

**NEW RIVER COMMUNITY COLLEGE  
DUBLIN, VIRGINIA**

**COURSE PLAN**

Course Number and Title: MTH 154 – Quantitative Reasoning

Prepared by: Math Department Fall, 2021  
(Date)

Approved by: *S. Talbert-Hungry* Fall, 2021  
(Dean) (Date)

**I. Course Description**

Presents topics in Financial Literacy, Proportional Reasoning with data, Modeling with data, Validity Studies, Evaluation of data and elementary spreadsheet concepts. Lecture 3 hours per week.

Prerequisites: Competency in Math Essentials MTE 1-5 as demonstrated through the placement and diagnostic tests, or by satisfactorily completing the required MTE units or equivalent.

**II. Introduction**

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.

**III. Student Learning Outcomes**

Upon successful completion of this course, the student will be able to:

1. Use appropriate mathematical language in oral, written and graphical forms.
2. Define interest and understand related terminology.
3. Develop simple interest formula.
4. Use simple interest formulas to analyze financial issues
5. Compound Interest
6. Describe how compound interest differs from simple interest.
7. Explain the mechanics of the compound interest formula addressing items such as why the exponent and  $(1+r/n)$  is used.

8. Use compound interest formulas to analyze financial issues
9. Show the difference between compound interest and simple interest using a table or graph.
10. Borrowing
11. Compute payments and charges associated with loans.
12. Identify the true cost of a loan by computing APR
13. Evaluate the costs of buying items on credit
14. Compare loans of varying lengths and interest rates.
15. Investing
16. 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.)
17. Calculate profit from a sale of an investment
18. Compare various investment options and understand when it is appropriate utilize them
19. Solve real-life problems requiring interpretation and comparison of complex numeric summaries which extend beyond simple measures of center.
20. Solve real-life problems requiring interpretation and comparison of various representations of ratios.
21. Distinguish between proportional and non-proportional situations and, when appropriate, apply proportional reasoning. Recognize when proportional techniques do not apply.<sup>3</sup>
22. Solve real-life problems requiring conversion of units using dimensional analysis.
23. Apply scale factors to perform indirect measurements (e.g., maps, blueprints, concentrations, dosages, and densities).
24. Order real-life data written in scientific notation. The data should include different significant digits and different magnitudes.
25. Give cardinality of unions, intersections, and Venn diagram regions.
26. Solve survey problems.
27. Compare the predictions of a mathematical model with actual measurements obtained
28. Quantitatively compare linear and exponential growth
29. Assemble measurements and data gathered into tables, displays, charts, and simple graphs.
30. Determine the appropriateness of interpolation and/or extrapolation.
31. Identify and distinguish linear and non-linear data sets arrayed in graphs.
32. Correctly associate a linear equation in two variables with its graph on a numerically accurate set of axes
33. Identify a mathematical model's boundary values and limitations
34. Use data gathered, and a computer program to create different regressions, determine the best model, and use the model to estimate future values.
35. Identify logical fallacies in popular culture.
36. Describe the differences between verbal expression of truth and mathematical expression of truth.
37. Determine the logical equivalence between two different verbal statements (simple and compound) in real-world context.
38. Relate the language of conditionals to the language of quantified statements
39. Apply concepts of symbolic logic and set theory to examine compound statements and apply that to decision making of real-world applications.

#### **IV. General Education Student Learning Outcomes Included in Course**

General education at NRCC provides the educational foundation necessary to promote intellectual and personal development. Upon completing the associate degree, graduates will demonstrate competency in student learning outcomes in 1) civic engagement, 2) critical thinking, 3) professional readiness, 4) quantitative literacy, 5) scientific literacy, and 6) written communication.

This course includes the following general education student learning outcomes:

- Identify the problem or complex issue and its various parts.
- Explain numerical information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
- Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
- Accurately solve mathematical problems.
- Make judgements and draw relevant conclusions from quantitative analysis of data and predict future trends when appropriate.

#### **V. Instructional Methods**

The instructional procedures will include lectures, discussions, problem sessions, in class work, homework, reviews and tests.

#### **VI. Instructional Materials**

Textbook: Thinking Quantitatively, 2<sup>nd</sup> edition, by Eric Gaze

Software: MyLab Math (Pearson)

Calculator: A calculator with algebraic logic. TI 30XIIS preferred.

#### **VII. Course Content**

- Arithmetic and order of operations
- Operations with fractions, percentages, and decimals
- Exponents
- Formulas
- Units and measurement
- Simplifying algebraic expressions and solving linear equations
- Using technology including calculators and spreadsheet software

#### **VIII. Evaluation**

The grade for the course will be calculated from Tests, online assignments, a final exam and other work as deemed appropriate by the instructor. See individual syllabus for details on percentages/points.

### **VIII. Attendance**

Regular attendance at classes is required. When absence from a class becomes necessary, it is the responsibility of the student to inform the instructor prior to the absence whenever possible. The student is responsible for the subsequent completion of all study missed during an absence. Any instruction missed and not subsequently completed will necessarily affect the grade of the student regardless of the reason for the absence.

### **IX. Withdrawal Policy**

#### **Student Initiated Withdrawal Policy**

A student may drop or withdraw from a class without academic penalty during the first 60 percent of a session. For purposes of enrollment reporting, the following procedures apply:

- a. If a student withdraws from a class prior to the termination of the add/drop period for the session, the student will be removed from the class roll and no grade will be awarded.
- b. After the add/drop period, but prior to completion of 60 percent of a session, a student who withdraws from a class will be assigned a grade of “W.” A grade of “W” implies that the student was making satisfactory progress in the class at the time of withdrawal, that the withdrawal was officially made before the deadline published in the college calendar, or that the student was administratively transferred to a different program.
- c. After that time, if a student withdraws from a class, a grade of “F” or “U” will be assigned. Exceptions to this policy may be made under documented mitigating circumstances if the student was passing the course at the last date of attendance.

A retroactive grade of “W” may be awarded only if the student would have been eligible under the previously stated policy to receive a “W” on the last date of class attendance. The last date of attendance for a distance education course will be the last date that work was submitted.

Late withdrawal appeals will be reviewed and a decision made by the Coordinator of Admissions and Records.

#### **No-Show Policy**

A student must either attend face-to-face courses or demonstrate participation in online courses by the last date to drop for a refund. A student who does not meet this deadline will be reported to the Admissions and Records Office and will be withdrawn as a no-show student. No refund will be applicable, and the student will not be allowed to attend/participate in the class or submit assignments. Failure to attend or participate in a course will adversely impact a student’s financial aid award.

#### **Instructor Initiated Withdrawal**

A student who adds a class or registers after the first day of class is counted absent from all class meetings missed. Each instructor is responsible for keeping a record of student

attendance (face-to-face classes) or performance/participation (online classes) in each class throughout the semester.

When a student's absences equal twice the number of weekly meetings of a class (equivalent amount of time for summer session), the student may be dropped for unsatisfactory attendance in the class by the instructor.

Since attendance is not a valid measurement for Online courses, a student may be withdrawn due to non-performance. A student should refer to his/her online course plan for the instructor's policy.

When an instructor withdraws a student for unsatisfactory attendance (face-to-face class) or non-performance (online), the last date of attendance/participation will be documented. Withdrawal must be completed within five days of a student's meeting the withdrawal criteria. A grade of "W" will be recorded during the first sixty percent (60%) period of a course. A student withdrawn after the sixty percent (60%) period will receive a grade of "F" or "U" except under documented mitigating circumstances when a letter of appeal has been submitted by the student. A copy of this documentation must be placed in the student's academic file.

The student will be notified of the withdrawal by the Admissions and Records Office. An appeal of reinstatement into the class may be approved only by the instructor.

#### **X. Disability and Diversity Statements**

If you are a student with a documented disability who will require accommodation in this course, please register with the Disability Services Office located in the Advising Center for assistance in developing a plan to address your academic needs.

The NRCC community values the pluralistic nature of our society. We recognize diversity including, but not limited to, race ethnicity, religion, culture, social class, age, gender, sexual orientation and physical or mental capability. We respect the variety of ideas, experiences and practices that such diversity entails. It is our commitment to ensure equal opportunity and to sustain a climate of civility for all who work or study at NRCC or who otherwise participate in the life of the college.

#### **Xiii. Evacuation Procedure**

**Evacuation Procedure: Please note the evacuation route posted at the classroom doorway. Two routes are marked in case one route might be blocked.**