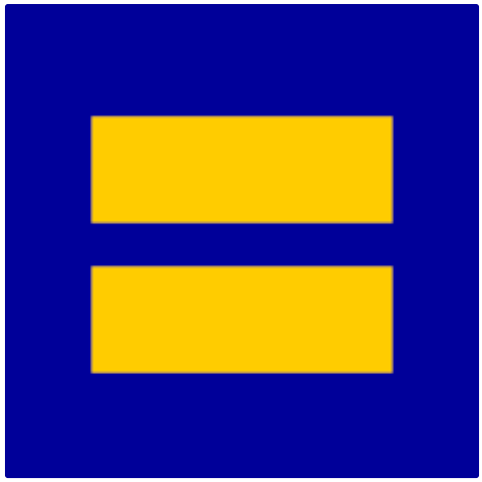
# Math 105Z Syllabus

Portland Community College – Southeast Campus, 2305 SE 82nd Ave., Portland, OR 97216

*This syllabus is a written contract between you your instructor. Please read it carefully and contact me if you want any clarification.*

## Welcome!



You belong here at PCC! I value differences and appreciate working with students of all races, ethnicities, ages, documentation statuses, sexual orientations, gender identities and expressions, abilities, sizes, shapes, socio-economic backgrounds and educational backgrounds. I plan to learn as much from you as I hope you will learn from the experience of this class. I am striving to deepen my anti-racist teaching practices and always keep learning. PCC is a sanctuary college. The equal sign is also a symbol of the Human Rights Campaign for LBGTQ+ rights. The "In Our America" flag is used under a creative commons license from from In Our America Love Wins.

*The biggest thing I bring with me today is that who controls the numbers has a big say in what narrative is constructed with them. Knowledge--and being able to share that knowledge--is power, and I'm inspired by you to seek meaning in the numbers in ways I haven't before. ~ Yoli Jones, student*

## Course Information



- **Course:** MTH 105Z
- **Course Title:** Math in Society
- **Modality:** In person
- **CRN:** 44983/45284 (45284 is paired with MTH 105Q 44984)
- **Credits:** 4
- **Term:** Fall 2026
- **Meeting Day/Time:** Tuesdays and Thursdays, 1-3:20 pm
- **Location:** Southeast Campus (SE 82nd and Division), Student Commons Building, SCOM 314

## Instructor Information

- **Instructor: Cara Lee**

    - You can call me Cara (Care-uh, rhymes with Sarah) or Ms. Lee, whichever you are more comfortable with. Cara is fine with me:)
    - Pronouns: she/they
- **Email:** cara.lee@pcc.edu
- **Phone:** 971-722-3773
- **Text:** 971-350-8868 (Google Voice 9-5 on weekdays)
- **Office Location:** Southeast Campus SCOM 214
- **Student Help Hours:**
    - In person drop-in
        - Before 105Z, T/Th, 11:30 am - 12:30 pm in SCOM 214.
        - After 105Q, T/Th, 4:20-4:50 pm in SCOM 314. If all students leave then I will be in SCOM 214 and you are welcome to find me there.
    - Zoom drop-in
        - Mondays and Wednesdays, 11-11:30 am after my other class
    - Zoom Appointment: Use this calendar link to schedule a meeting with me on Zoom between classes. The Zoom link will be shown and sent to you in a calendar invitation. It is always this link. These are my general times, and they may shift slightly due to meetings, etc.
        - Mondays, 4-5 pm on Zoom
    - Or by phone or email me for another time virtually or in person on the SE Campus.

**Please email with questions any time.** Email sent on weekdays will be answered within 24 hours, but usually much faster. Email sent over the weekend will be answered the following Monday (or next business day) at the latest. Please use your PCC email to contact me. (Federal Privacy Laws state that instructors can only email students via their official PCC email address.) Check your PCC email at least once between each class.

## Peer Mentor Information

- **Peer Mentor: Christian Huezo-Mayorquin**
    - Pronouns: He/him
    - Email: christian.huezomayorquin@pcc.edu

Christian will be our student class mentor this term and provide support during and outside of class. He will be providing resources and reaching out to students to support community building, connection to PCC resources and academic success. Christian has successfully navigated Math 105 and has training and experience helping fellow students.

### Tutoring Information

Free tutoring is also available to all PCC students at all 4 campuses and online.

## Instructional Materials

### Required Materials

- **Textbook:** Lee, et al., 2024. *Math in Society, 2nd Edition: Tools for decision making.* This is an Open Educational Resource (OER). It is available free online, with optional low-cost print copies at the bookstore. ISBN: 9780000246295
- **Course Packet:** You can buy this at the bookstore or print the pages yourself. If you are printing it, see the "Pages to print" module in D2L.
- **A 1.5 inch or larger 3-ring binder with 3 dividers:** Course Packet, Homework Steps, Testing

- **A handheld or online scientific calculator:** If you have a handheld calculator, please bring it but you don't need to buy one. We will use a scientific calculator such as the TI-30XS Multiview. You may also use the Desmos app on a device and we will use spreadsheets in class as well. If you have a graphing calculator you may use it but don't buy one.
- **Free Online Homework System:** MyOpenMath free online homework system. Click on ***Register as a new student*** and enter your information. You will also need this information:
  - Course ID: **332276**
  - Enrollment Key: **mathisfun**

### Technical Expectations

The technical requirements for the course can all be met at any PCC library. If you do not have access to the technical requirements below, please plan to use the on-campus library twice a week to complete assignments.

- Regular and reliable access to the internet to access our online preparation assignments and online practice problems.
- Webcam and/or microphone for online support through appointments with PCC Tutoring and your instructor, if desired. (Tutoring and support also available on campus)
- A recommended Internet Browser installed
- Ability to use Google Drive and Google Docs

Please visit What Apps and Tools Can I Use? for a complete list of apps and tools for PCC students. If you have any technical issues, contact a Digital Navigator, the Student Help Desk or your instructor as soon as possible.

## Course Description

An exploration of present-day applications of mathematics focused on developing numeracy. Major topics include quantitative reasoning and problem-solving strategies, probability and statistics, and financial mathematics; these topics are to be weighted approximately equally. This course emphasizes mathematical literacy and communication, relevant everyday applications, and the appropriate use of current technology. This course is part of Oregon Common Course Numbering. MTH 105 and MTH 105Z are equivalent. The PCC Mathematics Department recommends that students take MTH courses in consecutive terms. Prerequisites: (MTH 95 or MTH 98) and (RD 115 and WR 115) or IRW 115 or equivalent placement. Audit available.

For more information, please go to the Course Content and Outcome Guide.

### Learning Outcomes

Upon completion of this course students should be able to:

1. Employ mathematical reasoning skills when reading complex problems requiring quantitative or symbolic analysis and demonstrate versatility in the consideration and selection of solution strategies.
2. Demonstrate proficiency in the use of mathematical symbols, techniques, and computation that contribute to the exploration of applications of mathematics.
3. Use appropriate mathematical structures and processes to make decisions and solve problems in the contexts of logical reasoning, probability, data, statistics, and financial mathematics.
4. Use appropriate representations and language to effectively communicate and interpret quantitative results and mathematical processes orally and in writing.
5. Demonstrate mathematical habits of mind by determining the reasonableness and implications of mathematical methods, solutions, and approximations in context.

### Teaching Philosophy

I believe education is vital to our democracy. Higher education is the main pathway to a higher income and more fulfilling work. College is also a time of exploration and meeting people who are different from us. I love connecting with people and playing with numbers and patterns. My goal is for you to be comfortable and confident with math, so you are prepared to make important life decisions. I want to get to know you and how you learn. I want you to challenge ideas and ask lots of questions. I strive to make learning relevant and fun!

## Attendance & Participation

This class encourages active learning and engagement with the ideas of those around you. You will find yourself thinking deeply, learning from mistakes, asking and answering questions, and transforming confusion into understanding. There is no greater way to learn than to experience something for yourself first hand. I will help guide you through activities, assist with questions, and hopefully raise questions/critical thoughts as well.

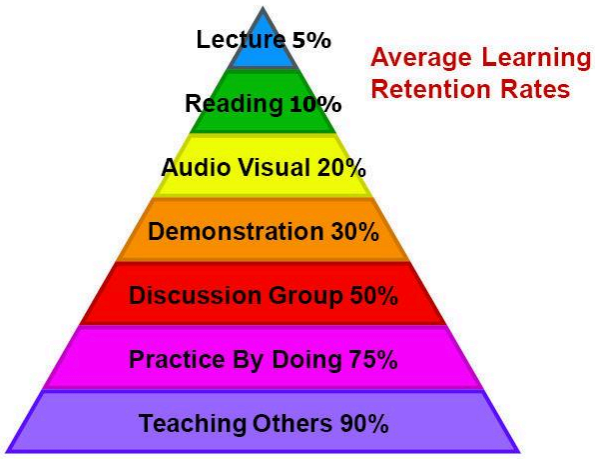
Our class has a **partly flipped format**, which means you'll be watching some of the videos and taking notes at a good time for you before class. We will also do some notes pages together in class, and then we will use that information to work on group activities during class time. This lets us spend more time together on the things in the pyramid that promote more learning and retention. Discussing, practicing and teaching others while we are together is a great way to retain the material!

If you miss a class, use the videos for all the notes pages and use them to complete the class activity and homework by the due date.

*If you ever feel frustrated, isolated or lost in the class, please contact me right away. I've been there and I am here to help you. You can also use the forums and discussion boards for content questions so students can help each other.*

Setting yourself up for success:

- Be gentle with yourself and others.
- Be willing to work with many different classmates.
- Collaborate with classmates – share ideas, listen carefully, help others, ask for help.
- Ask lots of questions.
- Make conjectures and share possible answers or partial solutions (especially ones you are uncertain about).
- Record strategies and mathematical ideas that develop in class discussions and small group problem solving.
- Complete preparation assignments and online practice problems at home.
- Come to class on time with supplies (pencil, eraser, course packet).



Source: National Training Laboratories, Bethel, Maine

### First Week Participation

During the first week of the term, instructors identify students who are enrolled but not engaged in a class. These are referred to as "No Show" students, and instructors are required to drop them from the class as per PCC's Grading Guidelines policy.

To avoid being dropped as a "No Show" student by this requirement, complete the following **First Week Participation Requirements** activities by their deadlines:

- Go through the ***Course Information*** module under **Content** and read the Syllabus and Course Calendar.
- Attend both classes during the first week and work on the MyOpenMath homework
- Complete the Student Information Assignment

## Graded Assignments & Feedback



The practice you get through completing assignments will help you to understand and retain the material, and successfully communicate what you have learned on exams. You should plan to spend 5 to 10 hours per week outside of class studying and working on problems for the class. If possible, spend some of that time in the tutoring center (on-campus or online) or in a study group with classmates so you can work with others. In addition to the assigned **preparation assignments** and **online practice problems**, I recommend reading each section in the **online textbook** to reinforce the material we are learning.

### Weekly Structure for Assignments

- **Mondays at 11:59 pm:** MyOpenMath online practice problem sets for previous week's sections
- **Tuesdays and Thursdays, before class starts:** Class Prep Assignment (video and notes)

### Content Proficiencies

We'll have five proficiency units: Operations, Logic, Finance, Statistics and Probability. You'll have multiple assessment opportunities throughout the class. Each unit will be graded using rubrics on a scale from EXC "excelling", PRO "proficient", DEV "developing", DNM "does not meet" to NG "no grade." Proficiency grades for each unit can be improved throughout the course.

#### Testing Opportunities

There will be 5 testing sessions during the term plus the final exam. Students may take up to two proficiency exams during each testing session. The required final exam will offer one more opportunity to raise proficiency levels in all five content proficiencies.

If you have accommodations through Accessible Ed & Disability Resources at PCC, please send them to me through the AIM system. I would be happy to meet with you and talk more about any accommodations. If you have testing accommodations you will schedule your tests through the AIM system.

### Practice Proficiency

The practice proficiency will include all the work done together and individually to understand and practice the skills and material covered in Math 105Z.

#### Class Prep Assignments (Before class)

For each class day after the first day you'll be watching some of the videos and taking notes. You can speed up the videos, slow them down or re-watch parts. Please complete any reflections or other items on the notes pages as well. Make your notes useful to you with colors and highlighting and they will be your guide for doing the class activities and homework. I'll be checking these each day in class. Record your completion on your portfolio sheet.

#### MyOpenMath Online Homework (After class)

After each class you'll be working on homework in the MyOpenMath system. These problems will help you practice and reinforce the material. The system will give you instant feedback you have unlimited tries on each problem. Get help as needed and keep working on these until you have 100% in each section. You can check your scores by clicking on gradebook in MyOpenMath.

The process for the online practice problems should be recorded in your Math 105 binder. Recording your process carefully will increase your ability to get accurate results, and enable you to ask questions, share answers, and review what you have learned.

**For help,** each problem has a link at the bottom that says **post this question to forum**. This will copy your problem into a message where you can type what you are stuck on and what you have tried. This is a great opportunity to get help from and help other students. I will also answer questions there regularly.

#### Portfolio

You'll be keeping your work organized in a 3-ring binder. I'll be checking off your notes pages each day in class. The portfolio will be graded on completeness and organization. If you take notes electronically that is ok, you will still have a portfolio for class handouts.

#### Group Work / Attendance

Most of your time in this class will be spent investigating mathematical concepts with your group. Sometimes you may take a few minutes to think about a difficult question on your own, but then you should discuss your thoughts and ideas with your group. Attendance and active participation are vital to your success in this course and will be assessed as part of your practice proficiency. If you have a conflict, but can come to most or part of class, this is always better than missing the entire class.

**You earn 5 points each class for Group Work.**
1 point: Arrive to class on time
3 points: Fully engage in class: share ideas and questions with your group and with the class.
1 point: Remain in class until class ends

**If you are absent:** If you are absent, please email on the day of your absence. In addition to emailing me, please complete notes for the day using the videos and the class activity for the day. I'll check for these when you get back.

## Project

One required project will be completed applying spreadsheet skills and budget concepts.

## Feedback

My goal is to grade all on-time assignments by the next class day. If you ever have a question about your grade or think I have made an error, please email me, or let me know before or after class.

If you submit an assignment directly to D2L, remember to check back to view my feedback. To do so: click on **Grades** from the navigation bar. Click on **View Inline Feedback** for additional feedback. For more information, visit Viewing instructor feedback for Assignments & Discussions.

## Test Anxiety

If you have test anxiety, especially if it interferes with showing your true skill level, please schedule a time to meet with me early in the term. I'm developing resources for relieving test anxiety using neuroplasticity. I would love to hear about your specific situation and discuss this with you. Changing patterns in the nervous system can be done but it takes a lot of practice and patience over time. It's best to start way in advance of a test.

## Appropriate Use of Artificial Intelligence (AI)

There are ways you can use artificial intelligence to help your learning and also ways that violate the Student Code of Conduct. All work and writing submitted on homework write-ups, projects and tests must be your own. AI tools, such as ChatGPT, can be used for your learning to summarize topics, generate practice questions, etc. If you have a question about what is appropriate use of an AI tool, please ask me before using it.

### Late Work & Make-up Policy

Due dates are set with the intention of providing a framework for working through the required material on a steady schedule throughout the term. It can be very challenging to catch up in a math class if you fall behind. The due dates are designed to keep students on track. Each student receives 5 "late work passes" to use for the online practice problems. If you need more passes, please connect with me via email or during my office hours to discuss. The proficiency exam dates can only be changed due to extraordinary circumstances.

## Grading Criteria

My goal is that every part of our class will help students master new skills and concepts by examining and practicing the material in different ways. You will prepare for class by completing the **preparation assignments**. Then, we will work through new material together in class by completing the **course packet**. You'll practice the material outside of class through the **online practice problems** and the **project**. We will then assess current understanding with the **proficiency exams.** We will reflect and correct misconceptions after each exam, and collect this learning in the **portfolio**. We will communicate what we have learned on the **final exam**.

I believe no single assessment can fully capture all a student has learned or is capable of doing. My hope is that the combination of different types of practice and multiple opportunities to demonstrate proficiency gives an accurate picture of each student's growth and understanding of the material covered. Grades are not a reflection of a student's worth, but a measure of the understanding a student has communicated and demonstrated during a 10 week term.

Assignment scores and current course grades can be viewed by going to Grades tab in D2L Brightspace.

Grade

<table>
<tr><th>A</th><th>B</th><th>C</th><th>D</th><th>E</th></tr>
<tr><td>At least 4 out of the 6 proficiency areas are EXC</td><td>At least 1 out of the 6 proficiency areas are EXC</td><td>At least 4 out of the 6 proficiency areas are PRO or above</td><td rowspan="4">All proficiency area are DEV or above</td><td rowspan="4">Any proficiency area is at DNM or NG</td></tr>
<tr><td colspan="2">AND all Content Proficiency areas are PRO or above</td><td rowspan="2">AND all Content Proficiency areas are DEV or above.</td></tr>
<tr><td colspan="2">AND passing grade on project</td></tr>
<tr><td colspan="3">AND completion of the Final Exam with 3 of 5 content proficiencies PRO or above</td></tr>
</table>

## Course Communication Guidelines

- **Phones:** To promote community and connection during class, please use your phone only for class work while in the classroom. If you have outside-of-class responsibilities that require you to have your phone on vibrate, that is okay. If you receive a text or call, please leave the classroom to respond. You do not need to ask permission to do this.
- You are expected to respond to faculty or classmates' e-mails, announcements, and other modes of communication within 24 hours (unless otherwise stated). Be sure to check the Announcements in D2L

Brightspace each time you log into the class.

- If you have questions regarding the content or structure of this course, please email me anytime, or check-in with me before, during, or after class.
- If you have questions about D2L Brightspace, Google Docs, or other technology-related questions, please contact the Student Help Desk.
- In the event of an emergency, please email your instructor as soon as possible.
- The college expects that all communication between instructor and student will be professional and appropriate at all times and that both parties will practice constructive communication behaviors that serve to improve the learning experience and constructively resolve disagreements or misunderstandings.
- Communication behaviors that involve inappropriate language, yelling, threats, interruptions, or other behaviors which are abusive and destructive to the communication process are inappropriate, and the instructor will not respond to that type of communication. Communicating Effectively Online
- Effective online communication requires conveying your message clearly and appropriately, while understanding platform nuances and choosing the right tone to avoid misunderstandings. Additionally, adapting to various communication styles, ensuring clarity, and following netiquette are essential for your message to be well-received. For strategies visit Communicating Effectively Online.

# PCC Policies and Deadlines

### Sanctuary College

Portland Community College is a sanctuary college which means policies are designed to protect undocumented students.

### Title IX/Non-Discrimination statement




Portland Community College is committed to creating and fostering a learning and working environment based on open communication and mutual respect. If you believe you have encountered sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, veteran status, sex, sexual orientation, gender identity, or disability please contact the Office of Equity and Inclusion at (971) 722-7511 or titleix@pcc.edu .

If you experience any harassment, microaggressions or any form of exclusion in our class, please let me know so I can help. You can also talk with me about other issues, just know that all instructors are mandatory reporters for any allegations of dating or domestic violence, child abuse or neglect, abuse of vulnerable populations, and/or credible threats of harm to yourself or others. If you wish to make a disclosure that can remain confidential, there are staff at PCC who are deemed confidential. I can help direct you to confidential staff or you can find more Title IX help here.

### Basic Needs

Everyone needs help sometimes and PCC is here for you. We want you to be successful in reaching your education and career goals! If you are struggling to make ends meet and don't know what resources are available, reach out. We can help you connect to resources on campus and in the community. You can also reach out to us at basicneeds@pcc.edu or 971-722-6555.

### PCC Grading Guidelines

See an outline of the PCC Grading Guidelines for more information.

### Registration policy and Deadlines for the term

Students are responsible for adding, dropping or withdrawing from the class, and selecting a letter grade or pass/no pass grading option. Please review Drop/Withdraw deadlines and PCC Registration Policy for more information and deadlines.

## Payment Deadlines

Payment is due two weeks before the start of the term. If you enroll after that date, payment is due immediately. Bills are issued beginning three weeks before the term. You can see your balance or access your bill online in the MyPCC Paying for College tab. Please review PCC Payment Policy for more information.

## Student Rights and Responsibilities

The Student Rights and Responsibilities Handbook establishes students' freedoms and protections as well as expectations of appropriate behavior and ethical academic work. The Handbook includes items such as the Policy on Student Rights, and the Student Code of Conduct Policy and Procedures.

## Academic Integrity (rules about cheating, plagiarism, or sharing work)

Students are required to complete this course in accordance with the Student Rights and Responsibilities Handbook. Cheating includes any attempt to defraud, deceive, or mislead the instructor in arriving at an honest grade assessment, and may include sharing answers, copying answers from other students, answer keys or using unauthorized resources during tests. Plagiarism is a particular form of cheating that involves presenting as one's own the ideas or work of another (including AI), and may include using other people's ideas without proper attribution and submitting another person's work as one's own. Dishonest activities such as cheating on exams and submitting or copying work done by others will result in disciplinary actions including but not limited to receiving a failing grade. For further information, review the institution's Academic Integrity Policy.

## Accessibility and Accommodations

PCC and I are committed to supporting all students and minimizing barriers. If you plan to use accommodations for this course, please send me the formal notification. We can set up a meeting to discuss how I can help meet your needs. To begin the process of requesting any accommodation, use the Get Started button on the Accessible Education and Disability Resources website.

Accessibility statements for technology used in this course are linked below.

- Accessibility Guide for D2L Brightspace
- Accessibility Guide for MyOpenMath
- Accessibility Resources for Adobe Reader
- Accessibility Features for Google Products (including YouTube)
- Accessibility Features on Zoom
- delete
- Microsoft 365 Accessibility Tools

## Privacy Policy for External Tools

Here is more information for the external tools that are used in this class:

- Desmos Privacy Policy
- MyOpenMath Privacy Policy
- Google Privacy Policy
- Microsoft Word Privacy Policy
- Quizlet Privacy Policy

## Campus Resources

PCC offers a variety of resources to help you succeed in your classes and to enhance your college experience (e.g., jobs on campus, child care, student clubs, tutoring, writing centers, Multicultural Centers, Women's Resource Centers, Veterans Resource Centers, Queer Resource Centers, Dreamers Resource Center, emergency loans, food pantries, advising, counseling). You can access information about college resources and activities at the Student Life web page.

## Flexibility

The instructor reserves the right to modify course content and/or substitute assignments and learning activities in response to institutional, weather or class situations.

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*End of Course Syllabus*

# Math 105Z Calendar

## Weekly due dates

- **Mondays at 11:59 pm:** MyOpenMath Online Homework for previous week's sections
- **Tuesdays and Thursdays, before class starts:** Class Prep Assignment (videos and notes)

## Content by Week

Class content and due dates by week

| | Due Monday by 11:59 pm | Tuesday | Thursday |
|---|---|---|---|
| Week 1 | | *Sept 22*<br><br>Class Orientation<br>1.5a Operations | *Sept 24* **Due: 1.3-1.4 Prep**<br><br>1.3-1.4 Percents and Proportions<br>**Due: MyOpenMath account and orientation** |
| Week 2 | *Sept 28*<br><br>***MyOpenMath 1.5a, 1.3, 1.4*** | *Sept 29* **Due: 1.5 Prep**<br><br>1.5b Problem Solving with Units, Geometry and Proportions | *Oct 1* **Due: 1.1 Prep**<br><br>1.1 Logic in Everyday Life |
| Week 3 | *Oct 5*<br><br>***MyOpenMath 1.5b, 1.1*** | *Oct 6* **Due: 1.2 Prep**<br><br>1.2 Sets and Venn Diagrams<br>***Unit 1 Proficiency Test - Operations and Proportions (1.3 - 1.5)*** | *Oct 8* **Due: 5.2 Prep**<br><br>5.2 Voting Methods |
| Week 4 | *Oct 12*<br><br>***MyOpenMath 1.2, 5.2*** | *Oct 13* ***Due: 2.1 Prep***<br><br>2.1 Introduction to Spreadsheets<br><br>***Unit 2 Proficiency Test - Logic, Sets and Voting (1.1, 1.2, 5.2), Unit 1 Retake*** | *Oct 15* ***Due: 2.2 Prep***<br><br>2.2 Simple and Compound Interest using Spreadsheets |
| Week 5 | *Oct 19*<br><br>***MyOpenMath 2.1-2.2*** | *Oct 20* ***Due: 2.3-2.4 Prep***<br><br>2.3 Savings Plans<br>2.4 Loans | *Oct 22*<br><br>2.1-2.4 Practice - Which formula to use Start Project |
| Week 6 | *Oct 26*<br><br>***MyOpenMath 2.3-2.4*** | *Oct 27* ***Due: 2.5 Prep***<br><br>2.5 Income Taxes | *Oct 29* ***Due: 3.1 Prep***<br><br>3.1 Statistical Process |

| | | | |
|---|---|---|---|
| Week 7 | *Nov 2*<br><br>***MyOpenMath 2.5*** | *Nov 3* **Due: 3.1** ***MyOpenMath Mid-term practice***<br><br>***Unit 3 Proficiency Test (Computer lab) Financial Math (2.1-2.5), Unit 1 or 2 Retake*** | *Nov 5* **Due: 3.2 Prep**<br><br>3.2 Describing Data |
| Week 8 | *Nov 9*<br><br>***MyOpenMath 3.1, 3.2*** | *Nov 10* **Due: 3.3-3.4 Prep**<br><br>3.3 Measures of Center<br>3.4 Measures of Variation | *Nov 12* **Due: 4.1 Prep**<br><br>4.1 Contingency Tables<br>***Project Due*** |
| Week 9 | *Nov 16*<br><br>***MyOpenMath 3.3-3.4, 4.1*** | *Nov 17*<br><br>***Unit 4 Proficiency Test (Computer lab) Statistics (3.1-3.4), Unit 1, 2 or 3 Retake*** | *Nov 19* **Due: 4.2 Prep**<br><br>4.2 Theoretical Probability |
| Week 10 | *Nov 23*<br><br>***MyOpenMath 4.2*** | *Nov 24* ***Due: 4.3 Prep***<br><br>4.3 Expected Value | *Nov 26*<br>*No Class - Thanksgiving Holiday* |
| Week 11 | *Nov 30*<br><br>***MyOpenMath 4.3*** | *Dec 1*<br><br>***Unit 5 Proficiency Test (Computer lab) Probability (4.1-4.3), Unit 1-4 Retakes***<br>Practice for Final | *Dec 3*<br><br>Practice for Final |
| Week 12 | *Dec 7*<br><br>***MyOpenMath Final Practice and any make-up work*** | *Dec 8*<br><br>***Proficiency Final (computer lab) Cumulative*** | *Dec 10*<br>*No Class* |

The instructor reserves the right to modify course content and/or substitute assignments and learning activities in response to institutional, weather, or class situations.

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*End of Course Calendar*