The following is a request for information that will assist your Dean in the development of your annual evaluation. Please respond to the following items and return them to your Dean within 2 weeks. Please assemble your information in the order of this request. Following receipt of your information, your Dean will contact you for an agreement on a time for your evaluation interview and observation if applicable.

I. TEACHING RESPONSIBILITIES

A. Courses you taught last year. (Include one syllabus, work schedule, any pertinent handouts, etc.)

- MTH 100 Intermediate Algebra (Fall 2013, Spring 2014)
- MTH 113 PreCalculus Trigonometry (Summer 2013, Fall 2013)
- MTH 113 PreCalculus Trigonometry-Online (Summer 2013, Fall 2013, Spring 2014)
- MTH 125 Calculus I (Summer 2013, Spring 2014)
- MTH 231 Mathematics for Elementary Teachers (Fall 2013)

- MTH 125 Calculus I Spring 2014 Syllabus (Attached)
- Work Schedule Spring 2014 (Attached)

B. Describe any use of methodology, technology, equipment, library resources, course assessments, student evaluations, etc. to improve student learning outcomes.

- **Methodology:** Prior to each class, lecture notes including definitions, theorems and example problems are prepared using PowerPoint slides. Students are encouraged to use the SMART Board as they enter the classroom to indicate any problems from the previous assignments that require further explanation. Following a brief homework review, new topics are presented in logical, detailed manner using lecture notes, example problems and any applicable handouts. Students practice newly learned skills at their desks individually or with a partner. Students are assigned additional exercises to be completed prior to the next scheduled class meeting.

The online MTH 113 PreCalculus Trigonometry course is administered through the use of Canvas and MyMathLab which is an online interactive system that accompanies the required textbook.

- **Technology:** PowerPoint slides, which include animated illustrations and concepts, are presented using a SMART Board during each class meeting. A TI-34 Multiview Calculator Emulator is used to demonstrate the necessary keystrokes to perform mathematical operations. A TI-84 Graphing Calculator is used to draw the graphs of various functions and to demonstrate the necessary keystrokes needed to create the corresponding tables. Websites, such as [www.intermath.com](http://www.intermath.com) and [www.calcchat.com](http://www.calcchat.com), are used as classroom resources and homework supplements.

ALEKS, a web-based, artificially intelligent assessment and learning system, is used for all required homework assignments in MTH 100 Intermediate Algebra.

- **Course Assessments:** Three major exams worth 100 points each are given throughout the semester in each credit bearing course. Students may earn a maximum of 10 bonus points prior to each major exam by completing bonus quizzes, take home assignments or cooperative learning activities. Any bonus points that are earned are added to the student’s exam score. A comprehensive departmental final exam worth 100 points is
given at the conclusion of the semester. The final grade in each of these courses is based entirely on the average of the exam scores.

MTH 100 students complete five online ALEKS Pie Chapter Pie benchmarks outside of class which accounts for 40% of their final grade in the course. Students are also required to complete three major exams and a comprehensive final exam. Each of these exams make up 15% of the final grade in the course for a total of 60%.

Online MTH 113 students must complete 20 homework assignments and 10 quizzes online through the use of MyMathLab. Each of these two categories is worth 15% of the final grade. Four major exams are completed online and are weighted as 30% of the final grade. Students are required to complete a comprehensive departmental final exam on-campus which counts as 40% of the final grade.

The standard 10 point grading scale, 90-100=A, 80-89=B, etc. is used to assign letter grades.

- **Student Evaluations:** At the end of each semester, students may choose to evaluate the course and the instructor by visiting the Southern Union homepage at [www.suscc.edu](http://www.suscc.edu). A summary of the evaluations along with any student comments are reviewed by the instructor. These results are then used to make any necessary improvements for future course offerings.

C. List committees you have served on/other duties in the last year. (Your role/comments)

- Administrative Council
- Instructional Services Committee
- Institutional Effectiveness Committee
- Distance Learning Committee
- QEP Steering Committee

D. Administrative assignments

- Mathematics Department Chair
- Design, Create and Manage MTH 090 Basic Mathematics courses using a Math Emporium Model and ALEKS
- Design, Create and Manage MTH 098 Elementary Algebra courses using a Hybrid Model and ALEKS

II. PROFESSIONAL DEVELOPMENT/ACHIEVEMENTS (address only those that apply)

A. List Professional Organizations in which you are a member and leadership roles, etc.

- Alabama Education Association
- ALADE
- AlaMATYC
- National Education Association
- Southern Union Education Association

B. List Professional Development Activities/Seminars, Courses, you have attended

- 2013 AlaMATYC Conference-Southern Union State Community College, March 8, 2013
  1. Students Matter, Success Counts – Dr. Rob Farinelli
  2. Panel Discussion – Dr. Marilyn Strutchens, Dr. Charles Nash, Chancellor Mark Heinrich
- Spring Professional Development - Southern Union State Community College, March 11, 2013
  1. Sexual Harassment Training – Dr. James Witte
  2. SACS and the QEP
  3. Student Organizations
  4. Automated External Defibrillator Demonstration
  5. Canvas Transitions
- Web Assign Presentation with Cengage Publishers - Southern Union State Community College, March 12, 2013
- Fall Professional Development - Southern Union State Community College, August 12-13, 2013
  1. SACS Overview and Timelines
  2. Institutional Effectiveness Survey and QEP Overview
  3. Policy and Evaluation Update
  4. Huntingdon Adult Degree Completion Program
  5. ECO Exposure Control Update
- ALEKS Training - Southern Union State Community College, August 14, 2013
  1. Implementing ALEKS in the Classroom - Ginny Powell, Georgia Perimeter College
- Improvement: The Key to Institutional Effectiveness with Dr. Glenda Colagross, Southern Union State Community College, October 18, 2013
- 3rd Annual Transitional Education Summit: Transforming Transitional Education - Lawson State Community College, October 25, 2013
- November Professional Development - Southern Union State Community College, November 25, 2013
  1. SACS Update
  2. American’s With Disabilities Act – Dr. James Witte
  3. PTSD/Unstable Students – Mrs. Joy Germanos
  4. Valley Campus Technology Center Tour
- 2013 Annual SACSCOC Meeting, Atlanta, GA, December 8-10, 2013
  1. First General Session – Mr. Wes Moore
  2. Second General Session – Dr. Belle Wheelan
  3. Third General Session – Mr. Neil Howe
  4. Quality Online Teaching is Critical to Student Success: How Do We Evaluate It – Dr. Anthony Pina
  5. Presenting PREZI: An Amazing Alternative to PowerPoint – Ms. Mary M. Harrington
  6. Participative Assessment in the Online Environment – Mr. Kevin Duffy and Dr. Barbara Duffy
  7. Group Meeting with SACSCOC Staff – Dr. Crystal A. Baird

C. Certifications achieved-None

D. Grants written and/or received-None

E. Publications/book reviews you have written or read relating to your area/methods-None

F. Seminars or presentations done
  - ALEKS: Southern Union’s Success Story, 2013 AlaMATYC Conference held at Southern Union State Community College, March 8, 2013
  - (π-π)7 Painlessly Perfecting Powerful PreCalculus Power Point Presentations, 2013 AlaMATYC Conference held at Southern Union State Community College, March 8, 2013
  - The QEP Impact Report: Using Your 10 Pages Wisely, Spring Professional Development held at Southern Union State Community College, March 11, 2013
The QEP Impact Report: Using Your 10 Pages Wisely, 2013 Annual SACSCOC Conference held in Atlanta, Ga, December 8-10, 2013

G. Educational Activities/Courses - None

H. Awards/Other - None

III. SERVICE (address all that apply)
A. Institutional (organizations, extracurricular activities, overloads, campus-wide events)
   • Assisted with the Annual Southern Union High School Mathematics Tournament held on the Wadley campus
   • Assisted as needed with Mu Alpha Theta
   • Taught MTH 113 PreCalculus Trigonometry (Online) as an overload (Summer 2013, Fall 2013 & Spring 2014)
   • Served as a Mathematics Tutor on the Opelika campus (Summer 2013, Fall 2013 & Spring 2014)

B. Community involvement (organizations, public service, leadership roles, faith-based organizations, other)
   • First Baptist Church Opelika—member, deacon and 12th grade Sunday school teacher

C. Other Service Activities/Special Projects for the community or institution
   • Opelika City Schools—consultant for Alabama College and Career Readiness Standards
   • McGraw-Hill Publishers—digital faculty consultant
   • SUSCC Foundation Scholarship—payroll deduction supporter

IV. GOALS/OBJECTIVES
A. Describe achievement/progress of your personal and departmental goals/objectives since your last evaluation.
   • To create, introduce and schedule a new course entitled MTH 115 PreCalculus Algebra & Trigonometry as described by the ACCS Course Listings. MTH 115 PreCalculus was successfully implemented and taught on the Opelika campus during the Summer 2013 and Spring 2014 semesters.
   • To create, introduce and schedule a new course entitled MTH 265 Elementary Statistics as described by the ACCS Course Listings. MTH 265 Elementary Statistics was successfully implemented and taught on the Opelika campus during the Fall 2013 and Spring 2014 semesters.
   • To become proficient in the use of Canvas. Administered MTH 113 PreCalculus Trigonometry online course using Canvas and the criteria required by the Distance Learning Committee. Developed an Orientation video in Canvas for use by MTH 113 online students beginning Spring 2014.

B. Describe your personal and departmental goals/objectives for the coming year (generally 2-4)
   • To increase the number of area high schools participating in dual enrollment mathematics courses offered at the College.
   • To design and implement a COMPASS Boot Camp for Math Placement Testing which will provide a student-friendly, refresher math course for students wanting to improve their math placement scores.
   • To design and create a “standard” online MTH 113 PreCalculus Trigonometry course using Canvas and MyMathLab.
C. Additional comments/concerns/suggestions.

V. OPTIONAL QUESTIONS FOR YOUR CONSIDERATION

1. Do you have any questions about your job responsibilities as outlined in your position description?
2. Please list and evaluate any changes to your job or additional duties/responsibilities assigned to you.
3. List what you consider to be your greatest strengths or accomplishments this year.
4. What changes would you like to see made to your job that would improve your performance and be beneficial to the college?
5. What is your strategic plan for the next three to five years within your department and Southern Union?

Revised 2/2014
I. MTH 125 Calculus I

<table>
<thead>
<tr>
<th>INSTRUCTOR</th>
<th>Mr. Eddie Pigg</th>
<th>OFFICE</th>
<th>HAC 213D</th>
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<tr>
<td>CAMPUS</td>
<td>Opelika</td>
<td>PHONE</td>
<td>745-6437 ext. 5513</td>
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<tr>
<td>SEMESTER</td>
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<td>EMAIL</td>
<td><a href="mailto:epigg@suscc.edu">epigg@suscc.edu</a></td>
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II. COURSE DESCRIPTION

This is the first of three courses in the basic calculus sequence taken primarily by students in science, engineering, and mathematics. Topics include the limit of a function; the derivative of algebraic, trigonometric, exponential, and logarithmic functions; and the definite integral and its basic applications to area problems. Applications of the derivative are covered in detail, including approximations of error using differentials, maximum and minimum problems, and curve sketching using calculus.

III. PREREQUISITE

PREREQUISITE: All core mathematics courses in Alabama must have as a minimum prerequisite high school Algebra I, Geometry, and Algebra II with an appropriate mathematics placement score. An alternative is that the student successfully pass MTH 113 with a grade of C or higher.

IV. TEXTBOOK & CALCULATOR

COURSE TEXTBOOK: Calculus: Early Transcendental Functions, 5th edition, Larson and Edwards

CALCULATOR: The Texas Instruments TI-30XS MultiView scientific calculator or the Texas Instrument TI-84 Plus graphing calculator is highly recommended, but not required, for this class. Any scientific or graphing calculator (other than TI-89 or equivalent), may be used in class, to complete assignments outside of class and during exams. All work must be shown on exams to receive full credit for correct answers or partial credit for incorrect answers.

Calc Chat: Calc Chat is a free online tool designed to help you succeed in your calculus course. The solutions to the odd numbered exercises that accompany the end-of-section exercises in your textbook can be found online at http://www.calcchat.com/

V. COURSE OBJECTIVES/STUDENT LEARNING OBJECTIVES

The objective of this course is to provide an understanding of concepts, develop competent skills, and demonstrate applications in the following areas:

1. limits and continuity of functions
2. differentiation
3. antidifferentiation
4. basic integration
This course seeks to lay a foundation in these areas upon which subsequent calculus courses can build.

VI. COURSE OUTLINE OF TOPICS

UNIT 1 Limits and Their Properties
2.2 Finding Limits Graphically and Numerically
2.3 Evaluating Limits Analytically
2.4 Continuity and One-Sided Limits
2.5 Infinite Limits
4.5 Limits at Infinity
Exam #1

UNIT 2 Differentiation
3.1 The Derivative and the Tangent Line Problem
3.2 Basic Differentiation Rules and Rates of Change
3.3 The Product and Quotient Rules and Rates of Change
3.4 The Chain Rule
3.5 Implicit Differentiation
3.6 Derivatives of Inverse Functions
Exam #2

UNIT 3 Integration
4.8 Differentials
5.1 Antiderivatives
5.4 The Fundamental Theorem of Calculus
5.5 Integration by Substitution
5.7 The Natural Logarithmic Function: Integration
5.8 Inverse Trigonometric Functions: Integration
Exam #3

UNIT 4 Applications of Differentiation
4.1 Extrema on an Interval
4.3 Increasing and Decreasing Functions and the First Derivative Test
4.4 Concavity and the Second Derivative Test
3.7 Related Rates
4.7 Optimization Problems
Final Exam – Wednesday, April 30, 2014

VII. EVALUATION AND ASSESSMENT

- **Exams (75%)**: Three major exams worth 100 points each will be given throughout the semester. These exams will cover the material discussed during class along with the topics presented in the homework assignments.

- **Final Exam (25%)**: A comprehensive final exam worth 100 points will be given at the end of the semester.

The final grade in this course is based entirely on the average of your exam scores. Letter grades will be given based upon: A = 90% or higher, B = 80-89%, C =70-79%, D = 60-69% and F = 59% or below.

\[
\text{Final Grade} = \frac{\text{Exam } #1 + \text{ Exam } #2 + \text{ Exam } #3 + \text{ Final Exam}}{4}
\]
- **Make-up Policy:** If a student misses an exam due to an **EXCUSED** absence, a make-up exam may be scheduled.

1. **All make-up exams must be taken prior to the date of the next exam.** A score of "0" will be assigned for any exams not completed before the next scheduled exam.

2. Students may take only **ONE** make-up exam during the semester.

### VIII. ATTENDANCE POLICY

Students are expected to attend each class session, to arrive on time and to remain for the entire class session. It is the student’s responsibility to inform the instructor that you are present if you arrive after attendance has been taken. Excessive absences, regardless of the reason or circumstance, may interfere with the student’s ability to successfully complete the requirements of the course. In such cases, the student should withdraw from the class before the last day to drop with a grade of "W". Withdrawal from class may affect eligibility for federal financial aid. Students should contact the Financial Aid Office for information concerning their particular attendance requirements.

When a student is absent from class, the student is responsible for all material covered in class and for any assignments made in class. The instructor is not required to review with the student any material missed as a result of being absent nor is the instructor required to notify a student if the student is in danger of a lowered grade due to any graded work missed.

**Administrative Withdrawal:**
A student that has missed more than 20% of the total number of required hours (more than 6 absences) may be administratively withdrawn from this class.

An absence may be excused due to **extenuating circumstances**. Students may be required to provide documentation to justify an excused absence. Excused absences include, but may not be limited to: 1.) Active military duty, 2.) Jury duty/court appearance, 3.) Death in the immediate family, 4.) Illness and 5.) College sponsored functions.

### IX. STATEMENT ON DISCRIMINATION AND HARASSMENT

The College and the Alabama State Board of Education are committed to providing both employment and educational environments free of harassment or discrimination related to an individual’s race, color, gender, religion, national origin, age, or disability. Such harassment is a violation of State Board of Education policy. Any practice or behavior that constitutes harassment or discrimination will not be tolerated.

### X. AMERICANS WITH DISABILITIES

The Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 state that qualified students with disabilities who meet the essential functions and academic requirements are entitled to reasonable accommodations. It is the student’s responsibility to provide appropriate disability documentation to the College.

### XI. STATEMENT ON ACADEMIC DISHONESTY

All forms of dishonesty including cheating, plagiarism, and furnishing false information to the college could result in disciplinary action.

### XII. ELECTRONIC DEVICE POLICY

Cell phones, pagers and iPods should be switched to the "silent" or "off" position during class. Students may bring a computer to class, but it will be used only for purposes related to this course.
# WORK SCHEDULE

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<tr>
<th>Instructor</th>
<th>Eddie Pigg</th>
<th>Dean</th>
<th>Dr. Linda North</th>
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Hours 3

Weekly Contact Hours 12
Weekly Office Hours 25
Total Hours 37

Effective 01/27/2014