Math 107 Pre-Algebra  
Course Information Sheet  

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COURSE MATERIALS  

- **Software (Optional):** MyMathLab™  
  - When purchased new, the textbook comes bundled with a MyMathLab™ access code.
  - Instructors adopting MyMathLab™ may make purchase of the textbook optional.
- **Calculator:** Scientific calculators can be used in Math 107 after chapter 4.

COURSE CONTENT  
Suggestions regarding content Chapters 1-9:

- **Suggested pacing (17 week):**
  - Cover all of chapters 1-8.
  - Chapter 2 is a particularly difficult chapter for students. Signed numbers and equations are introduced. Be sure to leave plenty of time in your syllabus for this chapter.
  - Chapters 3 and 4 are also particularly challenging chapters for students. Student struggle greatly with fractions, especially with the addition and subtraction of unlike fractions. When preparing exams for these sections, it is strongly advisable to prepare a separate exam for Chapter 3 and Chapter 4 to avoid overwhelming students with too much challenging material at once.
  - Suggest presenting and testing ‘math’ vocabulary.
  - Suggest incorporating Study Skills labs into class.
  - Consider requiring students to keep a binder (perhaps as a means to earn extra credit)
  - Consider assigning a semester project to allow students to experience the communicative power of mathematics. (Howard Blumenfeld is a good resource for ideas in this area.)

COURSE OUTLINE OF RECORD

- All course outlines can be found on the LPC website under Programs/Courses:  
- Your teaching contract requires that you cover all of the material listed in the Course Outline of Record.
- The course outline is our contract with our transfer institutions, with each other, and with our students about what the course will include.
- Any instructor who does not carefully follow the course outline risks the possibility of not being allowed to teach that course again at LPC.

COURSE SYLLABUS

Your syllabus for this course should include the following information:

- Textbook and software requirements
- Student Learning Outcomes (see below)
- Course Objectives (see Course Outline of Record)
- LPC repeatability policy (see below)
- TBA Lab Hour Requirements/Policies (see below)

STUDENT LEARNING OUTCOMES
• Student Learning Outcomes, SLOs, are learning proficiencies the Mathematics Department has determined students should be able to demonstrate at the end of the course. Course-level SLOs for Math 107 connect with our program-level SLOs of communication, multiple representations, problem-solving, and modeling.

• Although assessment of SLOs is voluntary for adjunct faculty, we encourage all instructors to participate in the SLO assessment process as collection of SLO data is essential for program review and compliance with accreditation standards.

• **SLO assessment process:**
  o All SLO’s should be assessed on the final exam, except for the one labeled Lab, one question per SLO (each instructor writes their own assessment).
  o Assessments should reflect the appropriate level of rigor for the course and must specifically address the SLO being assessed.
  o The scoring rubric is 3 for correct understanding of the concept, 2 for partial understanding of the concept, 1 for little or no understanding of the concept, and 0 for a non-attempt.
  o Results should be entered into eLumen, the SLO data base, either aggregated for the class, or by individual student. For help with eLumen, contact the coordinator for this course.

• The following course-level SLOs should be listed in your course syllabus.

<table>
<thead>
<tr>
<th>Program-Level SLO</th>
<th>Course-Level SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modeling</td>
<td>Set up and solve an application problem involving ratios, rates, or proportions.</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Solve an algebraic equation.</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Perform order of operations to simplify expressions involving signed integers.</td>
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</tbody>
</table>

**SCHEDULED LAB HOUR**

• This class meets three lecture hours per week and three lab hours per week.

• It is our experience in developmental classes that students typically have short attention spans and need to engage in a variety of activities, both lecture-based and non-lecture based.

• Students need to be involved in actually working problems, discussing the material, and/or actual hands-on activities as much as possible.

• ‘Lab Time’ can occur at any time in the class period and should not be limited to the time stated in the schedule.

• Labs used by previous instructor can be obtained from the course coordinator for Math 107.

• Encourage your students to use the Open Math Lab as a resource for studying and getting help.

**REPEATABILITY**

There is a new state-mandated Repetition Policy for the Chabot-Las Positas District that is retroactive to the date a student first started taking courses within the district (at either Chabot or Las Positas). What does this mean for students?

• Within the district, a student is allowed to attempt a course (or courses equivalent to it) at total of THREE TIMES. If the first attempt is unsuccessful (W, D, F, or NC (No Credit)), a student has two additional attempts to complete the course with a passing grade (C, B, A or Cr (Credit)).

• After three attempts to pass a course (or equivalent course), students will be blocked from registering for that course (or its equivalents) again at either Las Positas or Chabot College unless a special circumstance petition is approved, as described in the Administrative Rules and Procedures.
More information can be found at the following link: