: 443-840-4913</b>	<b>Telephone: 443-840-3455</b>	<b>Telephone: 443-840-1473</b>

### ***TUTORING -----ACADEMIC SUPPORT-----STUDENT SUCCESS CENTER***

<b><u>Catonsville</u></b>	<b><u>Dundalk</u></b>	<b><u>Essex</u></b>
<b>F Building/Library 3<sup>rd</sup> Floor – Room F304</b>	<b>Building/Room J211</b>	<b>A Building/Room A 307</b>
<b>Telephone: 443-840-5959</b>	<b>Telephone: 443-840-3666</b>	<b>Telephone: 443-840-1820</b>

### ***DISTANCE TUTORING (Online)***

Online tutoring is a FREE service for CCBC registered students, for specific classes, through the Internet. This program is available to students who are enrolled in online, as well as, traditional courses. Students can self-register online and start using the service right away.

1. Go to <http://www.ccbcmd.edu/distance/login.html>
2. Click the "Login" button.
3. Click the "View Course List" button.
4. Click "SSC Online Tutoring – Self-Registration."
5. Expand the "SSC Online Tutoring Courses" category by clicking the green arrow to the left.
6. Click the "Register" button to the right of the section for which you wish to register.
7. Type in your existing WebCT user ID and password and click "Register."

To learn more about SSC Online tutoring, visit the Student Success Center on your campus.

### ***ACADEMIC ADVISING-----CLINICAL COUNSELING SUPPORT***

<b><u>Catonsville</u></b>	<b><u>Dundalk</u></b>	<b><u>Essex</u></b>
<b>K Building/Room K200</b>	<b>A Building/Room A 100</b>	<b>A Building/Room A 220</b>
<b>Telephone: 443-840-4382</b>	<b>Telephone: 443-840-3774</b>	<b>Telephone: 443-840-1973</b>

### ***DISABILITY SUPPORT SERVICES***

<u>Catonsville</u>	<u>Dundalk</u>	<u>Essex</u>
<b>K Building/Room K 205</b>	<b>A Building/Room A 100</b>	<b>A Building/Room A210</b>
<b>Telephone: 443-840-4369/ 443-840-4553 (TTY)</b>	<b>Telephone: 443-840-3808/ 443-840-3529 (TTY)</b>	<b>Telephone: 443-840-1741/ 443-840-1601 (TTY)</b>

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## Student Responsibility Contract

The purpose of this contract is to inform you about the “Repeating Coursework” policy at CCBC and provide you with ways you can increase your chances for success.

*Please take sufficient time to review this contract carefully.*

To give myself the greatest chance of success in this course, I agree to **actively** follow the terms/recommendations listed below:

1. I have read the course syllabus and am familiar with the manner in which my grade will be determined.
2. Understanding that my opportunities to re-take this course are limited (please see point #4), if I experience difficulty with the coursework, I agree to contact my instructor and/or seek **FREE** tutoring help (either online or in-person).
3. I must not hesitate to ask for assistance when necessary during this course. I understand that in addition to **FREE** tutoring assistance, there are other **FREE** resources on campus to help students with disability support, academic, personal, and financial issues, and I commit to taking advantage of these resources that will assist me in being successful (please see the back for additional information).
4. CCBC policy requires a student **who has already received two grades (including W, AU, I, and R) in a course** to obtain special consent to be able to register for a Developmental course a **third** and **final time**.
5. I understand that if I am **already** enrolled in a course for a third time, without obtaining the appropriate approval, I will need to contact the Coordinator of Developmental Education (see syllabus for **CCBC Resource Guide** with contact information) immediately to set up an appointment to discuss the possibility of remaining in the class. Failure to do so may result in my being “dropped” from the course.
6. If you need to take the class for a **third** time, you will be required to pick up a Course Repeat Packet and complete the enclosed documents and make an appointment *before* you can request permission for a third attempt. Packets can be obtained from Academic Advisor, Records and Registration, English, Math or Reading departments, Financial Aid, or the Coordinators of Developmental Education.
7. I am aware that if I am unsuccessful in this course, it may have a **negative** effect on my financial aid (e.g. loss of financial aid), academic status (e.g. academic probation) or may restrict my ability to re-register for the course.

Please sign below to acknowledge that you understand the policies and terms outlined above. I also understand that failure to follow these recommendations may affect future registration.

Student Name \_\_\_\_\_

Student Signature (PRINT) \_\_\_\_\_

Student CCBC ID \_\_\_\_\_

Semester \_\_\_\_\_ Course \_\_\_\_\_ Section \_\_\_\_\_

RETURN SIGNED FORM TO YOUR INSTRUCTOR

Dev Ed Policy revision

Nov. 1, 2009