

## ***MATHEMATICAL INVESTIGATIONS III***

### ***Course Description and Expectations***

Mathematical Investigations is a four semester pre-calculus sequence of courses. MI-3 is the third course in this sequence. Prior to entry into MI-3, the student should demonstrate a strong background in Algebra and Geometry. This background includes a thorough understanding of the underlying concepts of disciplines, a demonstrated ability with algebraic skills and geometric reasoning, and schemata which encourages mathematical thinking. Upon successful completion of MI-4 or its equivalent, the student will enter a calculus sequence.

#### Course Outcomes for Mathematical Investigations:

All students will

- define and demonstrate techniques of problem solving in a variety of intra- and inter-disciplinary situations. These techniques should include the identification and development of strategies, the application of mathematical modeling, and the application of algorithmic and geometric processes.
- make conjectures and present logical, valid arguments for mathematical assertions, including direct proofs, indirect proofs, and proofs by mathematical induction.
- communicate in both written and oral form using the language of mathematics, including the correct use of proper mathematical symbols and terms.
- demonstrate mastery of sufficient mathematical knowledge and skills to engage in the study of calculus.
- demonstrate an understanding of functions and relations, both continuous and discrete, their geometric, algebraic, and numeric representations, and the algebra of functions.
- demonstrate an appreciation of the role and significance of mathematics in the development of our contemporary society.

#### Student Expectations:

All students are expected to

- be involved in class discussions and explorations.
- maintain a notebook containing class notes, homework assignments, Problem Sets, formula lists, and other handouts.
- complete all assignments and problems sets in a timely manner.
- take responsibility for learning certain basic skills and relationships.
- take responsibility for seeking additional help as it is needed.
- have a graphing calculator with them during each class.

#### Teaching Philosophy:

Students need to be engaged in the exploration of mathematical concepts so that they can make those concepts their own. Often this takes more effort on the student's part than simply absorbing what the teacher is saying. Computer and calculator technology can provide tools for these investigations, but the student must provide the positive attitude and honest effort. In order to be successful in mathematics, students must eventually learn a basic set of skills and relationships and have them "at hand" to use when necessary. Students develop a basic set of understandings through conscientious attention to regular class assignments. If assignments are not completed, or are done at the last minute, such understandings are usually not learned as thoroughly as they need to be. Students are also

encouraged to develop their abilities to express mathematical ideas orally and in writing, to explain what they are doing, what conjectures they are forming, and what conclusions they have reached. It is hoped that by expressing these experiences in words, the student will gain a deeper understanding of them.

#### Course Content:

This third course in the sequence will concentrate on the study of logarithmic functions, polynomial and rational functions, and the first portion of trigonometry. In addition to regular class work, the students will be given a set of problems to be completed each week. These sets are designed to (a) review, enhance and make connections with the student's past knowledge, (b) work with current concepts being discussed in class, and (c) preview ideas and techniques that will become important in the near future. Student work on these sets is evaluated on the basis of complete solutions (not just answers) which are to be written neatly and legibly. Occasionally a student will find a concept on the set is new or in need of review. Therefore, the students are permitted and encouraged to obtain help with the concepts on these sets from books, the teachers, other students, and the mathematics department instructional program aid (IPA); however, each student is responsible for turning in his or her own work. The use of calculators and computer software is encouraged. In addition, some problems will be assigned via WebWork, accessed at <http://webwork.imsa.edu/webwork2/>. Here, answers only are assessed, but students are encouraged to keep a notebook of their work for use when assistance is needed.

- Notebook: (3-ring binder, at least 1.5 in., solely for Math, with clearly defined section dividers for daily work/notes, quizzes, and problem sets, chronologically ordered.) Must have in class daily.
- Daily Worksheets: Must be completed in a timely manner. Some parts may need to be finished up outside of class. Work collaboratively, and check your answers with each other.
- Problem Sets: Will usually be handed out each “D” day to be turned in at the beginning of class the following “D” day. Late problem sets will incur the following penalties: Turned in by 4:15 PM the same day, -20%; turned in by noon the next class day, -50%. Later problem sets should be turned in, but will get “0” points credited.
- WebWork: Will usually be assigned each “A” day to be completed by the next “A” day at the beginning of class. Late submissions will not be accepted, as the system will stop taking submissions by that time. This is counted as part of the Problem Set grade.

#### Assessment/Evaluation:

Quarterly grades will be averaged using the following weighting:

Unit tests/quizzes	65%
Weekly Problem Sets/Activities	20%
Notebooks	15%

Semester grades will be averaged using the following weighting:

Cumulative Semester Work	80%
Semester Exam	20%

#### MI-3 Faculty: (Fall '19):

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