MATH 4305-110, 10740, Concept of Elementary Math III
Spring 2021
Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION
January 19th - May 14th

This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System: https://tamuct.instructure.com/ and the Pearson mymathlab course materials: www.mymathlab.

The class will meet synchronously on Tuesdays, via Webex from 6:00 to 7:15 pm: https://tamuct.webex.com/meet/cdouglass.

Student is also required to take a proctored midterm on March 9th. The midterm will be 3 hours long and can be taken anytime between 12pm-8pm. The midterm should be taken online by using the Proctorio software.

Student is also required to take a proctored final exam on May 11th. The final exam will be 3 hours long and can be taken anytime between 12pm-8pm. The final should be taken online by using the Proctorio software.

INSTRUCTOR AND CONTACT INFORMATION
Christy Douglass
Virtual Office: https://tamuct.webex.com/meet/cdouglass
254-371-6833
Email: Canvas Inbox or c douglas@ tamuct.edu

Office Hours
Thursdays 6:00 – 8:00 pm (or by appointment)

Student-instructor interaction
I will check messages once a day on the CANVAS inbox system and reply within 24 hours. Students are expected to check their CANVAS email and announcements on a daily basis. Feel free to text me @ 254-371-6833 for time sensitive issues.
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] 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.
  - 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:

MATH 4305. Concepts of Elem Math III. 3 Credit Hours.
This course is designed to develop and extend the mathematical content knowledge of prospective middle school teachers. Topics include the development of algebraic reasoning through the use of patterns, relations, and functions with an emphasis on multiple representations (numerical, graphical, verbal, and/or symbolic). Technology is being integrated into the curriculum where appropriate. Prerequisite(s): MATH 3305 for EC-6 and 4-8 Mathematics majors; MATH 2413 for all other students.

Course Objective or Goal

Student Learning Outcomes

After completing this course, students should be able to:
• Use problem solving strategies, such as patterns, tables, diagrams, and equations. (HW#1, Test#1, Midterm, Final Exam)
• Identify and use sequences and series to solve problems. (HW#1, Test#1, Midterm, Final Exam)
• Make conjectures using logical reasoning. (HW#2, Test #1, Midterm, Final Exam)
• Describe number sets and their properties. (HW#2, Test #1, Midterm, Final Exam)
• Perform set operations, such as union, intersection, and Cartesian products. (HW#2, Test #1, Midterm, Final Exam)
• Perform arithmetic operations with whole numbers, using a variety of algorithms. (HW#3, Test #1, Midterm)
• Find all factors of a number, as well as its prime factorization. (HW#4, Test #1, Midterm)
• Classify numbers as prime or composite. (HW#4, Test #1, Midterm)
• Find the greatest common factor (GCF) and least common multiple (LCM) of two or more numbers. (HW#4, Test #1, Midterm)
• Perform arithmetic operations with integers, using a variety of algorithms. (HW#4, Test#1, Midterm, Final Exam)
• Perform arithmetic operations with rational numbers, using a variety of algorithms. (HW#5, Midterm, Final Exam)
• Use ratios and proportions to solve problems. (HW#5, Midterm, Final)
• Perform arithmetic operations with decimals, using a variety of algorithms. (HW#5, Midterm, Final Exam)
• Convert percents to decimals, decimals to percents, decimals to fractions, and fractions to decimals. (HW#5, Midterm, Final Exam)
• Solving problems involving percents, such as compound interest problems. (HW#5, Midterm, Final Exam)
• Perform arithmetic operations with real numbers, using a variety of algorithms. (HW#6, Midterm, Final Exam)
• Simplify radical expressions, using properties of exponents. (HW#6, Midterm, Final Exam)
• Solve equations with one variable. (HW#6, Midterm, Final Exam)
• Represent functions and relations as equations, diagrams, tables, ordered pairs, and graphs. (HW#7, Midterm, Final Exam)
• Determine the slope of a line. (HW#7, Midterm, Final Exam)
• Write linear equations. (HW#7, Midterm, Final Exam)
• Solve systems of linear equations. (HW#7, Midterm, Final Exam)
• Determine the probability of an event and model using a tree diagram. (HW#8, Test#2, Final Exam)
• Use permutations and combinations in probability problems. (HW#8, Test#2, Final Exam)
• Display data in a variety of ways, including line graphs, scatterplots, stem and leaf plots, frequency tables, histograms, bar graphs, and pie charts. (HW#9, Test#2, Final Exam)
• Calculate measures of central tendency. (HW#9, Test#2, Final Exam)
• Name and classify basic geometric figures, such as points, lines, and planes. (HW#10, Test#2, Final Exam)
• Convert units of measure. (HW#10, Test#2, Final Exam)
• Calculate perimeter, circumference, and area of plane figures. (HW#10, Test#2, Final Exam)
• Determine arc measure and arc length. (HW#10, Test#2, Final Exam)
• Find missing angles of a triangle. (HW#10, Test#2, Final Exam)
• Use a straight edge and compass, and equivalent technology, to complete geometric constructions. (HW#11, Test#2, Final Exam)
• Determine congruency and similarity of geometric figures. (HW#11, Test#2, Final Exam)
• Transform geometric figures, using translations, rotations, reflections, glide-reflections and dilations. (HW#12, Final Exam)
• Use the distance formula and the Pythagorean theorem to calculate length. (HW#13, Final Exam)
• Find areas of circles and polygons. (HW#13, Final Exam)
• Find volume and surface area of 3-dimensional figures. (HW#14, Final Exam)

**Competency Goals Statements (certification or standards)**

Students will satisfy the Texas competencies and standards as outlined below by the Texas Education Agency:

**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]) to prepare students to use mathematics.

**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 (TEKS) 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 (TEKS) 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 (TEKS) to prepare students to use mathematics.

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.

**Competencies:**

**Domain I — Number Concepts**

**Competency 001**: The teacher understands the structure of number systems, the development of a sense of quantity and the relationship between quantity and symbolic representations.

The beginning teacher:

A. Analyzes the structure of numeration systems and the roles of place value and zero in the base ten system.
B. Understands the relative magnitude of whole numbers, integers, rational numbers and real numbers.
C. Demonstrates an understanding of a variety of models for representing numbers (e.g., fraction strips, diagrams, patterns, shaded regions, number lines).
D. Demonstrates an understanding of equivalency among different representations of rational numbers.
E. Selects appropriate representations of real numbers (e.g., fractions, decimals, percents, roots, exponents, scientific notation) for particular situations.
F. Understands the characteristics of the set of whole numbers, integers, rational numbers, real numbers and complex numbers (e.g., commutativity, order, closure, identity elements, inverse elements, density).
G. Demonstrates an understanding of how some situations that have no solution in one number system (e.g., whole numbers, integers, rational numbers) have solutions in another number system (e.g., real numbers, complex numbers).

**Competency 002**: The teacher understands number operations and computational algorithms.

The beginning teacher:

A. Works proficiently with real and complex numbers and their operations.
B. Analyzes and describes relationships between number properties, operations and algorithms for the four basic operations involving integers, rational numbers and real numbers.
C. Uses a variety of concrete and visual representations to demonstrate the connections between operations and algorithms.
D. Justifies procedures used in algorithms for the four basic operations with integers, rational numbers
and real numbers and analyzes error patterns that may occur in their application.

F. Extends and generalizes the operations on rationals and integers to include exponents, their properties and their applications to the real numbers.

**Competency 003: The teacher understands ideas of number theory and uses numbers to model and solve problems within and outside of mathematics.**

The beginning teacher:

A. Demonstrates an understanding of ideas from number theory (e.g., prime factorization, greatest common divisor) as they apply to whole numbers, integers and rational numbers and uses these ideas in problem situations.
B. Uses integers, rational numbers and real numbers to describe and quantify phenomena such as money, length, area, volume and density.
C. Applies knowledge of place value and other number properties to develop techniques of mental mathematics and computational estimation.
D. Applies knowledge of counting techniques such as permutations and combinations to quantify situations and solve problems.
E. Applies properties of the real numbers to solve a variety of theoretical and applied problems.

**Domain II — Patterns and Algebra**

**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.**

The beginning teacher:

A. Uses inductive reasoning to identify, extend and create patterns using concrete models, figures, numbers and algebraic expressions.
B. Formulates implicit and explicit rules to describe and construct sequences verbally, numerically, graphically and symbolically.
C. Makes, tests, validates and uses conjectures about patterns and relationships in data presented in tables, sequences or graphs.
D. Gives appropriate justification of the manipulation of algebraic expressions.
E. Illustrates the concept of a function using concrete models, tables, graphs and symbolic and verbal representations.

**Competency 005: The teacher understands and uses linear functions to model and solve problems.**

The beginning teacher:

A. Demonstrates an understanding of the concept of linear function using concrete models, tables, graphs and symbolic and verbal representations.
B. Demonstrates an understanding of the connections among linear functions, proportions and direct variation.
C. Determines the linear function that best models a set of data.
D. Analyzes the relationship between a linear equation and its graph.
E. Uses linear functions, inequalities and systems to model problems.
F. Uses a variety of representations and methods (e.g., numerical methods, tables, graphs, algebraic techniques) to solve systems of linear equations and inequalities.
G. Demonstrates an understanding of the characteristics of linear models and the advantages and disadvantages of using a linear model in a given situation.

Domain III — Geometry and Measurement

**Competency 008:** The teacher understands measurement as a process.

The beginning teacher:
A. Selects and uses appropriate units of measurement (e.g., temperature, money, mass, weight, area, capacity, density, percents, speed, acceleration) to quantify, compare and communicate information.
B. Develops, justifies and uses conversions within measurement systems.
C. Applies dimensional analysis to derive units and formulas in a variety of situations (e.g., rates of change of one variable with respect to another) and to find and evaluate solutions to problems.
D. Describes the precision of measurement and the effects of error on measurement.
E. Applies the Pythagorean theorem, proportional reasoning and right triangle trigonometry to solve measurement problems.

**Competency 009:** The teacher understands the geometric relationships and axiomatic structure of Euclidean geometry.

The beginning teacher:
A. Understands concepts and properties of points, lines, planes, angles, lengths and distances.
B. Analyzes and applies the properties of parallel and perpendicular lines.
C. Uses the properties of congruent triangles to explore geometric relationships and prove theorems.
D. Describes and justifies geometric constructions made using a compass and straight edge and other appropriate technologies.
E. Applies knowledge of the axiomatic structure of Euclidean geometry to justify and prove theorems.

**Competency 010:** The teacher analyzes the properties of two-dimensional and three-dimensional figures.

The beginning teacher:
A. Uses and understands the development of formulas to find lengths, perimeters, areas and volumes of basic geometric figures.
B. Applies relationships among similar figures, scale and proportion and analyzes how changes in scale affect area and volume measurements.
C. Uses a variety of representations (e.g., numeric, verbal, graphic, symbolic) to analyze and solve problems involving two-dimensional and three-dimensional figures such as circles, triangles, polygons, cylinders, prisms and spheres.
D. Analyzes the relationship among three-dimensional figures and related two-dimensional representations (e.g., projections, cross-sections, nets) and uses these representations to solve problems.

**Competency 011:** The teacher understands transformational geometry and relates algebra to geometry and trigonometry using the Cartesian coordinate system.

The beginning teacher:

A. Describes and justifies geometric constructions made using a reflection device and other appropriate technologies.
B. Uses translations, reflections, glide-reflections and rotations to demonstrate congruence and to explore the symmetries of figures.
C. Uses dilations (expansions and contractions) to illustrate similar figures and proportionality.
D. Uses symmetry to describe tessellations and shows how they can be used to illustrate geometric concepts, properties and relationships.
E. Applies concepts and properties of slope, midpoint, parallelism and distance in the coordinate plane to explore properties of geometric figures and solve problems.
F. Applies transformations in the coordinate plane.

**Domain IV — Probability and Statistics**

**Competency 013:** The teacher understands the theory of probability.

The beginning teacher:

A. Explores concepts of probability through data collection, experiments and simulations.
B. Uses the concepts and principles of probability to describe the outcome of simple and compound events.
C. Generates, simulates and uses probability models to represent a situation.
E. Solves a variety of probability problems using combinations, permutations and geometric probability (i.e., probability as the ratio of two areas).

**Domain V — Mathematical Processes and Perspectives**

**Competency 015:** The teacher understands mathematical reasoning and problem solving.

The beginning teacher:

A. Demonstrates an understanding of proof, including indirect proof, in mathematics.
B. Applies correct mathematical reasoning to derive valid conclusions from a set of premises.
C. Demonstrates an understanding of the use of inductive reasoning to make conjectures and deductive methods to evaluate the validity of conjectures.
D. Applies knowledge of the use of formal and informal reasoning to explore, investigate and justify mathematical ideas.
E. Recognizes that a mathematical problem can be solved in a variety of ways and selects an appropriate strategy for a given problem.
F. Evaluates the reasonableness of a solution to a given problem.
G. Applies content knowledge to develop a mathematical model of a real-world situation and analyzes and evaluates how well the model represents the situation.
H. Demonstrates an understanding of estimation and evaluates its appropriate uses.

**Competency 016: The teacher understands mathematical connections within and outside of mathematics and how to communicate mathematical ideas and concepts.**

The beginning teacher:

A. Recognizes and uses multiple representations of a mathematical concept (e.g., a point and its coordinates, the area of circle as a quadratic function in $r$, probability as the ratio of two areas).
B. Uses mathematics to model and solve problems in other disciplines, such as art, music, science, social science and business.
C. Expresses mathematical statements using developmentally appropriate language, standard English, mathematical language and symbolic mathematics.
D. Communicates mathematical ideas using a variety of representations (e.g., numeric, verbal, graphic, pictorial, symbolic, concrete).
E. Demonstrates an understanding of the use of visual media such as graphs, tables, diagrams and animations to communicate mathematical information.
F. Uses the language of mathematics as a precise means of expressing mathematical ideas.
G. Understands the structural properties common to the mathematical disciplines.

**COURSE REQUIREMENTS**

**Grading Criteria Rubric and Conversion**

The student will be responsible for homework assignments, 2 tests, a midterm and a final exam, 5 online discussions and 1 project.

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<tr>
<th>Activity</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Online Discussions (5 x 10)</td>
<td>(50 points)</td>
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<td>Homework assignments</td>
<td>(100 points)</td>
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<td>Project</td>
<td>(50 points)</td>
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<td>Test (2 x 100)</td>
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<td>Midterm (Online Proctored)</td>
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<td>Final (Online Proctored)</td>
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<td><strong>TOTAL</strong></td>
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Required Reading and Textbook

Pearson | MyLab | Math

Student Registration Instructions for Canvas

First, enter your Canvas course

1. Sign in to Canvas and enter your Canvas course.
2. Do one of the following:
   » Select any Pearson link from any module.
   » Select a MyLab and Mastering link in the Course Navigation. Next, select Open MyLab and Mastering or a content link.

Next, get access to your Pearson course content

1. Enter your Pearson account username and password to Link Accounts.
   You have an account if you have ever used a MyLab or Mastering product.
   » If you don’t have a Pearson account, select Create and follow the instructions.
2. Select an access option:
   » Enter the access code that came with your textbook or that you purchased separately from the bookstore.
   » If available for your course,
     • Buy access using a credit card or PayPal.
     • Get temporary access.
   If you’re taking another semester of a course, you skip this step.
3. From the You’re Done page, select Go to My Courses.

Note: We recommend you always enter your MyLab Math course through Canvas.

Get your computer ready

For the best experience, check the system requirements for your product at https://www.pearsonmylabandmastering.com/system-requirements/

Need help?

For help with MyLab Math for Canvas, go to https://help.pearsoncmg.com/integration/cg/canvas/student/en/content/get_started.htm
Posting of Grades
Student will receive instant feedback on homework assignments and unproctored tests in MyLab Math. Students will receive feedback within one week of the due date on discussions, the midterm, the final exam, and the project.

Grading Policies
NO LATE ASSIGNMENTS WILL BE ACCEPTED IN THIS CLASS.

COURSE OUTLINE AND CALENDAR
Complete Course Calendar

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<tr>
<th>MONTH</th>
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<td>HW#8 &amp; Discussion #3: due by 11:59 pm</td>
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<td>Office Hours: 6:00 - 7:15 pm</td>
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<td>HW#9: due by 11:59 pm</td>
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### April 2021

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<td>HW#14 &amp; Discussion #5: due by 11:59 pm</td>
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<td>Office Hours: 6:00 - 7:15 pm</td>
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**Important University Dates**

[https://www.tamuct.edu/registrar/academic-calendar.html](https://www.tamuct.edu/registrar/academic-calendar.html)
TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

Logon to A&M-Central Texas Canvas: 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.

The student is also required to purchase an access code to MyLab Math. All homework assignments and nonproctored test will be available on MyLab Math.

MyLab Math be accessed through Canvas.

ALL synchronous meetings and office hours will be held on Webex. Please click on this link to access my office hours or synchronous meetings: https://tamuct.webex.com/meet/cdouglass

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]

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].

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].
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]. 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. 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 Spring 2021 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 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 WCOnline [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].

For Spring 2021, all reference service will be conducted virtually. Please go to our Library website [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].

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 online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team 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.

OTHER POLICIES

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.