

COURSE IMPLEMENTATION DATE:	September 1993
COURSE REVISED IMPLEMENTATION DATE:	September 2001
COURSE TO BE REVIEWED:	September 2005
(Four years after implementation date)	(MONTH YEAR format)

OFFICIAL 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 and the material will vary
- see course syllabus available from instructor

FACULTY/DEPARTMENT:	MATHEMATICS & STATISTICS	
MATH 110		4
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
	PRE-CALCULUS MATH	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course is required for students who intend to study calculus and who have not obtained a mark of at least B in Principles of Math 12 or equivalent.

Math 110 is intended to give students an opportunity to develop the mathematics they have seen in high school and progress into a successful completion of first-year calculus. In particular, it is meant to help students strengthen their basic algebraic skills, to re-examine functions including rational, exponential, logarithmic, trigonometric and inverse functions, and to provide a general introduction to the instantaneous rate of change as studied in calculus. Practical applications are emphasized. As the use of technology can greatly facilitate the study of mathematics, students will require a graphing calculator.

Note: Students may receive credit for only one of Math 094/095 or Math 110.

PREREQUISITES: A recent Principles of Math 12 (provincially examined; recommended Fall 2001, required Fall 2002) or UCFV MATH 094 and MATH 095 with a C or better; or Applications of Math 12 with a C+.

COREQUISITES: None

SYNONYMOUS COURSE(S)	SERVICE COURSE TO:
(a) Replaces: _____ (Course #)	_____
(b) Cannot take: MATH 094 AND 095 for further credit. (Course #)	_____

TOTAL HOURS PER TERM: 75	TRAINING DAY-BASED INSTRUCTION
STRUCTURE OF HOURS:	LENGTH OF COURSE: _____
Lectures: 75 Hrs	HOURS PER DAY: _____
Seminar: _____ Hrs	
Laboratory: _____ Hrs	
Field Experience: _____ Hrs	
Student Directed Learning: _____ Hrs	
Other (Specify): _____ Hrs	

MAXIMUM ENROLLMENT: **36**

EXPECTED FREQUENCY OF COURSE OFFERINGS: **Every fall term. May be offered in other terms, according to demand and funding.**

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

AUTHORIZATION SIGNATURES:

Course Designer(s): _____ UCFV Calculus Group	Chairperson: _____ (Curriculum Committee)
Department Head: _____ Greg Schlitt	Dean: _____
PAC Approval in Principle Date: _____	PAC Final Approval Date: November 29, 2000

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

The course is meant to provide students with a deeper understanding of the concepts and techniques necessary for a successful study of calculus. Work progresses at a pace which provides a good preparation for the pace of first-year calculus.

Successful students will:

- Reinforce their basic algebraic skills, especially those most frequently required in the study of calculus,
- Increase their proficiency with function notation,
- Become comfortable using technology to explore mathematical concepts
- Thoroughly familiarize themselves with the graphs and properties of the basic functions used in calculus (power, rational, exponential, logarithmic, trigonometric, inverse functions), and
- Be able to apply the basic functions to practical situations, translating from English to mathematics and back again.

METHODS:

Lectures are interspersed with problem sessions; evaluation includes assignments, midterms, and a three-hour comprehensive final. Graphing calculators will be used throughout.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check :) Yes No

METHODS OF OBTAINING PLAR:

Course Challenge

TEXTBOOKS, REFERENCES, MATERIALS:

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

The textbook is chosen by a departmental curriculum committee. Recent texts include:

- Conally, Huhges-Hallett, Gleason, et al., Functions Modeling Change, Wiley, 2000.
- Stewart, Redlin, Watson, Precalculus, third edition, Brooks/Cole, 1998.

SUPPLIES / MATERIALS:

A graphing calculator (without a computer algebraic system) is required.

STUDENT EVALUATION:

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

The weighting of the various components may vary from instructor to instructor and from year to year, although there must be at least two midterms, and the comprehensive final exam must be worth from 30% to 50% of the final grade.

An example of student evaluation for this course:

Quizzes/assignments	20%
Midterm exams	40%
Final exam	40%

COURSE CONTENT:

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

Exact course content and ordering may vary slightly from year to year but will encompass the following:

- Review of basic algebra
- Algebraic equations and inequalities

- Functions and graphs, including mathematical notation and language, and the use of functions to relate a mathematical equation to situations encountered in life
- Polynomial & rational functions
- Inverse functions: finding them graphically and algebraically, understanding their uses
- Exponential & logarithmic functions, including applications such as population growth, radioactive decay, the spread of pollution
- Trigonometric functions and their relationship to periodic phenomena such as ocean tides, human physiology
- Analytic trigonometry
- Sequences, series, induction, as time permits
- Introduction to the instantaneous rate of change