MATD and MATH Lab Courses

MATD 0123, 0125, 0127, 0129
MATH 0153, 0155, 0161, 0163, 0165, 0183, 0187, 0189, 0193, 0197, 0199

Notes for Instructors
2006-2007

Over the last few years, as we have had to cut sections to meet the scheduling goals, that has decreased the number of lab courses. We expect that trend to continue into 2006-2007.

Please encourage students who would like to have a lab course but can’t find one to go to the Learning Labs. In addition to providing individual tutoring, sometimes the Instructional Associates in the Learning Labs set up special group tutoring sessions for a particular course or a particular topic. At one time, money was available in the budget for some Supplemental Instruction groups. If you’re interested, please check with the Department Chair or the Learning Lab manager to see if there is any money budgeted for that during this year.

Prerequisite / Co-requisite: Students enrolled in a lab course must be have met the prerequisite for and be enrolled in the corresponding MATD or MATH course.

Course purpose: Mathematics lab courses are intended to provide the students enrolled in the lab additional help for the corresponding MATD or MATH course that they are enrolled in. Essentially, the goal of the labs is to provide as much help as possible for the enrolled students. Although much of the course will consist of tutoring the course content, instructors should provide activities to help students with their study skills in mathematics and help them learn how to prepare for a mathematics exam.

Course structure: Much of the time the course will be like a tutoring session. Most instructors try to group the students together into common courses, common instructors, or common skill levels. Much of the time, students can help each other while the instructor is helping another person or group. At times, if several people have the same question, the instructor might work at a blackboard so the whole group can hear an explanation.

Organization: In the schedule we have always listed lab courses for each course separately, but then combined the various lab sections as needed to get the enrollment high enough for the lab course to “make.” Before you meet your lab section, you should clarify what courses are actually included. Presumably the person in charge of scheduling will have told you, but, depending on enrollment, this may have changed. Probably the most accurate answer you can obtain is from the Web schedule within the last couple of days before the beginning of the semester. See what labs your name is on. For teaching strategies and general discussion, call any member of the course committee listed at the top of this document. Also, feel free to talk with the full-time faculty members at your campus for more discussion.

Attendance and grades: Students are not given homework or tests in a lab course. The main way that students benefit from the lab courses is by attending lab. Since students must be given a grade in the lab course (the lab is an official college course that they enrolled in), the course grade should
be based on attendance. Our grading scheme, for a lab that meets twice a week for 16 weeks (or a
similar number of meetings in a shorter semester,) is as follows:

- 0-3 absences (0-10% of the classes) - A
- 4-6 absences (11-20% of the classes) - B
- more than 6 absences (more than 20% of the classes) - F or withdraw from course

If a student misses lab more than 6 times (20% of the classes), that student is not meeting the
objectives of the course so the student should be withdrawn. Of course, the instructor can use
judgment of this issue. For example, a student might be enrolled in a lab directly after the
Corresponding course. The student may not need to attend lab immediately after an exam. You can
use the concept of “excused absences,” but you should probably make clear what the approved
“excuses” are, in advance, so that you don’t have to spend too much time discussing that with
individual students. If you choose not to use “excused absences”, you may omit the last two lines
From the student handout before duplicating it for your class.

Withdrawals: If a student quits attending or withdraws from the regular course, it is expected that he
will withdraw or be withdrawn from the lab course. You do not have to “police” this, exactly, but if
you withdraw students for absences, that should handle this problem. It is not really appropriate for
the student to receive a passing grade in the lab when he has withdrawn from the corresponding
course.

Credit: None of the lab courses earn college-level credit for the student. It is a good idea to remind
them of this. They do earn ACC developmental credit, so these count in computing eligibility for
financial aid, in many cases. One issue that has arisen recently is that prospective public school
teachers who are working toward emergency certification in math only need a certain number of
college credits in mathematics, but apparently no one cares what those courses are. Several people
in this situation have tried to meet some of this requirement with lab courses. If any of your students
are planning to do this, please explain that this is not considered appropriate and probably these
won’t count.
First-Day Handout for Students
MATD or MATH Lab course

MATD 0123, 0125, 0127, 0129
MATH 0153, 0155, 0161, 0163, 0165, 0183, 0187, 0189, 0193, 0197, 0199

Session: Fall 2006 / Spring 2007 / Summer 2007

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<th>Synonym and Section:</th>
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How to arrange other times by appointment:

**Course Description:** Designed for students currently registered in __________, __________, or __________. Individualized and group setting provides additional practice and explanation. This course is not for college-level credit. Repeatable up to two credit hours. (MTH 0211)

**Course Rationale** and **Instructional Methodology:** The purpose of this lab is to give students as much help as possible in the corresponding mathematics course in which they are enrolled. The time in lab will be spent solving problems, helping each other, talking about study skills for math, and test preparation for any math class.

**Course objectives:**
1. To provide additional help in the corresponding MATD or MATH course that the lab student is enrolled in.
2. To provide instruction in study skills for mathematics and in exam preparation for mathematics courses.

**Course Organization:** Some sections are “combined” with one or more other math lab sections for similar courses, in order to have enough students for the section to be offered.

**Prerequisite / Co-requisite:** Students must have met the prerequisite for, and be enrolled in, the corresponding MATD or MATH course. If the student withdraws from that course, he/she must withdraw from this lab as well. Otherwise the student is likely to receive an F in the lab.

**Credit:** This course counts for one hour of developmental credit, which is counted in the student’s load for financial aid, in most cases, and for some other purposes. It does not count as college-level credit. Thus it will not satisfy any degree or certificate requirements or transfer to other schools.

**Required Materials:** Students must bring their textbook and list of homework problems to every lab class meeting. Students are expected to work on the homework ahead of time and bring a list of questions as well.

**Grading policy:** The instructor’s grading criteria will be clearly explained in the first-day handout. Students must receive a grade for this lab since this lab is part of their official schedules. Because the intent of this lab is to help them in their course, grading should be largely (or completely) on attendance, because the more the student attends the lab, the better he is likely to do in his math course. However, the instructor may include other factors and clearly describe them in the first-day
handout. The instructor may choose to provide for “excused absences” or not. If this is allowed, provide students with information about what they must do to have an absence counted as “excused.”

**Additional course policies:**

1. Course policies on the following topics will be included. Recommendations by this course committee and the mathematics department are listed below and may be modified by the instructor.
   - Incomplete Grades
   - IP Grades
   - Attendance
   - Withdrawals (must include withdrawal date)
   - Reinstatement policy (if the instructor allows this option)
   - TSI Warning
   - Course-specific support services

2. The following statements will be included and instructors must use the statements provided by the college/mathematics department and found in the front part of this *Manual*. Go to [www.austincc.edu/mthdept5/mman06/statements.html](http://www.austincc.edu/mthdept5/mman06/statements.html)
   - Statement on Students with Disabilities
   - Statement on Scholastic Dishonesty
   - Recommended Statement on Scholastic Dishonesty Penalty
   - Statement on Academic Freedom
   - Student Discipline Policy

**Suggestions:**

- **Incomplete Grade:** Recommended version for this course: “Incomplete grades (I) will not be awarded in this class.”
- **In-Progress Grade:** Recommended version for this course: “In-Progress grades (IP) will not be awarded in this class.”
- **Attendance Policy:** Following is the mathematics department’s recommended attendance policy for classes that meet two days per week in a 16-week term. Modifications should be made for classes of different lengths. Instructors must include some attendance policy, even if it is that attendance is not required. “Attendance is required in this course”. Students who miss more than 4 classes may be withdrawn.”
- **Withdrawal Policy** (including the withdrawal deadline for the semester): Recommended version: “It is the student's responsibility to initiate all withdrawals in this course. The instructor may withdraw students for excessive absences (4) but makes no commitment to do this for the student. After the withdrawal date (include specific date), neither the student nor the instructor may initiate a withdrawal.”
- **Reinstatement Policy:** If the instructor chooses to allow reinstatements, he must include a statement about the circumstances under which it is allowed. It seems unlikely that instructors of this course will want to allow reinstatements.
- **TSI Warning:** Please include: “This course does not meet the requirement for TSI-mandated remediation.”
- **Course-specific support services:** Recommended version: “ACC main campuses have Learning Labs which offer free first-come first-serve tutoring in mathematics courses. The locations, contact information and hours of availability of the Learning Labs are available from [http://www.austincc.edu/tutor](http://www.austincc.edu/tutor) Audio and video tapes that follow each chapter and
cover all topics can be checked out for use in the Learning Resource Centers at various campuses. The Computer Centers at Rio Grande, Northridge, Riverside, Cypress Creek, Pinnacle, and Eastview provide computer tutorials.”