

COURSE IMPLEMENTATION DATE: January 2005
 COURSE REVISED IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED: January 2009
 (Four years after implementation date) (MONTH YEAR)

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:	Science, Health & Human Services / Mathematics & Statistics	
MATH 117	3	
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
	Mathematical Communication	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course is designed for students who have moderately strong mathematical backgrounds but whose first language is not English. It is meant to prepare such students for success in subsequent mathematics and statistics courses at UCFV by providing extensive practice in using both written and spoken English in the context of mathematical problem-solving.

Note: Students may obtain credit for only one of MATH 100, MATH 110, or MATH 117.

PREREQUISITES: C or better in BC Principles of Math 12 or equivalent; and (ESL WG64, and RV68, and S66), or (placement at the ESL 70 level and Math and Stats Department permission).

COREQUISITES:

SYNONYMOUS COURSE(S)	SERVICE COURSE TO:
(a) Replaces: _____ (Course #)	_____
(b) Cannot take: Math 100, Math 110 for further credit. (Course #)	_____

TOTAL HOURS PER TERM:	60	TRAINING DAY-BASED INSTRUCTION
STRUCTURE OF HOURS:		LENGTH OF COURSE: _____
Lectures: 20 Hrs		HOURS PER DAY: _____
Seminar: 20 Hrs		
Laboratory: _____ Hrs		
Field Experience: _____ Hrs		
Student Directed Learning: _____ Hrs		
Other (Specify): group work 20 Hrs		

MAXIMUM ENROLLMENT:	24
EXPECTED FREQUENCY OF COURSE OFFERINGS:	Fall & Winter
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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No

AUTHORIZATION SIGNATURES:

Course Designer(s): _____ Mathematics Curriculum Committee	Chairperson: _____ Gillian Mimmack (<i>Curriculum Committee</i>)
Department Head: _____ Gillian Mimmack	Dean: _____ Jacalyn Snodgrass
PAC Approval in Principle Date: _____	PAC Final Approval Date: December 10, 2004

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

This course is meant to give students the opportunity to increase their proficiency in using written and spoken English to solve mathematical problems and to communicate their solutions both in written and oral form. Further, it is intended to enable students to develop a variety of skills that will be useful in their subsequent mathematics and statistics courses at UCFV.

Successful students will:

1. learn to effectively translate between English and mathematical formulae
2. learn to work effectively in small groups
3. become comfortable in presenting ideas at the front of the class
4. learn how to use a graphing calculator effectively to explore mathematical concepts
5. develop their own graphing skills and learn to translate between graphs of functions and their English descriptions
6. develop a spirit of enquiry and a willingness to explore mathematical ideas
7. learn to evaluate local English media reports of elementary statistical results

METHODS:

This course will include lectures, guest speakers, student presentations, and group work both in and out of class. Evaluation will include quizzes, tests, written and oral assignments.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

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

METHODS OF OBTAINING PLAR:

TEXTBOOKS, REFERENCES, MATERIALS:

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

The text is chosen by a departmental curriculum committee. Suggested text is:

A coursepack with selections from (for example):

Conally, Hughes-Hallett, et al. Functions Modelling Change.

Tanur et al. Statistics: A Guide to the Unknown

David S Moore. Concepts and Controversies. 5th edition.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Assignments	20%
Quizzes	10%
Tests	30%
Comprehensive Exam	40%

A student must obtain at least 40% on the comprehensive exam in order to receive credit for this course.

COURSE CONTENT:

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

1. Translating among the four ways of defining functions: verbal, graphical, through data, and by formula
2. Comparing the behaviour of linear, exponential, and logarithmic functions
3. Fitting curves to data using technology; comparing and assessing the results
4. Translating the types of problems commonly encountered in introductory statistics; identifying variables
5. Creating the equations and inequalities used in linear programming
6. Elementary concepts of sampling
7. Elementary concepts of formulating and interpreting statistical surveys

There is considerable scope in the choice of topics; the essence of the course, however, lies in the methods used.