Read and study this syllabus three (yes, 3) times completely the day the course begins. While reading the syllabus, you will realize it is complete and scary. You will find many strong warnings and stern comments. We put them there to make sure you understand how this course works.

You have many resources to help your understand the math you will study. However, if you cannot operate within this system, you should reconsider taking this course on-line.

Do not entertain the thought that there is less material to cover, a lower standard, or an easy way through this course. None of those thoughts are true!

Blue underlined text are links from this point. Follow them!

Instructor Contact
Instructor: Terry Turner
Office: Announced in WebAssign
E-mail addresses: Terry.Turner@asu.edu
On-campus Office Hours: Look on my web page.

Contact Notes:
The only ways to contact your instructor are by email or Virtual Office Hours. Most emails are answered within 24 hours Monday through Friday afternoon.

If you wait until the minutes before an assignment due date to send a question, it will almost certainly not be answered before the due date. If you fail to use the system for asking questions specified later in this syllabus, your question will probably not be answered. Calling an "office" to leave a message will result in a delayed or no response since the instructor is not on campus! Note you were not given a phone number!

Course Materials

Required Text: Mathematics for Business Analysis, by Scott Surgent. Lessons, Topics, and Chapters referred to in the course are keyed to this text.

Optional Text: Essential Mathematic, 3rd Ed from Pearson Prentice Hall. This is included in the CourseCompass access package as on-line accessible PDFs.

Required computer access: CourseCompass

The on-line PDF version in CourseCompass is sufficient and your cheapest option. However, it is difficult at times to work with a totally "on-line" textbook since it depends to some degree on the speed of your connection. It does have different chapter numbering, but all topics are covered.

Any good Business Calculus textbook will provide most, if not all, of the course content, but the Surgent text is uniquely tailored to this ASU course.

Computer Programming required:
1. Adobe Reader or other PDF reader
2. Flash Player or other SWF/FLP player
3. Internet Browser (IE7 or 8, Safari, Firebox all work.)

Required Security permissions:
1. allow asu.edu as trusted site
2. allow pop-ups through asu.edu
3. allow download of pictures from ASU sites by through your browser
CourseCompass is the On-line Math Lessons and Evaluation System used in this course. It is active from the first class day!

Work is assigned for the first day of class! Don't delay in getting access started.

The students who do not succeed in this course are the ones who do not get started!

Be absolutely certain to follow the steps below about my ASU Courses and CourseCompass.

1. Create/activate your my ASU Courses account if you have not already done so. Go to https://selfsub.asu.edu/activation.

2. Create a log-in to CourseCompass using the same username you use for My ASU unless you have an account with them already. Spell your name exactly as it is listed with the registrar!

3. Purchase access to the class. This is the information you need to get the package:

   MAT-211 Math for Business Analysis (Turner)
   
   Course ID: turner05657

4. Complete the following assignments (found in "Quizzes/Tests")
   a. Syllabus Quiz on-line in CourseCompass by January 23, 2009.¹
   b. How to Enter Answers in CourseCompass by January 23, 2009. Look in “Selected Text Readings.” This is a video. Just watch it and complete the "quiz" for it.

   While these assignments are for practice and orientation, you are required to do the assignments. Points earned there do count.

   Failing to complete either of these requirements constitutes not attending class in the first week. You will receive an immediate “EN” grade this course without recourse unless you drop it.

Each student has an email address through ASU.

This is your official email address with ASU. Check it regularly. Email sent to you from your instructor goes through this address. Through the ASU email system you can redirect this email to your favorite home account. Clear your mail box regularly.

Your instructor need not respond to any other email addresses except the ASU address during this course. This is a security issue and will not be waived.

You must send email about on-line assignments through CourseCompass. Do not send them from other places! Using the "Ask My Instructor" button or Communications options will almost guarantee that your question gets to me.

¹ All due times will be at 11:59 PM Arizona time. This is one minute before midnight. If you are not in Arizona, it is your responsibility find out what time that equates to in your local area.
Specific questions about the homework must be sent from the problem set itself in CourseCompass.

This is the only appropriate way to ask a question about a specific problem. The instructor can link back to your specific problem from this email. This saves a lot of time for him, which means he can answer more questions from you. Asking in any other way will delay your response or result in no response at all depending on how brutal the instructor's spam filters behave.

Any e-mail from you must include your name, MAT-211 and section. The instructor has more than 400 students in different courses. Time lost figuring out what course you are in is time lost from providing quality answers to other people's questions. Without this information your email will either be deleted or relegated to the last looked at weekly.

More About Communication

It is extremely important that you manage your email account. This is a third time for this comment! Expect regular email communication from your instructor updating you on various aspects of the course. This may include hints, corrections and other problem solving tips.

Check for announcements and instructions daily at the following sites (in most likely order of use):

- Your ASU email address
- Emailed announcements through Blackboard or CourseCompass
- The Blackboard Announcement area

Failure on your part to monitor course email and announcements in no way creates an obligation upon the instructor to give you any benefits not already granted in this syllabus.

About the Curriculum

Course Description

“Topics in business analysis, including: Lagrange multipliers, linear programming, linear algebra, intermediate probability, random variables, discrete distributions, and continuous distributions.”

Course Content

Specific text readings and on-line lessons for each topic are announced or posted through the CourseCompass Assignments Area. The course content is consistent with what we expect of students in traditional lecture sections.

Course Calendar Spring 2010  
Click there to get the course calendar.

Since this course is designed to let you work to your strength, you are encouraged to work ahead. However, you do have definite due dates. They are conservatively set to make sure you have ample time to complete your work. Where possible, work ahead in sections you find to be easier for you. This should give you more time to complete the more difficult sections on time.

You might want to bookmark the calendar link or print this out separately. It is your responsibility to stay on track and complete this course on schedule. You have an excellent calendar showing due dates in CourseCompass. Refer to it regularly.
**Expect to put an average of 10 hours each week into this course. When you need less, great! When you need more, you will understand better how averages are created.**

**Methods of Evaluation**

**Homework and Self-directed Work**

This course is all about “home” work! Your work consists of reading the textbook and on-line sections related to the topic, reading and studying the examples and commentary provided in the related lessons and your text book, trying practice problems in your text, then doing the on-line assignments in CourseCompass.

CourseCompass homework is divided into problem sets. These are typically labeled by section and topic. Homework Sets are 70% of total grade including . You can check your progress by keeping track of total points earned versus total points available.

The only definitive due dates for homework and tests are posted in CourseCompass.

- a. All assignments are "scored" at the due date/time set shown in CourseCompass. Also, each assignment has a recommended date in the course calendar. **Stay on the course calendar pace!**

- b. All homework must be submitted by the dates shown in CourseCompass. If this means you must submit work earlier because of your personal schedule, do so.

- c. No "grace period" will be provided, so do not ask for extensions unless you have been subject to a long-term incapacitating illness or injury or some equally disastrous event.

- d. **It is up to you to complete the work before the due date not to start it before the due date.**

Assignments are submitted problem-by-problem to the evaluation program. Individual problem values are provided in each problem/set.

1. **Except for some multiple-choice problems,** you may submit a problem an unrestricted number of times. Be aware that the “system” may assign you a new set of numerical values within a problem to preclude guessing if you miss it three times!

2. However, also be warned that CourseCompass program has a “calculation engine” and a “randomization routine” built in to it. **Because of the programing,** you are unlikely to ever guess an answer! Also, in most cases your numerical result will be different from other students in your course. They are working with different numbers. Compare methods, not answers!

3. The way to respond to a CourseCompass problem varies from problem to problem. Briefly you will

   a. Type in a numeric result or a word or phrase as directed by the problem.

   b. Type in the complete mathematical statement or calculation just about in the same way as in a calculator.

   c. Respond to multiple-choice, True/False, Yes/No, or other list-type problems by making the correct choice.

   d.
As a course standard, all numeric answers must have at least six significant digits or be entered as an exact calculation or result.

Examples:

- If the answer is one third, you may enter \( \frac{1}{3} \) or 0.333333 but not 0.33333.
- If the answer is two third, you may enter \( \frac{2}{3} \) or 0.666667 but not 0.66667 or 0.666666.
- If the answer is 1,234,567 the system will accept 123457 (rounded properly) but not 123456 (rounded improperly) except as noted below. Do not put commas in numerical answers in WeBWorK!
- If the problem has specific rounding needs based on a practical process, the answer must be rounded to meet them. Suppose you have 85 children to move to Disneyland. You will use 42-passenger buses (the big yellow things). How many buses are required? The answer is three. The problem does not say you can leave any children behind. For the one extra child, you must send an entire bus.

**Evaluation System**

The course is divided into two halves. Each is worth about 50%. While we do not wish to discourage anyone, please pay attention to this advise: *If your point total at the midterm (after the first test) is less than 25% of the course total, you should withdraw!* You would require a nearly perfect second half result to pass the course.

*It is very unlikely that any bonus points will be offered in this course.*

Don’t even ask for remedial work because you have Springen behind and lost points when assignments closed. You have already been warned repeatedly to keep up with the calendar.

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework Sets*</td>
<td>70%</td>
</tr>
<tr>
<td>On-line Test 1</td>
<td>15%</td>
</tr>
<tr>
<td>On-line Test 2</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

* Homework includes progress checks and any other categories of work aside from tests.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+ **</td>
<td>970 - 1000</td>
</tr>
<tr>
<td>A</td>
<td>900 - 969</td>
</tr>
<tr>
<td>B</td>
<td>800 - 899</td>
</tr>
<tr>
<td>C</td>
<td>700 - 799</td>
</tr>
<tr>
<td>D</td>
<td>600 - 699</td>
</tr>
<tr>
<td>E</td>
<td>0 - 599</td>
</tr>
</tbody>
</table>

** This A+ grade must be earned *without bonus points*. It is a grade of distinction for those understanding the course material almost flawlessly. Refer to the last page of this syllabus for an interpretation of letter grades.

**Calculators**

You need a TI-83/84 or an equivalent calculator. The TI-83/84 is highly recommended for its simplicity of use.
MAT-211 Math for Business Analysis

Testing

You are required to complete two on-line tests in this session. Each test is very similar in composition and method of completion as your homework. However, you have exactly two opportunities to complete each problem during the on-line test.

- Each test is 15% of course grade. Neither is optional.
- The second opportunity to complete a problem is to allow for correction of a simple typo.
- The tests should each take about two hours. However, you have no specific time limit except that they open and close as shown in CourseCompass!
- The tests must be taken during the dates specified in the course calendar. You must find a time within your schedule to complete it before it closes.
- You are required to score at least 50% on the tests to pass this course with a grade better than “C” regardless of points earned through homework. You will be given exactly two opportunities to improve your test score to 50% if it is initially below 50%.

Students Resources

You are not alone! You have more resources than you can imagine for getting help in this course. Most of it allows you to get help when you need it according to your schedule. Get help early. “Later” may be too late.

The ASU Academic Success Program (UASP) (free of charge) provides counseling, tutoring in math (and many other subjects), supplemental instruction, and other types of support to students. Check with them for scheduled sessions and locations. This includes the Math Tutor Center in PSA-116. The Math Tutor Center opens up on January 25th. Click here for more details: Math Tutoring. UASP added a new center in the Noble Library to give students another option for math tutoring. Tutor search is the best way for a student to see all the options (tutors/times) at different centers for their course.

Instructor Virtual Office Hours (VOH) will be by appointment only at hours he might reasonably be expected to be awake! Send an email through WeBWorK to request a meeting.

Special needs students must file the applicable paperwork with ASU Disability Resources and the instructor to receive any additional special accommodations for this course.

About Getting Help

Students are expected (encouraged) to get help on the homework. However, each student must complete and submit each assignment as their own work.

Should the instructor decide that there is excessive collusion on the tests (any collusion is excessive on the tests), this syllabus will be amended to require an in-person, proctored test at an approved educational testing center such as the ASU (Tempe) Math Testing Center. Any cost created by this change will be the responsibility of the student or students involved.

Please read the paragraph in the “Policies” section about Academic Dishonesty closely.
MAT-211  MATH FOR BUSINESS ANALYSIS

A Very Specific Note

You volunteered to take this course under the instructor's rules. There is no intention to drop material or extend due dates during this course. The client schools of ASU want this material included as part of your preparation for their course work. There is absolutely no time for you to "get up to speed" or take a break!

1. If you have any personal plans that will take you away from this course for an extended amount of time, cancel them now or drop the course now.

2. If you have any serious health considerations you cannot work around, drop the course now. This instructor is compassionate and does try to help you around short-term health issues, but that can go only so far. The course must be started with the intent to complete it in the time frame of this semester.

3. If you are not proficient in basic arithmetic as generally taught up through the seventh grade (junior high), drop the course now.

The instructor has no desire to award anything but passing grades in this course, but you will receive whatever grade your point total merits. Nothing less and nothing more.

Study hard! Study often! Stay focused!

The Required Email

1. Send a message from the Calculus Review Problem Set in CourseCompass using "Ask My Instructor" by January 23, 2010 at 23:59 PM Arizona time.

2. In the email body, copy and paste the following: “I have read the MAT-211 Spring 2010 syllabus. I will comply with all provisions of the MAT-211 course syllabus.”
Withdrawal: A student may withdraw from a course with a grade of W prior to the end of withdrawal period. The instructor's signature is not required. Stating to your instructor that you have decided to withdraw does not constitute a withdraw. This must be done formally through the registrar. As a courtesy, please notify the instructor so you won't be irritated by his emails.

Incomplete: An incomplete will be awarded only in the event that a documented emergency or illness prevents the student who is doing acceptable work from completing a small percentage of the course requirements. The guidelines in the current general ASU catalog regarding a grade of Incomplete will be strictly followed. Departmental requirements have been that the student is missing a single test and has a passing grade prior to the missing test.

Instructor-Initiated Drop: At the instructor's discretion, any student who has not attended class during the first week of classes may be administratively dropped from the course. If this happens, there is no recourse. Once this is done, you are out! Course start dates and times are clearly posted in the ASU catalog.

For this course, failing to send the required email is sufficient evidence that you are not “attending”. Your seat will be given to someone waiting for an opportunity to enroll in this course.

ACADEMIC DISHONESTY and the XE Grade!

In the “Student Academic Integrity Policy” manual, ASU defines “Plagiarism” [as] “using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another’s work or materials and for acknowledging and documenting the source appropriately.” You can find this definition at: http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm#definitions

Academic dishonesty, including inappropriate collaboration, will not be tolerated. There are severe sanctions for cheating, plagiarizing and any other form of dishonesty.

EN Grade: This grade is used to reflect failure due to lack of attendance or participation. Any of the following is sufficient reason for it to be applied when a failing grade is warranted:

Failing to take any test, or

Failing to begin 3 or more assignments. If any three assignments including the syllabus quiz and required email close without effort from you, an “E” grade will be posted with the registrar. If this is before the end of the withdraw period, you should withdraw.
<table>
<thead>
<tr>
<th>Letter</th>
<th>Percent</th>
<th>Interpretation: The student ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>Demonstrates an almost flawless understanding of all concepts and processes studied. Creatively and successfully extends concepts studied to new situations. Is mechanically superior in math studied. Understands and uses the vocabulary. Knows they are right and can prove it correctly!</td>
</tr>
<tr>
<td>A</td>
<td>90-97</td>
<td>Demonstrates a high degree of understanding of all concepts and processes studied. Usually extends concepts studied to new situations successfully. Is mechanically superior in math studied. Understands and uses the vocabulary. Knows when they are wrong, but may not be sure why.</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>Demonstrates substantial degree of understanding of most concepts studied. Applies most concepts to situations previously studied. Occasionally extends them successfully to new situations. Is mechanically proficient in math studied. Can choose a correct definition for a vocabulary term from a list. Knows they are right, but cannot explain why.</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>Demonstrates some understanding of concepts studied. Applies the concepts to some situations previously studied. Seldom extends concepts to new situations successfully. Is barely proficient in mechanical processes in math studied. Can sometimes choose a correct definition for a vocabulary term from a list.</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>Demonstrates little-to-no understanding of concepts studied. Is unable to apply more than the basic concepts to situations previously studied. Is unlikely to extend them to new situations. Is not proficient in mechanical processes in math studied. Believes it is unfair to question them on vocabulary. Doesn’t know where to begin or begins with a completely invalid process. Believes the problem is a trick question when they cannot work it.</td>
</tr>
<tr>
<td>E</td>
<td>0-59 EN</td>
<td>Demonstrates no understanding of concepts studied. Is unable to apply concepts to situations previously studied. Is unable to extend them to new situations. Is not proficient in mechanical processes in math studied. Is lacking in critical prerequisite skills. Believes it is unfair to question them on vocabulary. <strong>Or, has failed to engage the course in any meaningful way.</strong></td>
</tr>
</tbody>
</table>

The descriptions above are typical of those used in university-level education. I do not think it is reasonable to expect you to strive for a grade without knowing what you must do to achieve it! At some moment in my life I have fit neatly into each one of the boxes above. The reflection of a good student desiring true learning is to get out of the box by climbing up!