“My teacher has helped me become more responsible because of her requirement of turning in my notebook before every test. I paid more attention to my assignments, and this helped my test grades.”

- student

One of the steps toward being a successful student is to organize course materials such as class notes, homework, tests, quizzes, and vocabulary. The student portfolio will assist you in keeping a structured notebook. This will be particularly helpful when reviewing and studying for tests. It will also be a showcase for your best work, and it provide evidence of your hard work and discipline in this course.

For your portfolio, use a 1 ½-inch (or larger) 3-ring binder in which to keep your materials. In the pages here, you will find a cover sheet for your portfolio and a suggested table of contents. All work that is kept in the portfolio should be done on 8 ½” by 11” paper with neat edges. All homework and other work and must be numbered and labeled clearly for your instructor to check the completeness of your work.

Name (First Last): ________________________________

Semester & Year: _________________________________

Course Dept & Number: __________________________

Course Name: _________________________________

CRN: ______________ Section: ______________

Bldg./Rooms: ________________________________

Days/Times of Class: ___________________________

Instructor: ________________________________
STUDENT PORTFOLIO

Directions
1. 3-hole-punch all papers which are not already 3-hole-punched. If not possible to 3-hole-punch w/o losing information, organize those few papers neatly in an appropriate folder in the portfolio.
2. When doing homework in MathZone, it’s tempting to work more on scrap paper. To help you better organize, please do all the following for all homework and other assignments in MathZone, in class, from the book, or from any other assignments.
   - Copy algebra expressions/equations given carefully.
   - Show as much work as I show in class or as shown in text examples.
   - Circle final answers (not necessary on graphed answers).
   - Answer writing exercises (marked with a pencil icon) in words using complete sentences.
   - Check answers to any problems (not in MathZone) that have answers in the back.
     - Mark them as correct “✓” or erred “✗” (and ASK where you still need help).
   - You should rework all erred (“✗”) problems until correct (get help if necessary) before considering your homework “finished.”

(You will need to create at least one tabbed sections for each of the following main headings.)

TABLE OF CONTENTS

Introduction: Course Information
- Portfolio Self-Assessment Form
- Syllabus Questionnaire and Course Contract (your copy) – after returned (complete and turn in all. you will get Questionnaire and one copy back).
- Course Syllabus – all pages and parts printed and/or referenced. Includes:
  - First Day Handout
  - Course Outline (Department’s)
  - Course Grading and Policies
  - Your Grade Record Form
  - Schedule
  - Homework List
- Attitude Surveys – two copies. Complete one AT BEGINNING. Complete other AT END.
- Homework Guidelines
- Test Corrections Guidelines

Review: Chapters R & 1 (each only as necessary)
- Notes, key terms/concepts, homework, Review Quiz and corrections

Chapter 2
- Notes (key terms/concepts), Homework, Chapter 2 Quizzes: all tries and corrections

Chapter 3
- Notes (key terms/concepts), Homework, Chapter 3 Quiz: all tries and corrections

Chapter 4
- Notes (key terms/concepts), Homework, Chapter 4 Quizzes: all tries and corrections

Chapter 5
- Notes (key terms/concepts), Homework, Chapter 5 Quizzes: all tries and corrections

Chapter 6
- Notes (key terms/concepts), Homework, Chapter 6 Quizzes: all tries and corrections

Major Tests/Exams:
- Midterm Test 1: Review homework, Test 1, and corrections
- Midterm Test 2: Review homework, Test 2, and corrections
- Midterm Test 3: Review homework, Test 3, and corrections
- Final Exam: Dept Review
MATHEMATICS ATTITUDE SURVEY – take this at the course beginning

**Directions:** This survey investigates your attitudes and opinions toward mathematics. Two blank survey forms are provided in your portfolio. Complete one during the first week of class, and place it in the introductory section of your portfolio. Complete the second survey form during the last week of class. After completing the second form, spend a few minutes comparing your responses. Have any of your opinions changed? Has your attitude toward mathematics changed since the beginning of the semester?

A = Strongly Agree  
B = Agree  
C = No Opinion  
D = Disagree  
E = Strongly Disagree

1. Math is fun.  
   A B C D E

2. I learn math better when I learn concepts as opposed to memorizing steps.  
   A B C D E

3. I have a fear of math.  
   A B C D E

4. I have positive feelings about my ability in math.  
   A B C D E

5. Algebra has no useful applications in my life.  
   A B C D E

6. The final answer in a math problem is not as important as the problem solving strategies used to arrive at the answer.  
   A B C D E

7. Math is a language.  
   A B C D E

8. I want to understand algebra better.  
   A B C D E

9. Studying algebra will improve my problem solving skills.  
   A B C D E

10. Math should not be required in college.  
    A B C D E

11. I experience anxiety when I study algebra.  
    A B C D E

12. I frequently use essays as a means to explain difficult concepts in algebra.  
    A B C D E
MATHEMATICS ATTITUDE SURVEY - take this at the course end

Directions: This survey investigates your attitudes and opinions toward mathematics. Two blank survey forms are provided in your portfolio. Complete one during the first week of class, and place it in the introductory section of your portfolio. Complete the second survey form during the last week of class. After completing the second form, spend a few minutes comparing your responses. Have any of your opinions changed? Has your attitude toward mathematics changed since the beginning of the semester?

A = Strongly Agree
B = Agree
C = No Opinion
D = Disagree
E = Strongly Disagree

2. Math is fun.
   A B C D E

3. I learn math better when I learn concepts as opposed to memorizing steps.
   A B C D E

4. I have a fear of math.
   A B C D E

5. I have positive feelings about my ability in math.
   A B C D E

6. Algebra has no useful applications in my life.
   A B C D E

7. The final answer in a math problem is not as important as the problem solving strategies used to arrive at the answer.
   A B C D E

8. Math is a language.
   A B C D E

9. I want to understand algebra better.
   A B C D E

10. Studying algebra will improve my problem solving skills.
    A B C D E

11. Math should not be required in college.
    A B C D E

12. I experience anxiety when I study algebra.
    A B C D E

13. I frequently use essays as a means to explain difficult concepts in algebra.
    A B C D E
Homework Guidelines

To obtain the maximum benefit from your homework, complete your homework using the following guidelines:

1. Do all your homework before the next class period. The concepts practiced in the homework will probably be used as “building blocks” for the next section of material. Try not to fall behind.

2. The homework should be done neatly on 8 ½ by 11 inch loose-leaf paper. Split the page in ½ and step down between steps. Use as much space as you need and show all steps. At the top right of each page, label the section number and page number you are working from. When you are finished, place the assignment in the appropriate section in your portfolio.

3. Attempt each homework problem by yourself first before seeking assistance. After you have completed a problem, check your answer if possible.

4. Attempt every problem! If you still cannot answer a question after making a valiant effort, see your instructor, a classmate, or a tutor for help. Try not to let a single question go unanswered.

5. For any problem you had trouble with, place written comments in the margins to help you remember the proper solution. These comments can also be used to guard against common errors. It’s not a bad idea to write your comments in color to draw attention to the trouble spots.

6. Learning formulas and important definitions is part of your homework. Complete the vocabulary sheets for each chapter and place them in your portfolio. Make index cards for important formulas and ideas.

7. To help you study for exams, work sample problems on index cards with written explanations on the back of the card.

8. Don’t hesitate to get extra practice. You can certainly do extra homework problems from the text, or you can make use of instructional software and video tapes.
TEST CORRECTION GUIDELINES - PORTFOLIO

Most students view exams strictly as a device to determine grades. Unfortunately, this point of view does not recognize the most important purpose of testing. Tests allow students to demonstrate their strengths and diagnose their weaknesses. If students don’t want to repeat the same mistakes over and over again, they need to learn from them.

To obtain the maximum benefit from your tests, it’s best to correct your mistakes using the following guidelines:

1. Work the test corrections on a separate sheet of paper so as not to confuse the wrong solution with the corrected one.

2. Fold the paper in half lengthwise. Write the proper solution to each question that you missed on the left-hand side of the page. On the right-hand side, add written comments explaining the correct procedure to work the problem. It is also helpful to make note of what you did wrong and how you corrected the mistake. Your written explanation is probably more important than the actual mathematical correction. You need to understand and be able to articulate what you did wrong.

3. Place your test and your corrections in your portfolio. Remember, one of the best ways to study for your final exam is to study from your old tests.

The following is an example of a test correction done in the proper format:

<table>
<thead>
<tr>
<th>Gus Miller</th>
<th>Test Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/18/04</td>
<td>Exam #1</td>
</tr>
<tr>
<td>Problem #3)</td>
<td></td>
</tr>
<tr>
<td>Solve: 4 – 3(x + 7) = 10</td>
<td></td>
</tr>
<tr>
<td><strong>Correct Solution:</strong></td>
<td></td>
</tr>
<tr>
<td>4 – 3(x + 7) = 10</td>
<td></td>
</tr>
<tr>
<td>4 – 3x – 21 = 10</td>
<td></td>
</tr>
<tr>
<td>-3x – 17 = 10</td>
<td></td>
</tr>
<tr>
<td>-3x = 10 + 17</td>
<td></td>
</tr>
<tr>
<td>-3x = 27</td>
<td></td>
</tr>
<tr>
<td>– 3x = 27</td>
<td></td>
</tr>
<tr>
<td>– 3 = 27</td>
<td></td>
</tr>
<tr>
<td>– 3x / -3 = 27</td>
<td></td>
</tr>
<tr>
<td>x = -9</td>
<td></td>
</tr>
<tr>
<td><strong>Explanation:</strong></td>
<td></td>
</tr>
<tr>
<td>Original problem</td>
<td></td>
</tr>
<tr>
<td>Clear parentheses (don’t forget to distribute the negative sign)</td>
<td></td>
</tr>
<tr>
<td>Combine like terms</td>
<td></td>
</tr>
<tr>
<td>Isolate the variable term on one side</td>
<td></td>
</tr>
<tr>
<td>Simplify</td>
<td></td>
</tr>
<tr>
<td>Divide by coefficient (÷ by –3 rather than 3)</td>
<td></td>
</tr>
<tr>
<td>Simplify</td>
<td></td>
</tr>
</tbody>
</table>