

Linfield College Syllabus

Department: Continuing Education (DCE)
Course Number: MAT 105
Course Title: Math for Liberal Arts
Credits: Three (3) Credits
Instructor: M. Malek Daaboul
Instructor Contact:
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Term: Summer 2008 (June 16, 2008 - August 21, 2008)

I. Course Description: A major objective of this course is to expose the students to the fundamentals of elementary algebra. This includes real numbers, solving linear equations & inequalities, formulas & applications of algebra, exponents, polynomials, & additional applications, factoring, rational expressions & equations, graphing linear equations, solving systems of linear equations, roots and radicals, and solving quadratic equations.

II. Prerequisites, Helpful Knowledge and skills: This course is developed for college students and other adults who have never been exposed to algebra or those who have been exposed but need a refresher course. So no prerequisites are required.

III. Learning Objectives/Outcomes: After completing this course the student should have the knowledge of the principles, concepts and applications of elementary algebra. Many of these principles and concepts are applicable to solving problems in business and economics, life science, and social science as well as other aspects of the student's professional and personal life. Consequently, the student should expect the benefits of studying algebra to serve him/her in those areas as well.

IV. Methodology: The mode of delivery for learning are lectures, homework assignments, and four examinations. Class discussion of the subject matter concepts and interactive dialogue among students and the instructor is expected/encouraged to ensure clear understanding of algebraic concepts and its applications to problem-solving, decision making in business and economics, life science and social science areas.

V. Resources:

Text: Elementary Algebra for College Students/ (Plus Student Solution Manual)
By: Allen R. Angel
Edition: Seventh, ISBN: 0-13-199457-3
Publisher: Prentice Hall

NOTE: Please order required text and supplements from Linfield Bookstore.

VI. Evaluation & Grading: The student's learning is evaluated continuously through class interactions, assignments, and four examinations. The course grade is based on the student performance on the four examinations and class participation.

Class participation 20%

Exam 1 (Chapters 1, 2, & 3): 20%

Exam 2 (Chapters 4 & 5): 20%

Exam 3 (Chapters 6, 7, & 8): 20%

Exam 4 (Chapters 9, & 10): 20%

Class participation: Students are expected to participate in class discussion of key concepts and their applications to real life scenarios.

Students are expected to have at least four postings per week. This could be posting questions about concepts or problems that the student need help with or responding to other students questions.

Grading scale:

How points and percentages equate to grades

100-95	A		76-73	C
94-90	A-		72-70	C-
89-87	B+		69-67	D+
86-83	B		66-63	D
82-80	B-		62-60	D-
79-77	C+		59 or <	F

VII. COURSE POLICIES

Incompletes A grade of Incomplete (I) is given only in emergency situations. The student must request an Incomplete in writing and must obtain my permission. All uncompleted work must be completed within the time limits I set. If you simply don't turn in the final assignments or the final exam, your course grade will be calculated with the missed portion counting for 0 points.

Academic honesty: Cheating and plagiarism will not be tolerated. Any student found to be engaging in either of these activities at any point in the course will receive a failing grade for the assignment and/or entire course and may be subject to further college sanctions.

Rules of Discussion: The classroom should be a safe haven within which individuals can discuss the widest possible range of topics without fearing retribution, ridicule, or attack. In order for this to happen, we must assume that we are all persons of intelligence and good will who may ultimately disagree, sometimes to a profound degree, with one another but whose characters are not impugned or intelligence disparaged because of this disagreement. The classroom is not a forum for proselytizing, nor it is a soapbox for diatribes by either students or faculty. For the academic endeavor to succeed, we must treat each other with civility, courtesy, and respect. All perspectives and questions are welcome, as long as they are impelled by a genuine desire for knowledge, can be articulated thoughtfully, and supported by sound reasoning.

Weeks 01-03		
1. Real Numbers 2. Solving Linear Equations & Inequalities 3. Applications of Algebra	Chapter 1 Chapter 2 Chapter 3	
EXAM I,	(Chapters 1, 2, & 3),	25% of the grade
Week 04- 05		
4. Exponents and Polynomials 5. Factoring	Chapter 4 Chapter 5	
EXAM II,	(Chapters 4 & 5),	25% of the grade
Week 06-08		
6. Rational Expressions & Equations 7. Graphing Linear Equations 8. Systems of Linear Equations	Chapter 6 Chapter 7 Chapter 8	
EXAM III,	(Chapters 6, 7, & 8),	25% of the grade
Week 09-10		
9. Roots and Radicals 10. Quadratic Equations	Chapter 9 Chapter 10	
EXAM IV	(Chapters 9, & 10))	25% of the grade

Biography: Malek Daaboul has a broad industrial background with a record of contribution in marketing, sales, customer support, engineering, manufacturing, information technology, and business management. Strong planning and management skills complemented with a thorough technical and analytical background. Worked at Owens Illinois in Toledo, Ohio for about nine years in different capacities: Manufacturing Engineer, Senior Operations Research Analyst, and Systems Software & Technical Supervisor. He then worked for Tektronix in Beaverton, Oregon

for about Six years as Technical Services Manager before joining Sequent Inc. in Beaverton, Oregon for about four years as Computer Resources Group Manager and Later as Rightsizing Marketing Manager. Then He worked for IBM Global Services in Portland, Oregon for about four years as a Senior Business Management Consultant/Solutions Manager and for Oracle Corporation in Portland, Oregon for about two years as Consulting Services Practice Manager. Responsibilities at IBM and Oracle included business development in Oregon, marketing, and selling consulting services as well as overall management of consulting engagements and executive relationships. Malek has been teaching undergraduate and graduate (MBA) courses since 1974. Courses taught include Strategic Marketing Management, Industrial Marketing, Services Marketing, International Marketing, Management Decisions Making, Decision and Executive support Systems, Economic Decision Making, Managerial Forecasting, Operations Research, Operations Management, Information Technology and Mathematics. He has masters degrees in electrical and industrial engineering and done Ph.D. work (two years) in systems engineering.