

Math 98: Adjunct for Math 52



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SLC Adjunct Course Description

The SLC Adjunct for Math 52 is a course designed to support students in self-directed learning of the Math 52 material. In this course, students will explore, identify, and apply learning strategies, approaches, and practices that deepen their understanding.

The adjunct course is structured to engage students in an iterative learning process that encourages learners to set weekly learning goals, create a plan for meeting the learning goals, and incorporate reflection, revision, and recursion into their learning practice. Throughout this process, students are encouraged to take risks so they can uncover what works best for them, as they learn from their successes and mistakes.

By engaging in an active and collaborative learning experience that is tailored to meet their learning needs, students develop comprehensive knowledge of the material and become more effective learners.

SLC Adjunct Course Learning Objectives

Participants in the adjunct will:

Develop Problem Solving Skills	<ul style="list-style-type: none">• Practice identifying, applying, and discerning different techniques and approaches in order to effectively solve problems• Bolster the ability to interpret and use mathematical notation and jargon, in order to converse fluently in the discipline of mathematics or statistics
Work towards personal goals	<ul style="list-style-type: none">• Set learning goals that build conceptual, theoretical, and computational knowledge and meet the learning demands of Math 52.
Cultivate an Inclusive Learning Environment	<ul style="list-style-type: none">• Enhance their ability to engage in a collaborative and inclusive mathematics learning community.• Engage in a space to ask questions and take risks as they address their learning needs in a non-judgmental, supportive environment.
Expand your Arsenal of Study Strategies and Resources	<ul style="list-style-type: none">• Create and implement study plans that support deep learning and meet personal goals• Effectively incorporate the use of resources such as mathematical textbooks, lecture and lecture notes, office hours, tutoring, discussion sections, and videos into their study practices• Incorporate tools such as concept maps, graphic organizers, textbook outlining, and problem-solving flow charts into their study plans
Build a reflective practice	<ul style="list-style-type: none">• Use guided reflection to assess individual strengths and learning needs.• Integrate feedback and reflection into their learning process, in order to modify approaches and improve their understanding of course material.

Course Enrollment Information

Math 98: Adjunct for Math 52

Date/Time: Tue and Thur 12:30pm-2pm

Location: Dwinelle 209

The SLC Adjunct for Math 52 is a 1-unit Pass/No Pass course taken in conjunction with Math 52. Students enroll on CalCentral through an assigned section of Math 98, and enrollment is capped at 35-students to promote individualized feedback and meaningful support in a judgment-free learning environment. To order to enroll in the course:

- ☐ Complete the [Math 52 Adjunct Interest form](#) to let me know you are interested in the adjunct and so I can send you course information and materials before you officially enroll.
- ☐ Come to the first Adjunct session on Thursday, August 28th and experience the first few meetings of the adjunct first hand.
- ☐ At 5:10 pm sharp, Friday, Aug. 4 (the end of Week 2), I will send a Course Number Google Form to all students that filled out the Interest Form and have attended or made up work for the first three days of adjunct. Should you decide that you wish to enroll in the adjunct, complete that Course Number Google form to receive the course number.
- ☐ Upon receipt of the course number, enroll through [CalCentral](#). Once the course is full (35 Students), you can place yourself on the waitlist on CalCentral. Students will be added automatically from the waitlist as spots become available.

Note that in general there are no auditors allowed for this course, so you must enroll in this course through CalCentral by the end of the add/drop period. Speak to me if there are any concerns about this policy.

Instructor Information

The course is facilitated by an experienced learning specialist, versed in the learning sciences and how to apply them to the discipline of mathematics and statistics.

Instructor: Jocelyne Castro (Pronouns: she/ella)

I am a Latina from South Central, LA. I received two B.A.s, one in Pure Mathematics and one in Cognitive Science from UC Berkeley and have been facilitating adjunct courses for the SLC since I graduated. I began my Berkeley career as a Summer Bridge Scholar and found my passion for supporting students in Mathematics through the SLC. I work towards creating a student-centered classroom environment to meet student needs, engage students' curiosity, and holistically support the students throughout their journey at Cal.

I have worked with all lower division courses (Math 96, 32, 1A, 52, 53, 54) as a tutor, workshop facilitator, adjunct instructor, and study group facilitator.

Contact Info:

jcastro@berkeley.edu

Office: César Chávez Building, Room 123

Office Hours: TBD (will be updated here)

Location: In the atrium of [César E. Chávez Student Center](#)

Course Components and Grading

The Adjunct Course is taken on a pass/not pass basis. To pass you must obtain 70% of the possible points. In addition, you must turn in each of the review assignments to pass this course. A description of each component of the grade and the grade breakdown is as follows:

Checkpoints [30%]

About once per week, we will assign a checkpoint assignment that typically focuses on the content learned in the Math 52 course from the previous week. Each checkpoint will have two components: (1) a portion designed to assess your current understanding and (2) a second component that assists you in furthering your understanding based on the results of the first portion of the assessment.

A typical assignment begins with an initial, timed assessment, with a deadline for completion. You will then receive feedback on your progress of mastering the material covered in the assessment. You will then revise and reflect on the initial portion, redoing any problems for which you did not initially arrive at the correct solution, and writing up any takeaways you have moving forward. Lastly, you will complete parallel problems that task you with applying your knowledge to a similar problem. You are encouraged to tap into resources and consult with your instructor, peers, and the SLC tutorial staff for support as necessary.

Completing these checkpoints allows you to receive feedback in a lower-stakes environment than quizzes and exams, correcting your mistakes helps you to solidify your understanding of the Math 52 material and avoid making similar mistakes in the future, and applying this revised understanding to similar problems helps you to further understand how to apply the concepts in new situations..

Reflection Assignments [15%]

Throughout the course, you will be assigned reflection assignments that are designed to support you in assessing your learning needs, making personal plans to address those needs, and reflecting on what you have learned about both the Math 52 material and your own learning process.

Reflecting on your progress on a regular basis allows you to make adjustments to your approach as you uncover what is most effective for you, and as the learning demands of the course shift.

Review Assignments [25%]

Three different types of review assignments will be assigned throughout the semester:

- Prerequisite review assignment
- Midterm review assignments (one for each midterm)
- Final review assignment

Each review assignment will consist of problems chosen to help you assess your mastery of the content at each of the phases of the course. In addition, each assignment will also include one or more activities designed to support your study process in preparing for the demands of the course or an upcoming exam.

Check-In Sessions [10%]

Each student should engage in at least one individual or group check-in session with me by the end of the semester. This is typically done at the beginning of the semester to set goals for the semester, before a midterm or the final exam to assess learning needs and to create a study plan, or after a midterm to reflect upon performance and to strategize for the next portion of the course. You are encouraged to engage in more than one check-in session!

Attendance [20%]

Attendance is part of the grade in the adjunct. Each meeting we will spend time on facilitated learning activities designed to support your development of critical learning strategies, as well as activities designed to further your content mastery, while connecting with your colleagues in order to foster a community of support. We find that missing sessions often leads to falling behind on the material, missing opportunities to thoughtfully and intentionally develop your strategies for success, and feeling disconnected from your colleagues and the learning community.

Unexcused Absences	Incomplete Makeup Work
-1%	-1%
From course grade*	From course grade
*after the first two, not counting Thur, Aug. 28	

If you miss a class session, you will receive a make-up assignment via email. The make-up assignment will be due before the next adjunct session. Please complete this assignment whether the absence is excused or unexcused; any missed make-up assignment will lead to a deduction of 1% of your course grade.

Excused absences are absences resulting from events outside of your control, such as illness (please don't attend class in-person if you're sick) or family emergencies. Classes missed due to other courses (papers/projects due, needing to study for a midterm, etc.) are usually NOT excused absences. I expect you to make every effort to inform me in as timely a manner as possible if you need to leave early, arrive late, or miss a day of class for any reason. Note that missing classes due to co-curricular activities sanctioned by the university or by extracurricular activities must be scheduled in advance with the instructor and will be considered excused on a case-by-case basis. The absence is more likely to be excused when brought to the attention of the instructor proactively (at least two weeks in advance).

You are allowed up to 2 unexcused absences without it affecting your grade, assuming you complete the make-up assignment. After that, each additional unexcused absence will result in a 1% deduction from your overall grade, in addition to any penalty resulting from not completing the make-up assignment..

Course Policies

Extensions on Assignments: In order to request an extension on an assignment, please email me to ask as soon as possible. Include in your request the day and time you plan to submit the assignment and how much of it you can complete prior to the due date. In general, extension requests will be considered if submitted well in advance of the due date, if a substantial portion can be completed by the original due date, and if the extension on the assignment does not impact the ability to meet the objectives of the assignment. For example, if an assignment is designed to assist in preparation for a midterm, an extension request for after the midterm would not be granted, as completing the assignment after the midterm would not meet the objective of preparing for the midterm.

Penalties for Submitting Work Late: Assignments submitted late without prior approval will generally not receive full credit, unless there was something outside of your control that kept you from submitting the work on time. Please contact me as soon as possible in that situation, so that I can consider waiving the penalty. How much credit late work will receive will be determined on a case-by-case basis, incorporating factors such as how late the work was submitted, and whether the work still meets the learning objectives of the assignment.

Students with Disabilities: If you have a Letter of Accommodation (LoA) on file with UC Berkeley's DSP (Disabled Students' Program) office, please let me know ASAP what kinds of accommodations you need,

ideally by showing me a copy of your LoA during my office hours or at an individual appointment. I do not receive official Letters of Accommodation for students until after they formally enroll, and that will not happen until Week 3 at the earliest.