Syllabus – Algebra 150
Collegiate School of Medicine and Bioscience
2020-2021

Instructor
Name: W. Max Sabor **Room:** 103
Email: william.sabor@slps.org **Mentor Group:** 9th Eagle
About:
Mr. Sabor is entering his eighth year teaching mathematics. He is the instructor for Algebra I, College Prep Algebra, and College Algebra at the Collegiate School of Medicine and Bioscience. Prior to joining CSMB, Mr. Sabor taught secondary mathematics at KIPP Truth Academy and Grand Prairie High School in Dallas, TX. He also served as a math teacher and department chair at Pioneer Charter School of Science II in Boston, MA. Mr. Sabor earned his A.B. in Mathematics cum laude from Harvard College in 2013, and holds teacher certifications in Massachusetts, Texas, and Missouri. In his spare time, Mr. Sabor occupies himself with musical endeavors, currently singing with the Ambassadors of Harmony. He lives in St. Louis City with his wife and two cats.

Course Description
Algebra will require a mastery of pre-algebra and basic numerical concepts. In this course, students will use symbolic reasoning to represent mathematical situations, express generalizations, and study relationships among quantities that can be represented with linear equations, linear inequalities, and linear functions. Students will also be introduced to nonlinear functions such as quadratics and exponentials. By the end of the course, students should be able to represent mathematical models using a variety of methods. Successful completion of Algebra 150 will give students a strong foundation for future math courses.

Course Sequence
1. Solving Equations and Inequalities
2. Functions
3. Slope
4. Systems of Equations
5. Exponential Equations
6. Polynomials
7. Quadratic Equations
8. Data and Statistical Analysis

Grading
45% Homework
35% Unit Tests
10% Cumulative Quizzes
10% Projects
Each semester exam will become 10% of that semester's grade.

Online Hosting
This course will be taught through Microsoft Teams. Only students enrolled in the course will be able to access their Teams.
Period 6: B Days, 9:55 AM – 10:40 AM
Period 7: B Days, 11:50 AM – 12:35 PM
Period 8: B Days, 1:40 PM – 2:25 PM
Families can access the course schedule through Mr. Sabor's website. (slps.org/Domain/14096)

Resources

Learning Resources
When a student is stuck on a particular problem or concept, the following resources are good places to try:

- Office Hours
  A Days, 2:25 PM – 3:00 PM
  B Days, 9:15 AM – 9:50 AM
- enVision Algebra I aka Savvas Learning
- Khan Academy (www.khanacademy.org)
- IXL Math (www.ixl.com/math/)
- Art of Problem Solving (www.artofproblemsolving.com)
- CSMB classmates
- Mr. Sabor (william.sabor@slps.org)

Mathematical Tools

The following tools do not provide explanations, but they are very useful tools to have available.

www.desmos.com/calculator www.wolframalpha.com www.geogebra.org

Absences

When you are absent, it is your responsibility to check the Team for any recorded videos, missed notes and assignments. Upon returning, make sure you understand your makeup work and timeline by the end of that day. If the missed work or return date includes an assessment, contact Mr. Sabor to determine when a makeup can occur. If you know that you will be absent, contact Mr. Sabor in advance.

COVID Clause

The 2020-2021 school year is starting virtually due to COVID-19. As the public health landscape continues to evolve, it is likely that the state, city, district, and/or school will change policies, potentially requiring parts of this syllabus to change. When that happens, patience is requested as we adapt and communicate.

Assignments

Asynchronous Playlist

asynchronous – not at the same time

Each week students will receive a list of assignments to be completed asynchronously, meaning outside of the scheduled live instruction time. These assignments may include taking notes on a lecture video, completing traditional homework assignments, interacting with a website, and more. Asynchronous assignments will have clearly marked due dates, and many will be graded as homework. Consider the asynchronous playlist a vital part of the instruction, as 35 minutes out of each 80 minute class period have been set aside for asynchronous learning.

Traditional Homework

Definition:
Traditional homework is an asynchronous assignment with multiple practice problems, such as a worksheet.

Student's first attempt:
The student must show work. The preferred method is to write on the provided assignment page in OneNote. The work must be the student's own work.

Then, the student should submit their answers through Microsoft Forms. Microsoft Forms will auto-grade based on the provided answer key, and students will be able to see what they got correct and incorrect. They will not be able to edit their responses.

Students who wish to have their assignment graded completely manually should place a star in the top left corner of their assignment page in OneNote.

Mr. Sabor's first grading:
After the deadline, Mr. Sabor will look at responses (first in Microsoft Forms, then in OneNote) to identify trends and misconceptions, first for the class, then for individual students. He will use this information to inform instruction.

After class, Mr. Sabor will grade assignments on a scale of 0 to 10. While every whole number between 0 and 10 is possible, the following descriptors are provided for your reference.

- 0: No work visible, assignment not attempted, or plagiarized.
- 3: All questions attempted, all work shown, and no questions correct.
- 8: All questions attempted, all work shown, and proficiency demonstrated.
- 10: All questions attempted, all work shown, and almost no errors.

Mr. Sabor will always provide personalized feedback to the students who place a star in the top left corner of their assignment page in OneNote. Depending on the assignment, other students will receive personalized feedback in OneNote for (a) all students for all questions, (b) all students for selected questions, (c) selected students for all questions, or (d) selected students for selected questions. This will depend on the complexity of the assignment, the length of the assignment, and student mastery.

Student's future attempts:
Students may revise homework or submit late homework for up to full credit. This is strongly recommended for all assignments below a score of 8/10.

Do not delete the previous attempts' work or responses, but clearly label the new responses elsewhere in OneNote. There is no need to redo questions that were correct in earlier attempts. When doing so, the student should email Mr. Sabor to inform him which assignment requires re-grading.

Please understand that grading makeup work may be delayed, as it is lower priority than other professional responsibilities, including grading on-time work.

Students who frequently submit work late may be required to make and demonstrate commitments to time management before becoming re-eligible to submit makeup work. Such commitments could include parent meetings, scheduling homework time, creating reminder systems, and anything else necessary to improve timeliness.

Mr. Sabor's regrading:
When Mr. Sabor grades late work, it will be graded on the same scale as the original grading. Every question will be graded individually based on OneNote only.

It is possible, but not guaranteed, that extra credit assignments may be offered during the year. If extra credit is offered, students must earn at least an 8/10 on all homework assignments assigned between the beginning of the semester and that semester's Final Exam in order to be eligible for extra credit. The final deadline for submitting late work will be publicized near the end of each quarter.

Formal Assessments:
Quizzes, Tests, and Semester Exams

Quizzes, Tests, and Semester Exams are to be done independently.

As of August, the best available technique to ensure a fair testing environment is to test synchronously with camera on. Students should demonstrate integrity by having only one device open only to the Teams Meeting and to the formal assessment. Please be patient as new technology and best practices become available.

Mr. Sabor will announce tests at least one week in advance. Please let Mr. Sabor know at least two days in advance if there is a conflict that would prevent you from taking the test in the scheduled time.

- Quizzes will be timed, asynchronous, cumulative, and short.
- Tests will be timed, synchronous, at the end of each unit, and typically last one 45-minute period.
- Semester Exams will be timed, synchronous, cumulative, and will be scheduled by the school.

Standardized Testing

The Missouri Department of Elementary and Secondary Education requires all students to score Basic, Proficient, or Advanced on the **Algebra I EOC** (End-of-Course) Exam before their high school graduation. While COVID-19 may change the landscape of standardized testing, St. Louis Public Schools' Algebra 150 course is taught with the presumption that all students will take the Algebra I EOC in the spring.

Furthermore, college admissions consider student data from standardized tests such as the **ACT** and **SAT I**. Students in the Class of 2024 will typically take one or both of these exams during the 2023 calendar year. Both of these exams include math sections where Algebra I is a primary component. In order to prepare students for these assessments, relevant questions from these exams will be used in models and assignments throughout the course.

National mathematics competitions are opportunities for students to distinguish themselves in mathematics. Interested students are encouraged to explore contests such as the American Mathematics Contests (**AMC**), sponsored by the Mathematical Association of America (MAA).

Please note that while math tests are an integral component of an American K-12 mathematical education, they do not represent the pinnacle of mathematical knowledge nor achievement. Mathematicians spend their research hours conjecturing, wondering, reading, discussing, and proving. The mark of astounding mathematics is insight supported by exacting logic. Tests can reward these skills, but they also reward computational speed, focus, and the ability to remain calm under pressure. Students and families are encouraged to view any test result as a snapshot of a student's knowledge on a specific topic in that point in time, not as a measurement of self-worth. Treating a poor score as a call to change without being an indictment of the student is a nuanced and necessary attitude for productive and healthy mathematical growth.

Virtual Classroom Expectations

In Mr. Sabor's classroom, great ideas always win.

Below you will find Mr. Sabor's vision for virtual learning. If you have a great idea of how to improve upon class, contact him respectfully outside of live instruction and office hours. Not all suggestions will be implemented, as a classroom must balance and respect the needs of all students, their families, the instructor, the school, the district, the state, and the content.

WELLNESS

Be safe. Keep your family and loved ones safe. Keep Mr. Sabor updated by completing the wellness survey at the end of each class. Email Mr. Sabor (william.sabor@slps.org) if you have to be absent or have concerns about workload. Ask for content help through office hours, chat, email, or coming off mute.	Your health and safety are more important than your education. We can reschedule parts of your education when important live events happen. It is mature and respectful to ask for help when you think you might need it.

TRUTH

Do not make statements that are false, including intentionally getting academic questions wrong or showing someone elses' work as your own.	Someone might believe the lie. If people know you have lied before, they are less likely to believe you, even when you are telling the truth. Lies slow down productive conversations. Cheating reduces learning. Cheating causes people to get expelled from college and lose their jobs in the workforce.

PROFESSIONALISM

Because your camera will sometimes be on, wear appropriate clothing. Remain on mute when not speaking. Speak when called on, and discuss when assigned to small groups. Use polite word choice, tone, and intention. Attempt to use correct grammar, pronunciation, capitalization, and punctuation. Use appropriate emojis to enhance – not replace – text in chat.	These are rules common to professional settings. Many people prefer polite language, especially Mr. Sabor. Using mute & unmute incorrectly can prevent people from properly hearing each other. Failing to do any of these things can communicate disrespect. Many employers will judge potential employees negatively for failing to meet these expectations.

PRESENT

Be in the Microsoft Teams Meeting for 100% of the class time scheduled to the best of your ability. Enter early and wait for the words, "you are dismissed" before leaving. When requested, have your video on, blurring the background if you wish. Minimize the number of breaks that you take as well as their length. Remain awake and focused on the task at hand. Communicate when you are away from the keyboard and when you return in the chat.	Whenever you are out of the classroom, you are missing an opportunity to learn. Punctuality communicates respect. Video will need to be on for certain tasks, such as taking attendance and tests. Class time is wasted if Mr. Sabor calls on someone who is away from the keyboard. Being away from the keyboard explains why a student did not participate in a time-limited activity.

PRACTICE

Try your very best when attempting any problem assigned to you. Read the question and pay attention to details. Comprehend the question by identifying vocabulary words and drawing a diagram when appropriate. Develop questions to ask that are as specific as possible. Ask those questions if you remain stuck, and write your questions down if no one assists you immediately. Refer back to your notes. Show your work legibly and include units in your answer. If there is a graph as part of your answer, use a ruler and label your axes. If you are asked to explain something, write in complete sentences.	Math is not a spectator sport. You must do math to learn math. Most work will be graded, and consistent good grades are necessary to excel. With enough time, effort, and support, everyone can confidently understand Algebra. The less you understand, the harder you will need to work. A strong work ethic might be the most important thing you can learn in an Algebra class.

EFFICIENCY

Use every possible moment during live instruction to maximize your Algebra learning. Stay awake, take notes, ask questions, listen to directions, read directions, follow directions promptly, try all of the practice questions to the best of your ability, get feedback on your practice, and use feedback to make improvements. While visuals are being shown, track the video feed. Do not create, encourage, or pay attention to distractions.	Efficiency maximizes results.

SUPPORT

Encourage others to do the right thing quietly and politely. Respond to peer questions in the chat or in peer study groups. Explain process without giving answers. If another student makes an academic or ethical error, support them emotionally without agreeing with the error.	A classroom of 25 instructors and learners can achieve far more than a classroom of 1 instructor and 24 learners. Learning requires that people make mistakes and learn from the consequences. Good friends are sympathetic to the emotions of their friends and also wish success for their friends.

PREPARED

Every class period, five minutes before the beginning of class, your computer should be charged or charging. Locate yourself in a space where you are comfortable and can focus. Connect to the internet and join the Microsoft Team Meeting before the start time. Be ready to access your OneNote Class Notebook. Homework should be completed and submitted by 8:00 AM on the due date, with three exceptions: (a) If Thursday and Friday are both B days, the deadline for Thursday night's homework shall be 5 minutes before the beginning of Friday's Algebra I class period. (b) If you attend office hours on the due date, before your Algebra I class period, you may submit your assignment by the end of office hours. (c) Another time can be agreed upon by the instructor & student.	Internet access and power supply are necessary to access live instruction. Disorganized or uncomfortable workspaces can distract from productivity. Timely assignment submission allows Mr. Sabor to look for trends and misconceptions before class begins. Keeping track of your own things is a sign of maturity and increases retention of knowledge.