

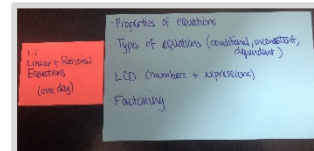
PLANNING STUDENT WORKFLOW BEFORE THE FIRST DAY

#1: TEACH ONLY PREREQUISITE KNOWLEDGE FOR THE UPCOMING CREDIT-LEVEL LESSON

A corequisite course is not a standalone developmental course. It should provide just-in-time skills for, and work in tandem with, the credit-level course.

1. Through backmapping, identify the basics required for just-in-time assistance for each credit-level course lesson.
2. Let go of previous developmental course topics that don't directly feed into credit-level content.

Example: If the credit-level course is covering linear and rational equations, the corresponding corequisite lesson needs to cover properties of equations, types of equations, LCD, and factoring.



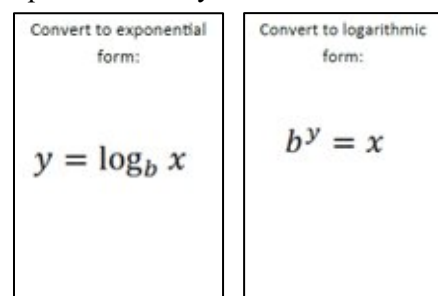
Don't squeeze in extra topics. You'll recoup this time for active learning and metacognition.

#2: BALANCE LECTURE AND ACTIVE LEARNING

Students are facing two mathematics courses in the same semester. Work in as much active learning as possible to break up straightforward lecture and skill-drilling. Activities like the example below break up the monotony of traditional class time while still providing the valuable practice students need.

Example: Log-Go-Fish, a variation of the card game Go-Fish.

- 1) Create “matching” pairs that have exponential and logarithmic forms on them.
- 2) Students need to be able to convert both forms in order to ask for cards.
- 3) The most matches wins.



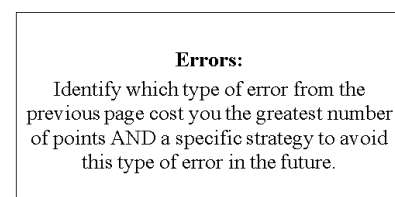
Ask colleagues or search the internet for active learning on specific content.

#3: DEVELOP STUDENTS' METACOGNITION TO BETTER PREPARE THEM FOR CREDIT-LEVEL

Students are underprepared both in mathematical skill and in the expectations for college-level courses. Use the time you've recouped from paring down the class topics to develop students' academic mindsets so they can be successful in the support course, credit-level course, and their entire college career.

Example: Test preparation and reflection analysis assignment.

Have students compile information on their test preparation including any help they sought for difficult class content or homework. After the tests, have students review the errors they made and determine where they lost the majority of their points. Finally, have them make a plan for moving forward including habits they should keep, add, change, or eliminate from their routines.



Suggested topics include: taking good math notes, using a mathematics textbook, how to structure study time each week.

#4: PROBLEM-SOLVE WITH YOUR SYLLABUS

Consider what challenges you face in both courses (attendance, test-taking skills, classroom management, etc.).

Maintain rigor in the credit-level courses by keeping them “business as usual”.

Use the support courses to address the challenges you identified.

Give these components clout in your course by incorporating them into your grading scheme, syllabus, and class policies.