

Introduction to College Transition Math

Course Outline and Schedule

Through the readings and activities in this course, you will reflect on your own and your students' math backgrounds, examine and experience the college placement test your students take, try out math activities and exercises you can use in your classroom, and explore the math knowledge and skills you will want to present to your own college transition students.

<p>Course instructor Pat Fina, mathcabinet@gmail.com</p> <p>ProfessionalStudiesAE.org help Kaye Beall, kaye_beall@worlded.org</p> <p>Course registrar Leah Peterson, leah_peterson@worlded.org</p> <p><i>(Please add these e-mail addresses to your e-mail client's accepted sender/recipient lists to insure you receive important course announcements.)</i></p> <p>Technical assistance 1-800-434-0899, call back within two hours</p>	<p>Course dates February 27–April 23, 2012</p> <p>Time Approx. 4–5 hours per week; 24 hours total</p> <p>Required Text <i>Unlatching the Gate: Helping Adult Students Learn Mathematics</i> by Katherine Safford-Ramus (Bloomington, IN: Xlibris Corporation, 2008), ISBN 978-1-4363-5120-1. Copies can be ordered from Xlibris Corporation at 1-888-795-4274 or Orders@Xlibris.com. The cost is \$19.99 per copy.</p>
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Course Objectives

By the end of the course, you will be able to

- identify your own attitudes toward math and develop strategies for helping your students understand their attitudes and build on their strengths,
- describe the math skills assessed by the college placement test your students take and use that information to enhance their understanding of math concepts and skills,
- explain ways to build your students' skills in math for a successful college transition, and
- develop (or revise) a curriculum outline for your own math class.

Course Topics

Lesson 1: Math Background and Student Attitudes

- Factors Influencing the Design of a College Transition Math Curriculum
- Teacher Background and Strengths
- Your Math Autobiography
- Adult Math Students
- Learning Styles
- Math Anxiety

Lesson 2: College Placement Tests

- What Do You Know?
- Overview of College Placement Tests
- The Effect of Placement Tests on a College Transition Math Curriculum

Lesson 3: Students Need Basic Math Skills

- Set Theory
- Math as Language

- Math Projects Whose Answer Is Not Known in Advance
- Beyond Computation to Concepts and Symbolic Formulation

Lesson 4: Beyond the Basics

- More on Algebraic Thinking
- Ratios and Proportions
- Measurement and Data
- Algebra Problems
- You Try It!

Lesson 5: Curriculum Outline

- Samples
- Learning to Let Go
- Other Considerations
- College Transition Program Models
- Resources
- Final Project

Course Schedule

Course Introduction

Available:
Mon., February 27

Complete by:
Mon., March 5

Lesson Activities

- Update computer software
- Become familiar with online tools
- Become familiar with course features
- Review course objectives, schedule, and requirements
- Journal: Online learning plan
- Journal: Personal learning goal

Discussion Posts

- Course Goals*
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Lesson 1: Math Background and Student Attitudes

Available:
Fri., March 2

Complete by:
Mon., March 12

Readings

- Unlatching the Gate* by Katherine Safford-Ramus, pp. 33–35 and 129–132
- Unlatching the Gate* by Katherine Safford-Ramus, pp. 141–143
- Unlatching the Gate* by Katherine Safford-Ramus, pp. 120–122
- “Preparing Students for College Level Math” by Pam Meader

Lesson Activities

- Journal: Teachers
- Journal: Math Autobiography
- Journal: Learning Styles

Discussion Posts

- Teachers*
 - Math Autobiography* (required)
 - Math Anxiety*
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Lesson 2: College Placement Tests

Available:
Fri., March 12

Complete by:
Mon., March 19

Readings

- “What Do You Know About College Placement Tests? Answers and Sources”
- “Understanding College Placement Tests”
- “Some Differences Between the GED and ACCUPLACER Tests”
- “Crosswalk of the CASAS, GED, COMPASS, and ASSET Math Tests”
- “GED and Beyond”
- “College Placement Test Links”

Lesson Activities

- Matching: What Do You Know About College Placement Tests?
- Assignment: College Placement Test (required)

Discussion Posts

- College Placement Test* (required)
 - Math and Test-Taking Skills*
 - Practice Tests*
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Lesson 3: Students Need Basic Math Skills

Available:
Fri., March 16

Complete by:
Mon., March 26

Readings

- “Name That Set”
- “List the Factors”
- “Famous Number Sets”
- “Number Sets”
- “Number Puzzles”
- “Glossaries”
- “Math History Examples”
- “FAFSA”
- “Educational Tax Credits”
- “The Importance of Algebra for Everyone” by Tricia Donovan
- “Pattern Problems”
- “The Rules of Arithmetic”
- “Properties of Real Numbers”
- “Exponential Notation”
- “Take the Quotient…”
- “Fraction Vocabulary Review”

Lesson Activities

- Journal: Sets That You Remember Learning
- Journal: Set Theory Activities
- Journal: Math as Language
- You Try It! *Basic Math Skills* (required)

Discussion Posts

- Math Projects*
- Algebra for Everyone*

Lesson 4: Beyond the Basics

Available:
Fri., March 23

Complete by:
Mon., April 2

Readings

- “Fraction Inequalities”
- “Graphing Fractions, Decimals, and Percents”
- “Writing and Graphing Inequalities”
- “Ratios and Proportions”
- “Conversion Problem Sets”
- “Mock Elections and Math Class” by Pat Fina
- “Measurement”
- “Equations”
- “The Rose Problem”
- Triplets and Banquet Table Problems”

Lesson Activities

- You Try It! *Beyond the Basics* (required)

Discussion Posts

- Distributive Property*
- Ratios*
- Algebra Problems*
- You Try It!* (required)

Lesson 5: Curriculum Outline

Available:
Fri., March 30

Complete by:
Mon., April 16

Note: You have two weeks to complete this lesson

Readings

- “The Rainbow Guide Series”
- “Review of Math Master Checklist”
- “Typology” from *Transitioning Adults to College: Adult Basic Education Program Models* by Cynthia Zafft, Silja Kallenbach, and Jessica Spohn
- “Special Words for Students from Other Countries”
- “Math Manipulatives, Supplies, Equipment, and Handouts for Math Activities”
- “Rectangle Game”
- “Math Websites for Students”
- “Math Websites for Teachers”
- “Reference Library for Math Teachers”
- “Curriculum Standards and Frameworks”

Lesson Activities

- Final Project: Construct (or revise) a curriculum outline for a college transition math course (required)

Discussion Posts

- Other Resources*
- Final Project* (required)

Course Summary

Available:
Mon., April 16

Complete by:
Mon., April 23

Activities

- Course Evaluation
- E-mail course facilitator when all course activities are complete and ready for evaluation.
- Contact Priyanka Sharma at psharma@worlded.org for a Certificate of Completion

Discussion Posts

- Reflections*

Course Completion

To successfully complete this course, I will assess your work based on whether and to what extent you have done the following:

1. Participated in asynchronous discussions: 25%
2. Completed the required assignments: total of 50%
 - Lesson 1: *Math Autobiography* posting (10%)
 - Lesson 2: *College Placement Test Report* (20%)
 - Lesson 4: *You Try It!* posting (20%)
3. Completed the *Curriculum Outline* final project: 25%

If you score an 80% or above, you will successfully complete the course and earn a certificate of completion.

Course materials are available through Monday, May 7, 2012.

Online Course Policies

For courses hosted by ProLiteracy and World Education, Inc.

Online Course Enrollment and Payment

1. Course registration remains open until two days before the course start date or until maximum enrollment is reached, whichever is first.
2. Courses may be canceled within one week of the course start date due to insufficient enrollment. Refunds will be processed for all registrants
3. Courses may be rescheduled within one week of the course start date due to insufficient enrollment. A course registrant may request a refund of the full course fee in lieu of enrollment in the rescheduled course. ProLiteracy or World Education will process refunds for requests made within 4 weeks (20 business days) of the host organization’s notification of the course date change.
4. ProLiteracy and World Education staff will make a reasonable attempt to insure that the course registrants are able to access the online course system by sending confirmation emails, and through telephone contact if necessary, using the contact information provided upon course registration.
5. Full refunds or credit may be given for requests made **no later than 5 business days** prior to the course start date.
6. Registrants requesting withdrawal from the course **within 5 business days** before or after the course start date may receive a 50% refund or a 75% credit toward another online course offered by the same host organization.
7. No refunds or credit will be given for requests made **after 5 business days** of the course start date. (See chart below.)

← Full Refund or credit		50% refund or 75% credit											No refund or credit→		
		Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs			Fri
								Mon Course Start Date							

8. Refunds will not be provided for registrants who cannot meet the minimum technical requirements for course participation. See Minimal Technical Requirements on pages 3–4.
9. Full refunds or credit will be given to registrants who meet the minimum technical requirements and have technical problems that significantly impact the delivery of the course content and for which ProLiteracy’s technical support is not able to resolve.
10. Although there may be occasions where the course ending dates and final assignment deadlines are extended to accommodate either the participants’ or instructor’s schedules, ProLiteracy and World Education reserve the right to limit course extensions to two weeks. See Online Course Completion Policies on page 2.

Online Course Completion Policies

1. Upon satisfactory completion of all course requirements, course participants may print a Certificate of Completion by going to their Grade Book in the learning management system (LMS) or a certificate will be supplied via e-mail. (ProLiteracy and World Education do not mail hard copies of the course completion certificate.) Completion certificates are available anytime after the course has ended.
2. The Certificate of Completion documents the professional development hours associated with the course, as listed in the course description; it does not document the actual hours the course participant spent doing coursework. Participants may take more or less time, depending on their depth of participation and comfort with technology. Completion time is the estimated time participants should expect to spend with a course; however, the actual number of hours each participant spends on coursework may vary greatly.
3. Course completion requirements are published in the Course Outline and Schedule, available as a document within the course on the LMS. In order to receive a Certificate of Completion, the participant must meet the course completion requirements listed on the Course Outline and Schedule by the final deadline posted.
4. The course instructor has the sole authority to determine if the participant has met the minimum requirements for course completion.
5. The instructor will post the date on which participants may download their Certificate of Completion.
6. Participants may negotiate revision and re-submission of their work with the course instructor; however, the participant must submit revised work by a mutually agreed upon deadline in order to receive the Certificate of Completion.
7. Participants may negotiate a one-time extension for final course completion at the sole discretion of the course instructor. If the participant fails to meet the extended deadline, no further extensions will be allowed.
8. Course content is only available for the duration of the course: After the course has closed, course content and any documents participants have uploaded to the LMS will not be available.

Course Communications Policies

1. Course communications include group e-mails, discussion posts, chats, Webinars, Webinar archives, team discussions, and instructor/participant correspondence.
2. Course instructors and facilitators will use e-mail, either within or outside of the LMS, as the primary source of communication with course participants. Electronic communications will be directed to the e-mail addresses located in the participants' profile within the LMS.
3. Only course participants, instructors, facilitators, and ProLiteracy or World Education staff may access and use LMS course communication tools.
4. Upon request of the individual participant, ProLiteracy and World Education staff, instructors, and facilitators may provide a course participant's sponsor (i.e., one who purchases the course on behalf of the course participant), with the Course Outline and Schedule and the participant's LMS Grade Book information. ProLiteracy and World Education staff, instructors, and facilitators will not provide sponsors access to or records of any course communications.

Minimum Technical Requirements

ProLiteracy’s online courses are offered via the IntraLearn learning management system and WebEx Internet conferencing system. To participate in courses, you must have access to a reliable computer with an Internet connection. We recommend a high speed Internet connection. For courses that include Webinar sessions, you must have the ability to be on an Internet-connected computer and a telephone at the same time. We recommend a screen resolution 800x600 or higher.

System Requirements

System requirements for operating the course management software, plug-ins and minimum client requirements (e.g., workstation and browser) are listed below.

<p>PC: Windows XP Windows 2000 Internet Explorer 5.5+ Netscape 7.0</p>	<p>Macintosh: Macintosh OS X Internet Explorer 5.2 Macintosh Edition Netscape 7.1 Macintosh Edition Mozilla Firefox</p>
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Note: IntraLearn has been shown to work under Windows 95/98/ME. However, since Microsoft has discontinued support for these operating systems, we will not be able to address any issues related specifically to those operating systems. IntraLearn has not been tested with Microsoft Vista, and ProLiteracy cannot guarantee support for that operating system.

General Requirements for HTML-compliant Browsers

- Accepts cookies
- Supports JavaScript 1.0 and Java 1.0.2.
- Supports XML
- Supports style sheets

Note: The AOL browser is not compatible with the course management software. If you use AOL to connect to the Internet, you should also install a compatible browser to use for these courses. You can connect to the Internet via AOL, then open a second browser window to access your courses.

Accepting Cookies

To access course material, your Internet browser must be set to accept cookies.

- *If you are using a Firefox browser, go into the browser settings under the Tools menu, and select Options → Privacy. Check the boxes beside "Accept cookies from sites" and "Accept Third Party Cookies".*
- *If you are using Internet Explorer (IE7), go into Tools → Internet Options → Privacy, and pull the slider all the way down to "Accept All Cookies."*

Additional Plug-ins

Some courses require additional plug-ins to access media and course resources (e.g., Shockwave, Windows Media Player, Adobe Acrobat, WebEx media players). You should have the ability to download and install these plug-ins on your computer, or have access to a technical support staff person who can do this for you.