



**Division of
Academic Enhancement**
UNIVERSITY OF GEORGIA

UNIV 1113: Co-enroll for Math 1113
Spring, 2023 Section 64759

The last day to add this class is February 23rd by 5pm.

Course Instructor Information

Instructor: John Riggott
Email: jriggott@uga.edu
Phone: 706-870-3868
Office: 251 Milledge Hall

Course Meeting Information

Meetings: T/TR 9:35-10:25
Location: Park Hall 116

Student Hours:

You may email me questions or use my number to call or text me questions at any time (please no calls after midnight) or you can join me for office hours during the following times:

Monday Thru Thursday nights from 10pm-midnight on my zoom page. Or by appointment

UNIV Courses are offered by the Division of Academic Enhancement, a unit of the Office of Instruction at the University of Georgia.

The Division of Academic Enhancement empowers all students to **Learn Differently** through innovative courses, programs, services, and student-centered initiatives. The DAE supports students as they transition into higher education and sustains their progress through the University's unique academic environment.

Course Description

Students will develop skills to be successful active learners within a variety of instructional modalities. Students will learn to engage peers and instructors; embrace collaborative learning and study groups; reflect on their progress and strategies; and, adapt based on self-reflection and results. This section of UNIV 1113 will fuse these topics with the curriculum of Math 1113 to help students develop the skills they need to successfully complete Math 1113 this semester.

Learning Objectives

Upon successful completion of this course, students will be able to:

- Identify oscillatory, exponential/logarithmic, and polynomial behavior and derive appropriate functions to approximate the behavior.
- State the definition of a function and determine the domain and range of a function as well as determine if the function has an inverse and be able to define the inverse.
- Provide and defend arguments for conclusions using correct mathematical notation and justify intermediate steps.

- Read a problem statement and determine a set of steps to answer the question using a formal and effective problem solving strategy.
- Manipulate relationships to correctly and efficiently isolate a variable of interest

Assignments and Projects

Class participation: (attendance, participation in group discussions, and group work) 50%

In-class assignments: practice problems 50%

Grading Scale: 90-100 A, 86-89 B+, 80-85 B, 76-79 C+, 70-75 C, 66-69 D+, 60-65 D

Grade Appeal Process

University of Georgia students have the right to appeal academic decisions. The burden of proof for an appeal rests with the student. The policies governing the process of appealing grades are covered in the Academic Affairs Policy Manual, General Academic Policy: Student Appeals ([Section 4.05-01](#)). All grade appeals must be initiated in writing to the instructor within one calendar year from the end of the term in which the grade was recorded. The process for appealing a grade in a UNIV course can be found at: <https://dae.uga.edu/courses/appeal-process/>.

Note Regarding In-class Assignments: Class attendance and participation is extremely important. Not only will we be covering topics to increase your success at becoming a more active learner but also we will be closely following the topics in Math 1113. We will be introducing ideas and strategies to help you better learn the topics from Math 1113 while using examples from the curriculum of 1113.

Course Materials

You should have a notebook for this class or at least a section of your Math 1113 notebook designated for this class. You should bring your notes from 1113 as well as your calculator to class each meeting

Course Policies

A primary purpose of this course is to encourage critical thinking, perseverance through trials, and the ceaseless pursuit of excellence in all undertakings to the very best of one's ability. In this spirit, if at any time you do not know the answer to a question, ask. Always try. Partial credit on assignments may be granted for effort. Also please be considerate of the students around you and do not use your technology for anything non course related during class time. Checking text messages or email or working on other assignments during class is very distracting to your fellow classmates.

Participation Policy

Please note that participation credit is earned by attentive involvement in class events. Whether through written or oral reflections on course material, this portion of the grade will steadily increase your comprehension of material. If you have to miss a class please let me know as soon as possible so that I can get you any missed handouts or let you know of any in-class announcements.

In the event that the university cancels classes, such as for severe weather, students are expected to continue with readings as originally scheduled. Any assignments scheduled during those missed classes, such as a project or paper, are due at the next class meeting unless other instructions are communicated via email.

Disability Statement

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with the Disability Resource Center (Voice: 706-542-8719 or TTY: 706-542-8778) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

Academic Honesty Policy

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: <https://ovpi.uga.edu/academic-honesty/academic-honesty-policy>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

Diversity and Inclusion Statement

In this classroom, you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

Announcements Policy

I will make most announcements in class; I will send others to your UGA email. You are responsible for the content of all announcements, even if you miss class or fail to check your UGA email.

FERPA Notice

The Federal Family Educational Rights and Privacy Act (FERPA) grants students certain information privacy rights. See the registrar's explanation at <http://apps.reg.uga.edu/FERPA/>

Course Evaluations

I encourage you to complete the online evaluation near the end of the semester. Student evaluations of teaching are used by university administrators to evaluate instructional faculty. I also take your feedback seriously; note that it is delivered anonymously and is not visible to me until after I have submitted all final course grades.

Office of Student Care and Outreach

If you have a personal crisis during the semester, you will want to contact the Office of Student Care and Outreach so that they can support you: <http://sco.uga.edu/sco/services-students>

Other Division Resources

From peer tutoring through the Academic Resource Center to Academic Coaching to Student Success Workshops and more, the Division is committed to the success of all students at the University of Georgia. For more on these and other resources, visit <https://dae.uga.edu>.

Mental Health and Wellness Resources:

- *If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.*
- *UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).*
- *If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.*
- *Additional resources can be accessed through the UGA App.*

Course Outline:

The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

The topics listed below will be presented with the goal of helping students become better more active learners. We will spend some class time each meeting on these topics. The rest of the class time will be devoted to helping the students better understand the material from Math 1113 so that they can successfully complete the course. Hopefully the students will begin to understand that the metacognitive topics covered and strategies presented will help them become better overall learners and not just help them with Math 1113.

		General Topic
Week 1	Jan. 9 th – 13 th	Review of algebra topics
Week 2	Jan. 16 th - 20 th	Functions and function notation. Finding intercepts, domain and range.
Week 3	Jan. 23 th - 27 th	Average rate of change and Forms of lines, modeling problems with linear relationships
Week 4	Jan. 30 th – Feb. 3 rd	Basic graphs and transformations. Piecewise defined functions
Week 5	Feb. 6 th – 10 th	Operations on functions
Week 6	Feb. 13- 17 th	Quadratic functions
Week 7	Feb. 20 th – 24 th	Polynomial functions
Week 8	Feb. 27 th – mar. 3 rd	Inverse functions
Week 9	Mar. 6 th – 10 th	No Class spring break
Week 10	Mar. 13 th – 17 th	Logarithms and solving exponential and logarithmic problems
Week 11	Mar. 20 th – 24 th	Angle measures, arc length and area of a sector (withdraw deadline is October 25th)
Week 12	Mar. 27 th – 31 st	Definition of the trigonometric functions
Week 13	Apr. 3 rd - 7 th	Trig identities
Week 14	Apr. 10 th – 14 th	Trig graphs
Week 15	Apr. 17 th – 21 st	Inverse trig functions
Week 16	Apr. 24 th – 28 th	Review for Final exam in Math 1113

** The Withdrawl deadline is March 23rd

Note: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.