MATH-81: SUPPORT FOR MATHEMATICAL CONCEPTS

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Fall 2024

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03/01/2024

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03/12/2024

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03/21/2024

SECTION A - Course Data Elements

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Credit - Non-degree Applicable

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Mathematics (Master's Degree)	

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MATH - Mathematics
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Mathematics (MATH)

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Mathematics (MATH)

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Support for Mathematical Concepts

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Support for Math Concepts

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1702.00 - Mathematics Skills

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NBS - Not Basic Skills

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E - Non-Occupational

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Co-requisite course for MATH-130 to comply with AB 1705 requirements and Chancellor's Office directives, open to other students who need support in math.

SECTION B - Course Description

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This course is intended for students who are almost ready to succeed in Math Concepts for Elementary School Teachers or students who want extra math support for their Chemistry or Health Occupations classes. Topics including solving, simplifying and operations will be covered.

SECTION C - Conditions on Enrollment

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No

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Not Repeatable

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Pass/No Pass Only

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Yes

Requisites

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Required for students who place into MATH-130 (or equivalent) with support.

SECTION D - Course Standards

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No

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3.   Perform basic operations with decimals;
4.   Solve basic equations;
5.   Use patterns to determine the number of tiles in a figure;
6.   Perform multiplication of numbers using multiple methods;
7.   Evaluate expressions

Methods of Evaluation

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Class Participation	Participation in in class activities.
Oral Presentations	Presentations of sample problems.
Problem Solving	Practice solving problems.
Skills Demonstration	Demonstrate skills needed to use math in current class.
Other	It is recommended that half hour a week in the Math Success Center be assigned as a homework assignment worth 3 - 5% of the semester grade.
Homework	Homework problems.
Other	The Mathematics Department maintains a commitment to diverse teaching methods in courses emphasizing vital quantitative skills and qualitative reasoning ability. To that end, it is expected that sufficient formative assessments will be given to students that in frequency, length and rigor adequately assess both quantitative skills and qualitative reasoning.