MAT1060Q Precalculus
Spring 2026

Course Information

Course Title: Precalculus MAT1060Q, Section 801

Credits: 3

Professor: Dr. Schwendner (pronounced Shhh-when-ner)

Format: Lecture/Flipped, Tuesday/Thursday 11-12^{15}pm, Room 139A

Prerequisites: A qualifying score of 17 on the Mathematics Placement Exam (MPE) is required unless you began attending UConn prior to Fall 2016 (in which case is still recommended). Students who fail to achieve this minimum score are required to spend time on the preparatory and learning modules before they retake the MPE or register for a lower-level mathematics course. MAT1060Q is not open for credit to students who have passed MAT 1120. A strong command of algebra is required; this is **not an introductory or intermediate algebra class.**

Student Hours: Tuesday/Thursday 8-9^{15} AM (room 139A) and 12^{15}-1^{15} PM (Room 138)

Course Description

MAT1060Q curriculum *requires a strong command of algebra*. Students who have previously taken Precalculus should be aware that MAT1060Q is more demanding and thorough than most high school and many standard college-level Precalculus classes.



MAT1060Q is an in-depth exploration of functions, advanced algebra, and trigonometry in one semester. Emphasis will be on functions and their applications; in particular, polynomials, rational functions, exponentials, logarithms, and trigonometric functions. Coursework focuses on real-world applications, analytical problem-solving, and the development of critical thinking skills essential for Calculus and other STEM disciplines.

Course Materials

Required Textbook: Precalculus (edition 11e), Larson. ISBN13: 8220118191519

Lecture slides: Available for free in HuskyCT

Reading/Supplements: Textbook reading is required before lectures. Refer to the Course Plan for assigned reading due before each class.

Software/Technology: To access the required online course material, you will need your UConn NetID and the following:



1. Laptop computer
   Smartphones and tablets may not allow you to access the required material. If you do not have access to a laptop computer, you can use the computers in the library, borrow one for up to four hours from the University Library, or request a seven-day loan from UConn Information Technology Services.

2. Access to high-speed internet (minimum speed 1.5 Mbps)

3. Internet browser (Google Chrome or Mozilla Firefox)
   Apple Safari browser does not always work with HuskyCT.

4. Access to HuskyCT
   Our class on HuskyCT will have the current Course Plan, lecture slides, grades, answer keys, and additional MAT1060Q information. Connect with the UConn IT Help Desk for assistance with your NetID, HuskyCT, or other technology issues. **Professor Schwendner is not your IT Help Desk.**

Calculator: A multifunctional scientific calculator is required. The TI-84 or TI-83 models are recommended for their ease of use.

Course Design and Format

This MAT1060Q class will have a structure and expectations that may feel *quite different* from what you've experienced in other classes. This class is designed to provide an **active and collaborative learning environment** to help you be a successful learner who actively participates and takes ownership of their learning journey,

Learning is most meaningful when you interact with other classmates while you as an individual student make personal connections with new ideas. Passive attendance will not lead to learning. When you strive to be an engaged self-directed member of the class and reflect on the topics before and during class, then you will be successful.



Format: *This class will follow more towards a **flipped classroom design** with the expectation that students will complete all assigned readings and review the lecture slides **before each class.***

Class meetings will then be dynamic and interactive. The more you prepare **before** class and participate during class, the more you will understand the key analytical ideas that drive critical thinking skills and improve your ability to solve problems.

Your presence and engagement affect your learning and the collective learning of the class. While attendance is not formally tracked, some group assignments and in-class activities will only be available during class sessions.

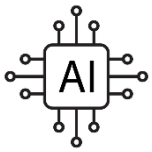
Core Materials on HuskyCT: HuskyCT will have folders (links) dedicated to the core materials (textbook readings and lecture slides) and supplemental resources. Course content is organized by textbook chapters. There will be a folder dedicated to each textbook chapter with all related materials (e.g., lecture slides, examples, etc.). The folders will be posted on HuskyCT/Blackboard. The lecture slides are provided as PDFs so that you can annotate online and/or take notes on the printed PDFs as you follow along with the course topics.

Weekly Time Commitment: Plan to dedicate 8+ **hours/week** for the required activities. This estimate aligns with **UConn policy on credit hours** and includes time spent reading, watching lecture videos, completing assignments, and preparing assessments. This estimate does not include time spent in student hours or accessing auxiliary resources; these optional tools add time but may help you keep up with the class.

Assessments: Quizzes will have a narrow scope while exams will have a wider scope covering several chapters. All assessments are open-note and open-book. However, I strongly encourage you to study in advance. Research shows that students who prepare ahead perform *significantly better* on open-book exams than those who do not. Your work must be entirely your own. Refer to the section on Academic Integrity and the UConn Student Code for details.

Digital Device Use: Please silence all devices and avoid using them for personal tasks during class. You are welcome to use digital devices for notetaking and class activities. Be respectful so that everyone can enjoy a focused learning environment.

Artificial Intelligence Tools: While AI tools may be used to assist with homework, students are strongly cautioned that ChatGPT does give incorrect answers or flawed reasoning. Reliance on AI tools undermines your learning. By doing the challenging work of hands-on practice and the analytical reasoning required to solve problems, you will develop the critical skills required to understand coursework, succeed in class, and grow as an educated learner.



Notes From Dr. Schwendner

Welcome to Precalculus! I'm a UConn mathematics professor with a strong focus on the ways mathematical concepts connect with real situations across industry and academia. My approach to teaching is grounded in the belief that all students can learn when provided clear expectations, thoughtful support, the student's desire to learn, and an inclusive environment. An inclusive learning environment is central to my teaching. I strive to ensure that all students feel welcome, respected, and empowered to participate, regardless of their background or identity. I have many years of experience in industry, including roles in engineering, research, management, and as a CIO, along with experience teaching both undergraduate and graduate levels.



Navigating college life can be overwhelming. Many UConn Stamford students are the first generation to attend college, and many are students of color. I've designed this syllabus to provide clear information about MAT1060Q as well as help you connect with resources that provide academic and personal support. If you face any obstacles that impact your ability to participate fully in this class, I encourage you to reach out to

me, your advisor, the Q Center, or Student Services. We're all here to help you. Please know that you are not alone.

Mentorship and availability are essential to my teaching approach. I strive to support my students' academic success, build their confidence and curiosity, and foster a lifelong love of learning. Take advantage of my student hours on Tuesdays and Thursdays. Student hours are a great time to ask questions, review material, or talk about your academic goals and life at UConn. Your success and well-being genuinely matter to me.

I look forward to exploring Precalculus with you. Whether you are just beginning your STEM journey or sharpening your problem-solving skills for Calculus, this class will help you develop the critical thinking skills and active learning processes that are required to help you succeed as a student and a lifelong learner.

Course Goals

By the end of the semester, you (learners) will:



Build a thorough foundational knowledge base about functions and recognize the role of functions in scientific work.



Develop a deep and advanced understanding of algebra, with the ability to apply concepts at a higher level of mathematical reasoning and problem-solving.



Develop a comprehensive toolkit of prerequisite skills that equip you with the foundational algebraic, functional, and trigonometric knowledge necessary for success in the Calculus sequence.



Strengthen your critical thinking and problem-solving skills and broaden your scientific literacy.

Course Grading

WebAssign homework	20%
Worksheets (3)	15%
Quizzes (9)	25%
Exams (2)	25%
Comprehensive Final	15%

Class participation: Active participation in class questions and discussions is expected.

Homework: Weekly homework is a required component of this course. The HuskyCT (Blackboard) MAT1060 course page has the link to WebAssign where you will do online homework. Access to WebAssign homework is only through your HuskyCT single sign-on.

You have two weeks of free access to WebAssign homework, which includes the e-book. This allows you to get started right away in case you need some time to arrange to buy a textbook with the access code. After the two-week period, you will need to provide the permanent class code to continue. The course code is a long string of numbers you will receive when you purchase the textbook.

Reading assignments are outlined in the course plan. You are expected to read these pages in the textbook before coming to class.

Each week you will have 1-3 homework assignments to do on WebAssign. Each WebAssign homework has a due date. Refer to the Course Plan for due dates. Homework assignments will be available on WebAssign several days before the section is covered in class.

Online homework assignments are to be completed after the lecture. You will get five attempts for each question that is not a multiple choice. The attempts permitted for multiple choice questions will depend on the number of choices in each question. After each attempt, you will be told whether your answer is correct. If you are unable to get the correct answer after five attempts, I recommend you seek help from another student or the tutoring center – but NOT from artificial intelligence tools such as ChatGPT.

Worksheets: Three required worksheets will be assigned during the course. Refer to the Course Plan for worksheet topics and due dates.

Assessments: Quizzes and exams will contain new problems that test your understanding of key concepts and critical thinking.

Quizzes: Quizzes will be given during most Thursday class sessions. Each quiz will have between 1-4 questions and will be given during the last 10-15 minutes of the class.

Exams: There will be two exams. Each will cover material from 1-3 chapters. There will be closed-form (multiple choice, fill in the blank) and open-form (multi-step, free response) questions. Exam questions will be based on the readings, lectures, and any supplementary material used in the chapters. Exam questions will require you to use critical thinking and demonstrate your understanding of concepts, key principles, and problem-solving processes. Exams and quizzes will include new problems that you haven't encountered before; these are aimed at testing your understanding of key concepts and your ability to apply problem-solving strategies.

Comprehensive Final: In accordance with UConn policy, students must be available for their final exam and/or complete any assessment during the time stated. If you have a conflict with the exam time, **you** must obtain official permission to schedule a make-up exam with the **Dean of Students.** If permission is granted, the Dean of Students will notify the instructor. Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule, or oversleeping are not viable reasons for rescheduling a final exam.

Course Due Dates: All due dates are posted on HuskyCT (WebAssign) and in the Course Plan. These dates may change as the semester progresses. Any changes will be communicated well in advance via HuskyCT announcements. Access your UConn email and the MAT1060 Course page in HuskyCT **daily** to stay current with all changes. Late work will be accepted only if you use a token as explained in the Tokens section.

Joining the Class After the Semester Begins: *If you join the course after September 5,* you may access WebAssign assignments completed before your enrollment without using a token by following these steps:

1. Email me from your @**uconn.edu** address
2. Email subject line: **MAT1060Q Joined Late**
3. Specify the date you officially joined the class
4. Identify which assignments are to be reopened

Upon receiving this email, I will reopen the relevant assignments and provide you with a new due date. You must complete the work by this updated deadline. Late submissions after the new due date will require a token, according to the Tokens policy.

Note: adding this class late (after the first class) will affect your free WebAssign access. The two-week grace time period will be prorated.

Grading System: MAT1060Q Sec. 801 emphasizes student autonomy and skill development. Assessments will have a raw score (e.g., 68/85) and the corresponding letter grade (e.g.,68 B-).



Letter grades may include a curve for certain assessments. A key feature of this system is the freedom it gives you to shape your learning experience. From the start, it will be clear what you need to do to earn a certain grade. You have the option to use tokens for homework resubmissions and to retake quizzes/exams. This approach can reduce stress and help you master the material.

I particularly like the way the following quote defines the value of satisfactory achievement:

> "In general, Satisfactory should not be viewed as 'minimally competent' but rather as a mark of having achieved the assignment's learning goals and specifications…The final letter grade is not an assessment of your intelligence, your abilities, or your value as a person. Rather, the grade reflects what you demonstrated that you learned in the course: no more, no less.
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> 
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> "Built into this system is a good deal of choice as to how much you wish to learn and how hard you want to work to demonstrate and apply that learning. You might choose that passing the course with a C is sufficient for your goals – it is a perfectly appropriate and worthy of respect for you to make that choice, especially if it allows you to proactively allocate your time to other endeavors. If you strive to get an A in the course and maximize your learning, you should know that you are taking on that work and challenge yourself and should make sure you are in a personal and academic situation to achieve that level of engagement. " [Blackstone and Oldmixon, 2019, p197]

Academic Integrity and the UConn Student Code

Everyone is responsible for acting in accordance with the UConn Student Code. Be sure to read it carefully. The Academic Integrity in Undergraduate Education and Research section is particularly relevant to MAT1060Q. By submitting your work through HuskyCT after logging in with your unique NetID and password, you are certifying that you completed the work yourself.

Academic integrity is a core value at UConn. Violations such as cheating and plagiarism are taken very seriously. Whether intentional or unintentional, these violations undermine the learning process and will result in consequences according to UConn policies on academic dishonesty. Unauthorized use of tools such as ChatGPT, cell phones, smartwatches, or other electronic devices during assessments constitutes cheating.

Any student engaged in any academic dishonesty will receive a *course grade* of F.

Tokens

Each student starts the semester with 2 tokens that can be used to resubmit work, make up late assignments, or retake assessments. If an assignment has multiple parts, a single token covers all parts of that assignment.

Tokens cannot be used on the final exam. Tokens cannot be used to resubmit work that originally earned a grade of B or higher.

Using Tokens: Tokens may be used within one week after the original deadline or the date the homework/quiz/exam was returned.

Examples of token use:

> You missed the deadline due on September 15. You may use a token to reopen the homework, but you must request it by September 22.
>
> You earned a D on a quiz that was returned on October 3. You may use a token to retake the quiz with a new set of problems, but you must request it by October 10.
>
> You earned a C- on an exam returned on November 2. You may use a token to retake the exam with a new set of problems, but you must request it by November 9.

To Redeem Tokens: To use a token, follow these instructions: Send me an email and clearly identify in the subject line the specific task (homework, exam, etc.) you want to redo. Please allow up to two business days for me to respond to your request. A return email will be sent to you with the new deadline date. All redo's will be taken during the student hours only. Once processed, your updated grade will appear under "My Grades" on HuskyCT.

Class Communication Policies

Check HuskyCT Announcements Regularly: I will post important course updates and reminders in the Course Plan and Announcements section of our HuskyCT course page. Check it frequently to stay informed about assignments, deadlines, and any changes to the schedule. HuskyCT announcements will automatically be emailed to you.

Use the HuskyCT Discussion Board for Class Questions: You can open an online discussion for student help/response/assistance. Check the existing threads to see if your question has already been answered. If it hasn't, click "Create Thread" to post your question. You may post anonymously.

Talk To Me: I encourage you to see me in person: before/after class or during student hours. In-person conversations allow for more thoughtful and thorough responses. They help us build stronger connections as a learning community. I look forward to talking with you and getting to know you during the semester.

Email Policies

I try to respond to emails that follow these guidelines within two business days (Mon-Fri 9AM-5PM, excluding holidays and university breaks. Send an email from your **@uconn.edu** address. Here's some email guidelines to help me be responsive to you:

Questions about grades or class material: These types of questions are best discussed **in person** either before/after class or during student hours.

To request a one-on-one meeting: Subject line: MAT1060Q meeting request. Provide a reason why you can't use student hours. Provide brief reasons for the meeting.

Questions about submitted tokens: Subject line: MAT1060Q Token. Identify the token number, related assignment, and the original submission due date. Provide brief, clear questions.

For general information requests: Try to follow the Three**-**Before-Me rule BEFORE emailing me. This means you try to answer your question by consulting at least three other sources (HuskyCT discussion board, class syllabus, or other resources in HuskyCT folder for the class, other classmates). Subject line: MAT1060Q Information Request. Identify the three other sources you tried. Provide a brief description of the question.

Student Responsibilities and Resources

Course Culture: In this class, we share the responsibility to create a welcoming, respectful, and inclusive learning community. Every student deserves to feel valued and supported as an essential member of this community. Treating one another with kindness and mutual respect is vital for individual well-being and strengthens our collective ability to learn and grow.

It is important to listen with openness and curiosity as we explore topics that are complex and potentially sensitive. Participate in care. We will keep justice, equity, and inclusion at the forefront of our words and actions so that we foster an environment where all voices are heard and respected.



Adding or Dropping a Course: If you decide to add/drop a course, follow the official procedures by the dates listed on the UConn Academic calendar. Refer to the Undergraduate Catalog for details.

Students with Disabilities: UConn is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. For more information about accommodations, contact the Center for Students with Disabilities, Wilbur Cross Building, Room

204, (860) 486-2020, or http://csd.uconn.edu/. Note: CSD requires students to arrange accommodation for each semester.

Accommodations for Illness or Extended Absences: If life circumstances (including extended illness) affect your ability to complete your coursework, reach out to the Dean of Students to request accommodations.

Well-being, Growth, and Success

Remember: **all students can succeed in this class.** Success in Precalculus, your educational career, and life beyond college depends on your personal health, your desire to learn, and well-being. Stress is an expected part of the university experience that can be compounded by unexpected setbacks or life changes that occur outside the classroom.

I encourage you to develop a *growth-focused mindset* to reframe challenges and overcome obstacles this semester. Reflect on your role to take care of yourself throughout the semester so that you can cope with the demands from coursework and projects to increase. When you maintain self-care and awareness, you will grow as a learner and a person.

We are here to help you succeed in this class and your educational journey. UConn has many services to help you as a student and as a person: technical assistance, career services, advising, Q Center tutoring, and counseling. You are not alone.

Academic Support:

- HuskyCT 24/7 Course Support
- Husky Study Groups
- UConn Academic Achievement Center
- UConn Academic Calendars
- UConn Dean of Students Office
- UConn HuskyCT FAQ
- UConn Online Student Center and eCampus Services
- UConn Psychological Sciences Major Advising
- UConn Student Technology Training course on HuskyCT (made for and by students)

Whole-Person Support:

- UConn Alcohol and Other Drug Services
- UConn Center for Career Development
- UConn Cultural Centers
- UConn Student Health and Wellness Mental Health (SHaW-MH)

UConn Policy Against Discrimination, Harassment, and Related Interpersonal Violence

This University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured of an atmosphere of mutual respect. All members of the University community are responsible for maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory

harassment. In addition, inappropriate amorous relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with university officials who can help. More information is available at equity.uconn.edu, titleix.uconn.edu, and the Office of the Provost.

MAT1060Q Spring 2026 Course Plan

The Course Plan for UConn Stamford MAT1060Q follows the same structure as the UConn Storrs campus. Because updates may occur throughout the semester, the current version will always be maintained and available on HuskyCT under **Course Plan**. Check the online course plan regularly to stay informed of any changes.

Week	Date Of Class	Sections Covered & WebAssign	Quizzes, Exams, Worksheet	Topics	
0	Review before first lecture	Review – Equation solving (Inequalities, Abs Value)			Guided Tour: Alg Rev GuidedTour AbsValue More Alg Review Pblms
1	20-Jan 22-Jan	Intro, 1.1,1.2 1.3,1.4		Pythagorean Theorem, Distance Formula, Applications, Graphs of Equations,, Intercepts, Symmetry, Applications (no circles), Linear	pp 22-49 GuidedTour: Functions
2	27-Jan 29-Jan	1.5 1.5,1.6	WS1: Alg Review **Quiz 1**	Analyzing Graphs of Functions Analyzing Graphs of Parent Fcns	pp 49-57 pp 60-64
3	3-Feb 5-Feb	1.7 1.8	**Quiz 2**	Transformations of Functions Combinations / Composition Fcns	pp 67-71 pp 76-80 GuidedTour: Graph transitions , Additional Questions , GuidedTour: Compositions
4	10-Feb 12-Feb	1.9,2.1 2.2	**Quiz 3**	Inverse of Fcn/Quadratic Fcns & Models Polynomial Fcns of Higher Degree	pp 85-89 pp 114-119 GuidedTour: Inverse fcn , GuidedTour: Quadratic functions
5	17-Feb 19-Feb	2.2 2.6	WS2 Quadratics	Polynomial Fcns of Higher Degree Rational Functions	pp 123-131 pp 166-174
6	24-Feb 26-Feb	3.1, 3.2A	**Exam 1**	Exponential Fcns & Graphs Log Fcns & Graphs Covers sections 1.1-1.9, 2.1,2.2,2.6	pp 198-205 pp 209-216 GuidedTour: Exponential functions , GuidedTour: Logs
7	3-Mar 5-Mar	3.2B/3.3 3.4	**Quiz 4**	Log Fcns / Graphs / Properties Exp & Log Equations	pp 209-216, 219-222 pp 228-232 GuidedTour: Rules of Logs , GuidedTour: Exp and log equations
8	10-Mar	3.5	**Quiz 5**	Exp/Log Model	Pp 236-242
		4.1		Radian / Degree Measures	Pp 260-266
	12-Mar	4.2		Trig Fcns: Unit Circle	pp 270-274
					GuidedTour: xp growth and decay,
					GuidedTour: unit circle.pdf
	17-19 Mar			Spring Break	
9	24-Mar	4.2B, 4.3		Trigonometric Fcns of Any Angle, Right Triangle Trigonometry	pp 277-283
	26-Mar	4.4	**Quiz 6**		pp 288-293
10	31-Mar	4.4		Right Triangle	pp 288-293
	2-Apr	4.5	**Quiz 7**	Graphs of Sine/Cosine	pp 297-303
11	7-Apr 9-Apr	4.6 4.7	**Quiz 8**	Graphs Other Trig Fcns Inverse Trig Fcns	pp 308-314 pp 318-326 GuidedTour: Trig fcns , GuidedTour: Graphing trig fcns GuidedTour: Inverse trig fcns
12	14-Apr 16-Apr	4.8	**Exam 2**	Applications and Models Covers section 3.1-3.5, 4.1-4.8	pp 328-330
13	21-Apr 23-Apr	5.1 5.2	**Quiz 9**	Fundamental Identities Using Fundamental Identities	pp 348-352 pp 355-360
14	28-Apr	5.3		Verifying Trig Identifies	pp 362-369
	1-May	5.4	**WS3**	Solving Trig Equations	pp 374-377
					GuidedTour:Solving trig equations.pdf
15	TBD		**Final**	All sections	