UNG UNIVERSITY of NORTH GEORGIA™
COLLEGE OF SCIENCE & MATHEMATICS
Department of Mathematics

BASIC COURSE INFORMATION

Semester/Academic Year:	Spring 2026	
Course:	Support for College Algebra – MATH 0999 In-Person Format	
Instructor:	Thomas Hartfield	
Office / Web:	Watkins Academic Building - 120	http://faculty.ung.edu/thartfield/
Phone / Email:	678.717.3858	thomas.hartfield@ung.edu
In Person Office Hours for Student Assistance:	Monday | Wednesday afternoons Tuesday| Thursday mornings	1:30pm – 3:15pm 9:00am – 11:00am

First Day for Withdrawal (W): Saturday, 17 January 2026 at 12:00midnight
After this date and time, exiting the course will require either a withdrawal (W or WF) or a letter grade (A/B/C/D/F).

Last Day for Withdrawal (W): Friday, 20 March 2026 before 11:59pm
After this date and time, it is no longer possible to withdraw with a W. A student withdrawing after this point will receive a WF.

Final Day of Class: Thursday, 30 April 2026

Final Exam:
MWF 9am class (sect. G04, CRN 1620): Wednesday, 6 May 2026 at 8:00 am in Watkins 134
MWF 11am class (sect. G02, CRN 1625): Wednesday, 6 May 2026 at 10:20 am in Watkins 134

Instructional Materials:
1. 0999 Textbook: *Beginning and Intermediate Algebra: A Guided Approach, 7e,* by Karr, Massey, and Gustafson, embedded in Course Materials (within eLearning@UNG [D2L])
2. 1111 Textbook: *Algebra & Trigonometry, 4e,* by Stewart, Redlin, & Watson

Technology Requirements:
1. A graphing calculator (TI-84 highly recommended; other makers and models permitted *if* at or below the level of the TI-84) is suggested for use in class and on assignments.
2. A personal computer with internet access to use the WebAssign program through D2L.

Course Description: This course is intended for non-science majors, with particular emphasis on applications of calculus to business. It will develop familiarity with such concepts as limits, the derivative, the definite integral, the indefinite integral and their applications. **Credit:** 3 hours. **Prerequisite**: Grade of C or above in MATH 1111.

Course Description: A course designed to allow students to simultaneously satisfy their LS requirements and take Math 1111, an Area A math course (beginning 2024, also referred to as an area M Mathematics course in Core IMPACTS). The course will cover the Beginning or Intermediate Algebra topics needed for the student to be successful in College Algebra. The course allows the instructor to assist the students with any deficiencies they may have while attempting the College Algebra topics. The material covered in MATH 0999 is meant to provide background information or just-in-time remediation of the topics covered in MATH 1111. Topics to be covered include: polynomial, rational, and radical expressions and equations, quadratic functions and their graphs, and systems of equations
Credit: 3 hours.
Corequisite: MATH 1111
Prerequisite: Accuplacer Quantitative Reasoning, Algebra, and Statistics score of 258 or higher, or any Area A MATH course or MATH 0989 with a grade of C or higher, old SAT Math score of 440 or higher, new SAT Math Section score of 480 or higher, ACT Math score of 17 or higher, MPI of 1175 or higher; or, beginning spring 2024, a HSGPA of 3.1 or higher

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CURRICULAR AND COURSE-SPECIFIC POLICY INFORMATION

Course Objectives: After completion of the course the student will be:

- Apply the order of operations
- Perform operations on fractions
- Use exponential notation, apply rules of exponents and negative exponents
- Solve linear equations
- Solve linear inequalities
- Perform operations on polynomials
- Factor polynomials
- Perform basic operations on radical expressions
- Solve quadratic equations using variety of methods including the quadratic formula
- Perform basic operations on rational expressions
- Simplify complex fractions
- Solve radical equations
- Solve rational equations
- Solve and classify systems of linear equations
- Apply function concepts and notation
- Graph a linear function
- Write an equation of a line given variety of conditions

Learning Support Policies: The following policies specifically pertain to Learning Support courses:

- Students who withdraw or are withdrawn from MATH 0999 may not remain enrolled in 1111 and vice versa.
- Students who withdraw from MATH 0999 and MATH 1111 courses will not, however, be required to withdraw from other collegiate courses not directly related to the Learning Support requirement.
- Students with LS requirements who have not completed Core Impacts Areas M (MATH 1111) and C (ENGL 1101 and ENGL 1102) by the time they earn 30 hours of credit are restricted to taking *only* LS coursework until the LS requirement is completed. Therefore, withdrawals and non-passing grades affect completion of Area A. (see the table below)
- You must have an A, B, or C to pass MATH 0999. While this grade does not calculated into the UNG GPA, this course is designed to help students learn from their mistakes in a low-stakes environment, and, thus understanding and performance in MATH 1111.
- Students who pass MATH 0999 but do not successfully complete MATH 1111 must repeat both MATH 0999 and MATH 1111. (see the table below)
- Students will exit Learning Support upon successful completion of MATH 1111 and Learning Support requirements remain until they have successfully completed MATH 1111. This means that students with this Learning Support requirement must register for MATH 0999 and MATH 1111 every semester until they successfully complete MATH 1111.
- You must have an A, B, C, or D to pass MATH 1111. A grade of A, B, or C in MATH 1111 will allow you to take a course for which MATH 1111 is a prerequisite.
- Visit http://ung.edu/learning-support/policies.php for a more comprehensive list of USG and UNG Learning Support policies.
- Visit https://ung.edu/learning-support/faqs-for-ls.php for frequently asked questions about learning support courses and important dates.

	Pass MATH 0999	**Fail MATH 0999**
Pass MATH 1111	Exit Learning Support	Exit Learning Support but receive failing grade for MATH 0999
Fail MATH 1111	Remain in LS; repeat MATH 0999 and MATH 1111	Remain in LS; repeat MATH 0999 and MATH 1111

To change from a STEM to a Non-STEM Pathway:

- The student's semester of admittance, prior coursework, HS GPA, test scores, and/or MPI will be considered before changing the student to the Non-STEM pathway.
- A student wishing to change from STEM to Non-STEM will need to speak with either Courtney Hall (Director of Learning Support), Jerry Graveman (Math Associate Department Chair), or Hannah Kimbrell-Clavenna (Math Learning Support Liaison).

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CLASS POLICIES

Attendance Policy:

Students are expected to attend class unless they feel it is unsafe to do so for themselves or for the sake of others.

Attendance will be checked for whatever format the class is meeting within. Absences from in-person instruction (when the campus is open) or from online instruction (when the campus is closed) will only be excused when notification is provided from the Office of the Dean of Students is received.

Students with more than four unexcused absences, or nine or more total absences, can be withdrawn from the course by the instructor. Students withdrawn from the course by the instructor can appeal and be reinstated to their class with instructor and registrar approval.

Students repeatedly arriving late or leaving early may be assessed a cumulative absence if the aggregate time missed is equal to a full class period.

Students are encouraged to bring technology to class to work on assignments when activities associated with the flipped format do not require their attention. However, students may be asked to leave the classroom if their use of technology is disruptive to other students.

Any student who fails the course will have his/her date of last attendance or assignment completed noted for federal financial aid regulations.

Methods of Instruction:

Direct instruction along with feedback from formative assessments will be used to build and support basic algebra skills.

Class Format:

On days where in the College Algebra class new content is covered:

- Students and instructor will review past assignments and concepts related to material presented in MATH 0999 and MATH 1111.
- Students and instructor will discuss and go over one to two skills topics for MATH 0999. Quizzes for these topics will be found in the MATH 1111 D2L page.
- Students and instructor will discuss and go over questions about the MATH 1111 topics to be discussed in class that day.

On days where College Algebra classes which focused on reviewing for a test:

- Students and instructor will review past assignments and concepts related to material presented in MATH 0999 and MATH 1111.
- Students will work review problems for the upcoming MATH 1111 test or exam with instructor feedback.

On days where College Algebra classes when a test as given:

- Students will work on Steps to Success assignments designed to improve college success.

Evaluation Methods:

Formative and summative assessments will come from homework used to support the college algebra course & assignments related to personal success modules.

Final Grades:

The semester grade will be calculated as follows

- the 20 highest MATH 0999 skill grades across the semester will be averaged and count 60% of the semester average
- the 10 highest “Steps to Success” module grades across the semester will be averaged and count 15% of the semester average.
- A packet used to prepare for the college algebra exam will be submitted and count 25% of the semester average.

100%	90%	80%	70%	0%
A	B	C	F	

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ADDITIONAL INFORMATION

Student Code of Conduct: Students at UNG are bound by the Student Code of Conduct Policy. Incorporated in this policy is the UNG Honor Code: A student will not lie, cheat, steal, plagiarize, evade the truth, conspire to deceive, or tolerate those who do.

Tutoring Resources: Free tutorial assistance is available in the MathLab, located off the ACTT Center, in the Watkins Building of the Gainesville campus. Tutors in the MathLab are not intended to replace classroom instruction; the primary responsibility of tutors is to clarify possible misunderstandings and assist in understanding processes and purposes of assignments and assessments.

Growth Mindset: Learning mathematics is best accomplished by having a growth mindset which has been defined as "the understanding that abilities and intelligence can be developed" (referenced from C. Dweck's 2017 paper *Mindset Works*). Regardless of innate talent and preexisting knowledge, all students can increase their abilities and intelligence through effort and persistence.

Schedule Changes: The instructor reserves the right to reschedule assignments by up to two class meetings due to unexpected events or adjustments in class pacing. Test postponements may be announced up through the class meeting preceding the scheduled date of test.

Limited Attempts Policy: UNG students in college-level courses are limited to three attempts at a course at UNG. An attempt is defined as any term resulting in a grade, a W, or a WF for the course.

Additional Resources:

1. Library Resources:

- Mathematics Teacher, NCTM, Reston, VA.
- Schaum's easy outlines. ***College algebra*** : based on Schaum's Outline of ***college algebra*** by Murray R. Spiegel and Robert E. Moyer [computer file] / abridgement editor, George J. Hademenos
- Osen, Lynn. Women in Mathematics. Cambridge MA, MIT Press, 1974.
- Bell, E. T. Men of Mathematics. New York: Simon & Schuster, 1937.
- *Women and Science Celebrating Achievements Charting Challenges* (NSF, 1997)
- *Multicultural and Gender Equity in the Mathematics Classroom: The Gift of Diversity* (Janet Trentacosta & J. Kenney, Eds., NCTM, 1997)

2. Web-based Resources:

- Association for Women in Mathematics – http://www.awm-math.org
- Careers in Mathematics – http://www.ams.org/early-careers/
- Desmos – https://www.desmos.com/
- Geogebra – http://www.geogebra.org
- Khan Academy – https://www.khanacademy.org/
- Math Forum – http://nctm.org/mathforum
- Math is Fun – https://www.mathisfun.org/
- Math is Power 4 U – http://www.mathispower4u.com/
- Multicultural Pavilion – http://www.edchange.org/multicultural
- PurpleMath – http://purplemath.com
- SOS Mathematics – http://www.sosmath.com/
- UNG Resources – http://www.ung.edu/learning-support/academic-resources.php

Supplemental Syllabus: Additional information is provided at http://ung.edu/academic-affairs/policies-and-guidelines/supplemental-syllabus.php.