Math 3305.410, CRN 60188 Concepts of Elementary Math II
Summer 2019 Rev. 05.22/19
Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION
Instructor: Carl Juenke, Ph.D.
Office: Warrior Hall 322 P
Phone: 254-519-5795

The preferred email is through Canvas “Inbox” for course-related information.

Office Hours:
Monday – Thursday 8:45 a.m. to 11:00 a.m.
Or by appointment

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:

<table>
<thead>
<tr>
<th>After the completion of this course the student will be able to:</th>
<th>Standard</th>
</tr>
</thead>
</table>
| - apply problem solving strategies to solve problems          | 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 | Mathematics Standard I |
| - apply the basic foundations of set theory and number theory to solve problems | Mathematics Standard I |
| - examine basic foundations of mathematical logic, including valid forms of reasoning | Mathematics Standard V |

Competency Goals Statements (certification or standards):
Content Student Learning Outcomes

<table>
<thead>
<tr>
<th>Core Subjects EC-6</th>
<th>Mathematics 4–8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics Standard II</strong></td>
<td><strong>Patterns and Algebra</strong>: The mathematics teacher understands and uses patterns, relations, functions, algebraic reasoning, analysis and technology appropriate to teach</td>
</tr>
<tr>
<td><strong>Patterns and Algebra</strong>: The mathematics teacher understands and uses patterns, relations, functions, algebraic reasoning, analysis, and technology appropriate to teach</td>
<td></td>
</tr>
</tbody>
</table>
the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.

<table>
<thead>
<tr>
<th>Mathematics Standard III</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geometry and Measurement:</strong> 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.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics Standard IV</th>
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</thead>
<tbody>
<tr>
<td><strong>Probability and Statistics:</strong> 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.</td>
</tr>
</tbody>
</table>

### Competencies

<table>
<thead>
<tr>
<th>Core Subjects EC-6</th>
<th>Mathematics 4–8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Patterns and Algebra</strong></td>
<td></td>
</tr>
<tr>
<td>Competency 003 (Patterns and Algebra): The teacher understands concepts related to patterns, relations, functions and algebraic reasoning.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Competency 005: The teacher understands and uses linear functions to model and solve problems.</td>
<td></td>
</tr>
<tr>
<td>Competency 006: The teacher understands and uses nonlinear functions and relations to model and solve problems.</td>
<td></td>
</tr>
<tr>
<td>Competency 007: The teacher uses and understands the conceptual foundations of calculus related to topics in middle school mathematics</td>
<td></td>
</tr>
</tbody>
</table>
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):
The process for logging into MyMath Lab will be explained in class.

*Additional readings may be assigned*
COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Article Analysis</td>
<td>You will provide a summary and reflection of an article published in a NCTM journal. The details of this assignment is located in Canvas.</td>
<td>Mathematics Standard II,III,IV Competency 003,004,005</td>
</tr>
<tr>
<td>MyMath Lab Homework</td>
<td>You will have six (6) homework assignments to complete that corresponds to Chapters 8-14.</td>
<td>Mathematics Standard II,III,IV Competency 003,004,005</td>
</tr>
<tr>
<td>MyMath Lab Homework</td>
<td>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</td>
<td>Mathematics Standard II,III,IV Competency 003,004,005</td>
</tr>
<tr>
<td>MyMath Lab Test Final Exam</td>
<td>Your comprehensive final exam will be taken on the last day of class. Your exam will consist of 50 questions and you will have 150 minutes.</td>
<td>Mathematics Standard II,III,IV Competency 003,004,005</td>
</tr>
<tr>
<td>Professionalism</td>
<td>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.</td>
<td>Mathematics Standard II,III,IV Competency 003,004,005</td>
</tr>
</tbody>
</table>

Grading, Assignments and Rubric for Grades

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grades will be assigned at the end of the semester on the following basis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Article Analysis</td>
<td>10</td>
<td>A = 90-100% 900-1000 points</td>
</tr>
<tr>
<td>Campus Tutoring with</td>
<td>250</td>
<td>B = 80-89% 800-899 points</td>
</tr>
<tr>
<td>Reflection Presentatio</td>
<td></td>
<td>C = 70-79% 700-799 points</td>
</tr>
<tr>
<td>MyMath Lab Homework</td>
<td>20</td>
<td>D = 60-69% 600-699 points</td>
</tr>
<tr>
<td>MyMath Lab Test</td>
<td>20</td>
<td>F = 59% or below 599 or below points</td>
</tr>
<tr>
<td>MyMathLab Final Exam</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

Total points 1000
**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

<table>
<thead>
<tr>
<th>Week</th>
<th>Day and Date - Class Content</th>
<th>Assignment due by 11:59 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 1</td>
<td>Intro, Syllabus, Algebraic Reasoning, Graphing, and Connections with Geometry Algebraic Reasoning, Graphing, and Connections with Geometry- Chapter 8</td>
<td>Ch. 8 homework</td>
</tr>
<tr>
<td>Wk 2</td>
<td>Geometric Figures- Chapter 9 Measurement: Length, Area, and Volume- Chapter 10</td>
<td>Ch. 9 homework</td>
</tr>
<tr>
<td>Wk 3</td>
<td>Measurement: Length, Area, and Volume- Chapter 10 Transformations, Symmetries, and Tilings- Chapter 11 and Congruence, Constructions, and Similarity- Chapter 12</td>
<td>Ch. 10 homework Ch. 11 and 12 homework Test 1</td>
</tr>
<tr>
<td>Wk 4</td>
<td>Chapter 13 Probability- Chapter 14</td>
<td>Ch. 14 homework Journal Article Analysis</td>
</tr>
<tr>
<td>Wk 5</td>
<td>Campus Tutoring Campus Tutoring</td>
<td>Test 2 Tutoring Reflection 1</td>
</tr>
<tr>
<td>Wk 6</td>
<td>Campus Tutoring Campus Tutoring</td>
<td>Tutoring Reflection 2</td>
</tr>
<tr>
<td>Wk 7</td>
<td>Campus Tutoring Campus Tutoring</td>
<td>Tutoring Reflection 3</td>
</tr>
<tr>
<td>Wk 8</td>
<td>Reflection Presentations and Final Review Final Exam</td>
<td></td>
</tr>
</tbody>
</table>
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](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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website.

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/](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.**

**Copyright Notice.**
Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas’ Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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