**BARTON COMMUNITY COLLEGE**

**COURSE SYLLABUS**

**I.** **GENERAL COURSE INFORMATION**

Course Number:MATH 1807

Course Title:Math Learning Strategies

Credit Hours: 2

Prerequisites: None

Division and Discipline: Mathematics, English, and Essential Skills--Mathematics

Course Description: This course addresses feelings and attitudes which may block mathematics learning and offers strategies and techniques designed to overcome these feelings. The course also teaches thinking and study skills specifically geared toward the learning of mathematics, which includes problem solving, test taking, and cognitive skills.

**II.** **INSTRUCTOR INFORMATION**

**III.** **COLLEGE POLICIES**

Students and faculty of Barton County Community College constitute a special community engaged in the process of education. The College assumes that its students and faculty will demonstrate a code of personal honor based on courtesy, integrity, common sense, and respect for others both inside and outside the classroom.

Plagiarism on any academic endeavors at Barton County Community College will not be tolerated. Learn the rules of and avoid instances of intentional or unintentional plagiarism. Information about academic integrity is located in the Student Handbook.

The College reserves the right to suspend a student for conduct that is detrimental to the college’s educational endeavors as outlined in the college catalog, Student Handbook, and College Policy & Procedure Manual. (Most up-to-date documents are available on the College webpage.)

Anyone seeking an accommodation under provisions of the Americans with Disabilities Act (ADA) is to notify Student Support Services via email at disabilityservices@bartonccc.edu.

***Student grievance procedure:*** Barton County Community College policy is to secure, at the lowest possible level, equitable solutions to problems which may arise during the conduct of our LSEC, College, FAST/BSEP or bartonline academic programs.  Student academic concerns that cannot be resolved with the course instructor should be directed to **LSEC/BSEP**- Ashley Anderson, Dean , andersona@bartonccc.edu

or 785-784-6606; **College Programs**-Janet Balk, College Programs Coordinator, balkj@bartonccc.edu or 785-784-6606; **Bartonline**-Claudia Mather, Executive Director of Bartonline, matherc@bartonccc.edu, or 785-784-6606.

**IV.** **COURSE AS VIEWED IN THE TOTAL CURRICULUM**

Successful graduates of this course not only gain many of the basic skills necessary to succeed in math classes but also gain study and test taking skills that apply to all classes.

As with all developmental courses, credit from MATH 1807 doesn’t transfer or count toward a degree.

The transferability of all college courses will vary among institutions, and perhaps even among departments, colleges, or programs within an institution. Thus, it is the student’s responsibility to be in contact with the transfer institution throughout his/her tenure at Barton Community College to insure that the student is enrolling in the most appropriate set of courses for a transfer program.

**V.** **ASSESSMENT OF STUDENT LEARNING**

 Barton County Community College is committed to the assessment of student

 learning and to quality education. Assessment activities provide a means to develop

 an understanding of how students learn, what they know, and what they can do with

 their knowledge. Results from these various activities guide Barton, as a learning

 college, in finding ways to improve student learning.

 Course Outcomes, Competencies, and Supplemental Competencies:

A. Students will demonstrate their understanding of the “language” of mathematics

 by their use of symbols, definitions, and word phrases.

1. recognize and identify key words in arithmetic reasoning problems.

2. identify a ratio.

B. Students will display proficiency in mathematical computations.

1. use addition, subtraction, multiplication, and division of whole numbers in

 solving one-step arithmetic reasoning problems.

2. use addition, subtraction, multiplication, and division of decimals in solving

 one-step arithmetic reasoning problems.

3. use addition, subtraction, multiplication, and division of fractions in solving

 one-step arithmetic reasoning problems

 C. Students will implement mathematical techniques to solve applied problems.

1. describe the 6-step problem solving process.

2. set up and solve proportion problems.

3. set up and solve percent problems.

4. recognize and solve percent of increase / decrease problems.

5. identify and solve simple and compound interest problems

6. solve successive discount problems

7. calculate averages.

8. solve multiple-step problems involving addition, subtraction,

 multiplication, and division of whole numbers, fractions and decimals.

9. discover patterns used to solve sequence / series problems.

10. apply the process used to solve people-time problems.

11. identify and use English and metric measurements to solve problems.

12. compute equivalent measurements within the English and metric systems.

13. use formulas to solve geometry problems involving perimeter, area, and

 volume.

14. list the months of the year and the number of days in each month and

 use the information to solve inclusive dates problems.

D. Students will exhibit mastery of core competencies for the course.

1. prepare adequately for mathematics exams by developing strategies for

 test taking which include time management, reducing test anxiety, and

 making note cards.

2. follow directions to complete several practice tests and to score these tests.

3. identify key words, clues, and types of questions on tests.

4. discuss multiple-choice test strategies including process of elimination,

 solving tough questions last, and guessing.

**VI.** **INSTRUCTOR EXPECTATION OF STUDENTS IN CLASS**

**VII. TEXT AND SUPPLEMENTARY MATERIALS**

**VIII. REFERENCES**

**IX**. **METHODS OF INSTRUCTION AND EVALUATION**

**X**. **ATTENDANCE REQUIREMENTS**

**XI.** **COURSE OUTLINE**