



ORIGINAL COURSE IMPLEMENTATION DATE: September 2009  
 REVISED COURSE IMPLEMENTATION DATE: January 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) March 2022  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> MATH 062		<b>Number of Credits:</b> 1.5 <a href="#">Course credit policy (105)</a>																	
<b>Course Full Title:</b> Fundamental Math III																			
<b>Course Short Title (if title exceeds 30 characters):</b>																			
<b>Faculty:</b> Faculty of Access and Continuing Education		<b>Department:</b> Upgrading and University Preparation																	
<b>Calendar Description:</b>  The third of four basic mathematics courses introduces ratios, proportions, percentages, metric conversions, graphs, tables, and topic-related problem solving. Developing learning strategies is also an important component of this course.																			
<b>Prerequisites (or NONE):</b>		One of the following: MATH 051, MATH 053, or Upgrading and University Preparation department permission (assessment may be required).																	
<b>Corequisites (if applicable, or NONE):</b>		NONE																	
<b>Pre/corequisites (if applicable, or NONE):</b>		NONE																	
<b>Equivalent Courses (cannot be taken for additional credit)</b> Former course code/number: <b>MATH 061</b> Cross-listed with: <b>NONE</b> Equivalent course(s): <b>NONE</b> <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>		<b>Transfer Credit</b> Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Transfer credit requested (OReg to submit to BCCAT): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> .																	
<b>Total Hours: 45</b> <b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td></td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours: Individual and small group work</td><td style="text-align: center;">45</td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: center;"><b>45</b></td></tr> </table>		Lecture hours		Seminars/tutorials/workshops		Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities		Other contact hours: Individual and small group work	45	<b>Total</b>	<b>45</b>	<b>Special Topics</b> Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i>	
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Other contact hours: Individual and small group work	45																		
<b>Total</b>	<b>45</b>																		
		<b>Maximum enrolment (for information only):</b> 24																	
		<b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> every semester																	
<b>Department / Program Head or Director:</b> Greg St. Hillaire		<b>Date approved:</b> February 5, 2016																	
<b>Faculty Council approval</b>		<b>Date approved:</b> February 5, 2016																	
<b>Campus-Wide Consultation (CWC)</b>		<b>Date of posting:</b> n/a																	
<b>Dean/Associate VP:</b> Sue Brigden		<b>Date approved:</b> February 5, 2016																	
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> March 18, 2016																	

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Define key words and symbols (e.g. ratio, rate, proportion, percent, commission, tax, discount, and simple interest).
2. Recognize percent notation as a denominator of 100.
3. Determine if a proportion is true.
4. Solve a proportion for a missing term.
5. Write relationships between quantities as a ratio, rate, or percent.
6. Convert between a decimal fraction and a percent.
7. Convert between a common fraction and a percent.
8. Calculate a percent of a number.
9. Calculate what percent one number is of another.
10. Calculate a number when a percent is given.
11. Apply ratio and proportion to solve a variety of mathematical problems (e.g. percent increase and decrease).
12. Convert measurements within the metric system.

Students will meet the outcomes as identified in the Adult Basic Education Articulation Handbook [www.aved.gov.bc.ca/abe/docs/handbook.pdf](http://www.aved.gov.bc.ca/abe/docs/handbook.pdf), appropriate for level 6.

**Prior Learning Assessment and Recognition (PLAR)**

Yes  No, PLAR cannot be awarded for this course because students are placed according to the Departmental Assessment.

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

Methods will vary with instructor, but may include mini lessons, individual assistance, group activities, assignments, demonstrations, group problem-solving, and computer-assisted learning.

**Grading system:** Letter Grades:  Credit/No Credit:  Labs to be scheduled independent of lecture hours: Yes  No

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Hutchison, D, Berman, B, & Baratto, S.	Prealgebra: An Integrated Equations Approach	<input checked="" type="checkbox"/>	McGraw-Hill Ryerson	2013
2.	Liz Girard, Wendy Tagami	Adult Fundamental Literacy Math Book 6	<input checked="" type="checkbox"/>	BCCampus OpenEd	current
3.			<input type="checkbox"/>		
4.			<input type="checkbox"/>		
5.			<input type="checkbox"/>		

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

Scientific calculator

**Typical Evaluation Methods and Weighting**

Final exam:	30%	Assignments:	5%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	60%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	5%	Other:	%	Other:	%	Total:	100%

**Details (if necessary):** Weightings will vary with individual instructors, but assessment methods may include activities, quizzes, unit tests, and a final examination.

**Typical Course Content and Topics**

Module topics include:

Common Fractions (e.g. four operations on common fractions, common multiples, mixed numbers, order of operations with common fractions, complex fractions)

Review of Decimals, Place Value, and Rounding

Ratios (e.g. ratios, rates, unit rates, proportions, applications of proportions)

Metric conversions

Percents (e.g. conversions among fractions, decimals, and percents; percent applications; simple interest)