



Blue Ridge Community College

Department of Mathematics



Course Name:

MTH 154: Quantitative Reasoning

Course Number, Section, Meeting Times, and Meeting Venue:

MTH 154-01 (70568): Mondays and Wednesdays: 9:30 am – 10:52 am F104-Computer Lab

Semester:

Fall Semester 2026

Instructor's Name:

Samuel Chukwuemeka B.Eng., A.A.T, M.Ed, M.S

Student Engagement Hours:

Mondays: 11:00 am – 12:00 pm
2:00 pm – 4:30 pm

Supplemental Instruction J102
L-110A

Tuesdays: 11:00 am – 2:00 pm
2:00 pm – 3:00 pm

L-110A
[Online via Zoom](#)

Wednesdays: 2:00 pm – 4:30 pm

L-110A

BRCC E-Mail:

chukwuemekas@brcc.edu

Office Location:

L-110A (Same building as the Bookstore)

BRCC Phone Number:

(540) 453-2367

(On Campus: Please call during Student Engagement Hours.)

Alternate (Google Voice) Phone Number:

(256) 365-7048

(Off Campus: Please text anytime.)

Personal Quote:

“The **Joy** of the **Teacher** is the **Success** of the **Students**.” - Samuel Dominic Chukwuemeka

I. **Course Description**

Presents topics in proportional reasoning, modeling, financial literacy and validity studies (logic and set theory). Focuses on the process of taking a real-world situation, identifying the mathematical foundation needed to address the problem, solving the problem and applying what is learned to the original situation. This is a Passport and UCGS transfer course. Lecture 3 hours. Total 3 hours per week. 3 credits.

General Course Purpose

The Quantitative Reasoning course is organized around big mathematical concepts. The course's nontraditional treatment of content will help students develop conceptual understanding by supporting them in making connections between concepts and applying previously learned material to new contexts. The course will help to prepare students for success in future courses, gain skills for the workplace, and participate as productive citizens in our society. * Encourage students to do mathematics with real data. This includes recognizing the real world often has less than perfect data, ambiguities and multiple possible solutions. It also means equipping students to be intelligent consumers of quantitative data and reports. * Encourage students to engage in productive struggle to learn mathematics and make connections to the world in which they live.

Course Prerequisites/Corequisites

Prerequisites: Competency in MTE 1-5 as demonstrated through placement or unit completion or equivalent or Corequisite: MCR 4: Learning Support for Quantitative Reasoning.

II. **Course Objectives**

Upon completion of this course, the student should be able to do these measurable objectives for each topic.

- Communication
 - Interpret and communicate quantitative information and mathematical and statistical concepts using language appropriate to the context and intended audience.
 - Use appropriate mathematical language in oral, written and graphical forms.

- Read and interpret real world advertisements, consumer information, government forms and news articles containing quantitative information.
 - Use quantitative information from multiple sources to make or critique an argument.
- Problem Solving
 - Share strategies to find solutions to life application problems to make sense of the mathematical content and persevere in solving them.
 - Apply strategies for solving open-ended questions requiring analysis and synthesis of multiple calculations, data summaries, and/or models.
 - Apply problem solving strategies to applications requiring multiple levels of engagement.
- Reasoning
 - Reason, model, and draw conclusions or make decisions with quantitative information.
 - Draw conclusions or make decisions in quantitatively based situations that are dependent upon multiple factors. Students will analyze how different situations would affect the decisions.
 - Present written or verbal justifications of decisions that include appropriate discussion of the mathematics involved.
 - Recognize when additional information is needed.
 - Recognize the appropriate ways to simplify a problem or its assumptions.
- Evaluation
 - Critique and evaluate quantitative arguments that utilize mathematical, statistical, and quantitative information.
 - Evaluate the validity and possible biases in arguments presented in real world contexts based on multiple sources of quantitative information - for example; advertising, internet postings, consumer information, political arguments.
- Technology
 - Use appropriate technology in a given context.
 - Use a spreadsheet to organize quantitative information and make repeated calculations using simple formulas.
 - Search for and apply internet-based tools appropriate for a given context -

for example, an online tool to calculate credit card interest or a scheduling software package.

- Financial Literacy
 - Simple Interest
 - Define interest and its related terminology.
 - Develop the simple interest formula.
 - Use simple interest formulas to analyze financial issues
 - Compound Interest
 - Compare and contrast compound interest and simple interest.
 - Explore the mechanics of the compound interest formula addressing items such as why the exponent and $(1+r/n)$ is used by building the concept of compounding interest through manual computation of a savings or credit account.
 - Apply compound interest formulas to analyze financial issues
 - Create a table or graph to show the difference between compound interest and simple interest.
 - Borrowing
 - Compute payments and charges associated with loans.
 - Identify the true cost of a loan by computing APR
 - Evaluate the costs of buying items on credit
 - Compare total loan cost using varying lengths and interest rates.
 - Investing
 - Calculate the future value of an investment and analyze future value and present value of annuities (Take into consideration possible changes in rate, time, and money.)
 - Compare two stocks and justify your desire to buy, sell, or hold stock investment.
 - Explore different types of investment options and how choices may impact one's future such as in retirement.
- Perspective Matters - Number, Ratio, and Proportional Reasoning
 - Solve real-life problems that include interpretation and comparison of summaries which extend beyond simple measures, such as weighted averages, indices, or ranking and evaluate claims based on them.

- Solve real-life problems requiring interpretation and comparison of various representations of ratios (i.e., fractions, decimals, rates, and percentages including part to part and part to whole, per capita data, growth and decay via absolute and relative change).
- Distinguish between proportional and non-proportional situations and, when appropriate, apply proportional reasoning leading to symbolic representation of the relationship. Recognize when proportional techniques do not apply.
- Solve real-life problems requiring conversion of units using dimensional analysis.
- Apply scale factors to perform indirect measurements (e.g., maps, blueprints, concentrations, dosages, and densities).
- Order real-life data written in scientific notation. The data should include different significant digits and different magnitudes.
- Modeling
 - Observation
 - Through an examination of examples, develop an ability to study physical systems in the real world by using abstract mathematical equations or computer programs
 - Collect measurements of physical systems and relate them to the input values for functions or programs.
 - Compare the predictions of a mathematical model with actual measurements obtained
 - Quantitatively compare linear and exponential growth
 - Explore behind the scenes of familiar models encountered in daily life (such as weather models, simple physical models, population models, etc.)
 - Mathematical Modeling and Analysis
 - Collect measurements and data gathered (possibly through surveys, internet, etc.) into tables, displays, charts, and simple graphs.
 - Create graphs and charts that are well-labeled and convey the appropriate information based upon chart type.
 - Explore interpolation and extrapolation of linear and non-linear data. Determine the appropriateness of interpolation and/or extrapolation.
 - Identify and distinguish linear and non-linear data sets arrayed in graphs. Identifying when a linear or non-linear model or trend is reasonable for

given data or context.

- Correctly associate a linear equation in two variables with its graph on a numerically accurate set of axes
- Numerically distinguish which one of a set of linear equations is modeled by a given set of (x,y) data points
- Identify a mathematical model's boundary values and limitations (and related values and regions where the model is undefined). Identify this as the domain of an algebraic model.
- Using measurements (or other data) gathered, and a computer program (spreadsheet or GDC) to create different regressions (linear and non-linear), determine the best model, and use the model to estimate future values.
- Application
 - Starting with a verbally described requirement, generate an appropriate mathematical approach to creating a useful mathematical model for analysis
 - Explore the graphical solutions to systems of simultaneous linear equations, and their real world applications
 - Numerically analyze and mathematically critique the utility of specific mathematical models: instructor-provided, classmate generated, and self-generated
- Validity Studies
 - Identify logical fallacies in popular culture: political speeches, advertisements, and other attempts to persuade
 - Analyze arguments or statements from all forms of media to identify misleading information, biases, and statements of fact.
 - Develop and apply a variety of strategies for verifying numerical and statistical information found through web searches.
 - Apply the use of basic symbolic logic, truth values, and set theories to justify decisions made in real-life applications, such as if-then-else statements in spreadsheets, Venn Diagrams to organize options, truth values as related to spreadsheet and flow-chart output. (Students must have experience with both symbolic logic and basic truth tables to meet this standard.)

III. Evaluation and Requirements

A. **Grade Determination:** Student evaluation is based on the following assessments:

MyLab Math Assignments = 70%

3 In-class Tests @ 5% each = 15%

Project = 10%

Final exam = 5%

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TOTAL = 100%

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Method of Grading: The **Weighted Average method** is used to compute your grades. Grades will be posted/updated biweekly in the Canvas course management system.

Grades for MTH 154-01: Letter grades are assigned using this scale:

[90, 100]	[80, 90)	[70, 80)	[60, 70)	[0, 60)
A	B	C	D	F

Here is an example to calculate the final grade:

Assessments	Weight (%)	Your Score (%)	Weighted Score
MyLab Math Assignments	70	90	6300
Test 1	5	95	475
Test 2	5	85	425
Test 3	5	80	400
Project	10	100	1000
Final Exam	5	70	350
$\Sigma Weight = 100$		$\Sigma Weighted\ Score = 8950$	
Final Grade = $\frac{Sum\ of\ Weighted\ Scores}{Sum\ of\ Weights} = \frac{8950}{100} = 89.5\% \simeq 90\% = A$			

Please Note:

(1.) The final grade is rounded to the nearest integer only one time.

A grade of 79.5000111% is rounded to an 80% which is a B, while a grade of 79.499999 is rounded to a 79% which is a C.

(2.) At least a final grade of 70% (C) is required to pass the course.

(3.) There is no extra credit or bonus point or curving grades for the course.

(4.) All work must be completed during this semester.

Please do not request for an Incomplete grade.

B. Late Work Policy/Make-up Policy

Please review the **Tentative Class Schedule** for specific dates.

Please Note: Class Attendance and/or at least one correctly solved question on any MLM assignment section before the Reporting date will be used to take the “Never Attending/Participating” Information.

If you are marked as “Never Attended”, you will be withdrawn from the class and may not be readmitted into the class.

MLM Assignments:

All MyLab Math (MLM) assignments are released to you on the first day of class.

There are two due dates for each section of the assignment.

Please see the Tentative Class Schedule for the dates of the MLM assignments.

After the initial due date, you may continue to work on any uncompleted assignment without penalty for late work up until the final due date.

However, please note that grades will be entered biweekly for assignments that are initially due but not completed by the initial due date. When those assignments are completed, the grades will be updated the next time grades are entered.

Please do not imagine, or say, or think, or act, in any way to imply that all assignments have only one due date. There are two due dates (not one due date) for each assignment section.

Please do not procrastinate. Begin these assignments right away.

You are encouraged to solve **at least 20** questions (20 or more questions) of your MLM assignments **daily**. This will enable you to complete all work by the final due date.

After the final due date, please do not request for any extension.

Tests:

Three tests will be given to you during the regular class sessions. The tests will be given in the class. There is a Choose-and-Answer option for each class test. We shall go over it in the class.

Please see the Tentative Class Schedule for the dates of the three tests.

A make-up test is given for any missed test.

A retake test is given for an already-taken test. Retake tests are given for the opportunity to do better. You can take as many retake tests as you want to until you get a better score.

The make-up and/or retake tests are given at the Testing Center or at a pre-approved venue.

There is no option (Choose-and-Answer option) for make-up tests and/or retake tests. All questions must be answered. One may not pick and choose what to answer.

Before the make-up and/or retake test is done, my student must meet with me during Student Engagement Hours to discuss the test.

Meeting with me to discuss your make-up and/or retake test must be done during Student Engagement Hours and no later than one day before the final due date for Make-up/Retake tests. All Make-up and/or Retake tests must be done by the final due date.

This is an onsite class. It is not an online class. Please do not request for any online test.

After the final due date, please do not request for any extension.

Project:

One project is required. More information regarding the Project Guidelines and Requirements is posted in the Canvas course.

Please see the Tentative Class Schedule for the dates of the project drafts and the dates of the project.

There are two due dates for the project draft. The project draft is not graded.

Submitting a draft is highly recommended but not required.

After the final due date for the project draft, written review will not be provided. However, verbal review during the Student Engagement Hours will be provided up until the final due date of the project.

There are two due dates for the project. The project is graded.

After the initial due date for the project, please continue to work with me as regards your draft up until the final due date of the project. I am ready to work with you multiple times on your

project draft up until the final due date to ensure the project is done well.

Only one attempt is given for the project submission. Please do not request for another attempt.

The project is submitted in the Assignments section in the Canvas course. Please do not send any graded assessment to me via email.

After the final due date, please do not request for any extension.

Final Exam:

Please see the Tentative Class Schedule for the dates of the final exam.

A comprehensive final exam will be given. It comprises ten questions selected from the three in-class tests. There is no Choose-and-Answer option for the final exam. All questions must be attempted.

If you know that you may miss the final exam, please come and see me during Student Engagement Hours so we can arrange for you to take it earlier.

If you miss the final exam or if you would like to retake the final exam, you must meet with me ahead of time during the Student Engagement hours to discuss your make-up/retake final exam before you take it at the Testing Center or at a pre-approved venue.

The Make-up/Retake final exam is ten questions selected from the entire course. There is no Choose-and-Answer option for the make-up/retake final exam. All questions must be attempted. Any Make-up and/or Retake final exam must be done by the due date.

This is an onsite class. It is not an online class. Please do not request for any online exam.

After the due date, please do not request for any extension.

IV. Course Attendance and Participation Policy

Attendance is required for this class. It will be taken for every class session. It is important you attend class. But please note that attending class will not give you any point. Not attending class will not deduct any point from you. Remember that I do not believe in extra credit or bonus points.

I believe in giving all my students a lot of opportunities to succeed.

Be it as it may, it is very important that you attend class regularly. If you are absent for any class session for any reason, please note that you are **completely** responsible for everything that was covered in your absence. You are required to review the MyLab eText and resources, and any resource I provided during class. So, it may be necessary to make friends with your colleagues who regularly attend class and take notes. You are always welcome to meet me during Student

Engagement Hours and ask questions regarding what you have already reviewed.

The weekly Student Engagement Hours sessions are highly recommended, but not required.

If the day and time is not convenient for you, please send an email to me with your available days and times. I shall respond.

I look forward to your active participation in class discussions.

Further, please note that this is an onsite class. It is not an online class. Please do not request for any online access to the classroom instruction.

V. Course Etiquette

It is my responsibility to promote a safe and conducive learning environment. It is my assumption that you know what is right and what is wrong. In that regard, I ask that you behave accordingly and be respectful at all times.

Students are expected to uphold the core values of academic integrity which include honesty, trust, fairness, respect and responsibility. These core values, combined with finding one's purpose and passion and applying them in and out of classroom learning, produce students who become extraordinary citizens.

VI. Instructor Specific Honesty/Plagiarism Policy

As a BRCC student, it is your responsibility to be informed about what constitutes academic misconduct, how to avoid it and what happens if you decide to engage in it.

Examples of academic misconduct include (but are not limited to):

- plagiarism (turning in the work of another person and not giving them credit)
- copying another student's work: project, homework assignment, tests, exam
- cheating on a test or exam (copying from another student, etc.)
- falsifying academic documents

Please note that violations of academic misconduct may result in a failing grade in the assessment, a failing grade in the course, and/or a report to the college administration among others.

VII. Artificial Intelligence (AI) Statement

- A. AI Procedure:** All work submitted in BRCC courses must be your own. Contributions from anyone or anything else, including AI sources, must be properly quoted and cited every time they are used. Failure to do so constitutes an academic integrity violation and the [Statement on](#)

[the Honor Code and Behavior Violations, and Disciplinary and Appeal Procedures](#) will be Implemented. Students are discouraged from using AI tools UNLESS under direct instruction from your instructor to do so. Contact your instructor if you are unsure or have questions BEFORE using AI for any assignment.

- B. **Course level procedure:** If the need arises, we shall discuss the ways in which students are permitted to use AI for assignments in an acceptable manner.

VIII. **Instructional Materials**

A. **Required**

(1.) MyLab Math (MLM) Access for the online assignments. This includes the eText, videos, and multimedia resources among others.

Please log into the Canvas course, click the **Access Pearson** link on the Left Hand Side (LHS) of the course homepage.

Register and click the MyLab Math Assignments link to access the assignments. Also, please review all the links under MyLab Math including MyLab Math eText and MyLab Math Video and Resource library..

(2.) Pens, Graphing Calculator (TI-83 Plus or TI-84 Plus or TI-84 Plus CE or TI-Nspire CX II only). TI-84 Plus CE is preferred.

(3.) Access to a Personal Computer (PC) or Mackintosh (Mac) with internet and email capabilities, and updated internet browsers are required.

The internet browsers should be Google Chrome or Mozilla Firefox only; not Microsoft Edge; not Safari.

Please clear the browsing history of your browser from the beginning of time.

The PC or Mac should be a Laptop or Desktop only.

A Chromebook may only be used for MLM assignments, however, it may not be used for the project.

A smartphone, tablet, or iPad may not be used for any course work.

You may use the computers in the School Computer Labs., the School Library, or the Public Library.

B. Recommended

- (1.) Graph Book, Ruler, other writing materials as applicable.
- (2.) The multimedia resources and learning aids in the MLM environment.
- (3.) Other resources provided by the instructor.

C. Not Required: Hard copy of: Using and Understanding Mathematics: A Quantitative Reasoning Approach. (8th Edition; ©2023); Jeffrey O. Bennett and William L. Briggs; Pearson. ISBN-13: 9780137575336 (The hard copy of the textbook is not required).

IX. Course Schedule and Sequence of Instruction:

Method of Teaching: Lecture and Flipped Classroom models.

Tutoring:

There are several tutoring opportunities available to you:

- (1.) Student Engagement Hours in my Office @ Room L-110A
- (2.) Supplemental Instruction @ Room J102
- (3.) [Writing Assistance and Course Tutoring](#)
- (4.) Brainfuse Online Tutoring app located on the Left Hand Side of the course homepage.

Tentative Class Schedule: Fall Semester, 2026

Class Session	Day/Date	Sections (eText)/ Topics (Instructor)	Assessments Due
1	Wednesday / August 19	Course Syllabus Section 1A: Living in the Media Age	(Initial Due) Section 1A-1st Section 1A-2nd
2	Monday / August 24	Course Syllabus Section 1E: Critical Thinking in Everyday Life	(Initial Due) Section 1E-1st Section 1E-2nd
3	Wednesday / August 26	Section 1B: Propositions and Truth Values	(Initial Due) Section 1B-1st Section 1B-2nd Section 1B-3rd
4	Monday /	Section 1D: Analyzing Arguments	(Initial Due)

	August 31		Section 1D-1st Section 1D-2nd
5	Wednesday / September 2	Section 1C: Sets and Venn Diagrams	(Initial Due) Section 1C-1st Section 1C-2nd Section 1C-3rd
Friday: September 4: Last Day to Drop with Refund			
6	Monday / September 7	Section 2A: Understand, Solve, and Explain	(Initial Due) Section 2A-1st Section 2A-2nd
7	Wednesday / September 9	Section 2A: Understand, Solve, and Explain	(Initial Due) Section 2A-3rd Project Discussion/Work
8	Monday / September 14	Section 2B: Extending Unit Analysis	(Initial Due) Section 2B-1st Section 2B-2nd Section 2B-3rd Section 2B-4th
9	Wednesday / September 16	Section 2C: Problem-Solving Hints Study Guide for Test 1 Project Draft	(Initial Due) Section 2C-1st Section 2C-2nd Project Draft
10	Monday / September 21	Test 1: Chapters 1 and 2	Test 1: Chapters 1 and 2
11	Wednesday / September 23	Section 3A: Uses and Abuses of Percentages Project	(Initial Due) Section 3A-1st Section 3A-2nd Section 3A-3rd Section 3A-4th Project
12	Monday / September 28	Section 3B: Putting Numbers in Perspective	(Initial Due) Section 3B-1st Section 3B-2nd Section 3B-3rd
13	Wednesday / September 30	Section 3C: Dealing with Uncertainty	(Initial Due) Section 3C-1st Section 3C-2nd

14	Monday / October 5	Section 3D: Index Numbers: The CPI and Beyond	(Initial Due) Section 3D-1st Section 3D-2nd
Wednesday/October 7 – Thursday/October 8: Faculty Research Days No Classes: Yes Assignments			
15	Monday / October 12	Section 3E: Numerical Surprises: Polygraphs, Mammograms, and More	(Initial Due) Section 3E
16	Wednesday / October 14	Section 4A: Taking Control of Your Finances	(Initial Due) Section 4A-1st Section 4A-2nd Section 4A-3rd
17	Monday / October 19	Section 4B: The Power of Compounding	(Initial Due) Section 4B-1st Section 4B-2nd Section 4B-3rd Section 4B-4th
18	Wednesday / October 21	Section 4C: Savings Plans and Investments	(Initial Due) Section 4C-1st Section 4C-2nd
Wednesday: October 21: Last Day to Drop with “W”			
19	Monday / October 26	Section 4D: Loan Payments, Credit Cards, and Mortgages	(Initial Due) Section 4D-1st Section 4D-2nd
20	Wednesday / October 28	Study Guide for Test 2	Study Guide for Test 2
21	Monday / November 2	Test 2: Chapters 3 and 4	Test 2: Chapters 3 and 4
22	Wednesday / November 4	Section 5A: Fundamentals of Statistics	(Initial Due) Section 5A-1st Section 5A-2nd Section 5A-3rd
23	Monday / November 9	Section 5B: Should You Believe a Statistical Study? Section 5C: Statistical Tables and Graphs	(Initial Due) Section 5B-1st Section 5B-2nd Section 5C-1st
24	Wednesday / November 11	Section 5C: Statistical Tables and Graphs	(Initial Due) Section 5C-2nd

		Section 5D: Graphics in the Media	Section 5D-1st Section 5D-2nd
25	Monday / November 16	Section 5E: Correlation and Causality	(Initial Due) Section 5E-1st Section 5E-2nd
26	Wednesday / November 18	Review for Test 3 Project Draft	(Final Due) Project Draft
Monday/November 23 – Friday/November 27: Fall Break No Classes: Yes Assignments			
27	Monday / November 30	Test 3: Chapters 4 and 5	Test 3: Chapters 4 and 5
28	Wednesday / December 2	Review for Final Exam Project <i>*Assigned but Not Graded:*</i> <i>Section 8A: Growth: Linear versus Exponential</i> <i>Section 9A: Functions: The Building Blocks of Mathematical Models</i> <i>Section 9B: Linear Modeling</i> <i>*Section 9C: Exponential Modeling*</i>	(Final Due) Test 1 Make-up/Retake Test 2 Make-up/Retake Test 3 Make-up/Retake Project <i>*Assigned but Not Graded:*</i> <i>Section 8A: Growth: Linear versus Exponential</i> <i>Section 9A: Functions: The Building Blocks of Mathematical Models</i> <i>Section 9B: Linear Modeling</i> <i>*Section 9C: Exponential Modeling*</i>
29	Monday / December 7	Comprehensive Final Exam (Chapters 1, 2, 3, 4, 5)	Comprehensive Final Exam (Chapters 1, 2, 3, 4, 5)
30	Wednesday / December 9 Sunday / December 13	Make-up for the Comprehensive Final Exam (Chapters 1, 2, 3, 4, 5, 8, and 9)	Make-up for the Comprehensive Final Exam (Chapters 1, 2, 3, 4, 5, 8, and 9) (Final Due) All MyLab Math Assignments

BRCC Student Resources: <https://learn.vccs.edu/courses/161353>

TimelyCare: https://learn.vccs.edu/courses/716703/external_tools/79876?display=borderless

Email Policy: Please use your school email address for all course communication.

Legal Name: Please use only your registered names (First Name and Last Name in the Canvas course) for all course work.

Rights to change: I reserve the right to change the information contained in this syllabus with notice. The institution reserves the right to do so, with or without notice.

Tips to Succeed in the Class.

May you please review?

- (1.) Do not procrastinate. Procrastination is inimical to time. Begin your MyLab Math assignments immediately. Complete at least 20 questions daily. Do not wait until the section is assigned to you. Work ahead. MyLab Math has learning aids that you can use right away. Ask questions on any concept that you do not understand.
- (2.) Flipped Classroom Model: Review all the resources for each section provided for you prior to attending classes and/or Student Engagement Hours sessions. Please ask questions.
- (3.) Attend the Student Engagement Hours sessions. Use the tutoring opportunities provided for you. Submit your project draft for review and make corrections as applicable. Abide by the due dates.
- (4.) Attend class sessions and participate actively in class discussions. Please ask questions.
- (5.) This course will require a lot of your time. **You will do a lot of work on your own.** Please be determined to work very hard. The good thing is that I am here to help you. Please ask questions. I am here to help you.
- (6.) Review all the information provided for you on the Canvas course management system.

X. Student End-of-Semester Course Evaluations

Blue Ridge Community College values the feedback students provide about teaching and learning in

Endorsed by Faculty Senate, April 19, 2024

Approved by V.P. of Academic Affairs, May 1, 2024

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college courses. The end-of-semester course evaluations, which are anonymous, are a helpful form of feedback and can be valuable in assisting professors for improving and refining teaching so students can understand the material. Student feedback has the additional benefit of allowing students to share their success and challenges regarding mastering the course material.

XI. Required Supplements to Syllabus

In addition to what is outlined on this syllabus, more required policies and procedures are found here: www.brcc.edu/syllabus.

XII. Accessibility Statement

Your ability to fully participate in this course matters. If you experience any difficulty accessing course content, activities, or technology, please contact me as soon as possible so we can address the issue together. Accessibility is a shared responsibility, and your feedback helps ensure that all students have access to learning.