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<th>Math 2 Course Information Sheet for Advisers, Fall 2016</th>
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<td><strong>Instructor</strong></td>
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| **Course Description** | The Adaptive Instruction course has studio sessions 5 days/week.  
*In-studio activities:* individual study following a personalized learning path in ALEKS, one-on-one mentoring, informal discussions, and group projects.  
Discussions and projects focus on mathematical language, problem solving, constructing and interpreting functions, and the social context of mathematics. | Collaborative Instruction with lectures 3 days/week; in-class work emphasizes active participation. Students also attend collaborative learning-based small sections twice per week. Students participate in problem-solving sessions & collaborative study teams to deepen their understanding of the course content supporting their individual learning needs. Secondary section enrollment is mandatory. Sections begin Wed. Sept. 28. |
| **Class Size** | Maximum size 90 | Maximum size 200 |
| **Mandatory Meeting times** | M/W/F 10:40-11:45 and T/Th 11:40-1:15  
Total mandatory meeting time per week: 6 hours, 25 minutes | M/W/F 2:40-3:45 and twice a week sections (times vary)  
Total mandatory meeting time per week: 6 hours, 25 minutes |
| **Style of the course** | Instruction is provided via multiple complementary channels: nuts and bolts skills development in ALEKS; ‘big picture’ mini-lectures (15-20 minutes); informal group discussions and brainstorming sessions; 1-on-1 coaching by instructor, TAs, and learning assistants. No conventional lectures or sections! The class has a studio course vibe. | A hybrid course based on human-interaction/highly social/community learning experience with technology support. Students will have the support of a teaching team that includes the instructor, TAs, undergraduate learning assistants and an academic counselor dedicated to the course. |
| **Who is a strong candidate for this course** | Students who want to make rapid progress: they can move from College Algebra to Precalculus in ALEKS whenever they’re ready; the | Any student who placed into Math 2 or placed into Math 3 and feels they need to build a stronger foundation in math. Students will participate in |
| Academic Support through LSS | **Grading** | **Passing criteria:**  
Score of 60 or better in a proctored ALEKS assessment  
At least 60 hours work in ALEKS  
“Satisfactory” or better assessment of 60% of the writing assignments and projects  
Attendance at 60% or more of the mandatory studio sessions.  
**Grading criteria, for students requesting a letter grade:**  
Final ALEKS assessment, 30%  
Weekly progress in ALEKS, 25%  
Written assignments & projects, 25%  
Participation in group activities, 10%  
Studio attendance and satisfaction of weekly ALEKS minimum time requirements, 10%. | **Grading criteria:**  
Homework (computer based): 10%  
Section Participation: 10%  
Classroom participation: 10%  
Traditional paper based exams:  
2 Midterms: 20% each = 40%  
Final Exam: 30%  
**Grading Scale:**  
A: 85-100%  
B: 75-84%  
C: 60-74%  
D: 50-59%  
**Passing criteria:** Grade of C or better |
| Additional information | In studio Learning Assistants  
Drop-in tutoring | Homework Center  
Small group tutoring  
Drop-in tutoring |

**FAQs, common to both versions of the course:**

**How and when are students targeted for the classes?**
Students in placement tier 100 (best placement score below 60) will be contacted by email, encouraged to study and reassess during the summer, and provided with the information shown above. College advisers will hopefully also provide information and guidance to the relevant students during Summer Orientation and email or phone consultations.

**How do students know which class to enroll into during orientation?**
They self-select. The enrollment criteria for the two courses are identical: math placement tier 100 or higher, an AP Calculus score of 3 or higher, or appropriate CC course credit.

**Does the Math Undergraduate Chair or assistant contact eligible students prior to summer orientation explaining the two Math 2 choices?**

No, but as part of the general Math Placement support, all students completing math placement will be emailed with brief descriptions of the courses they are currently eligible to enroll in, as well as their indicated target course if they aren’t yet eligible for their target course.

**Are there recommendations for preparation prior to coming in fall from Math Department?**

Targeted guidance and encouragement will be provided via email as part of the Math Placement process once students have completed an initial placement assessment. Advisers can provide crucial assistance by encouraging students who haven’t yet assessed to start that process as soon as possible, and reinforcing the message that placement is a formative process, not just a cumulative assessment.

**After completing the class/es can students retake ALEKS assessment and move up to the next Math class?**

Yes. Students enrolled in Math 2 in the fall will be eligible to enroll in Math 3 in the winter; any students who fail Math 2 will be dropped from Math 3 unless they are already in math placement tier 200 or higher. Students in a higher placement tier may enroll in a more advanced course. We were told last year that AIS enrollment eligibility has always (whatever always means in this context) been determined by a “best of” criterion: if a student is in a sufficiently high placement tier, they can enroll in a more advanced course even if they’ve failed a prerequisite course. We’re compiling some guidelines for advisers for recognizing possible “outside help” during assessment without profiling, as well as advice for students to assess accurately, in an effort to minimize self-damaging abuse of this option.

**How can college advisers best advise and support students?**

By encouraging students to become well-informed and choose their course carefully, rather than rushing to a decision or choosing a course based on meeting time, etc. Encourage students to self-assess their learning personality: what motivates them, what puts them off or stresses them, what kinds of instructional and moral support they’ve benefitted from in the past.

**Will Math Department have a FAQ page for students to guide them?**

Hopefully the information given here will be posted somewhere, but it’s not yet clear where.

**How easily can students switch classes in fall once enrolled and classes start? Will they need to waitlist or will a permission number be available?**

We will do our best to allow easy transitions between the two offerings, within the limitations of course capacities. We’ll try to find out more about waitlisting etc.

**Will progress in the class be monitored for early alert messaging involving faculty and college advisers using the new Student Success Collaborative (SSC) campus program?**

Probably not using the SSC program. The CL Math 2 will incorporate early alert advising with an EOP counselor funded by the HSI grant, but unfortunately that advising will not be available to students in the
adaptive Math 2. The adaptive Math 2 may use the SSC program, but most likely there will be a rudimentary DIY system using Javascript-generated emails to update interested advisers on their students’ activity and progress.