

Course Syllabus

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TMath 115 Course Syllabus

- Autumn Term 2026 (SLN 22110 & 22111)
- Instructor: Ruth Vanderpool
 - Best method to contact: Class (when in-person) or Canvas Discussions (when remote)
 - Secondary contact method: email rvanderp@uw.edu (<mailto:rvanderp@u.washington.edu>)
 - Social Office Hours:
 - Times:
 - Wednesdays 11:30-12:30pm
 - Thursdays 12:30-1:30 &
 - by request
 - In person @ Quantitative Tutoring Center (QTC) 2nd floor of Snoqualmie building
 - Remote if requested at: [personal zoom room](https://washington.zoom.us/my/rvanderp)  (<https://washington.zoom.us/my/rvanderp>)

Class Time:

- Tuesday & Thursday 10:10am-12:10pm
- Location:
 - In person: Joy 105
 - If remote: Zoom meeting linked on Canvas Calendar.

Required Items:

- MyMathLab access to Precalculus, A Unit Circle Approach, 4th Edition, Ratti, McWaters, & Skrzypek
- system meeting the technology requirements posted in the Technology Info Module.
- (optional) non-internet accessing calculators or Desmos Test Mode on smart devices

Course Description:

TMATH 115 is a pre-calculus course intended to prepare you for calculus. To this end we will introduce the concept of a function, its notation, and prepare students to work with piece-wise, exponential, logarithmic, polynomial, and rational functions. This course emphasizes computational skills, graph reading, and problem solving. One of a two-part series. Maximum of 10 credits from TMATH 115, TMATH 116, and TMATH 120 may be counted.

Course Objectives:

By the end of the course students should be able to:

1. apply algebraic concepts in the precalculus setting to solve problems
2. read, interpret, identify, and generate graphs of elementary functions
3. model common behaviors in business and the sciences using linear, quadratic, exponential, polynomial or rational functions
4. use properties of logs and exponents to answer questions

The course supports the following department Student Learning Objectives across campus:

- (Env. Sci.) Cultivate skills critical to interpreting scientific concepts for public understanding, including familiarity with the scientific method, information literacy, statistical data analysis, hypothesis formulation, & conceptual modeling, research project design & working collaboratively.
- (Env. Sci.) Participate in engaged inquiry as a means of connection classroom learning to real-world environmental problem solving & establishing the skills needed for life-long learning.
- (Env. Sci.) Develop advanced scientific skills necessary to achieve an understanding of and solutions to environmental problems including physical and biological measurement techniques, statistical data analysis, hypothesis formulation and conceptual modeling, research project design & working collaboratively.
- (PPE) Students will strengthen their analytic skills
- (PPE) Students will develop their ability to write with style and precision.
- (PPE) Students will become more competent with quantitative analysis.
- (PPE) Student will develop their ethical and logical reasoning.
- (Info. Tech. & Sys.) Students will be able to apply knowledge of computing and mathematics, appropriate to the discipline.

Opportunities for Mastery:

- Mini Quizzes, Written HW & MyMathLab allow multiple attempts for full credit.
- MyMathLab assignments are easily extended up until two days before exams so that you can improve your scores
- Discussion board responses improve WrittenHW or MyMathLab averages.
- Group presentations before each exam can add up to 4% to your exam scores.
- Two-stage quiz structure allows for improving quiz scores immediately.

Expectations for the Instructor:

- Communicate with you through Canvas (discussion boards, announcements, posted grades), emails, online homework systems, and in-person during social hours & class.
- Provide a consistent course structure with regular feedback.
- Foster a space and environment for students to make mistakes & revise their thinking, get confused, speak, to be heard, and to grow as we learn about mathematics!

Expectations for the Student:

- Pay attention to announcements made and develop a processes to turn in work that meets the class's requirements.
- Be thoughtful and follow the communications/netiquette expectations so that we foster a supportive environment when interacting with each other.
- Be prepared for class and learn some math!

Tentative Schedule:

Upcoming due dates for assignments and exams are posted in the "Coming Up" section on the right side of your screen immediately after you log into Canvas. The due dates for the entire course are listed at the bottom of this Syllabus and can also be found on the Calendar link (in the purple menu on the left).

Note that the the schedule for the next week is also posted and discussed at the start of each class.

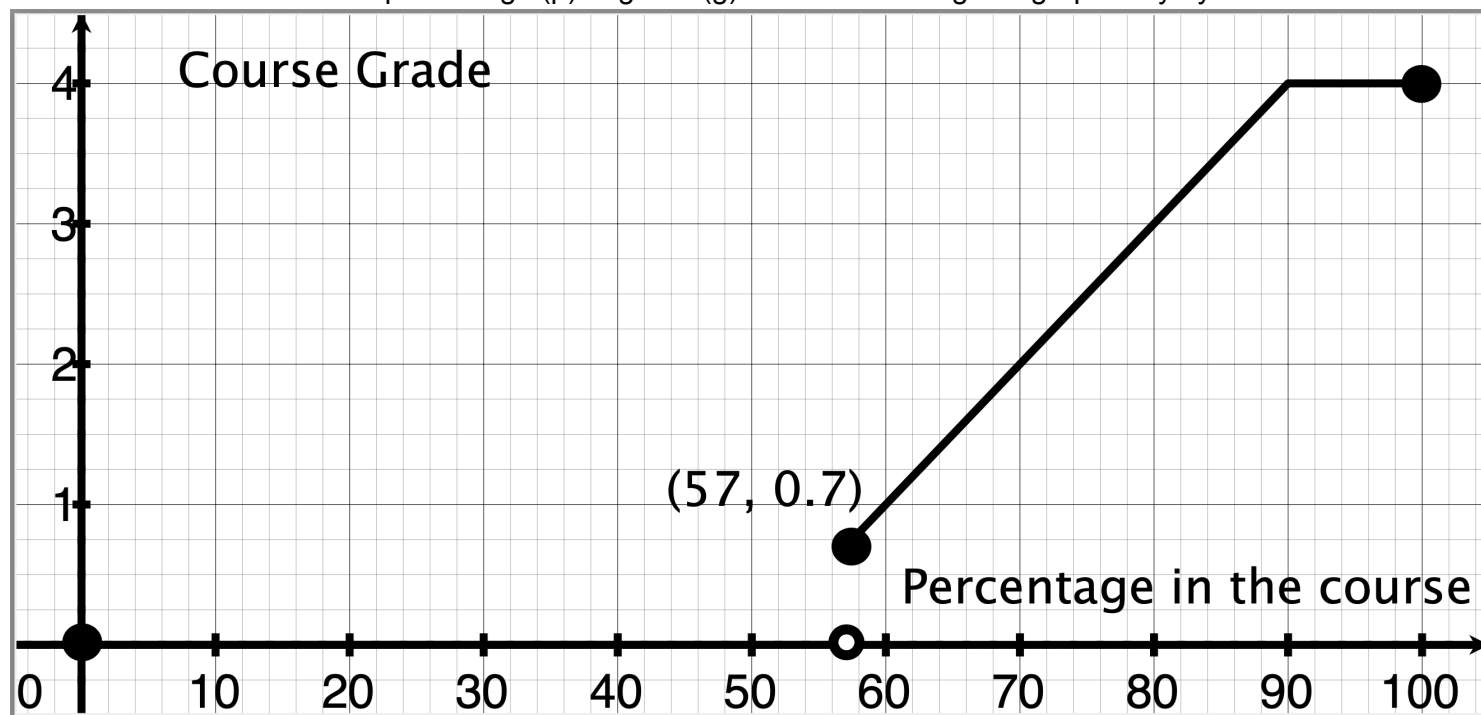
Evaluation/Grading:

Specific weights are:

Content Weights for Course Marks

Participation	5%
Mini Quiz	5%
MyMathLab	10%
Written HW	15%
2-stage Quiz	15%
Exams	25%
Final	25%

The conversion from course percentage (p) to grade (g) on a 4. scale is given graphically by:



or equivalently by the algebraic rule:
$$g(p) = \begin{cases} 4.0 & \text{if } 90 < p \\ .1x - 5 & \text{if } 57 \leq p \leq 90 \\ 0 & \text{if } p < 57 \end{cases}$$

Collaboration & AI Policy:

Give credit to who or what you work with!! Consider adding a "worked with: ***" line in your homework write up.

You are allowed and encouraged to work together on homework and seek out resources beyond materials on Canvas. Ultimately, all students are expected to exhibit mastery of the class content. Note that all content has in-class assessments with limited outside resources (only a calculator!), so it is critical that each student takes ownership over the material.

Peers are a powerful resource in this class. Consider using the Canvas [WrittenHW Questions \(extra credit\) Discussion Board](https://canvas.uw.edu/courses/1922967/discussion_topics/10714107) (https://canvas.uw.edu/courses/1922967/discussion_topics/10714107) or [MyMathLab HW Questions \(extra credit!\)](https://canvas.uw.edu/courses/1922967/discussion_topics/10750038) (https://canvas.uw.edu/courses/1922967/discussion_topics/10750038) to connect with your peers about the WrittenHW or WebHW, respectively, and get some help. Furthermore, notice that if you answer a question that is posted, you can earn an extra credit mark towards your overall WrittenHW average (up to 100% for the category). Feel free to share your work with others and provide editing help or general feedback to improve your peer's work. Although collaboration is encouraged, each student is expected to turn in their own work composed and written by themselves (although edited by others).

If you choose to use AI or an LLM, be aware that these tools can fabricate materials and use inappropriate methods. Minimally, if you choose to use AI run through the following checklist:

1. Are all facts, data, and citations correct?
2. Is it aligned with the learning objectives or task requirements?
3. Is it free from bias, stereotypes, or inappropriate content?
4. Does the reading level and tone fit the assignment?

Participation:

Posting attempts/work/answers for problems from activity sheets in the classroom or contributing to a discussion focused on textbook content counts towards your participation marks. Opportunities for these are given most class days and at most one point can be collected each day. You need to collect 9 of these throughout the term to get 100% for participation. Note, your contributions do not need to be correct or complete! Generally we learn more from attempts and mistakes than from correct work so please contribute whatever math thoughts you have!!

Mini Quiz:

Small five minute quizzes emphasizing computational skills will be given every day. Practicing these skills will decrease the number of mistakes on exams and thus increase overall scores. The mini-quizzes will be administered until the class average is above 75%. Make up mini-quizzes are not given and only the top score will contribute to your grade.

MyMathLab Homework (WebHW):

Two web-based homework assignments are assigned each week through MyMathLab. One assignment will be due at 8pm on Wednesday and the second will be due at 8pm on Friday. All assignments are posted on the class calendar.

Given that the online homework is mostly intended to allow you to practice new concepts, you will have multiple submissions allowed for each problem. Generally you are limited to 100 submissions per problem, but I suggest you make use of the resources listed on the Math Help section of the Syllabus after four failed attempts. In particular, the Canvas [WebHW Questions \(extra credit\) Discussion Board](https://canvas.uw.edu/courses/1922967/discussion_topics/10750038) (https://canvas.uw.edu/courses/1922967/discussion_topics/10750038) is a great place to connect with your peers about the WebHW and get some help. Notice that if you answer a question that is posted, you can earn an extra credit mark towards your overall WebHW average (up to 100%). Extensions for WebHW are readily granted up until 8pm two days before the next exam. The WebHW closes at this point to guarantee you study for your exam (which is worth a lot in the course!)

To access MyMathLab follow the steps below:

1. Click on the "MyLab and Mastering" link in the course menu on the left.
2. If prompted, select "Open Pearson"
3. Select Open MyLab & Mastering to go to the course home page or select a link under Student Links.
4. To get access to Pearson content, Link your student Canvas and Pearson accounts. In some cases, your Pearson account might be automatically created and linked for you.
5. If prompted, select an access option. Note that "temporary access" is an option for the first two weeks.
6. Select Go to my course.

If you cannot log into WebAssign, email me as soon as possible. You will not be granted extensions if you cite accessibility issues in the few hours before an assignment is due.

Note that sometimes MyMathLab randomizes the numbers so that individuals may have slightly different problems. For example, you may have trouble with WebHW1 #4 and see that there is already a post with the first line "WebHW1 #4", but some of the numbers are different. You should still read and take part in the discussion since it is likely that the same techniques will apply in your particular problem as well.

Written Homework:

One homework assignment is due every week at 8pm on Wednesdays. Problems from each section covered in class are posted each day as well as on Canvas. Assignments turned in during class on Tuesday (early) will be marked and returned at the start of class on Thursday. Assignments turned in through Canvas may not be marked before the quiz. This policy is mostly the result of the difficulties I have marking assignments on Canvas.

Handwritten assignments will be assigned to give you practice writing math before performing on a quiz and are due on Wednesdays.

Your homework is expected to be written up neatly, clearly, and completely. No partial credit is given on individual problems in the initial marking so carefully look through your answers and make sure they are well supported, explained, and written. No extensions are given for written homework.

If you have to submit a WrittenHW through Canvas, the recommended procedure is:

- write your homework solutions on normal paper clearly, with supporting work, and so that they are easily identifiable!
- take a photo of your work with a digital camera
- convert the (possibly) multiple photos into one PDF with an application (such as "Evernote Scannable", "CamScanner", "Scannable" or another free application!)
- upload the one PDF file to Canvas.

REWRITE POLICY:

After receiving your corrected homework you are given one week to turn in a final version that can earn full marks. You are responsible for finding and correcting your mistakes but consider consulting with your peers. I am available to help answer questions during social hours, but no additional class time will be dedicated to that homework assignment. Final versions are to be written on a new sheet of paper and clearly marked as "Rewrite". Problems initially marked as incorrect must be rewritten correctly and the rewrite stapled on top of the original work.

Quiz Policy:

Quizzes are administered in a two-stage process on Thursdays during class after the homework question period.

In the first stage, students have 15 minutes to take the quiz without notes, books, internet resources, or collaboration.

The second stage gives students another 15 minutes to take the (same!) quiz, but now with open notes, open book, and collaboration with a student group. After 15 minutes, one copy of the completed quiz from the group is to be turned in.

The marks recorded for your quiz will be the higher of the two options:

1. the score from the individual stage-one of the quiz, or
2. the average of your individual stage-one quiz and the group completed stage-two quiz.

Exam Policy:

The dates of the exams are **Thursday Oct. 22nd** (exam 1), **Thursday Nov. 19th**, & **Thursday Dec 17th** (final). Exams are to be done individually within the assigned class time while proctored in the classroom. Explicitly this means books, internet tools and collaboration are not allowed for these exams.

Make-up exams will only be given for absences deemed justifiable by the instructor (e.g., illness, family emergency), and may be considerably more difficult than the original test due to limitations on the instructor's time.

Communications/Netiquette:

This class is scheduled to be in-person but it is set up with some accommodations for folks who find that they cannot attend class. That means we have etiquette *and* netiquette guidelines!

Questions about the Class:

- When the instructor is not in the same room, if questions arise, please remember to check the following *before* emailing your instructor:
 1. Canvas Home page: this lists different resources available depending on the type of question
 2. Course Syllabus: introduces policies and expectations of the class organized by topic
 3. Modules: Identifies what work should be done before class & provides the activity for the day.
 4. Conversations in the appropriate Discussion Board: theme specific boards have been set up to help you find what you are looking for
- This policy will help you in potentially identifying answers before I can get back to you and it also helps me from answering similar questions or concerns multiple times. In fact, most emails sent to me will be posted on the FAQ: Technical or Course Related (with their answers) and then I'll direct you to look there for your answer.
- If your question is not related to the course material (content, deadlines, assignment requirements), but is of a personal nature (grade received, illness, missing your deadlines, struggles), please email me directly.

Social Expectations:

You are expected to work regularly with others in this class and thus need to make sure you:

- Expect to make mistakes but be sure to reflect/learn from them!

- Are civil and are aware of your impact on others.
- Assume and engage with the strongest argument while assuming best intent.

Netiquette:

- Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. The instructor may withdraw a student from a course when the student's behavior disrupts the educational process.
- Appropriate online behavior is defined by the instructor. Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact/professionalism in expressing differences of opinion.
- Inappropriate discussion board messages may be deleted if the instructor feels it is necessary. Students will be notified privately that their posting was inappropriate.

Email Policy:

I will respond to emails just as soon as I am able but I would encourage you to first post your questions to the pinned discussion boards as often times a peer will be able to help quicker than I! The University email policy used during normal operations is posted at: ([UWT email policies \(https://www.tacoma.uw.edu/it/uw-tacoma-email-policy\)](https://www.tacoma.uw.edu/it/uw-tacoma-email-policy).)

Disclaimer:

While I have attempted to make this syllabus as complete as possible, adjustments will be made throughout the course. Announcements will be made during class and it is the responsibility of the student to keep updated if class is missed.

Academic Honesty:

Review Expectations, Policies, Consequences: ([UWT academic policies \(https://www.tacoma.uw.edu/registrar/academic-policies\)](https://www.tacoma.uw.edu/registrar/academic-policies).)

[Getting Help: \(https://canvas.uw.edu/courses/1922967/pages/getting-help\)](https://canvas.uw.edu/courses/1922967/pages/getting-help)

Many resources exist, are available, and are intended to help you with math, technology, and personal issues and questions. A few of the most helpful are listed: [Getting Help \(https://canvas.uw.edu/courses/1922967/pages/getting-help\)](https://canvas.uw.edu/courses/1922967/pages/getting-help)

[Tips for Success: \(https://canvas.uw.edu/courses/1922967/pages/tips-for-success-171\)](https://canvas.uw.edu/courses/1922967/pages/tips-for-success-171)

A few, class-specific things to do that will help you get the most out of this class.

[General Policies: \(https://canvas.uw.edu/courses/1922967/pages/general-policies\)](https://canvas.uw.edu/courses/1922967/pages/general-policies)

Campus-wide and class policies regarding inclement weather and emergency procedures are posted [UWT emergency resources \(https://www.tacoma.uw.edu/faculty-assembly/required-suggested-syllabi-service-](https://www.tacoma.uw.edu/faculty-assembly/required-suggested-syllabi-service-emergency-resources)