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## Course Outline for MATH 110A

### ELEMENTARY ALGEBRA A

Effective: Fall 2018

#### I. CATALOG DESCRIPTION:

MATH 110A — ELEMENTARY ALGEBRA A — 2.00 units

Concepts covered in the first half of Elementary Algebra, including: real numbers and their properties, algebraic expressions, integer exponents, operations with polynomial expressions, linear and quadratic equations, linear inequalities and set notation, graphs of linear equations and inequalities, slope; systems of linear equations and inequalities, and modeling with linear and quadratic equations. May not receive credit if MATH 110, 65 or 65A have been completed.

2.00 Units Lecture

#### Prerequisite

MATH 107 - Pre-Algebra  
with a minimum grade of C  
or

MATH 107B - Pre-Algebra B  
with a minimum grade of C

#### Corequisite

MATH 110E - Elementary Algebra A Corequisite Support

#### Grading Methods:

Letter or P/NP

#### Discipline:

- Mathematics

	<u>MIN</u>
<b>Lecture Hours:</b>	36.00
<b>Expected Outside of Class Hours:</b>	72.00
<b>No Unit Value Lab</b>	18.00
<b>Total Hours:</b>	126.00

#### II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

#### III. PREREQUISITE AND/OR ADVISORY SKILLS:

**Before entering the course a student should be able to:**

##### A. MATH107

1. perform accurate computations with whole numbers, fractions and decimals, signed and unsigned, without using a calculator;
2. simplify and evaluate variable expressions;
3. demonstrate a knowledge of ratios, proportions and percentages and their application;
4. solve linear equations involving multiple steps;
5. construct graphs of linear equations in two variables in a rectangular coordinate system;
6. apply the concepts learned to specific real-life applications, such as, simple interest, business and finance, restaurants, bank statements, etc.

##### B. MATH107B

#### IV. MEASURABLE OBJECTIVES:

**Upon completion of this course, the student should be able to:**

- A. Perform arithmetic operations on real numbers and polynomial expressions;
- B. Simplify and evaluate algebraic expressions;
- C. Translate a verbal statement into an algebraic expression;
- D. Solve linear equations in one variable;
- E. Solve a formula for a specified variable;

- F. Solve and graph a linear inequality in one variable and express the solution using correct interval or set notation;
- G. Find the equation of a line;
- H. Develop and graph linear equations in two variables using various methods;
- I. Apply concepts of slopes and rates of change.

#### V. CONTENT:

- A. Real Numbers
  - 1. Operations with real numbers
  - 2. Positive integer exponents
  - 3. Order of operations
  - 4. Properties of real numbers
- B. Algebraic Expressions
  - 1. Simplifying expressions
  - 2. Writing expressions
- C. Linear Equations in One Variable
  - 1. Solving linear equations in one variable
  - 2. Solving a formula for a specified variable
  - 3. Solving applied problems
- D. Linear Inequalities in One Variable
  - 1. Solutions and their graphs
  - 2. Set and interval notation
- E. Linear Equations in Two Variables
  - 1. Rectangular coordinate system
  - 2. Graphing linear equations in two variables
    - a. Tables of solutions
    - b. Intercepts
    - c. Horizontal and vertical lines
  - 3. Slopes
    - a. Slope formula
    - b. Rates of change
    - c. Parallel and perpendicular lines
    - d. Horizontal and vertical lines
  - 4. Equations of lines
    - a. Slope-intercept form
    - b. Point-slope form
  - 5. Modeling with linear data

#### VI. METHODS OF INSTRUCTION:

- A. **Individualized Instruction** -
- B. Any of the following at the discretion of the instructor: 1. Individual problem solving 2. Group work 3. Student presentations
- C. **Discussion** -
- D. **Lab** - assignments
- E. **Classroom Activity** -
- F. **Lecture** -

#### VII. TYPICAL ASSIGNMENTS:

- A. Homework
  - 1. Problems from the text should be assigned for each section covered. The number of problems assigned may vary from section to section and from instructor to instructor, but the homework assignments should include a sufficient number and variety of problems to develop both skill and conceptual understanding. A typical assignment should take an average student 1 to 2 hours for each hour in class.
  - 2. The majority of the problems assigned should be those for which answers are readily available (e.g., from the answer appendix in the text), so that students may obtain immediate feedback on their work.
  - 3. Homework assignments may include reading the text. Students may be asked to read sections in advance of the lecture and then to re-read them after the lecture, to reinforce important concepts and skills. An instructor may require written work in conjunction with the reading assignments (e.g., have students complete a Q & A sheet related to the assigned reading).
- B. Laboratory
  - 1. Lab assignments can be used to reinforce fundamental concepts and skills or to explore certain concepts in more depth than is possible in-class. They may be designated for individual or group work. Lab assignments are completed in the Math Learning Center where students have access to assistance with the assignments.
  - 2. Sample lab assignment: Students explore concepts related to slopes and interpretation of slopes as a rate of change by examining graphical, numerical, algebraic and verbal representations of slope.
- C. In-Class
  - 1. Collaborative learning, done in small groups of 2-4 students, can be used to introduce new concepts, build skills, or teach problem solving. Students may be asked to present their results on the board.
  - 2. Sample collaborative learning assignment: To help develop mathematical problem-solving skills, have the students try to determine the thickness of a piece of aluminum foil without measuring it directly: First, have them determine area of a rectangle given a length and width, then find the volume of a box given length, width, height; next find the height of a box given volume and area; then find volume of aluminum foil given an equivalency ( $1 \text{ cm}^3 = 2.7 \text{ g}$  of aluminum foil), and lastly to use what they discovered previously and given length, width and mass to determine thickness.

#### VIII. EVALUATION:

##### A. **Methods**

- 1. Exams/Tests
- 2. Quizzes
- 3. Group Projects
- 4. Class Work
- 5. Home Work
- 6. Lab Activities
- 7. Other:
  - a. Comprehensive final examination

##### B. **Frequency**

- 1. Recommend minimum of four exams plus the final
- 2. Recommend frequent quizzes or graded homework, to provide regular feedback to the student regarding mastery of concepts.
- 3. Homework should be assigned for each section covered.
- 4. Recommend minimum of eight laboratory assignments over the semester

5. Time should be allowed in class for students to apply the concepts being covered. This can be done individually, in groups or as part of projects.
6. Number of quizzes and collaborative activities are at the discretion of the instructor

IX. TYPICAL TEXTS:

1. Rockswold, Gary, and Terry Krieger. *Beginning and Intermediate Algebra with Applications & Visualization*. 4th ed., Pearson, 2017.
2. Blitzer, Robert. *Introductory & Intermediate Algebra*. 5th ed., Pearson, 2017.
3. Martin-Gay, Elayn. *Intermediate Algebra*. 7th ed., Pearson, 2016.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Scientific calculator