
COURSE INFORMATION

This course meets for a full year. Upon successful completion of the course, students will receive one unit of credit. Students who miss more than 10 classes (5 block periods) may be denied credit.

INSTRUCTIONAL GOALS

This course is designed for college preparatory students who have successfully completed Algebra 1 and Geometry at the honors level. Topics to be studied in greater depth include the study of linear and quadratic equations, polynomials, complex numbers, relations and functions including exponential and logarithmic functions, the study of graphs in two and three dimensions, trigonometry, sequences and series, and vectors.

INSTRUCTIONAL ORGANIZATION

Generally, students are taught in a lecture/practice format. Students *may* occasionally work in groups. They may also be asked to explain individual problems to the entire class.

INSTRUCTIONAL MEDIA

The textbook for this course is *Algebra 2*, by Bellman, et. al. The textbook is fairly new, so students are **required** to use book-covers in order to maintain their condition. Students who lose or return damaged textbooks at the end of the year will be fined accordingly.

There are no supplemental texts for this class.

There are no instructional videos for this class.

Notes, calendars, old tests, links to helpful sites and other materials can be found at my web site:

<http://www.mrholloman.net>

GRADING PROCEDURES

Each piece of graded work carries a possible point value. The grade for a particular piece of work is found by dividing the earned points by the possible points.

All graded work (except exams) will be returned to the student—usually by the next class meeting.

Any graded work done in pen will *not* be counted (i.e., assigned a grade of zero).

A student who disagrees with a particular grade may appeal in writing to me. Any adjustments are solely at my discretion.

METHODS OF ASSESSMENT

Assessment Categories: **Assignments, Quizzes, Tests, Exams.**

Assignments include in-class problem sets, homework checks, and other activities. Assignments will have small possible point values (less than 10 points each). Assignments will be given almost every day.

Quizzes are short problem sets (1 - 5 easy/medium problems) which are assigned at random, unannounced times. These are timed activities, usually lasting no more than 10 minutes. Quizzes will have small possible point values (less than 10 points each). There are usually 1 or 2 quizzes per Chapter.

Tests are longer problem sets (10 - 20 problems of varying difficulty) which occur at the end of each instructional unit. These are timed activities, lasting no more than one class period. Tests will have high possible point values (usually 30 - 50 points each). Each test will typically cover 1 Chapter from the textbook.

Exams are long problem sets (around 30 problems of varying difficulty) which occur at the end of each semester. These are timed activities, lasting no more than 90 minutes. Exams will carry possible point values equal to 25% of the semester's possible points (this makes the exam worth 20% of the semester grade, as per school policy).

SCOPE AND SEQUENCE

First Nine Weeks	⇒	Solving Equations and Inequalities Functions, Equations and Graphs Linear Systems
Second Nine Weeks	⇒	Matrices Quadratic Functions Polynomial Functions
Third Nine Weeks	⇒	Radical Functions Exponential and Logarithmic Functions Rational Functions
Fourth Nine Weeks	⇒	Quadratic Relations (Conics) Trigonometry

Please visit my [website](#) for a more detailed calendar of events.

STUDY SUGGESTIONS

Doing homework is the best way to keep up with the course. Quizzes and other assignments serve to keep previously learned skills sharp.

The best way to review for tests is to work out old homework problems and to try other unassigned problems. I will usually suggest review problems from the chapter review, and provide students with a day to ask any questions about the upcoming test.

Attendance is a major factor in student success. Students should make every effort to attend every class throughout the year—absences should be strictly avoided, except in emergencies.

LATE WORK POLICY

Late work is *not* accepted.

Assignments missed due to an **excused absence** will be handled according to the school's make up work policy, as stated in the student handbook (students have 5 calendar days from date of return to complete make-up work).

EXTRA CREDIT

Very few (if any) extra credit opportunities will be offered. Any points offered will be minimal (less than 5 points), and will be added to the student's earned point total for the current nine weeks.

Students who wish to improve their grades should make an appointment with me for additional help.

MATERIALS NEEDED

- (1) A 3-ring binder with loose-leaf paper
- (2) An ample supply of pencils (*pens are not allowed!*)
- (3) A graphing calculator

EXTRA HELP

I am available for extra help most days before and after school. Students need only make an appointment to receive extra help.

The demanding pace of this course will make it difficult to catch up if a student falls behind—it is imperative that students seek help immediately when they encounter difficulty with a topic.

DISCIPLINE

I believe that my students are capable of obeying the rules, and that any infractions are either the result of misinformation or choice.

In order to eliminate misinformation, here are the additional (beyond district and school) rules for my classroom:

1:	Students must bring all required materials—pencil, paper, calculator and textbook—to every class meeting.
2:	All graded work must be completed in pencil.
3:	Textbooks must be covered with an appropriate book cover.
4:	Students must not play games on their calculators.
5:	Students must be attentive and on-task during the class period.

When a student chooses to break a rule, the following consequences apply:

First Offense	Warning
Subsequent Offenses	15 minutes detention per offense
Severe/Persistent Disruptions	Discipline Referral/Removal from Class

In addition, I reserve the right to clear calculator memory at any time.