GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 11/29/2022

Approved by GCCCD Governing Board: 12/13/2022

MATH 095 - MATH JAM FOR BSTEM PREPARATION

 1. Course Number Course Title Semester Units

MATH 095 Math Jam for BSTEM Preparation 0

Semester Hours

*Based on 16-18-week format*; 0 lecture hours; 14 – 30 laboratory hours; 0 outside-of-class hours for lecture;

14 – 30 total hours

2. Course Prerequisites

  None

Corequisite

  None

Recommended Preparation

  None

 3. Catalog Description

Math Jam for BSTEM Preparation is a non-credit course for students wanting a jump-start in College Algebra, Precalculus or Business Calculus.  In an activity-based setting, students will practice key pre-transfer level math concepts, as well as develop essential study-skills needed to be successful in their upcoming BSTEM class.  Students will also be connected to college support services to increase the likelihood of reaching their academic and career goals. This course emphasizes the community aspect of learning mathematics.  It is strongly recommended that students taking this course are also enrolled in either Math 075, 076, 078, 175, 176 or 178. *This course is offered on a pass/no pass basis only.*

 4. Course Objectives

  The students will:

1. Develop a plan for success in their upcoming transfer-level math class.
2. Identify their individual areas of understanding and weaknesses in BSTEM math concepts.
3. Apply mathematical concepts at a higher level.
4. Locate and utilize appropriate campus academic and social support services.
5. Demonstrate the appropriate skills necessary to become a more productive, successful, and independent learner.
6. Apply the learned skills that will improve the student’s likelihood of succeeding in their academic and career goals, such as growth mindset, study skills, time management, note-taking, test-taking strategies, and strategies for overcoming math anxiety.
7. Build a support system of peers, math faculty, and math tutors.

5. Instructional Facilities

  Standard Classroom containing tables for group work

6. Special Materials Required of Student

None

7. Course Content

1. Algebraic Concepts including but not limited to:
2. Factoring.
3. Solving linear and quadratic equations.
4. Graphing on the cartesian plane.
5. Functions.
6. Exponents.
7. Operations on real numbers.
8. Affective Domain topics including:
9. Growth Mindset.
10. Time Management skills.
11. Note-Taking.
12. Test-Taking Strategies.
13. Overcoming Math Anxiety.
14. Introduction to academic and social support services on campus, including programs such as Counseling, Mental Health Counseling, Success Coaches, Accessibility Resource Center, Math Study Center, Tutoring Services, UMOJA, PUENTE, FYE, EOPS.
15. Pre- and Post-Diagnostic assessment.

8. Method of Instruction

     Employ a variety of teaching methods, including lectures, instructor presented examples,

student-led discussions, collaborative learning, think-pair-share, formative assessments

(e.g. exit slips), multimedia presentations and guest speakers including counselors,

success coaches, and mental health counselors. These instructional techniques strive to include students’ lived experiences and different cultural and historical perspectives.

9. Methods of Evaluating Student Performance

1. Participation: participation will be recorded daily.
2. Daily class work (e.g. worksheet on parabolas, group activity (“Add Em Up”) on solving equations, Desmos exploration activity on graphing lines, etc.).

10. Outside Class Assignments

None

11. Representative Texts

a. Representative Text(s):

1) Department of Mathematics, College of the Redwoods. *Intermediate Algebra*. 2007, <https://www.redwoods.edu/Portals/121/IntAlgText/IntAlgText.pdf> , CC BY-NC-SA 2.5.

2) Marecek, Lynn and Andrea Honeycutt Mathis. *OpenStax Intermediate Algebra.* 2nd ed., Houston, TX: OpenStax, Rice University, 2020, CC-BY 4.0.

  b. Supplementary texts and workbooks:

None

Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

1. Apply relevant prerequisite math concepts (arithmetic, algebra, geometry, and technology skills).
2. Distinguish and apply appropriate study strategies to maximize their learning potential.
3. Locate appropriate campus academic and social support services.