Math 3305.125, Concepts of Elementary Math II Spring 2018
Spring 2018 rev. 12.08.2017
Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION
Instructor: Christina Hamilton, Ph.D.
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The preferred email is through Canvas "Inbox" for course-related information. If correspondence is not related to the course, contact via hamilton.c@tamuct.edu .

Office Hours:
Mondays 8:45 a.m. to 11:00 a.m., Tuesday 8:45 a.m. to 10:30 a.m., Wednesday 8:45 a.m., to 11:00 a.m. and 1:45 p.m. to 5:00 p.m. Due to university obligations that may interfere with my office hours, it is RECOMMENDED that you schedule an appointment by contacting me at hamilton.c@tamuct.edu prior to arrival.

Mode of instruction and course access:
This course meets face-to-face, (with supplemental materials and assignments made available online). This course uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com] as well as the Pearson myMathLab [http://www.pearsonmylabandmastering.com].

Student-instructor interaction:
I check emails and text messages daily and will respond within two business days between the hours of 8 a.m. and 5 p.m. CST, excluding weekends and holidays.

911 Cellular:
Emergency Warning System for Texas A&M University – Central Texas
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at 911Cellular [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and description:

Basic concepts in algebra, geometry, calculators and computers, metric system and measurement, and probability and statistics. Meets basic probability requirement for math majors, certifying teachers, and interdisciplinary studies. Prerequisite: Math 3303/Math 1350

Course Objective:

Upon successful completion of this course, the prospective teacher will have an understanding of patterns, algebra, measurement, geometry, probability, and statistics/data analysis related to the EC-6 Generalist and 4-8 Math certification requirements as well as the TEKS.

Student Learning Outcomes:

After the completion of this course the student will be able to:	Assessment	Standard
-apply problem solving strategies to solve problems	Chapter 1 homework, in-class activities, tests and final exam	Mathematics Standard I Mathematics Standard V
-demonstrate the ability to analyze and apply the conceptual knowledge of numbers, number systems and their structure, operations and algorithms, and technology	Chapter 2,3,5,6,7 homework, in-class activities, tests and final exam, Math File Folders, Math Manipulatives, Textbook Analysis	Mathematics Standard I
-apply the basic foundations of set theory and number theory to solve problems	Chapter 2 and 4 homework, in-class activities, tests and final exam	Mathematics Standard I
-examine basic foundations of mathematical logic, including valid forms of reasoning	Chapter 1 homework, in-class activities, tests and final exam	Mathematics Standard V

Competency Goals Statements (certification or standards):

Content Student Learning Outcomes

Core Subjects EC-6	Mathematics 4–8
Mathematics Standard II	
Patterns and Algebra: The mathematics teacher understands and uses patterns, relations, functions, algebraic reasoning, analysis and technology appropriate to teach	**Patterns and Algebra**: The mathematics teacher understands and uses patterns, relations, functions, algebraic reasoning, analysis, and technology appropriate to teach

the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.	the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.
Mathematics Standard III	
Geometry and Measurement: The mathematics teacher understands and uses geometry, spatial reasoning, measurement concepts and principles and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.	**Geometry and Measurement:** The mathematics teacher understands and uses geometry, spatial reasoning, measurement concepts and principles, and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.
Mathematics Standard IV	
Probability and Statistics: The mathematics teacher understands and uses probability and statistics, their applications and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.	**Probability and Statistics:** The mathematics teacher understands and uses probability and statistics, their applications, and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics

Competencies

Core Subjects EC-6	Mathematics 4–8
Patterns and Algebra	
Competency 003 (Patterns and Algebra): The teacher understands concepts related to patterns, relations, functions and algebraic reasoning.	Competency 004: The teacher understands and uses mathematical reasoning to identify, extend, and analyze patterns and understands the relationships among variables, expressions, equations, inequalities, relations, and functions. Competency 005: The teacher understands and uses linear functions to model and solve problems. Competency 006: The teacher understands and uses nonlinear functions and relations to model and solve problems. Competency 007: The teacher uses and understands the conceptual foundations of calculus related to topics in middle school mathematics

Geometry and Measurement	
Competency 004 (Geometry and Measurement): The teacher understands concepts and principles of geometry and measurement.	Competency 008: The teacher understands measurement as a process. Competency 009: The teacher understands the geometric relationships and axiomatic structure of Euclidean geometry. Competency 010: The teacher analyzes the properties of two- and three-dimensional figures. Competency 011: The teacher understands transformational geometry and relates algebra to geometry and trigonometry using the Cartesian coordinate system.
Probability and Statistics	
Competency 005 (Probability and Statistics): The teacher understands concepts related to probability and statistics and their applications.	Competency 012: The teacher understands how to use graphical and numerical techniques to explore data, characterize patterns, and describe departures from patterns. Competency 013: The teacher understands the theory of probability Competency 014: The teacher understands the relationship among probability theory, sampling, and statistical inference, and how statistical inference is used in making and evaluating predictions.

Texas Essential Knowledge and Skills (TEKS)
Mathematical Process TEKS for Grades K-5:

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(A) apply mathematics to problems arising in everyday life, society, and the workplace;
(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;
(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;

(E) create and use representations to organize, record, and communicate mathematical ideas;
(F) analyze mathematical relationships to connect and communicate mathematical ideas; and
(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Kindergarten
(5) Algebraic reasoning. The student applies mathematical process standards to identify the pattern in the number word list.
(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties
(7) Geometry and measurement. The student applies mathematical process standards to directly compare measurable attributes.
(8) Data analysis. The student applies mathematical process standards to collect and organize data to make it useful for interpreting information

Grade 1
(5) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.
(7) Geometry and measurement. The student applies mathematical process standards to select and use units to describe length and time
(8) Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems.

Grade 2
(7) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
(8) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.
(9) Geometry and measurement. The student applies mathematical process standards to select and use units to describe length, area, and time.
(10) Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems.

Grade 3
(5) Algebraic reasoning. The student applies mathematical process standards to analyze and create patterns and relationships.
(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties.
(7) Geometry and measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement.
(8) Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data.

Grade 4
(5) Algebraic reasoning. The student applies mathematical process standards to develop concepts of expressions and equations.
(6) Geometry and measurement. The student applies mathematical process standards to analyze geometric attributes in order to develop generalizations about their properties. .
(7) Geometry and measurement. The student applies mathematical process standards to solve problems involving angles less than or equal to 180 degrees.
(8) Geometry and measurement. The student applies mathematical process standards to select appropriate customary and metric units, strategies, and tools to solve problems involving measurement.
(9) Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data.

Grade 5
(4) Algebraic reasoning. The student applies mathematical process standards to develop concepts of expressions and equations.
(5) Geometry and measurement. The student applies mathematical process standards to classify two-dimensional figures by attributes and properties.
(6) Geometry and measurement. The student applies mathematical process standards to understand, recognize, and quantify volume.
(7) Geometry and measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving measurement.
(8) Geometry and measurement. The student applies mathematical process standards to identify locations on a coordinate plane.
(9) Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data

Mathematical Process TEKS for Grades 6-8:
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(A) apply mathematics to problems arising in everyday life, society, and the workplace;
(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;
(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
(E) create and use representations to organize, record, and communicate mathematical ideas;
(F) analyze mathematical relationships to connect and communicate mathematical ideas; and
(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Grade 6

(6) Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships.
(7) Expressions, equations, and relationships. The student applies mathematical process standards to develop concepts of expressions and equations.
(8) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems.
(9) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to represent situations.
(10) Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to solve problems.
(11) Measurement and data. The student applies mathematical process standards to use coordinate geometry to identify locations on a plane.
(12) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to analyze problems.
(13) Measurement and data. The student applies mathematical process standards to use numerical or graphical representations to solve problems.

Grade 7

(7) Expressions, equations, and relationships. The student applies mathematical process standards to represent linear relationships using multiple representations.
(8) Expressions, equations, and relationships. The student applies mathematical process standards to develop geometric relationships with volume.
(9) Expressions, equations, and relationships. The student applies mathematical process standards to solve geometric problems.
(10) Expressions, equations, and relationships. The student applies mathematical process

standards to use one-variable equations and inequalities to represent situations.
(11) Expressions, equations, and relationships. The student applies mathematical process standards to solve one-variable equations and inequalities.
(12) Measurement and data. The student applies mathematical process standards to use statistical representations to analyze data.

Grade 8
(6) Expressions, equations, and relationships. The student applies mathematical process standards to develop mathematical relationships and make connections to geometric formulas.
(7) Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems.
(8) Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations.
(9) Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to develop foundational concepts of simultaneous linear equations.
(10) Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts
(11) Measurement and data. The student applies mathematical process standards to use statistical procedures to describe data.

Required Reading and Textbook(s):
Mathematical Reasoning for Elementary Teachers Plus NEW MyMathLab with Pearson eText -- Access Card Package, 7th Edition ISBN-13: 978-0-321-91474-3

Additional readings may be assigned

The following is a list of instructions on how to access the Homework assignments, Tests, and Final exam using MyMathLab.

1. Go to www.pearsonmylabandmastering.com
2. Under Register, select **Student**.
3. Confirm you have the information needed, then select **OK! Register now**.
4. Enter your instructor's course ID: **hamilton96631**, and **Continue**.
5. Enter your existing Pearson account **username** and **password** to **Sign In**.
   You have an account if you have ever used a Pearson MyLab & Mastering product, such as MyMathLab, MyITLab, MySpanishLab, MasteringBiology or MasteringPhysics.
   - If you don't have an account, select **Create** and complete the required fields.
6. Select an access option.
   - Enter the access code that came with your textbook or was purchased separately from the bookstore.

- Buy access using a credit card or PayPal account.
- If available, get temporary access by selecting the link near the bottom of the page.

7. From the You're Done! page, select **Go To My Courses.**
8. On the My Courses page, select the course name **Math 3305 Spring 2018** to start your work.

To sign in later:
1. Go to www.pearsonmylabandmastering.com.
2. Select **Sign In**.
3. Enter your Pearson account **username** and **password**, and **Sign In.**
4. Select the course name **Math 3305 Spring 2018** to start your work.

To upgrade temporary access to full access:
1. Go to www.pearsonmylabandmastering.com.
2. Select **Sign In**.
3. Enter your Pearson account **username** and **password**, and **Sign In**.
4. Select **Upgrade access** for **Math 3305 Spring 2018.**
5. Enter an access code or buy access with a credit card or PayPal account.

COURSE REQUIREMENTS

Assignment	*Description*	*Standards*
Journal Article Analysis	You will provide a summary and reflection of an article published in a NCTM journal. The details of this assignment is located in Canvas.	Mathematics Standard II,III,IV Competency 003,004,005
Campus Tutoring with Reflection Presentation	As a class we will go to an elementary campus and provide tutoring. You will provide math assistance to one or more students. You will provide a weekly reflection. Your presentation will illustrate your experience. The details of this assignment is located in Canvas.	Mathematics Standard II,III,IV Competency 003,004,005
MyMath Lab Homework	You will have six (6) homework assignments to complete that corresponds to Chapters 8-14.	Mathematics Standard II,III,IV Competency 003,004,005
MyMath Lab Test	You will have two (2) test to complete that corresponds to the homework assignments. Test 1- Chapters 8,9,10, 50 questions, 150 minutes Test 2- Chapters 11,12,13,14, 50 questions, 150 minutes	Mathematics Standard II,III,IV Competency 003,004,005
MyMathLab	Your comprehensive final exam will be taken on the last	Mathematics

Final Exam	day of class. Your exam will consist of 50 questions and you will have 150 minutes.	Standard II,III,IV Competency 003,004,005
Professionalism	For this assignment you will be graded upon your level of professionalism. This will include your participation in class activities, working problems, completing reading assignments as well as any online modules assignments.	Mathematics Standard II,III,IV Competency 003,004,005

Grading Criteria Rubric and Conversion

Assignment	Points
Journal Article Analysis	100
Campus Tutoring with Reflection Presentation	250
MyMath Lab Homework	200
MyMath Lab Test	200
MyMathLab Final Exam	200
Professionalism	50
Total points	1000

Grades will be assigned at the end of the semester on the following basis:

A = 90-100%	900-1000 points
B = 80-89%	800-899 points
C = 70-79%	700-799 points
D = 60-69%	600-699 points
F = 59% or below	599 or below points

Posting of Grades

Final grades will be posted to Canvas Gradebook after completion of course requirements. The turn-around time for grades to be posted will be no later than the next class period.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

Week	Day and Date -Class Content	Assignment due by 11:59 p.m.
Wk 1	Mon 3/19- Intro, Syllabus, Algebraic Reasoning, Graphing, and Connections with Geometry- Chapter 8 Wed 3/21-Algebraic Reasoning, Graphing, and Connections with Geometry- Chapter 8	Ch. 8 homework –Thurs 3/22
Wk 2	Mon 3/26- Geometric Figures- Chapter 9 Wed 3/28- Measurement: Length, Area, and Volume- Chapter 10	Ch. 9 homework –Tues 3/27
Wk 3	Mon 4/2- Measurement: Length, Area, and Volume- Chapter 10 Wed 4/4- Transformations, Symmetries, and Tilings- Chapter 11 and Congruence, Constructions, and Similarity- Chapter 12	Ch. 10 homework-Tues 4/3 Ch. 11 and 12 homework- Thurs 4/5 Test 1-Fri 4/6
Wk 4	Mon 4/9- Statistics: The Interpretation of Data-	Ch. 13 homework- Tues 4/10

	Chapter 13 Wed 4/11- Probability- Chapter 14	Ch. 14 homework- Thurs 4/12 Journal Article Analysis- Fri 4/13
Wk 5	Mon 4/16- Campus Tutoring Wed 4/18- Campus Tutoring	Test 2- Fri 4/20 Tutoring Reflection 1- Fri 4/20
Wk 6	Mon 4/23- Campus Tutoring Wed 4/25- Campus Tutoring	Tutoring Reflection 2- Fri 4/27
Wk 7	Mon 4/30- Campus Tutoring Wed 5/2- Campus Tutoring	Tutoring Reflection 3- Fri 5/4
Wk 8	Mon 3/5- Reflection Presentations and Final Review Wed 3/7- Final Exam	

Important University Dates:

January 2018

January 2, (Tuesday) Winter Break Ends
January 2, (Tuesday) Priority Deadline for Admissions applications
January 5, (Friday) VA Certification Request Priority Deadline
January 11, (Thursday) Convocation
January 12, (Friday) Tuition and Fee payment deadline (16 week & 1st 8 week)
January 15, (Monday) Martin L. King Jr. Day
January 16, (Tuesday) ADD/DROP/LATE REGISTRATION BEGINS ($25 fee assessed for late registrants) (16 week & 1st 8 week)
January 16, (Tuesday) Classes Begins
January 18, (Thursday) ADD/DROP/LATE REGISTRATION ENDS (16 week & 1st 8 week)
January 23, (Tuesday) Last day to drop 1st 8-week classes with no record
January 31, (Wednesday) Last day to drop 16 week classes with no record

February 2018

February 2, (Friday) Priority Deadline to Submit Graduation Application
February 9, (Friday) Last day to drop a 1st 8-week class with a Q or withdraw with a W
February 15, (Thursday) Last day to apply for Clinical Teaching
February 23, (Friday) Student End of Course Survey Opens (1st 8-Week Classes)

March 2018

March 1, (Thursday) Deadline to submit application to Teacher Education Program
March 2, (Thursday) Deadline to Submit Graduation Application for Ceremony Participation
March 9, (Friday) 1st 8 week classes end
March 9, (Friday) Deadline for Admissions applications
March 11, (Sunday) Student End of Course Survey Closes (1st 8-Week Classes)
March 12, (Monday) Spring Break Begins
March 12, (Monday) 1st 8-week grades from faculty due by 3pm
March 15, (Thursday) Tuition and Fee Payment Deadline (2nd 8-week classes)
March 16, (Friday) Spring Break Ends
March 19, (Monday) 2nd 8 week begins
March 19, (Monday) Summer Advising Starts
March 19, (Monday) Class Schedule Published

March 19, (Monday) ADD/DROP/LATE REGISTRATION BEGINS ($25 fee assessed for late registrants) (2nd 8-week classes)
March 21, (Wednesday) ADD/DROP/LATE REGISTRATION ENDS (2nd 8-week classes)
March 27, (Tuesday) Last day to drop 2nd 8-week classes with no record
March 30, (Friday) Last day to drop a 16-week course with a Q or withdraw with a W

April 2018

April 1, (Sunday) GRE/GMAT scores due to Office of Graduate Studies
April 2, (Monday) Scholarship Deadline
April 2, (Monday) Registration begins
April 5, (Thursday) Priority Deadline for International Student Admission Applications
April 13, (Friday) Last day to drop a 2nd 8-week class with a Q or withdraw with a W*
April 13, (Friday) Deadline for submission of final committee-edited theses with committee approval signatures to Office of Graduate Studies
April 27, (Friday) Student End of Course Survey Opens (16 Week and 2nd 8-Week Classes)

May 2018

May 7-11, Finals Week
May 11, (Friday) Last day to file for Degree Conferral (Registrar's Office)($20 Late Application Fee applies)
May 11, (Friday) Spring Term Ends
May 11, (Friday) Last day to withdraw from the university (16 week and 2nd 8 week classes)
May 11, (Friday) Last day to apply for $1000 Tuition Rebate for Spring graduation (5pm)
May 12, (Saturday) Commencement Ceremony Bell County Expo Center 7:00 p.m.
May 13, (Sunday) Student End of Course Survey Closes (16 Week and 2nd 8-Week Classes)
May 14, (Monday) Minimester begins
May 15, (Tuesday) Last Day to clear Thesis Office
May 5, (Tuesday) Final grades due from faculty by 3pm (16 week & 2nd 8 week)
May 21, (Monday) Priority Deadline for Admissions applications
May 25, (Friday) VA Certification Request Priority Deadline
May 28, (Monday) Memorial Day

The professor reserves the right to amend this syllabus at any time. If revisions are necessary, the professor will make every effort to provide as much advanced notice as possible.

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)
Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.
For issues related to course content and requirements, contact your instructor.

Other Technology Support
For log-in problems, students should contact Help Desk Central.
24 hours a day, 7 days a week:
Email: helpdesk@tamu.edu
Phone: (254) 519-5466
Web Chat: [http://hdc.tamu.edu]
Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES
Drop Policy.
If you discover that you need to drop this class, you must complete a Drop Request Form [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.
Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.
At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability

receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit https://www.tamuct.departments/index.php. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender – including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at 254-501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.
Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.
If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

University Writing Center: Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library Monday-Thursday from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour

sessions are available) or by making an appointment via WCOnline at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.
The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [https://tamuct.libguides.com/].

OPTIONAL POLICY STATEMENTS:
A Note about Sexual Violence at A&M-Central Texas
Sexual violence is a serious safety, social justice, and public health issue. The university offers

support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX webpage [https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES

It is expected that you conduct yourself in such a way that resembles a student with a professional behavior and commitment to the teaching field expectations. Attendance is mandatory. **You are to be in class at least 90% of the time, if your attendance is below this threshold, your final grade will be lowered by one (1) full letter for each absence day after the threshold is met**. An excused absence will be granted with a doctor's note or legal documentation provided no later than two days following the absence. An assignment turned in late will receive a lowered letter grade for each calendar day it is late, unless given prior approval by the professor. In most situations, a doctor's note or legal documentation will be required. In the event of an excused absence (via doctor's note), you are responsible for asking a classmate to take notes and gather handouts or class information for you. It is your responsibility to find out what you missed. **Your professional behavior, including your professional attire, arriving to class late and leaving class early will be monitored and recorded on your professional teaching disposition.**

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