

INSTRUCTOR AND ADJUNCT SUPPORT MANUAL

BEGINNING AND INTERMEDIATE ALGEBRA

FOURTH EDITION

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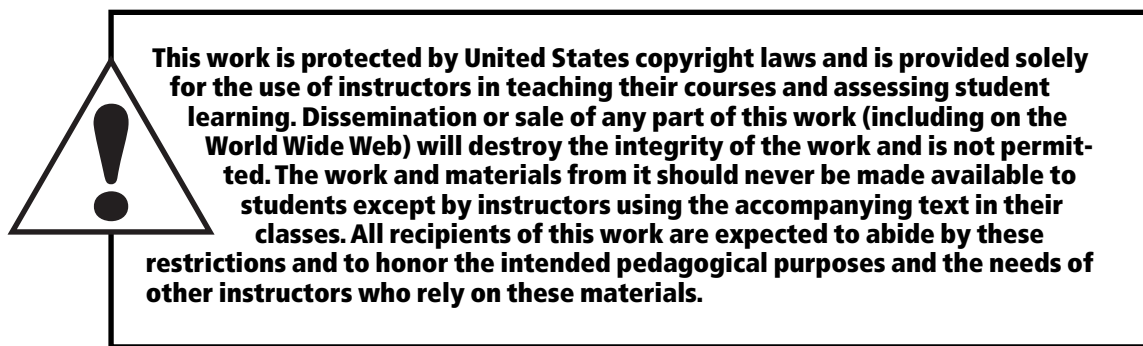
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INTRODUCTION

Dear Faculty:

The Lial book team at Pearson Addison-Wesley is very excited that you will be using *Beginning and Intermediate Algebra*, Fourth Edition. We know that whether you are teaching this course for the first time or the tenth time, you will face many challenges, including how to prepare for class, how to make the most effective use of your class time, how to present the material to your students in a manner that will make sense to them, how best to assess your students, and the list goes on.

This manual is designed to make your job easier. Inside these pages are words of advice from experienced instructors, general and content-specific teaching tips, a list of the objectives included in the *Beginning and Intermediate Algebra* text, tips on using both student and instructor supplements that accompany this text, and a professional bibliography provided by your fellow instructors. Instructor and Adjunct Support Manuals are also available for the remaining titles in the series: *Beginning Algebra*, Tenth Edition; *Intermediate Algebra*, Tenth Edition; and *Algebra for College Students*, Sixth Edition.

We would like to thank the following professors for sharing their advice and teaching tips. This manual would not be what it is without their valuable contributions.

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It is also important to know that you have a very valuable resource available to you in your Addison-Wesley sales representative. If you do not know your representative, you can locate him/her by logging on to www.aw-bc.com/relocator and typing in the zip code of your institution. Please feel free to contact your representative if you have any questions relating to our text or if you need additional supplements. Of course, you can always contact us directly at math@aw.com.

We know that teaching this course can be challenging. We hope that this and the other resources we have provided will help to minimize the amount of time it takes you to meet those challenges.

Good luck in your endeavors!

The Lial book team

GETTING STARTED

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1 How to Be an Effective Teacher

(From David Royse, *Teaching Tips for College and University Instructors: A Practical Guide*, published by Allyn & Bacon, Boston, MA. © 2001 by Pearson Education, Inc.. Adapted by permission of the publisher.)

A look at fifty years of research “on the way teachers teach and learners learn” reveals five broad principles of good teaching practice (Chickering and Gamson, 1987).

Five Principles of Good Teaching Practice

1. **Frequent student-faculty contact:** Faculty who are concerned about their students and their progress and who are perceived to be easy to talk to, serve to motivate and keep students involved.

Things you can do to apply this principle:

- Attend events sponsored by students.
- Serve as a mentor or advisor to students.
- Keep “open” or “drop-in” office hours.

2. **The encouragement of cooperation among students:** There is a wealth of research indicating that students benefit from the use of small-group and peer-learning instructional approaches.

Things you can do to apply this principle:

- Have students share in class their interests and backgrounds.
- Create small groups to work on projects together.
- Encourage students to study together.

3. **Prompt feedback:** Learning theory research has consistently shown that the quicker the feedback, the greater the learning.

Things you can do to apply this principle:

- Return quizzes and exams by the next class meeting.
- Return homework within one week.
- Provide students with detailed comments on their written papers.

4. **Emphasize time on task:** This principle refers to the amount of actual involvement with the material being studied and applies, obviously, to the way the instructor uses classroom instructional time. Faculty need good time-management skills.

Things you can do to apply this principle:

- Require students who miss classes to make up lost work.
- Require students to rehearse before making oral presentations.
- Don't let class breaks stretch out too long.

5. **Communicating high expectations:** The key here is not to make the course impossibly difficult but to have goals that can be attained as long as individual learners stretch and work hard, going beyond what they already know.

Things you can do to apply this principle:

- Communicate your expectations orally and in writing at the beginning of the course.
- Explain the penalties for students who turn work in late.
- Identify excellent work by students; display exemplars if possible.

✓ Tips for Thriving:

Creating an Inclusive Classroom

How do you model an open, accepting attitude within your classroom where students will feel it is safe to engage in give-and-take discussions? First, view students as individuals instead of representatives of separate and distinct groups. Cultivate a climate that is respectful of diverse viewpoints, and don't allow ridicule, defamatory or hurtful remarks. Try to encourage everyone in the class to participate, and be alert to showing favoritism.

2 Planning Your Course

(From David Royse, *Teaching Tips for College and University Instructors: A Practical Guide*, published by Allyn & Bacon, Boston, MA. © 2001 by Pearson Education, Inc.. Adapted by permission of the publisher.)

Constructing the syllabus: The syllabus should clearly communicate course objectives, assignments, required readings, and grading policies. Think of the syllabus as a stand-alone document. Those students who miss the first or second meeting of a class should be able to learn most of what they need to know about the requirements of the course from reading the syllabus. Start by collecting syllabi from colleagues who have recently taught the course you will be teaching and look for common threads and themes.

Problems to avoid: One mistake commonly made by educators teaching a course for the first time is that they may have rich and intricate visions of how they want students to demonstrate comprehension and synthesis of the material, but they somehow fail to convey this information to those enrolled. Check your syllabus to make sure your expectations have been fully articulated. Be very specific. Avoid vaguely worded instructions that can be misinterpreted.

✓ Tips for Thriving:

Visual Quality

Students today are highly visual learners, so you should give special emphasis to the visual quality of the materials you provide to students. Incorporate graphics into your syllabus and other handouts. Color-code your materials so material for different sections of the course are on different colored papers. Such visuals are likely to create a perception among students that you are contemporary.

3 Your First Class

(From Richard E. Lyons, Marcella L. Kysilka, & George E. Pawlas, *The Adjunct Professor's Guide to Success: Surviving and Thriving In The Classroom*, published by Allyn & Bacon, Boston, MA. © 1999 by Pearson Education, Inc.. Adapted by permission of the publisher.)

Success in achieving a great start is almost always directly attributable to the quality and quantity of planning that has been invested by the course professor. If the first meeting of your class is to be successful, you should strive to achieve seven distinct goals.

Seven Goals for a Successful First Meeting

1. **Create a positive first impression:** Renowned communications consultant Roger Ailes claims you have fewer than 10 seconds to create a positive image of yourself. Students are greatly influenced by the visual component; therefore, you must look the part of the professional professor. Dress as you would for a professional job interview. Greet each student entering the room. Be approachable and genuine.