MATH-0855: MASTERING MATH-0955

Cuyahoga Community College

Viewing:MATH-0855 : Mastering MATH-0955

Board of Trustees:
2016-03-31

Academic Term:
2016-08-22

Subject Code
MATH - Mathematics

Course Number:
0855

Title:
Mastering MATH-0955

Catalog Description:

Credit Hour(s):
2

Lecture Hour(s):
2

Requisites

Prerequisite and Corequisite
Concurrent enrollment in MATH-0955 Beginning Algebra.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.

For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online athttp://www.tri-c.edu/accessprograms/. Blackboard accessibility information is available athttp://access.blackboard.com.

Eastern (216) 987-2052 - Voice
Metropolitan (216) 987-4344 – Voice. (216) 987-4048 – TTY.
III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts. Therefore, attendance is recorded in the following ways:

- For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.
- For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy. If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College’s Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available athttp://www.tri-c.edu/student-resources/documents/studenthandbook.pdf You must also comply with the College’s Zero Tolerance for Violence on College Property available athttp://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

Outcomes

Course Outcome(s):
Complete self-assessments with respect to learning characteristics and style in math.

Objective(s):
1. Identify preferred learning style from a learning style assessment.
2. Identify personal learning strengths and characteristics in learning math based on a learning style assessment.
3. Identify personal learning weaknesses and characteristics in learning math based on a learning style assessment.
4. Develop a plan to create strengths from personal weaknesses and characteristics in learning math based on a learning style assessment.
5. Implement a plan to create strengths from personal weaknesses and characteristics in learning math based on a learning style assessment.
6. Use personal strengths and characteristics in learning math.

**Course Outcome(s):**
Demonstrate an increase in self-motivation to master mathematics.

**Objective(s):**
1. Describe the general role of personal goals in self-motivation.
2. Describe the general role of personal responsibility in self-motivation.
3. Describe the role of personal math goals in self-motivation in math.
4. Describe the role of personal responsibility in self-motivation in math.

**Course Outcome(s):**
Improve and demonstrate personal self-management skills to master mathematics.

**Objective(s):**
1. Describe the general role of a personal study schedule in self-motivation in math.
2. Describe the general role of tutoring in self-motivation in math.
3. Describe the role of personal study schedule in self-motivation in math.
4. Describe the role of participation in tutoring in self-motivation in math.
5. After each Math 0950 test, evaluate personal actions preceding that test and the relationship of those actions to self-motivation and results in learning math.

**Course Outcome(s):**
Demonstrate an increase in self-esteem in mathematics.

**Objective(s):**
1. Describe the general affect of decreasing personal negative self-talk in math.
2. Describe the general affect of increasing personal positive self-talk in math.
3. Describe the personal affect of decreasing personal negative self-talk in math.
4. Describe the personal affect of increasing positive self-talk in math.

**Course Outcome(s):**
From an overview perspective, identify the steps in the memory process.

**Course Outcome(s):**
Relate the steps in the memory process to learning math.

**Objective(s):**
1. Identify the role attending math class has in the memory process.
2. Identify the manner in which a review immediately following math class interacts with the memory process.
3. Identify the manner in which completing math homework as assigned interacts with the memory process.

**Course Outcome(s):**
Demonstrate interdependence with respect to learning mathematics.

**Objective(s):**
1. Identify the role of attending math tutoring as interdependency.
2. Identify the role of working with peers in math learning as interdependency.
3. Attend math tutoring on a weekly basis for math courses.
4. Participate actively in class group work or study groups for math learning.

**Course Outcome(s):**
Demonstrate effective study skills with emphasis in mathematics.
Objective(s):
1. Create a study schedule for a semester based on two hours of study for every one hour in class.
2. Follow the study schedule for a semester.
3. Develop and implement self-quizzes for math in the study process.
4. Create flash cards for learning in math.
5. Use flash cards in learning in math.
6. Create and use a math glossary in learning materials for math.
7. Correct all errors on a math test as a learning tool.
8. Use daily math reviews immediately following math class as a learning tool.
9. Practice, prepare and use a memory collection for a math test as a testing tool.

Course Outcome(s):
Describe the symptoms and effects of math anxiety, including math test anxiety.

Objective(s):
1. Describe the personal symptoms and affects of math anxiety, including math test anxiety.
2. Describe at least three short-term relaxation techniques.
3. Implement the use of short-term relaxation techniques to overcome or manage math anxiety, including math test anxiety.
4. Describe the affect of negative self-talk on learning math and math anxiety, including math test anxiety.
5. Identify personal negative self-talk statements with respect to learning math and math anxiety, including math test anxiety.
6. Describe the affect of positive self-talk on learning math and math anxiety, including math test anxiety.
7. Write and use personal positive self-talk with respect to learning math to overcome or manage math anxiety, including math test anxiety.

Course Outcome(s):
Overcome or manage math anxiety, including math test anxiety.

Objective(s):
1. Describe the role of goals for success in mathematics.
2. Identify necessary components of strong goals.
3. Write at least 3 personal long-term goals for math for a semester.
4. Write the necessary short-term goals to support the personal math long-term semester goals.
5. Write a weekly self-evaluation of each goal.

Course Outcome(s):
Write personal mathematics goals.

Objective(s):
1. Write a weekly self-evaluation of each goal.
2. Identify the evidence of accomplishment of each goal for the week.
3. If a goal is not accomplished or partial accomplished explain the reasons.
4. If a goal is not completely accomplished, develop a plan to immediately re-commit to the goal.
5. Write a final semester self-evaluation of goals.

Course Outcome(s):
Self-evaluate personal mathematics goals for math for a semester.

Objective(s):
1. Write a weekly self-evaluation of each goal.
2. Exams
3. Quizzes
4. Homework
5. Journals
6. Structured personal evaluations
7. In class collaborative work
8. Goal portfolio
9. Comprehensive final exam

Methods of Evaluation:
10. On line coursework
11. Class participation

Course Content Outline:

1. Self-assessments in math learning characteristics and style
   a. Learning style in math
   b. General strengths
   c. General weaknesses
   d. Weaknesses to strengths in math
   e. Personal weaknesses to strengths in math
   f. Personal strength use in math
2. Overview, steps in the memory process
3. Memory process and learning math
   a. Math class attendance and the memory process
   b. Math review and the memory process
   c. Math homework completion and the memory process
4. Interdependence in learning mathematics
   a. Math tutoring as interdependency
   b. Peer activities as math interdependency
   c. Math tutoring involvement
   d. Group work or study groups in math
5. Study skills in math
   a. Basic study schedule
   b. Study schedule implementation
   c. Self-quizzes in math
   d. Basic flash cards for math
   e. Personal flash cards in math
   f. Math glossary
   g. Math test corrections
   h. Daily math reviews
   i. Memory collection
6. Symptoms and effects of math anxiety, including math test anxiety
   a. General symptoms and affects
   b. Personal symptoms and affects
7. Math anxiety management, including math test anxiety
   a. General relaxation techniques
   b. Relaxation technique implementation
   c. General negative self-talk in math
   d. Personal negative self-talk in math
   e. General positive self-talk with in math
   f. Personal positive self-talk in math
   g. Positive personal self-talk implementation in math
8. Math goals
   a. Goals for math success
   b. Components of strong goals
   c. Long-term math semester goals
   d. Short-term math semester goals
9. Personal math goals self-evaluation
   a. Weekly self-evaluation in math
   b. Weekly goal accomplishment in math
   c. No or partial weekly goal accomplishment in math
   d. Goal re-commitment in math
   e. Final semester goal self-evaluation in math
10. Self-motivation in math
    a. Goals and self-motivation in math
    b. Responsibility and self-motivation in math
    c. Personal goals and self-motivation in math
    d. Personal responsibility and self-motivation in math
11. Self-management skills in math
   a. General study schedule and self-motivation in math
   b. Tutoring and self-motivation in math
   c. Personal study schedule and self-motivation in math
   d. Personal tutor schedule and self-motivation in math
   e. Pre-test actions and self-motivation in math

12. Self-esteem in math
   a. General negative self-talk and math self-esteem
   b. General positive self-talk and math self-esteem
   c. Personal negative self-talk and personal math self-esteem
   d. Personal positive self-talk and personal math self-esteem

Resources


Resources Other