

Content Review Discussion Guide – Mathematics

Based on the Course Outline of Record (COR), content review requires that faculty examine aspects of the course to learn where students need to come prepared with certain skills and knowledge sets rather than learn the skills while taking the course. This discussion guide will help document the process of content review when faculty are reviewing a course and believe that certain basic skills are necessary for student success.

COURSE:	TITLE:	
DATE:	PARTICIPANTS:	
Element of the COR	Mathematics	Comments/Discussion
Course Objectives (List)	<p>Does the objective require students to be proficient with a calculator?</p> <p>Does the objective seem quantitatively based – will the student need to be competent in a range of mathematical skills in order to be successful?</p> <p>Do students need to be able to understand two or more variables ?</p> <p>Are systems of equations (linear or nonlinear) essential to meeting the objectives of the course?</p>	

	<p>Are making and analyzing graphs integrated into the objectives? Linear graphs? Nonlinear graphs?</p>	
Course Content	<p>Are elements of the content easy to link to math skills (i.e. finding percentages, graphing, calculating certain quantities, etc.)?</p> <p>Are elements of the content implicit about math skills that students need (ask the discipline faculty to explain what is going on)?</p> <p>Are specific skills necessary or an overall background? Can the skills be isolated?</p> <p>Can the discipline faculty teach the concept? Can a math faculty visit the course for one hour or day to teach it?</p>	
Methods of Evaluation	<p>Students must know how to complete certain calculations with or without a calculator on exams.</p>	

	<p>Students need to interpret graphs, make graphs on tests or in reports, organize data, report data.</p> <p>Students have equations to solve on tests, quizzes, or other assignments: linear equations? Nonlinear equations?</p> <p>Students must demonstrate knowledge of fractions and conversion of fractions (measuring, applying correct tools, etc.)</p>	
Assignments	<p>Conducting elementary research.</p> <p>Reporting results of surveys, lab tests, etc.</p> <p>Producing quantitative information in graphical, numerical or paragraph form.</p> <p>Homework exercises include quantitative problem solving, applications or word</p>	

	problems.	
Required Texts and Other Instructional Materials	Textbook/s contain materials/assignments that require quantitative reasoning	
Other	What level of critical thinking is expected?	What level of critical thinking is expected?

EXIT SKILLS	TARGET SKILLS