

EL CAMINO COLLEGE

COURSE OUTLINE OF RECORD

I. Course Information

Subject:*EDEV

Course Number:*

38

38

Descriptive Title:*

Increased Learning Performance: Mathematics

Increased Learning Performance: Mathematics

Division:

Health Sciences and Athletics

Health Sciences and Athletics

Department:*Educational Development

Course Disciplines:

Special Education

Special Education

Catalog Description:*

In this laboratory course, students will increase learning performance and study skills which relate to the content of the El Camino College Mathematics course in which the student is concurrently enrolled. Students will enhance their critical thinking and time management skills. Students will evaluate appropriate campus resources and assistive technologies which promote academic success in math.

Note: This course is appropriate for students with disabilities.

Note: Pass/no pass only.

Conditions of Enrollment:

Prerequisite:

Co-requisite:

Recommended Preparation:

Enrollment Limitation:

Concurrent enrollment in an El Camino College Mathematics course.

Course Length: Full Term

Hours Lecture (per week):

0

0Hours Laboratory (per week):

3

3

Outside Study Hours:*

0

0Total Hours:*

54

54

Course Units:*

1

1

Grading Method:

Pass/No Pass only

Pass/No Pass only

Credit Status:

Credit, non degree applicable

Credit, non degree applicable

Transfer CSU:

No

NoEffective Date:

Transfer UC:

No

NoEffective Date:

General Education: ECC

Term:

Other:

CSU GE:

Term:

Other:

IGETC:

Term:

Other:

II. Outcomes and Objectives

A. Student Learning Outcomes (SLOs) (The course student learning outcomes are listed below.)

Student Learning Outcomes:

SLO #1 Use EDEV 38 course support to complete assignments

Students will use EDEV 38 course support appropriately to complete assignments from their ECC Math class.

SLO #2 Use the appropriate mathematical formula

Students will use the appropriate mathematical formula or procedure to solve the given math problem.

SLO #3 Recognize and use mathematical language and vocabulary correctly

Students will recognize and use mathematical language and vocabulary correctly, both symbolic and verbal.

B. Course Objectives (The major learning objective for in this course are listed below)

Course Objectives:

Students will recognize their two strongest learning styles and articulate how to use these effectively for developing their skills in math.

Students will demonstrate accurate translation of the assigned word problems into equations.

Students will demonstrate the technique of paraphrasing key concepts.

Students will develop and demonstrate techniques to memorize and retain information.

Students will articulate their comprehension of course-specific mathematical vocabulary.

Students will demonstrate the use of visual organizers or manipulatives to illustrate a concept or process.

Students will organize study materials and will demonstrate effective planning and time-management techniques in order to complete assignments on time and prepare appropriately for tests.

Students will develop dyad or small group learning techniques through in-class mini-lessons in mathematical concepts, problem-solving, and/or vocabulary.

Students will examine and apply various assistive technologies for reading printed math material and/or for recording information, as appropriate, per student need.

Students will identify appropriate campus resources to promote success in their ECC Math class.

Students will identify the possible advantages and disadvantages of "leveling up" to a particular Math course level, based on their sense of preparation and their readiness to compensate for any missed skill areas which might result from "leveling up" to a higher level course.

Students will articulate college level behaviors for success, such as punctuality, follow-through, independent learning, collaborative learning, and academic integrity.

III. Outline of Subject Matter

(Topics should be detailed enough to enable an instructor to determine the major areas that should be covered to ensure consistency from instructor to instructor and semester to semester.)

Example:

I. Main Topic (3 hours, lecture)

A. Sub topics

B. Sub topics

1. Super sub topic
2. Super sub topic

Major Topics

I. Applied Learning Strategies (14 hours, lab)

- A. Surveying, questioning, and chapter-outlining techniques
- B. Using memory and mnemonic strategies
- C. Paraphrasing
- D. Temporal and/or visual sequencing, such as the correct order of operations to solve an equation, accurate interpretation of the place values chart and/or the number line, etc.
- E. Practicing time-management skills, including use of a weekly grid, semester-long calendar, and personal planner

II. Applied Study Skills (14 hours, lab)

- A. Organizing text/lecture notes and materials
- B. Applying effective math practice methods, such as reading the problem aloud, making a drawing or diagram, etc., as per the student's preferred learning style
- C. Locating the formula or procedure
- D. Developing a procedure to identify and articulate what is known in a math problem and what must be figured out in order to solve the problem
- E. Participating in effective collaboration, such as studying with a partner or small group
- F. Coping with test anxiety, whether for in-person or electronically proctored exams

III. Critical Thinking Skills (13 hours, lab)

- A. Predicting and estimating
- B. Analyzing a math problem to identify the formula and the steps needed
- C. Practicing self-evaluation techniques, such as checking math computation

D. Balancing automaticity techniques with clear understanding of the underlying mathematical concepts

E. Developing / improving metacognitive skills through writing the EDEV 38 Minute Journals and Tutoring Reports to measure and track progress in mathematical skills and understanding

IV. Campus Resources, including Assistive Technologies (13 hours, lab)

A. Using appropriate resources as a bridge towards independent learning

B Using appropriate assistive technology as an alternative to print or handwriting, especially for classes requiring that homework assignments be submitted on-line, as needed

C. Using technology to record lectures to enhance notetaking skills

D. Choosing appropriate educational tools, resources, and strategies for individual learning preferences, such as Supplemental Instruction, Support or "S" classes from the ECC Math Dept., tutoring options, interactive websites, videos, and/or apps (with awareness of appropriate, ethical use of apps), etc.

E. Using appropriate Counseling services to make an informed choice about continuing with a "leveled up" Math course or choosing a different Math course which may be a better fit, per student readiness and preparation

F. Consulting the ECC Catalog: Policies, Procedures, and Standard of Student Conduct to identify standards and behaviors which promote the success of college students, including self-regulation and academic integrity

Total Lecture Hours:

0

0

Total Laboratory Hours:

54

54

Total Hours:

54

IV. Primary Method of Evaluation and Sample Assignments

A. Primary Method of Evaluation (choose one):

Primary Method of Evaluation

Problem solving demonstrations (computational or non-computational)

B. Typical Assignment Using Primary Method of Evaluation

Typical Assignment Using Primary Method of Evaluation:

Examine the math assignment you have brought to EDEV 38. Calendar the due date in your planner. Be aware of other assignments due close to the same date. Determine if you will need to do research or to prepare in some other way to start the assignment. Identify the materials, supplies, or resources you anticipate needing. List the steps you will take to complete the assignment. Estimate the time you will need, and draw up a schedule to complete those steps so that you are able to turn in the assignment by its due date.

C. College-level Critical Thinking Assignments

Critical Thinking Assignment 1:

Analyze the way you use mathematical thinking in your personal life to make decisions, such as the following:

- a. Compare/contrast credit card offers
- b. Estimate how much paint/wallpaper is needed for a decorating project
- c. Evaluate whether driving to a county with a lower sales tax rate is worthwhile when purchasing an expensive item, given the increased gas cost.

Critical Thinking Assignment 2:

Looking at the two "graphics" which illustrate the "geography of math," the number line and the place values chart, answer the following questions:

- a. Is there a "place-holder" or "scrimmage line" for either or both?
- b. Is there a clear indication of positive and negative values on both the number line and the place values chart?
- c. How might you use the number line and the place values chart together?

D. Other Typical Assessment and Evaluation Methods

Other Evaluation Methods:

Class Performance, Completion

V. Instructional Methods

Instructional Methods:

Demonstration, Discussion, Group Activities, Lab, Multimedia presentations

If other:

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. Work Outside of Class

Work Outside of Class:*

Course is lab only - minimum required hours satisfied by scheduled lab time

If Other:

VII. Texts and Materials

A. Up-to-date Representative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a "discipline standard".)

Up-To-Date Representative Textbooks:

B. Alternative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a "discipline standard".)

Alternative Textbooks:

C. Required Supplementary Readings

Required Supplementary Readings:

D. Other Required Materials

Other Required Materials:

Students must bring the textbook or online platform access for the ECC Math course, i.e., to work on in EDEV 38. Students also need a three-ring, five-section notebook when taking EDEV 38 on campus.

VIII. Conditions of Enrollment

A. Requisites (Course Prerequisites and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite:

Category:

Requisite course(s): List both prerequisites and corequisites in this box.

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).

B. Requisite Skills: (Non-Course Prerequisite and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite:

Requisite and Matching Skill(s): Bold the requisite skill(s). If applicable

C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite course:

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).

D. Recommended Preparation (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite:

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable

E. Enrollment Limitations

Enrollment Limitations and Category:

Concurrent enrollment in an El Camino College Mathematics course.

Enrollment Limitations Impact:

Justification: The purpose / SLO #1 of EDEV 38 is to support student success in a concurrent ECC Math class.

STEP 3: Click Save for any changes made.

STEP 4: Launch proposal by clicking Launch icon in the top left corner of this page.

STEP 5: Edit fields that will have changes made. (Save after each section you modify.)

STEP 6: Click on the Select icon at the top of the Proposal Toolbox to submit proposal for review.

STEP 7: When the "Your Decision" box appears, click Approve and "Make My Decision" to move the proposal forward in the process.

Course Created by:

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Julia LandDate:

10/10/2014

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Original Board Approval Date:

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Last Reviewed and/or Revised by:

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