

EDUC 3340-110, 80533, Mathematics Instruction for Classroom Teachers

Fall 2020

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

This course is 100% online and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>]. The course meets synchronously through WebEx on Mondays and Wednesdays from 12:30 pm - 1:45 pm. Each class day you will login to Canvas to access the WebEx link.

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Chelsea Herndon

Office: Warrior Hall 322E

Phone: 205-447-0653

Email: Chelsea.Herndon@tamuct.edu- Please contact me by email instead of Canvas messages

Office Hours

I will be holding virtual office hours on Tuesdays and Thursdays from 10:00-12:00. Because they are virtual, we can meet through WebEx or talk on the phone. You may email me anytime to make an appointment outside of office hours.

Student-instructor interaction

I am usually very quick to respond to emails. However, I still reserve the right to respond within 24 hours during weekdays. Many times, it is easier for me to clarify questions over the phone. If you prefer to contact me via phone, you may call or text my cell phone between 8:00am-5:00pm Monday-Friday. When leaving a message, please leave your name and question.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield 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 Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COVID-19 SAFETY MEASURES

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the

following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- Face Coverings— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
 - o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day’s class remotely for all students.
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

COURSE INFORMATION

Course Overview and description

This course is intended for preservice teachers to plan, organize, deliver, and evaluate developmentally appropriate educational strategies and instructional techniques in teaching mathematics to diverse learners. The preservice teacher will develop responsive instruction appropriate for all learners which reflects an understanding of relevant mathematics content, promotes active engagement, and is based on continuous and appropriate assessment.

Course Objective

Upon successful completion of this course, the pre-service teacher will be able to plan, organize, deliver, and evaluate developmentally appropriate educational strategies and instructional techniques in teaching mathematics to diverse learners using student data and instructional technologies. The pre-service teacher will demonstrate knowledge and application of State Educator Standards in Mathematics.

Student Learning Outcomes

1. The mathematics teacher understands how children learn and develop mathematical skills, procedures and concepts; knows typical errors students make; and uses this knowledge to plan, organize and implement instruction to meet curriculum goals and to teach all students to understand and use mathematics.
2. The mathematics teacher understands assessment and uses a variety of formal and informal assessment techniques appropriate to the learner on an ongoing basis to monitor and guide instruction and to evaluate and report student progress.
3. The mathematics teacher understands mathematics teaching as a profession, knows the value and rewards of being a reflective practitioner, and realizes the importance of making a lifelong commitment to professional growth and development

Competency Goals Statements (certification or standards)

TEES Teacher Standards

(The preservice teacher will) demonstrate knowledge and application of the following State Educator Standards in Mathematics:

Standard I. Number Concepts: The mathematics teacher understands and uses numbers, number systems and their structure, operations and algorithms, quantitative reasoning, and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.

Standard II. 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.

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.

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.

Standard V. Mathematical Processes: The mathematics teacher understands and uses mathematical processes to reason mathematically, to solve mathematical problems, to make

mathematical connections within and outside of mathematics, and to communicate mathematically.

Standard VI. Mathematical Perspectives: The mathematics teacher understands the historical development of mathematical ideas, the interrelationship between society and mathematics, the structure of mathematics, and the evolving nature of mathematics and mathematical knowledge.

Standard VII. Mathematical Learning and Instruction: The mathematics teacher understands how children learn and develop mathematical skills, procedures, and concepts, knows typical errors students make, and uses this knowledge to plan, organize, and implement instruction; to meet curriculum goals; and to teach all students to understand and use mathematics.

Standard VIII. Mathematical Assessment: The mathematics teacher understands assessment and uses a variety of formal and informal assessment techniques appropriate to the learner on an ongoing basis to monitor and guide instruction and to evaluate and report student progress.

Standard IX. Professional Development: The mathematics teacher understands mathematics teaching as a profession, knows the value and rewards of being a reflective practitioner, and realizes the importance of making a lifelong commitment to professional growth and development.

Required Reading and Textbook(s)

Van de Walle, J. A., Karp, K. S. & Bay-Williams, J. M. (2017). Elementary and middle school mathematics: Teaching developmentally (10th ed.). New York, NY: Pearson.

Parrish, S. (2014). *Number Talks: Whole Number Computation, Grades K-5*. Sausalito, CA: Math Solutions.

Because you will be working through math problems, you will also need something to write on and write with during class each day to hold up to your webcam. I suggest a small, inexpensive dry erase board and dry erase marker.

COURSE REQUIREMENTS

Math Read Aloud

Children's literature and adolescent literature provide rich sources of problems. Picture books, poems, media, and chapter books can be used to create high cognitive demand tasks with multiple entry points in classroom instruction (Van de Walle, J. A., Karp, K. S. & Bay-Williams, J. M. 2017).

The purpose of this assignment is for you to select a mathematics themed children's literature book and develop a read aloud lesson plan. The lesson must incorporate problem solving and involve early number concepts. Additional components must include the use of appropriate assessment, critical reflection, and peer review. Use the rubric and resources provided on Canvas to develop your lesson and guide your thinking.

When we meet in class the following day, you will peer edit using the provided rubric. The comments you provide your partner can earn you up to two points of extra credit. You may then make corrections to your lesson plan and resubmit it to Canvas for final grading. Any

possible bonus points earned from peer editing will be added to the score you receive from my grading. (50 points) **(SLO 1, 2, 3)**

Number Talk

A Number Talk is a 5 to 15 minute whole group mental math conversational activity centered around purposefully crafted computation problems. They are a productive tool that can be incorporated into classroom instruction to combine the essential processes and habits of mind of doing math (Parrish, 2014).

The purpose of this assignment is for you to develop a number talk appropriate for the K-2 classroom. Additional components must include use of appropriate assessment, critical reflection, and peer review. Use the rubric and resources provided on Canvas to develop your lesson and guide your thinking.

When we meet in class the following day, you will peer edit using the provided rubric. The comments you provide your partner can earn you up to two points of extra credit. You may then make corrections to your lesson plan and resubmit it to Canvas for final grading. Any possible bonus points earned from peer editing will be added to the score you receive from my grading. (50 points) **(SLO 1, 2, 3)**

Math Game

Math games provide students with opportunities to explore fundamental math concepts, develop computational fluency, and deepen their mathematical reasoning. Particular topics may lend themselves to having students work on different tasks at various classroom locations simultaneously. They are also a great resource to use as a task during flexible grouping and for family involvement (Van de Walle, J. A., Karp, K. S. & Bay-Williams, J. M. 2017).

The purpose of this assignment is for you to create a math game that can be used in the 3-5 classroom. Additional components must include use of appropriate assessment, critical reflection, and peer review. Use the rubric and resources provided on Canvas to develop your lesson and guide your thinking.

When we meet in class the following day, you will peer edit using the provided rubric. The comments you provide your partner can earn you up to two points of extra credit. You may then make corrections to your lesson plan and resubmit it to Canvas for final grading. Any possible bonus points earned from peer editing will be added to the score you receive from my grading. (50 points) **(SLO 1, 2, 3)**

Cross-Curricular Lesson

Cross-curricular lessons allow students to see connections among the content areas and the topics they are studying. Oftentimes these subjects can feel completely separate to them and unrelated to everyday life. Elementary and middle school teachers can integrate social studies, science, and language arts in their mathematics lessons to bridge the content areas, promote

collaboration, and real life problem solving. Additionally, current events and real life mathematical scenarios provide students the opportunity to see that math is everywhere (Van de Walle, J. A., Karp, K. S. & Bay-Williams, J. M. 2017).

The purpose of this assignment is for you to create a cross-curricular lesson that can be used in the mathematics classroom. The classroom level is your choice (second grade or higher). Additional components must include use of appropriate assessment, critical reflection, and peer review. Use the rubric and resources provided on Canvas to develop your lesson and guide your thinking.

When we meet in class the following day, you will peer edit using the provided rubric. The comments you provide your partner can earn you up to two points of extra credit. You may then make corrections to your lesson plan and resubmit it to Canvas for final grading. Any possible bonus points earned from peer editing will be added to the score you receive from my grading. (50 points) **(SLO 1, 2, 3)**

Partner Lesson

In this course we discuss how learning theories such as constructivism and sociocultural theory influence how students learn math and how teachers facilitate learning. In alignment with sociocultural theory, emphasizing that social interaction is essential for learning to occur, teachers can also learn through social interaction and constructing knowledge together (Van de Walle, J. A., Karp, K. S. & Bay-Williams, J. M. 2017).

The purpose of this assignment is to apply the knowledge you have constructed through developing lessons and co-create a lesson with a partner. In collaboration with your partner, you may choose any of the previous topics, strategies, and types of lessons to develop a new lesson.

Additional components must include use of appropriate assessment and critical reflection. This lesson is not included in your lesson design website. Use the rubric and resources provided on Canvas to develop your lesson with your partner and guide your thinking. (50 points) **(SLO 1, 2, 3)**

Lesson design project

We will publish a class website consisting of your Math Read Aloud, Number Talk, Math Game, and Cross-Curricular Lesson. Your lessons will be published on your own public web page (Google Sites is easy to use). The design index page on our class website will link to each of your lessons. For privacy concerns, the index page will only be made available to students enrolled in the course through Canvas during the semester. After the project is graded, you may delete your lessons from your web page. If you do not wish for your design to be published, I will remove your lesson links from the index after the class presentation is completed. Use the rubric and resources provided on Canvas to develop your lesson. You will present your published lessons to your peers in class for a portion of the grade. (60 points) **(SLO 3)**

Quizzes

Brief online Canvas quizzes are designed to assess your comprehension of each reading. Each quiz consists of ten objective questions (multiple choice, true-false, and matching questions) equaling ten points total. Completing each content literacy guide, provided to you on Canvas, will help you understand the most important ideas from each chapter and guide your thinking. You may use the completed guide while taking the quizzes, but not for the final exam. A completed guide will count for 5 points on a floor scale grading system. All content literacy guides are posted to Canvas on the content literacy guide page. To submit your guide, upload it as an attachment at the end of your quiz. (90 points) **(SLO 1, 2, 3)**

Floor Scale	
Amount Missed	Score
1	10
2-3	9
4-5	8
6-7	7
8-9	6
10	5

Final Exam

The final exam will be based on both class work and readings. The primary emphasis of the exam comes from the assigned text chapters. The exam will feature both objective questions (multiple choice, true-false, and matching questions) and brief essay items. You can best prepare for the final by reviewing previous Canvas quizzes and content literacy guides. (100 points) **(SLO 1, 2, 3)**

Extra Credit

Extra credit is educationally beneficial when designed as opportunities of enrichment. To obtain 10 extra credit points, you may read either of the listed books. To obtain 5 extra credit points, you may watch either of the listed documentaries. You must then submit a reflective essay to Canvas. Your reflection must include information about what you learned, how you relate to what was mentioned, and how what you have learned has impacted your journey as a future educator. Use the provided rubric on Canvas to guide your thinking. All extra credit assignments must be submitted before the final exam.

- **Books** (10 points) **(SLO 3)**
 - Esquith, R. (2007). *Teach like your hair's on fire: The methods and madness inside room 56*. New York: Viking.
 - Burgess, D. (2012) *Teach like a pirate: Increase student engagement, boost your creativity, and transform your life as an educator*. San Diego, CA: Dave Burgess Consulting, Inc.
- **Documentaries** (5 points) **(SLO 3)**
 - *American Teacher* (2011) co-directed by Vanessa Roth and Brian McGinn
 - *Waiting for "Superman"* (2010) directed by Davis Guggenheim

Grading Criteria Rubric and Conversion

Grading		
Assignments	Points	Student Learning Outcomes
Math Read Aloud	50	1,2,3
Number Talk	50	1,2,3
Math Game	50	1,2,3
Cross-Curricular Lesson	50	3
Lesson Design Website	60	1,2,3
Partner Lesson	50	1,2,3
Quizzes (10 points each)	90	1,2,3
Final Exam	100	1,2,3
Total Points	500	

Final Grade Calculation	
Letter Grade	Points
A	500-450
B	449-400
C	399-350
D	349-300
F	299-below

Posting of Grades

All assignments will be graded on Canvas. I usually grade assignments very quickly. However, some assignments will take me much longer to grade and provide adequate constructive feedback. Rest assured that I am viewing your assignments in a longer and more thoughtful manner. If you have a question about a graded assignment, do make a comment on the grade on the Canvas assignment but please also email me

EDUC 3340-110, 80533, Math Instruction for Classroom Teachers Fall Semester 2020 Calendar.

Readings are to be completed *before* the class for which they are assigned. Comprehension of most readings will be assessed by a brief quiz. *Assignments and due dates are subject to change.*

Symbol Key	
Assigned reading 📖	Quiz 🎯
Written assignments 📝	Podcast 🎧
Watch 📺	
Elementary and Middle School Mathematics	
Number Talks	
Article	

August 2020

Week	Monday	Tue	Wednesday	Thur	Friday	Sat	Sun
Week 1	24 📖 Chapter 1: Teaching Mathematics in the 21st Century 📖 Chapter 2: Exploring What It Means to Know and Do Mathematics 📺 Math Stories Make a Difference	25	26 📖 Chapter 3: Teaching through Problem Solving 🎧 Our Favorite Math Read Alouds	27	28 🎯 Qualtrics	29	30
Week 2	31 📖 Chapter 4: Planning in the Problem-Based Classroom						

September 2020

Week	Monday	Tue	Wednesday	Thur	Friday	Sat	Sun
Week 2		1	2 📖 Chapter 5: Creating Assessments for Learning 🎧 The Purpose of Assessment: A Math Mentoring Moment	3	4 🎯 Chapters 1-3	5	6
Week 3	7 	8	9 📖 Chapter 1: What is a Classroom Number Talk 📖 Chapter 2: How Do I Prepare for Number Talks 📺 Number Talks Video	10	11 🎯 Chapters 4-5	12	13
Week 4	14 📖 Chapter 6: Teaching Mathematics Equitably to All Students 🎧 Teaching Math to Students with Dyslexia in Regular and Online Environments	15	16 📖 Chapter 7: Developing Early Number Concepts and Number Sense 📖 Chapter 3: How Do I Develop Specific Strategies in the K-2 Classroom	17	18 📝 Read Aloud Assignment 🎯 Chapters 6-7	19	20
Week 5	21 📖 Chapter 8: Developing Meanings for the Operations 📖 Chapter 4: How Do I Design Purposeful Number Talks in the K-2 Classroom?	22	23 📖 Chapter 9: Developing Basic Fact Fluency	24	25 🎯 Chapters 8-9	26	27
Week 6	28 📖 Chapter 10: Developing Whole-Number Place-Value Concepts	29	30 📖 Chapter 11: Developing Strategies for Addition and Subtraction Computation				

October 2020

Week	Monday	Tue	Wednesday	Thur	Friday	Sat	Sun
Week 6				1	🎯 Chapters 10-11	3	4
Week 7	5 📖 Chapter 5: How Do I develop Specific Addition and Subtraction Strategies in the 3-5 Classroom? 📖 Chapter 6: How Do I Design Purposeful Addition and Subtraction Number Talks in the 3-5 Classroom?	6	7 📖 Chapter 12: Developing Strategies for Multiplication and Division Computation	8	9 📝 Number Talks Assignment	10	11
Week 8	12 📖 Chapter 7: How Do I Develop Specific Multiplication and Division Number Talks in the 3-5 Classroom?	13	14 📖 Chapter 14: Developing Fraction Concepts	15	16 🎯 Chapters 12 and 14	17	18
Week 9	19 📖 Chapter 15: Developing Fraction Operations	20	21 🎧 Play is the Engine of Learning: An Interview with Dan Finkel	22	23 🎯 Chapter 15	24	25

Week 10	26 📖 Chapter 16: Developing Decimal and Percent Concepts and Decimal Computation	27	28 📖 Chapter 17: Ratios, Proportions, and Proportional Reasoning	29	30 ✍️ Math Games Assignment 🗑️ Chapters 16-17	31
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November 2020

Week	Monday	Tue	Wednesday	Thur	Friday	Sat	Sun
Week 10							1
Week 11	2 📖 Chapter 18: Developing Measurement Concepts 📖 Tech-Rich Lesson Plan in Action: Elementary School Math - Metric Measurement	3	4 📖 Teaching Elementary Students the Magic of Math 📖 How to Teach Math as a Social Activity	5	6 🗑️ Chapter 18	7	8
Week 12	9 📖 How to Transform Your Textbook into A Curiosity Machine 📖 Real-World Problem Solving: Finding Solutions Through Projects	10	11 	12	13	14	15
Week 13	16 📖 Engaging Teachers in the Powerful Combination of Mathematical Modeling and Social Justice: The Flint Water Task 📖 Social Justice Math	17	18 📖 How to Align Assessment with Teaching? A Math Mentoring Moment with Nathan Vaillancourt	19	20 ✍️ Cross-Curricular Lesson	21	22
Week 14	23 📖 It's Not the Resource, It's What You Do with It - A Math Mentoring Moment	24	25 Work on Website	26 	27 ✍️ Lesson Design Website	28	29
Week 15	30 Share lesson design in class						

December 2020

Week	Monday	Tue	Wednesday	Thur	Friday	Sat	Sun
Week 16		1	2	3	4 ✍️ Partner Lesson	5	6
Week 17	7	8	9 Final Exam	10	11	12	13

Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>]

TECHNOLOGY REQUIREMENTS AND SUPPORT

You will need access to Canvas and WebEx to meet each scheduled class time and complete in class activities. You will also need access to Canvas to complete quizzes, the final exam, and submit assignments.

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central TexasCanvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal. Username: Your MyCT email 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.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

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): [<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 the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty 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. Once you submit the completed 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, working with others in an unauthorized manner, 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 referred 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.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html),
[<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0),
[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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 Office 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 Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](#) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [<https://www.tamuct.edu/student-affairs/index.html>]. 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 Associate Dean in 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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu .

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free

service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

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 85,000 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 24 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](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

For Fall 2020, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

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/compliance/titleix.html) [<https://www.tamuct.edu/compliance/titleix.html>].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [<https://www.tamuct.edu/student-affairs/bat.html>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

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