

# COURSE OUTLINE

**Course Name:** Mathematics Level 3

**Department Head/Coordinator:** Jan Weiten

**Effective Date:** April 2011

<b>School or Centre:</b>		<b>Department:</b>	
Click arrow for options		Basic Education	
<b>Course History:</b>		<b>Year of Study:</b>	
Replacement Course		Click arrow for options	
<b>Name of Replacing Course (if applicable):</b>	Component of Math 031	<b>Course Number:</b>	MATH 0313
		<b>Number of Credits:</b>	

### Course Pre-requisites (if applicable):

Mathematics Level 2 OR - interview w/the Basic Education assessment person/department head & participate in the Fundamental/Intermediate Math assessment co-devl'd by Basic Education/CCA/College Foundations.  
 - show an ability to understand & speak or use English by meeting the Basic Education Oral English Fluency Criteria as determined in the initial interview. -read at a minimum of English Level 3 (ENGL 0313) or equivalent

### Course Co-requisites (if applicable):

### PLAR (Prior Learning Assessment & Recognition)

No  Yes (details below):

Each student is placed according to existing skill level. The interview will provide information on existing skill level to determine initial placement.

### Course Description:

MATH 0313 is approximately equivalent to a Grade 3-4.5 level in the BC Ministry of Education curriculum. MATH 0313 is the third of six levels of Adult Literacy Fundamental Mathematics, which will give students a strong foundation of basic math skills, concepts, vocabulary and problem solving strategies.

### **Instructional Strategies:**

This course will be taught in a self-paced, individualized format along with group instruction and small group activities.

### **Course Learning Outcomes:**

- Explain or use examples of keywords: quotient, remainder, dividend, divisor, division, divide, go into, by, factors, basic prefixes of metric system, area
  - Multiply whole numbers with carrying
  - Estimate products
  - Memorize division facts
  - Divide whole numbers with or without remainder
  - Check a division question using multiplication
  - Estimate quotients
  - Check multiplication with division
  - Recognize the relationship between multiplication and division
  - Divide whole numbers by 10's ; 100's; 1000's
  - Determine a number's divisibility by 2; 3; 5; and 9
  - Demonstrate division by regrouping
  - Make change up to \$100
  - Apply multiplication to real life situations
  - Apply multiplication to solve multi-step word problems reflecting real life situations
  - Use manipulatives to explain division
  - Solve division word problems reflecting real life situations
  - Solve multi-operation word problems
  - Calculate unit prices using whole numbers
  - Calculate best buy using whole numbers
  - Define basic prefixes of metric system and recognize basic metric units
  - Calculate area of a square and a rectangle
  - Compare and contrast perimeter and area informally, using a drawing or shape
- Skills and Strategies for Learning:
- Apply logical thinking to math operations
  - Work independently
  - Ask for help
  - Receive and respond to feedback
  - Manage time to complete assignments in and out of class
  - Recognize personal learning strengths and styles
  - Use "Answer Key" to mark and self assess
  - Locate information in a text book
  - Develop and use a variety of test taking strategies
  - Check that a question was accurately transferred
  - Set personal learning goals
  - Organize computation effectively
  - Use critical thinking skills
  - Give and receive help in a respectful manner
  - Manage frustrations of learning

### **Program Learning Outcomes:**

n/a

## Evaluation/Grading System

Grading System	Specify if 'Other':	Specify Passing Grade:
Satisfactory/Unsatisfactory		S

## Components and Weighting of the Assessment/Evaluation Plan:

Type	Percentage	Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):
Other	100	A mastery model of on-going evaluation will be used. A student will have completed the course when he/she has demonstrated
-		through satisfactory completion of assignments that the learning outcomes have been achieved.
-		Progress will be monitored on a regular basis by the instructor in consultation with each student.
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	<b>Total</b>	<b>100</b>

## Learning Environment/Type

Instruction Type	Hours Per Instruction Type	Comments
-	10/week	
	2/week	
<b>Enter Total Hours</b>	<b>12</b>	

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.

**Course Topics and Sequence Covered:**

Multiplying and dividing whole numbers, metric units, perimeter, area.

**VCC Education and Education Support Policies**

There are a number of **Education** and **Education Support** policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:

**<http://www.vcc.ca/about-vcc/policies/index.cfm>**

To find out how this course transfers, visit the BC Transfer Guide at [www.bctransferguide.ca](http://www.bctransferguide.ca).

**FOR COMMITTEE USE ONLY**

Date Approved by Education Council:		Date Approved by VCC Board (if applicable):	
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