

AP Calculus AB: Online Course Review

Unit Information

Unit Title- AP Calculus AB: Online Course Review

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There is no textbook for this Unit.

Forms of Communication

There are 4 ways to get in touch with me. Each have their advantages and disadvantages. I will respond to all types of communication within 24-48 hours. You may post in a question forum, e-mail me, call me, or text me. The chart below examines each type of communication. Remember I will only be available for contact via phone call from 8:00-5:00 Monday through Friday. The 24-48 hours does not include weekends. I will respond if I can during the weekends, but it will most likely be Monday before you get a response.

Type of Communication	Advantages	Disadvantages	When to use
Ask the teacher/class forum- There is a discussion forum in each module labeled "Ask the teacher/class Forum"	The entire class can see it so someone else may be able to answer your question before the teacher sees it. Someone may have already asked your question, so make sure to read through all the questions for that module. When you get a response, the whole class can see it, which may help other students.	Requires the teacher to be at a computer to view and respond. Cannot include any personal questions since it is available for the whole class to view Slowest response time	When your question is to clarify an assignment or get help with a particular aspect of an assignment When you do not need an immediate response When it would benefit everyone in the group to hear the response

Type of Communication	Advantages	Disadvantages	When to use
Email- jennaelisebarton@gmail.com	Email is private so you can ask me questions specific to your grade or personal issues. Gets pushed to my phone so I can see it immediately. (I often will wait until I get to a computer to respond, so I can have a full keyboard)	Teacher usually waits until she gets to a computer to respond.	When your questions are of a personal nature and require an in depth response When you do not need an immediate response
Phone Call- (770)596-3468	Most personal form of communication, some things are hard to explain in writing but very easy when talking.	Only allowed to call between 8:00 am to 5:00 pm Monday through Friday. Teacher may or may not answer the phone depending on her availability.	When you have a question that you would like to discuss, not just get a response When you need a quick response
Text- (770)596-3468	Quick and easy Quickest response time You are allowed to text me any time day or night any day of the week. (I turn my sounds off when I am asleep so you won't bother me, but other than that I should be able to give you an immediate or very quick response)	Short questions only. Longer questions are hard to answer through text.	When you have a quick question that requires a fast response When you have used another form of communication and the teacher hasn't responded.

Unit Description

This unit is designed to help you prepare for the AP test by reviewing all of the material from our course. The unit is designed to be fully online. Many of you will encounter at least one only course in college. This is a scheduled asynchronous unit which means that not everyone will be working at the same pace, but everyone has common due dates. Since this is a unit from a face to face course, the class will still meet on a daily basis, however we will meet in the school computer lab when it is available. You are required to work at home as well. I will not be assigning regular homework throughout these 6 weeks. Your online course is your only homework.

The key concepts for this unit are functions, graphs, limits, derivatives, and integrals. This unit follows the conclusion of new material for AP Calculus AB and helps you prepare for the AP test.

The standards this unit addresses can be found here: http://www.collegeboard.com/student/testing/ap/calculus_ab/topic.html?calcab

Learning Outcomes

By the end of this unit, students will be able to

1. Analyze graphs with the aid of technology
2. Explain the concept of a limit
3. Calculate limits using algebra
4. Estimate limits from graphs or tables of data
5. Explain asymptotes in terms of graphical behavior
6. Describe asymptotic behavior in terms of limits involving infinity
7. Compare relative magnitudes of functions and their rates of change
8. Explain the concept of continuity
9. Explain continuity in terms of limits
10. Apply the Intermediate Value Theorem and the Extreme Value Theorem
11. Explain the concept of the derivative when presented graphically, numerically, or analytically
12. Interpret a derivative as an instantaneous rate of change
13. Apply the difference quotient definition of the derivative
14. Relate differentiability and continuity
15. Determine the slope of a curve at a point.
16. Determine an equation for a tangent line to a curve at a point.
17. Approximate rate of change from graphs and tables of values.
18. Represent the instantaneous rate of change as the limit of average rate of change.
19. Explain the relationship between f and f'
20. Explain the relationship between increasing and decreasing behavior of f and the sign of f'
21. Apply the Mean Value theorem

22. Analyze verbal descriptions to create equations involving derivatives.
23. Explain the relationship between f , f' , and f'' .
24. Explain the Relationship between the concavity of f and the sign of f'' .
25. Determine the points of inflection as places where concavity changes.
26. Analyze curves, including the notions of monotonicity and concavity.
27. Optimize situations, both absolute (global) and relative (local) extrema.
28. Model rates of change, including related rates problems.
29. Use implicit differentiation to find the derivative of an inverse function.
30. Interpret the derivative as a rate of change in varied applied contexts, including velocity, speed, and acceleration.
31. Interpret differential equations geometrically via slope fields and the relationship between slope fields and solution curves for differential equations.
32. Find derivatives of basic functions, including power, exponential, logarithmic, trigonometric, and inverse trigonometric functions.
33. Use Basic rules for the derivative of sums, products, and quotients of functions.
34. Use the Chain rule and implicit differentiation.
35. Define a definite integral as a limit of Riemann sums.
36. Define a definite integral of the rate of change of a quantity over an interval interpreted as the change of the quantity over the interval.
37. Use basic properties of definite integrals
38. Apply integrals to solve real world problems.
39. Use of the Fundamental Theorem to evaluate definite integrals.
40. Use of the Fundamental Theorem to represent a particular antiderivative, and the analytical and graphical analysis of functions so defined.
41. Explain antiderivatives following directly from derivatives of basic functions.
42. Determine antiderivatives by substitution of variables (including change of limits for definite integrals).

43. Find specific antiderivatives using initial conditions, including applications to motion along a line.
44. Solve separable differential equations and using them in modeling. In particular, studying the equation $y' = ky$ and exponential growth.
45. Use of Riemann sums (using left, right, and midpoint evaluation points) and trapezoidal sums to approximate definite integrals of functions represented algebraically, graphically, and by tables of values.

Unit Schedule

This unit is designed to take 6 weeks. I will use the following as a schedule for the unit. Modules last 2 weeks. Unless otherwise noted, All assignments (except for discussion posts) for the modules are due by the second Sunday at midnight. Unless otherwise noted, discussion post original posts are due by the first Sunday at midnight and responses are due by the second Sunday at midnight.

Module (Dates)	Topic/standard/learning outcomes	Assignments
1 (Mar 4-17)	Functions, Graphs, and Limits/I.A-D/Learning Outcomes 1-10	<ul style="list-style-type: none"> •Discussion Post 1 •Activity 1 •Problem Set 1 •Quiz 1
2 (Mar 18- 31)	Derivatives/II.A-F/ Learning Outcomes 11-34	<ul style="list-style-type: none"> •Discussion Post 2 •Activity 2 •Problem Set 2 •Quiz 2
3 (April 1-14)	Integrals/III.A-F/ Learning Outcomes 35-45	<ul style="list-style-type: none"> •Discussion Post 3 •Activity 3 •Problem Set 3 •Quiz 3
Final Assessment	All/All/All	<ul style="list-style-type: none"> •Final Test (Given in class Apr 16-19) This will be a practice AP Exam. •Oral Exam (Given in class April 16-19) Be prepared to explain any learning outcome that begins with “Explain” to the teacher on any of these days. •Final Project (Create your own study guide)

Class Participation

Students will receive 3 formative grades for the unit (1 per module) based on class participation. Class participation involves timeliness of assignments, discussion posts, responses, and non-required discussion posts (especially in the ask teacher/peers discussion forum).

Late Work Policy

Late work will be accepted for 10% off the grade for the assignment per day that it is late. For example, let's say an assignment is worth 15 points. You submit it 3 days late and earn a score of 12. Since it is 3 days late that is -30% of the 12. $12 \cdot .3 = 3.6$, $12 - 3.6 = 8.4$. So instead of getting the 80% (12/15) on the assignment, you got 56% (8.4/15). After 10 days, you will earn a score of 0 on any assignment not turned in.

Avoid late work penalties by working ahead when you finish early. There will always be at least one module in advance open to work on. If you finish all that has been assigned, email me and I will open new modules for you. If extenuating circumstances occur, prolonged sickness, death in the family, etc. Contact me as soon as possible so we can work out an adjusted schedule for you.

Grading Policy and Assessments

There are two categories of assignments: Formative and Summative. Formative assignments will count 25% of your final grade, Summative Assignments will count 60% of your final grade, and the final will count 15% of your final grade. These percentages are set by the county. Below you will see how each week's assignments will count.

Formative Assignments

Assignment	Due Date	Points
Discussion Post 1	Post- Mar 10, Respond- Mar 17	12
Problem Set 1	Mar 17	60
Activity 1	Mar 17	28
	Total for Module 1	100
Discussion Post 2	Post- Mar 24, Respond- Mar 31	12
Problem Set 2	Mar 31	60
Activity 2	Mar 31	28
	Total for Module 2	100
Discussion Post 3	Post- Apr 7, Respond- Apr 14	12
Problem Set 3	Apr 14	60
Activity 3	Apr 14	28
	Total for Module 3	100

Assignment	Due Date	Points
Quiz 1	In class Monday, Mar 18	33
Quiz 2	In class Monday, Apr 1	34
Quiz 3	In class Monday, Apr 15	33
Test	In class Friday, Apr 19	50
Oral Exam	In class Tuesday-Thursday, Apr 16-18	50
Final Project	Apr 21	100
	Total Summative Points for Unit 2	300

Quizzes and Tests will be graded according to accuracy. Partial credit may be given for work shown.

All problem sets will be graded using the following 3 point solution rubric

0	1	2	3
No work is shown, no explanation is given. Answer may be correct or incorrect. Problem may or may not be attempted	Problem is attempted with work and/or explanation shown. The work and/or explanation has a major mathematical error or several minor errors. Answer may be correct or incorrect.	Problem is attempted with work and explanation shown. The work and/or explanation has only one or two minor mathematical errors. Answer may be correct or incorrect.	Problem is attempted with work and explanation shown. The work and/or explanation is free of any errors. Answer is correct

Discussion Posts and responses will be graded with the following rubric: Adapted from <http://www.udel.edu/janet/MARC2006/rubric.html> (Frey)

Criteria	Unacceptable 0 Points	Acceptable 1 Point	Good 2 Points	Excellent 3 Points
Initial Assignment Posting	Posts no assignment.	Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task.	Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.	Posts well developed assignment that fully addresses and develops all aspects of the task.

Content Contribution	Posts information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information to the discussion.	Posts information that is factually correct; lacks full development of concept or thought.	Posts factually correct, reflective and substantive contribution; advances discussion.
References & Support	Includes no references or supporting experience.	Uses personal experience, but no references to readings or research.	Incorporates some references from literature and personal experience.	Uses references to literature, readings, or personal experience to support comments.
Peer Responses	Does not respond to peers or responds with simple statements such as "I agree" or "I disagree"	Responds to the assigned peers and attempts to go further than "I agree" or "I disagree"	Responds to assigned peers and uses at 1-2 of the suggestions from the ladder of feedback.	Responds to assigned peers and uses 3-4 of the suggestions from the ladder of feedback.
Clarity & Mechanics	Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.	Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.	Contributes valuable information to discussion with minor clarity or mechanics errors.	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.

All assignments will be graded and returned to students within one week of due date. Students will have one opportunity to correct and resubmit any problem set based on teacher feedback. Resubmissions are due one week from when they are returned to the student.

Online Testing, Conduct & Academic Honesty

Adapted from Cobb Virtual Academy http://www.cobbk12.org/cobbvirtualacademy/faq/academic_honesty.html (Cobb Virtual Academy Academic Honesty, 2011)

It is very important that you represent yourself well in an online course. You are expected to act with honesty and integrity.

The following are examples of some, but not all, acts that are considered dishonest behavior:

1. Plagiarism (representing another's ideas, words, expressions, or data in writing or presentation without properly acknowledging the source).
2. Submitting work through the use of another person's password/login is considered dishonest behavior. Student logins/passwords are confidential information that should not be shared with others. Any assignments, work, or projects posted while using another student's login will be considered plagiarism.

3. Cheating (intentionally using or attempting to use unauthorized material, assistance, or study aids in any academic work). Cheating includes copying another student's work and submitting it as your own.
4. Performing work or taking an examination for another student.
5. Falsification and/or misrepresentation of data (submitting made up data or sources).
6. Computer crimes (damaging computer programs, hacking, constructing viruses, introducing viruses into a system, copying programs, etc.)

Any violation of the above will result in disciplinary action. Please see the Student/Parent Guide p. 11-14. <http://schools.paulding.k12.ga.us/ischooldistrict/media/files/10/2011-2012%20Student%20Parent%20Guide.pdf> (Cole, 2011)

You will be required to show all work for any solutions you submit and to explain your reasoning in writing. All summative assignments will be completed synchronously during class with teacher supervision. You will also be assessed via an oral exam in class.

Acceptable Use Policy

The following is taken from Paulding County's Student/Parent Guide <http://schools.paulding.k12.ga.us/ischooldistrict/media/files/10/2011-2012%20Student%20Parent%20Guide.pdf> (Cole, 2011)

The following Sections set forth acceptable use guidelines applicable to all users:

Privacy and Security

a. The user understands and agrees that he/she shall not have an expectation of privacy in the use of and storage on Paulding County School District's technology. An employee's personal files, records and communications prepared and maintained or received on or using Paulding County School District's technology, including e-mail, may be subject to disclosure under Georgia's Open Records Act, O.C.G.A. 50-18-70. By using Paulding County School District's technology, the user consents to routine monitoring and maintenance of Paulding County School District's technology performed in the ordinary course of business to maintain security and integrity. Monitoring includes, but is not limited to, reading, listening to, or otherwise monitoring the user's wire, oral or electronic communications, including screening e-mails and tracking the user's on-line Internet activity and other computer usage. This routine maintenance and monitoring is necessary and may lead to discovery that a user has or is violating this Technology Use policy and implementing regulation, other Paulding County Board of Education policies and implementing regulations, or the law. In addition, backup files may be maintained for archive purposes and may contain copies of all user files, records and communications.

b. The user will be ultimately responsible for the use of his/her individual computer and e-mail accounts and all activity that occurs there. The user will take all reasonable precautions to prevent other users from gaining access to and using the accounts. Users will not share any account names and passwords, including e-mail, with other users or leave computer files (including, but not limited to, electronic grade book files), e-mails, or electronic network sessions open or unattended. Users will immediately inform the appropriate technology staff member if a password change becomes necessary to ensure security due to a potential security problem.

c. The user will use appropriate virus detection and protection software provided by Paulding County School District.

Impermissible Activities

The user will not:

- i. attempt to or gain unauthorized access to Paulding County School District's technology
- ii. use Paulding County School District's technology to gain unauthorized access to another computer system
- iii. go beyond the limits of authorized use

Unauthorized access includes, but is not limited to:

- i. cracking
 - ii. hacking
 - iii. phishing
 - iv. spoofing
- i. attempting to or gaining access to Paulding County School District's technology through another user's account
 - ii. attempting to or gaining access to another user's e-mail, work folders, files, passwords, or data without prior permission.

In the event of unauthorized access, the user engaged in that activity shall be required to pay all costs incurred by Paulding County School District as a result of that activity.

The user will not make deliberate attempts to disrupt the Paulding County School District's technology by:

- i. destroying, altering or otherwise modifying technology, including but not limited to, files, data, or passwords
- ii. spamming
- iii. creating or spreading computer viruses, worms or Trojan horses

iv. engaging in DOS attacks

v. participating in other disruptive activities

The user will not use the Paulding County School District's technology to engage in any act that violates the Paulding County Board of Education policies and implementing regulations, or local, state and federal laws.

Users will not use Paulding County School District's technology to solicit business, advertise, or engage in any other selling activities in support of non-school related fund-raising or private business enterprises.

User transmissions, including e-mail, conducted on or using Paulding County School District's technology may not be encrypted or otherwise altered in order to avoid security review and detection without the prior authorization of the Superintendent or the Director of Technology of Paulding County School District.

Resource Limits

Users will not waste Paulding County School District's technology or other resources by using them to:

- i. create, send or forward chain letters
 - ii. create, store, or send unauthorized mass mailings
 - iii. engage in spamming
- b. User's will not engage in any activity that monopolizes or compromises Paulding County School District's technology resources.
- c. Users will not copy computer programs, software or other technology provided by Paulding County School District for personal use.

(Section 4 has been moved to the copyright section of this syllabus)

5. Internet

- a. Use of the Internet is a privilege, not a right.
- b. Users will not use Paulding County School technology to access inappropriate material on the Internet.
Paulding County School District has taken precautions to restrict user access of inappropriate material on the Internet. However, on a global network like the Internet, it is impossible to control all materials that a user may accidentally or purposely discover. It is the user's responsibility to avoid initiating access to inappropriate material when using the

Internet. If inappropriate sites are accessed, it is the user's responsibility to give the site locations to school administration. Administrators will then inform the system's Director of Technology concerning the site locations.

- c. The Paulding County Board of Education firmly believes that the valuable information and interaction gained by exposure to the Internet far outweighs the possibility that users may be exposed to materials not in keeping with his or her family's values and beliefs. In addition, it is not possible for Paulding County School District to monitor and enforce a wide range of social values in user use of the Internet. Therefore, the Paulding County School District disclaims responsibility for any inappropriate material, as well as the accuracy or quality of material, a user may access on the Internet while using Paulding County School technology.
4. E-mail
 - a. Users will not send anonymous e-mail.
 - b. Users will not use e-mail to distribute inappropriate material through pictures, text, forwards, attachments, and other forms of information.
 - c. Users should conduct themselves appropriately and in a manner befitting a member of Paulding County School District when sending e-mail.
 5. Additional Acceptable Use Guidelines For Students

In addition to the Acceptable Use Guidelines outlined above for all users in Sections students shall also be required to adhere to the following:

- a. The student will immediately notify his/her teacher or other school personnel if a potential security problem is identified. A student will not purposely look for security problems because such action may be considered an unauthorized attempt to gain access to Paulding County School District's technology.
- b. Students may be provided with Internet access to aid in completion of academic requirements. Student access will be discontinued when the student graduates, or withdraws from Paulding County School District, or as a result of a disciplinary action.
- c. Student use of the Paulding County School technology will be for educational purposes only. Paulding County School District reserves the right to prioritize student use of its technology.
- d. Students at the Middle School and High School levels shall not access teacher workstations.

- e. Unless the student receives prior permission and supervision from the student's teacher or other appropriate school personnel, the student shall not:
 - i. use Paulding County School District's technology
 - ii. access the Internet
 - iii. use e-mail
 - iv. download or upload files from the Internet or disk
 - v. subscribe to and participate in any discussion group mail lists, list serves, or on-line chats
 - vi. go beyond the limits of authorized use
- f. The student will not place personal contact information about himself/herself or anyone else on the Internet or in e-mail. Personal contact information includes full name, address, telephone number, school address, or names of family or friends.
- g. The student will not arrange to meet anyone they correspond with via the Internet or in e-mail while using Paulding County School District's technology without his/her parent's and/or guardian's permission and participation.
- h. In the event a student inadvertently accesses inappropriate material while using the Internet at school, he/she shall immediately disclose the inadvertent access to the teacher or other appropriate school personnel. This prompt disclosure to the student's teacher will protect the student from an allegation of violation of this Technology Use policy and implementing regulation.

Student Right to Privacy

Please review pages 5-8 in the Parent/Student Guide <http://schools.paulding.k12.ga.us/schooldistrict/media/files/10/2011-2012%20Student%20Parent%20Guide.pdf> (Cole, 2011)

In an online course it is vital to remember that almost nothing is truly private. Be careful when posting in discussion forums, blogs, and wikis. Also take care to use blind copy (BCC) when sending emails to multiple people to protect their privacy. Also be aware of reply versus reply all, especially when the instructor sends an email to the entire class.

Online Communication Guidelines

Communication is important in any learning environment, but is absolutely essential in an online course. For many of you this will be your first online course and for some of you, one of your first

high school courses. We will communicate frequently and since this is new territory for most of us, I have outlined a communication guide for our class. The number one thing to remember about communication is to ask questions as soon as you do not understand. If you have any questions after you read this guide, please let me know as soon as possible. Check the ways to communicate with the teacher for more information on how to contact me.

Discussion Posts and responses

Throughout this course you will be expected to respond to a discussion prompt and then respond to several peers. The number of peers you are expected to respond to may change for each discussion, but the quality of responses is always expected to remain the same. The teacher will tell you which peers to respond to and in some cases you will be allowed to respond to peers of your choice. In this situation, the teacher will tell you how many peers you must choose.

You will be required to post and respond to discussion posts once a week. Since others will be waiting on you to post so that they may respond, we will follow this schedule: You must post your initial discussion by midnight each Wednesday. You must read and respond to the appropriate peers by midnight each Sunday. Each discussion post should be somewhere between 3 and 5 paragraphs.

The discussion posts will be threaded discussions which means that you will reply to specific people and your response will be filed under their original post. Be sure you know what post you are responding to.

Peer responses must be more than “I agree” or “I disagree”. You want at least one good paragraph that explains specifically what you agree or disagree with and why, asks clarifying questions, asks questions that go beyond what the original post contained. You will be expected to use the ladder of feedback protocol as outlined below (Ladder of Feedback).

The Ladder of Feedback Protocol

How can we provide valuable feedback to our colleagues?

If we only offer our colleagues general and supportive comments, our colleagues may feel good, but not learn much. It can feel risky, however, to provide specific suggestions or less positive comments. One way to deal with this risky feeling is to follow a process for understanding and responding to colleagues. Daniel Wilson and Heidi Goodrich Andrade recommend a process that they call the “Ladder of Feedback”. Here is a condensed version of their process:

1. **Clarify**
2. **Value**
3. **Offer concerns**
4. **Suggest**

Clarify: When learners share their work, their ideas may not seem clear or some information may be missing. It is crucial to ask questions about unclear points or absent ideas before feedback is given. This step can help us gather relevant information and provide more informed feedback.

Value: After gathering the proper information, expressing your appreciation for learners and their ideas is fundamental to the process of constructive feedback. Valuing builds a supportive culture of understanding and helps learners to identify strengths in their work they might not have recognized otherwise. Stressing the positive points of the work, noting strengths and offering honest compliments sets a supportive tone during a feedback session. Such valuing honors people and their strongest ideas. It also reminds them of the parts of their work to preserve, as they change it to make improvements.

Offer Concerns: Often there are legitimate concerns about the work being assessed. Perhaps you see problems or don't agree with the ideas or actions in question. Now is the time to raise such concerns – not as derisive accusations or abrasive criticisms, but as honest thoughts and concerns. "Have you considered . . .", "What I wonder about is . . .", "Perhaps you have thought about this, but . . ." are all ways of framing concerns in non-threatening ways.

Suggest: Offering suggestions is the last vital rung in supporting learners in developing understanding. Giving suggestions for solving the problems we identified during the last step can help the learner use the feedback to make improvements. Of course, there is no guarantee that the learner will use the suggestions, nor need there be one. Suggestions are just that--suggestions--not mandates.

Netiquette

Most of you are used to using the internet to connect with other people. However, how you talk to your friends casually is not the same way you are expected to talk to them in an online course. Here are some guidelines:

Never type a message in ALL CAPS. It makes the reader think that you are YELLING at them!

Avoid internet lingo (lol, rofl, smh, nm, brb, etc.) Some students (or the teacher) may not know what these mean and some of them have profane meanings.

Always type using correct grammar, punctuation, and capitalization.

No Trolling! Trolling is where you posts things specifically to irritate other people and get responses (arguments)

There is no tone of voice in typing, so feel free to use emoticons to get your tone across.

When you respond to an e-mail, be aware of Reply vs. Reply All. If you Reply All, you are replying to everyone who got the original email. Only do this if your statement is something everyone needs to read.

When you are including multiple people in an e-mail, use BCC instead of CC. This hides people's email addresses from other recipients. Just like it is rude to give out someone's phone number without asking, it is rude to give out their e-mail address.

More in depth guidelines can be found here <http://www.albion.com/netiquette/corerules.html> (Ross, 2012)

Naming guidelines

E-mail: Include a subject line with all e-mail that relates to what your message is about. If I see an email labeled "Hey" I am much less likely to read it immediately and respond than if I see "Help, I don't understand how to factor".

Assignments: Please name all of your assignments using the following format. "Last, First- Assignment Name.extension" So if Jenna Barton was turning in Factoring Skills in a pdf file, she would label it "Barton, Jenna- Factoring Skills.pdf"

Discussion posts: Please use the following format for titling your discussion posts "Last, First- Title of Discussion" So if Jenna Barton was posting in response to Famous Mathematicians, she would label her discussion post "Barton, Jenna- Famous Mathematicians"

Instructor response time

Please see the table under Forms of Communication for instructor response time. In general, the instructor will respond within 48 hours during the week and by Monday afternoon if the communication originates over the weekend.

Technology Requirements/Tech Support

Please complete the following self assessment to see if you are ready for an online course http://coursecatalog.com/dbpages/learn/asp_assess.htm (Are you ready for an online course?)

The school computers will be available for daily use. However it is recommended that you work at home for many of the assignments. All teacher documents are in pdf form, so you will need a PDF

reader. Submitted work may be in any of the following forms: .doc, .pdf, or any image file. I suggest a scanner to scan in hand written work.

It is also necessary that you can type in “math”. Word has a wonderful equation editor, but you may also use symbols such as:

*: multiplication

/: division

^: raised to

_: subscript

Other symbols may be incorporated later. Check with your teacher if you are unsure how to type a mathematical symbol.

If you are having trouble with school computers, first contact your teacher and then the media center. Many programs have their own support center and you should search their for program related issue. Using a search engine is also a great form of troubleshooting.

Copyright Statement

Copyright is a very serious and complicated issue. Please review the following website and pdf to help you understand it better. <http://www.ncwiseowl.org/zones/copyright/students.html> (Copyright for Students) and [Practical Copyright Basics for Students](#) (Dolak, 2010)

Unless otherwise noted, materials from this course are property of Jenna Barton and permission must be requested prior to use.

Below is the from the Paulding County Parent/Student Guide <http://schools.paulding.k12.ga.us/ischooldistrict/media/files/10/2011-2012%20Student%20Parent%20Guide.pdf> (Cole, 2011)

4. Copyright and Trademark

- a. Users will not download or upload files to Paulding County School District's technology that might cause copyright infringement. This includes, but is not limited to, accessing and copying Napster or similar software and MP3 music files. In addition, use of the Paulding County School District's technology will be governed by Board Policy IFA: Instructional Materials - Media Center/Copyright: Compliance with Board Policy, State and Federal Law, as well as other applicable Paulding County Board of Education policies and implementing regulations.

- b. Users will not infringe upon another person's copyrighted or trademarked material or plagiarize materials that they see displayed or performed on the Internet or in e-mail.
- c. Users will not infringe the rights of copyright owners. If the material contains language that specifies acceptable use of that material, the user should follow those requirements. If the user is in doubt as to whether or not he/she may use the material, the user should request permission from the copyright owner by sending the copyright owner the form found in ATTACHMENT D: PERMISSION TO USE A THIRD PARTY WORK.
- d. The user will not install, use, store, distribute or transmit unauthorized copyrighted or trademarked materials including, but not limited to, pirated materials and warez, or engage in spidering, on Paulding County School District's technology.

ADA Statement

Students with disabilities will be given all appropriate accommodations according to their Individualized Education Plans. These may include but are not limited to extended time, additional support, reduction of assignments, and alternate assignments.

References

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