



COURSE IMPLEMENTATION DATE: September 2009
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: March 2009
(four years after UPAC approval) *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

MATH 075	Upgrading and University Preparation	1.5
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Intermediate Math I		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

Students will review fractions, decimals, ratio, proportion, and the metric system. Course topics include integers, primes factors and multiples, perimeter, area and volume, signed (rational) numbers, percentage, and an introduction to formulas, equations, expressions, and polynomials.

PREREQUISITES: MATH 061 or 063 or UUP Department permission (assessment may be required)
 COREQUISITES:
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: MATH 072
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures: _____ Hrs
 Seminar: _____ Hrs
 Laboratory: _____ Hrs
 Field experience: _____ Hrs
 Student directed learning: _____ Hrs
 Other (specify): Individual and 45 Hrs
 group work. _____

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: 24
 Expected frequency of course offerings: every semester
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) Yes No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) Yes No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: Yes No

Course designer(s): <u>Greg St. Hilaire, Jean Atkinson, Barbara Stirskey, Trudy Archie</u>	
Department Head: <u>Sue Brigden</u>	Date approved: <u>February 2009</u>
Supporting area consultation (UPACA1)	Date of meeting: <u>February 6, 2009</u>
Curriculum Committee chair: <u>Greg St. Hilaire</u>	Date approved: <u>March 2009</u>
Dean/Associate VP: <u>Karen Evans</u>	Date approved: <u>March 2009</u>
Undergraduate Program Advisory Committee (UPAC) approval	Date of meeting: <u>March 27, 2009</u>

LEARNING OUTCOMES:

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

1. define and use key vocabulary (and symbols) such as prime, factor, multiple, integer, expression, equation
2. convert among fraction, decimal, and percent
3. calculate percent increase/decrease
4. create ratios and proportions and use to solve problems
5. apply the concepts of factors and multiples to solve whole number, fraction, and variable expression problems
6. add, subtract, multiply, and divide integers and rational numbers
7. apply concepts of perimeter, area, and volume to solve problems involving a variety of two- and three-dimensional shapes
8. solve problems using a variety of strategies, including introductory algebra
9. use appropriate functions on a scientific calculator

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

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

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(s)

Other (specify):

PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Hutchison, D, Berman, B, & Baratto, S. (2007) Prealgebra: An Integrated Equations Approach (2nd Edition).
McGraw-Hill Ryerson
Instructor-developed materials

SUPPLIES / MATERIALS:

Scientific Calculator
Geometry Set

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

- | | |
|----------------------|----------|
| 1. Assignments | 0 - 25% |
| 2. Quizzes and tests | 25 - 50% |
| 3. Mid-term exam | 20 - 30% |
| 4. Final Exam | 30 - 40% |

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

Relevant mathematical vocabulary
Review of whole number, fraction, and decimal operations
Estimating math operations and calculator use
Measurement including perimeter, area, and volume
Ratio and proportion
Percent
Introduction to algebra
Rational numbers