



**TRINITY VALLEY COMMUNITY COLLEGE
ADMINISTRATIVE-MASTER SYLLABUS**

The Administrative- Master Syllabus is an administrative tool; it is **not intended to be distributed to students**. It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of TVCC, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction. The Administrative-Master Syllabus will demonstrate that there is consistency and comparability in course offerings.

Course Title

Developmental Mathematics Laboratory I

Course Prefix and Number

DEVL 0101

Department – Division

Mathematics and Science

Course Type – select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in TVCC Core)
- **Academic TVCC Core Course**
- **WECM Courses**

Semester Credit Hours: Lecture Hours: Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
1		1

Other hours include practicum, clinical or other types of non-lecture instruction. *If other, please specify: _____

Course Catalog Description

This course is designed to give structure to the study time of students enrolled in Developmental Mathematics I. It is required of everyone enrolled in these courses. In addition to working on assigned homework for their lecture course, students in some labs will be assigned worksheets or My Math Lab computer assignments which must be completed in the lab. The grade for this course will be based on the work assigned, but no student can receive a passing grade (A, B, or C) for this course if he or she did not also receive a passing grade for Developmental Mathematics I. In the event that a student receives either a non-passing grade for Developmental Mathematics I (F or IP), the student must receive a non-passing grade (IP or F) for this course.

Prerequisites/co requisites

Concurrent enrollment in Developmental Mathematics I is required.

Students will be placed in this course if their score on the THEA Test is lower than 185 (or the equivalent on an approved TSI test). Before the end of late enrollment, during a student's first developmental mathematics course, a student may request that their instructor or the Division Chairperson for Mathematics & Science administer a developmental mathematics instructor-designed test over all the minimum competencies of that developmental mathematics course. If the student passes this test (scores 70% or higher), he/she will be allowed to move to the next higher developmental mathematics course. A student may not "test out" of any developmental mathematics course unless it is their first enrollment in developmental mathematics. A student may not "test out" of the last level of developmental mathematics (Intermediate Algebra).

Topical Outline

- I. Whole Numbers
 - A. Addition, subtraction, multiplication, and division of whole numbers
 - B. Simplifying whole number expressions including exponents and roots using correct order of operations
 - C. Reading pictographs, bar graphs, and line graphs
 - D. Applications and problem solving with whole numbers
- II. Fractions
 - A. Addition, subtraction, multiplication, and division of fractions
 - B. Simplifying expressions containing both whole numbers and fractions using correct order of operations
 - C. Estimating approximate values for expressions with fractions
 - D. Applications and problem solving with fractions
- III. Decimals
 - A. Rounding off decimals
 - B. Addition, subtraction, multiplication, and division of decimals

- C. Simplifying expressions containing whole numbers, fractions, and/or decimals using correct order of operations
- D. Converting fractions to decimals and visa versa
- E. Estimating approximate values for expressions with decimals
- F. Applications and problem solving with decimals
- IV. Ratio and Proportion
 - A. Simplifying ratios and rates
 - B. Solving proportions
 - C. Solving application problems with proportions
- V. Percents
 - a. Converting fractions and decimals to percents and visa versa
 - b. Solving percent problems using proportions and/or percent equations
 - c. Solving applied percent problems including sales tax, commission, discount, and interest

Course Learning Outcomes

1. The students should learn basic arithmetic skills needed in a college level course.
2. The students should learn basic arithmetic skills needed to pass college level placement tests.

<p>Relationship to General Education Outcomes – In addition to the core competencies, Trinity Valley Community College has established ten general education goals which specify knowledge and skills that students should gain from completing courses in the various component areas of the core curriculum. Information regarding curriculum and assessment as a means for the improvement of student learning through the general education component. (Select all that apply.)</p>

Mark with an "X"	General Education Outcome
	A. To communicate clearly and effectively in both oral and written English.
	B. To improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials.
X	C. To understand mathematical information and utilize mathematical skills.
X	D. To demonstrate qualitative and quantitative critical thinking skills.
	E. To understand and appreciate cultural and ethnic diversity.
	F. To utilize computer based technology in accessing information, solving problems, and communicating.
	G. To recognize and evaluate artistic achievements in the visual and performing arts.
	H. To improve basic understanding of political, economic, and social systems.

	I. To demonstrate knowledge of the physical universe and living systems.
X	J. To develop skills and strategies to become an engaged learner.

Required Text(s)

Lial, Margaret L. and Salzman, Stanley A. ; “Essential Mathematics”, 2nd ed.; Pearson Addison-Wesley Publishing Company; 470 pp.; 2006. or (at TDCJ units only) Bittinger, Marvin L and Beecher, Judith A.; “Developmental Mathematics”, 6th ed.; Addison-Wesley Publishing Company; 1256 pp.; 2004.

Optional Text(s)

Material/Technology to be supplied by the student.

Course Requirements/Grading System – describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course; not intended to restrict the individual nature by which each faculty member who teaches the course determines course requirements and final student performance, but should offer consistency within reason for all sections taught for those departments without a standardized format.

Receiving a passing grade (A, B, or C) requires that a student has concurrently passed Developmental Mathematics I and completed all assigned work for this lab with a grade of 70% or better. Assigned work which a student fails in this lab may be repeated or a new assignment substituted for the one which a student fails. For students who have met these requirements the averages required for each grade level are:

- 90% – 100% A
- 80% - 89% B
- 70% - 79% C

An IP is given to students who attend class and work but do not complete all the course work and/or who do not pass Developmental Mathematics I taken concurrently. An F is given to students for incomplete work and lack of effort. Students who receive an IP in this course will start over upon subsequent enrollment. Students who receive an IP in either Developmental Mathematics I or this course may only receive an IP or an F in the companion course.

Students who take and pass the mathematics portion of the THEA Test with a score of at least 250 or the equivalent on another approved TSI testing instrument and who elect not to complete the course will receive a grade based on the work completed before the official score is received and reported or they can receive a grade of C, whichever grade

is higher. Students who take and pass the mathematics portion of the THEA Test with a score between 229 and 250 or the equivalent on another approved TSI testing instrument may drop the course and receive a W or exit the course and receive an IP without being given “College Algebra ready status” if they don’t need to take a college level mathematics course requiring this status. Students may choose to complete the developmental mathematics sequence after the (230 through 249) passing score is reported in order to receive “College Algebra ready status”. Students have the responsibility to make their instructor aware of their passing score by presenting an official report of their passing score.

Students who accumulate three weeks of absences in either developmental lecture or lab classes during the fall or spring semesters or one week of absences during a summer session will be subject to being dropped from the class. If they are not also enrolled in another developmental class and are required by TVCC regulations to be in remediation then they will also be withdrawn from all TVCC classes. After a student has missed one week of classes during the fall or spring semesters, two day classes during a summer session, or one night class during a summer session the student’s name should be submitted to the Academic Assistant Vice President or the appropriate Center Provost so that a warning letter can be sent. After the student has missed three weeks worth of absences in the fall or spring semesters or one week of absences in a summer session, the student’s name should be submitted to the Academic A.V.P. or the appropriate Center Provost for withdrawal from the course and from the college. A form for reporting student absences and for requesting that a student be dropped from a course can be obtained from the Academic A.V.P., the Provost of the Palestine Campus, or the Provost of the Terrell Campus. For students registering during late registration, absences will begin to count the next class day after the student registers. It is the obligation of each instructor to inform their classes at the beginning of the term about the absentee and drop policy. However, students who are absent on the day these instructions are given are still responsible for them. Instructors should also keep students informed of their absence status throughout the term.

Approvals – the contents of this document have been reviewed and are found to be accurate.

Prepared by	Signature	Date
Department Head	Signature	Date
Division Chair	Signature	Date
Vice President	Signature	Date