

SEDUC 5322.125, CRN 11289, Teaching Math and Science

Spring 2021

Texas A&M University-Central Texas

COURSE DATE, MODALITY, AND LOCATION:

This is an online course that includes 30 Field hours and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

Course material is presented in weekly segments. Weekly class videos, activities, or assignments will be uploaded on Mondays in Canvas. Some assignments will be due on Wednesday, and some will be due on Friday. You will login to Canvas to access all materials and finish activities and assignments assigned weekly.

INSTRUCTOR AND CONTACT INFORMATION:

- **Instructor:** Dr. Mi Sun Park
- **Office:** Virtual
- **Email:** mi.park@tamuct.edu – Please contact me by email

OFFICE HOURS:

Virtual office hours are available by appointment. Students will visit the WebEx office to meet. Please email me at my TAMUCT email to request an appointment and be prepared.

STUDENT-INSTRUCTOR INTERACTION:

Please email me if you have questions or concerns. I will respond to all emails sent through my mi.park@tamuct.edu account within 24 hours. However, if an email is sent through Canvas, it may be missed. Please ONLY use mi.park@tamuct.edu for communication via email. I will use Canvas for grades and announcements.

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.
 - 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 an advanced study of method and materials for the teaching of math and science. Emphasis will be on helping teachers become more effective in teaching math and science by developing questions, investigations, speculations, and explorations that reflect not only the content of each area of study, but the process involved in learning.

COURSE OBJECTIVES: The objective of the course is to provide teachers with information concerning the current basic concepts and skills and educational methodologies in mathematics and science content areas. Students will explore the different theories of

learning and the unique developmental characteristics of PreK-5 children and apply this knowledge to the teaching of mathematics and science.

COURSE UNDERSTANDINGS

- The educator will understand different theories of learning and child development as they apply to teaching mathematics and science.
- The educator will analyze professional readings related to current trends in the theory and practice of mathematics and science education.
- The educator will apply content knowledge and pedagogical knowledge to the creation and demonstration of lessons that teach basic mathematics and science skills and concepts to PreK-4 children.
- The educator will understand and identify common misconceptions and error patterns related to learning science and mathematics and apply strategies to correct students' understandings.

STUDENT LEARNING OUTCOMES:

Knowledge Outcomes

1. Examine different theories of learning and child development as they apply to teaching mathematics and science.
2. Analyze professional readings concerning mathematics and science concepts and skills, instruction, assessments, misconceptions, and/or standards.
3. The educator will understand and identify common misconceptions and error patterns related to learning science and mathematics and apply strategies to correct students' understandings.

Skills Outcomes

1. Use a variety of instructional models and strategies to create lessons in mathematics and science that teach basic mathematics and science skills and concepts to PreK-5 children.
2. Demonstrate appropriate use of a selected instructional model.

STANDARDS:

Competency Goals 3 Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

REQUIRED READING & TEXTBOOK(S)

Foster, G. (1999). *Elementary Mathematics and Science Methods: Inquiry Teaching and Learning*. Cengage. ISBN-13: 978-0534515799 ISBN-10: 0534515797

Jarrett, D. (1997). *Inquiry Strategies for Mathematics and Science Learning: It's Just Good Teaching*. Northwest Regional Educational Laboratory.

REQUIRED READINGS (WEEKLY CLASS ACTIVITIES): The reading articles below will be posted on Canvas.

Abraham, M. R. (2005). Inquiry and the learning cycle approach. *Chemists' guide to effective teaching*, 1, 41-52.

Ball, D. L., Hill, H. C., & Bass, H. (2005). Knowing mathematics for teaching: Who knows mathematics well enough to teach third grade, and how can we decide? *American Educator*, Fall 2005, 14-46.

Ball, D. L., Thames, M. H., & Phelps, G. (2008). Content knowledge for teaching: What makes it special? *Journal of Teacher Education*, 59(5), 389-407.

Bybee, R. W. (2011). Scientific and engineering practices in K-12 classrooms: Understanding a framework for K-12 science education. *Science and Children*, 49(4), 10.

Carpenter, T. P., Fennema, E., Franke, M. L., Levi, L., & Empson, S. B. (1999). Children's mathematics. *Cognitively Guided*.

Chiappetta, E. L., & Adams, A. (2002). Inquiry-based instruction. *The Science Teacher*, 71(2), 46-50.

Committee on Conceptual Framework for the New K-12 Science Education Standards, & National Research Council. (2012). *A framework for K-12 science education: Practices, crosscutting concepts, and core ideas*. *Social Sciences*. Washington, D.C.: The National Academies Press.

Cramer, K., Monson, D., Ahrendt, S., Colum, K., Wiley, B., & Wyberg, T. (2015). 5 Indicators of decimal understandings. *Teaching Children Mathematics*, 22(3), 186-195.

Erman, E. (2017). Factors contributing to students' misconceptions in learning covalent bonds. *Journal of Research in Science Teaching*, 54(4), 520-537.
<https://doi.org/10.1002/tea.21375>

Faulkner, Valerie N, & Cain, Chris. (2009). The Components of Number Sense. *Teaching Exceptional Children*, 41(5), 24-30.

Kim, Y. R., & Park, M. S. (2018). Effective teaching for place value understanding: A case study of a literacy-integrated math curriculum module. *Early Years*, 39(1), 19-23.

Kim, Y. R., Park, M. S., Moore, T. J., & Varma, S. (2013). Multiple levels of metacognition and their elicitation through complex problem-solving tasks. *Journal of Mathematical Behavior*, 32(3), 377-396.

National Research Council. (2012). *A framework for K-12 science education: Practices, crosscutting concepts, and core ideas*. National Academies Press.

Next Generation Science Standards. (2013). Topic arrangements of the Next Generation Science Standards (NGSS).

Parks, M. (2020) The roadster challenge: A model eliciting activity for second graders. *Science and Children*, 57(7), 22–27.

Reston, V. A. (2000). National Council of Teachers of Mathematics (NCTM). *Principles and standards for school mathematics*, 87-95.

Richardson, K., Schwartz, C. S., & Reynolds, A. (2010). Investigating quadrilaterals as an ongoing task. *International Journal of Mathematics Teaching and Learning*, 1-21.

COURSE REQUIREMENTS

Due dates for turning in assignments are established in the course schedule below. You should post assignments to Canvas before class. **No late assignments will be accepted.** If work cannot be completed on time, make arrangements with the instructor prior to the due date.

1. Participation & Preparation (weekly Reading & Activities (Class discussion, worksheet, comments on teaching videos, or teaching evaluations)):

You are expected to watch all classes videos and participate in the class activities. Participation means you watch the class videos with (a) evidence that you read the materials and are able to use all activities in your class in the future, and (b) the expectation that your voice will be heard in discussions. Remember you are a future teacher who will be leading math or science discussions in your classroom everyday!!

I will upload materials and videos on every Monday.

2. Analyzing Student Work:

You will analyze student work and student thinking and identify patterns of student learning and struggles (mathematical errors, confusions, and partial understanding). Based on your analysis, you will provide feedback on student work and student thinking and plan for next steps to help students overcome their struggles and develop their conceptual understanding.

You will be given student work samples. You will analyze the student work samples and summarize the student learning addressing all the following questions.

- 1) What did the students do right that is related to conceptual understanding and procedural fluency?

- 2) What did the students do wrong that is related to conceptual understanding and procedural fluency?
- 3) Describe the patterns of student learning using examples from the student work samples.
- 4) Select 3 focus student work samples involving specific student struggles (mathematical errors, confusions, and partial understanding) and explain about the student struggles.
- 5) Provide feedback on the assessment for the 3 focus students
- 6) Describe your plan for re-engagement lessons to support the students to use feedback and overcome their struggles.
- 7) Describe why and how the re-engagement strategy would be effective to develop the students' conceptual understanding.

3. Math and Science Lesson Plans & Microteachings

- (1) **Math Lesson Plans with Reflections (2):** Students will create two (2) lesson plans utilizing the Danielson and Madeline Hunter lesson plan format and teach to a small group or class. After, students will write a detailed 1 page reflection outlining (1) *what was successful*, (2) *what was not successful* and (3) *what they would do differently*.

Each lesson will last approximately 15 minutes and must be student-centered. The lessons must include a motivational activity and multiple strategies, as well as some form of assessment. You should post a word-processed lesson plan to the Canvas.

- (2) **Science Lesson Plans with Reflections (2):** Students will create two (2) lesson plans utilizing the 5E and Inquiry lesson plan format and teach to a small group or class. After, students will write a detailed 1 page reflection outlining (1) *what was successful*, (2) *what was not successful* and (3) *what they would do differently*.
- (3) **Microteaching and Peer Reviews (2):** Each student will make two teaching videos using your lesson plans (choose one lesson from your math lessons and the other from your science lessons you create. Then upload teaching videos). You also have to watch your classmates' teaching videos to leave comments and evaluate them using a rubric.

4. Inquiry Strategy Presentation:

Students will select a strategy from the Jarret book to present to class. Students will use a powerpoint presentation that includes the main ideas of the chapter selected. Be sure to include at least 3 classroom examples.

5. TExES Practice (2 Quizzes):

Students will take a practice exam in the areas of Math and Science in preparation for the Content exam and Internship.

Note: The quiz will be open one week before the due date and the quiz is automatically saved and submitted 100 minutes after you start (Time Limit: 100 minutes).

- TExES Practice Quiz 1 will cover the TExES core subjects EC-6 – Math:
- TExES Practice Quiz 2 will cover the TExES core subjects EC-6 Science:

6. * 30 Field Observation Hours. Field hours are required for this course. This includes at least 15 hours in the field and 15 hours virtual. For detailed information, please attend the virtual Mandatory Graduate Program Meeting on January 21 from 5-6pm. Also, see required paperwork in the C&I Canvas Community in the MAT Module. **If you have already completed your hours in Fall 2020, please email Dr. Harris the first week of class for an alternative assignment.

COURSE EVALUATION & GRADING:

Assignments will be worth the following points.

Weekly Class Participation (watching class videos and discussion)	100 points
Analyzing Student Work	100 points
Math Lesson Plans with Reflections (2) 50 points each (x2)	100 points
Science Lesson Plans with Reflections (2) 50 points each (x2)	100 points
Microteaching & Peer Reviews (2) 50 points each (x2)	100 points
Inquiry Strategy Presentation	100 points
TEExES Practice (2 Quizzes)	100 points
30 Field Hours *	300 points

Total: 1000 points

GRADING

A	1000 – 900 points	exceptional Demonstration and deep coherent understanding
B	899 – 800 points	Proficient understanding
C	799 – 700 points	Acceptable understanding in most area
D	699 – 600 points	Developing understanding with some critical deficiencies Not passing for graduate course work
F	599 – points or below	Unsatisfactory understanding with significant deficiencies Failing

GRADING POLICIES

Late Work and Late Test Policy: You are responsible for completing all assignments and required readings on time and for obtaining all materials missed as a result of an absence. Assignments will be due at the beginning of each class. You should post assignments to Canvas before class. **No late assignments will be accepted.** If work cannot be completed on time, make arrangements with the instructor prior to the due date. There is no make-up work except in the case of emergencies or authorize absences. You must watch class videos and read articles posted on Canvas to complete weekly class activities & assignments. Quizzes must be completed by the due date to receive full credit. **If a Quiz or a presentation is completed late, 30% will be deducted from the grade.**

Note: It is a student's responsibility to make arrangements to complete all course requirements in exceptional circumstances; when the student is hospitalized or involved in a catastrophe.

TENTATIVE EDUC 5322 COURSE SCHEDULE:

Week		Topic	Readings	Assignment(s) Due
1	Jan. 20	<ul style="list-style-type: none"> ▪ Syllabus and Course Overview 	Foster (1999) Chapter 2	<ul style="list-style-type: none"> ▪ Syllabus Acknowledgement ▪ Discussion Board-introduce yourself to your classmates!
	Jan. 22	<ul style="list-style-type: none"> ▪ Standards ▪ Knowledge for teachers 	NCTM (2000) NGSS (2013) Ball et al. (2008) Option: Foster (1999) Chapter 6	<ul style="list-style-type: none"> ▪ Class Activities-Scavenger Hunts
2	Jan. 27	<ul style="list-style-type: none"> ▪ Learning Theories ▪ Nature of Science ▪ Model-Eliciting Activities (MEAs) 	Jarrett (1997) pp. 7-11 Kim et al. (2013) Parks (2020)	<ul style="list-style-type: none"> ▪ Class Activity-Reflections on MEAs
	Jan. 29	<ul style="list-style-type: none"> ▪ Lesson Planning ▪ Storytelling 	Foster (1999) Chapter 7 Poling (2018) Kim & Park (2018)	<ul style="list-style-type: none"> ▪ Class Discussion-Story Telling
3	Feb. 3	<ul style="list-style-type: none"> ▪ Number Sense ▪ Basic Operations 	Faulkner (2009)	<ul style="list-style-type: none"> ▪ Math Lesson Plan
	Feb. 5	<ul style="list-style-type: none"> ▪ Cognitively Guided Instruction ▪ Algorithms (+, -) ▪ Algorithms (x, ÷) 	Carpenter et.al (1999)	<ul style="list-style-type: none"> ▪ Class Discussion – Cognitively Guided Instruction
4	Feb. 10	<ul style="list-style-type: none"> ▪ Microteaching 		<ul style="list-style-type: none"> ▪ Math Lesson Plan ▪ Teaching video
	Feb. 12	<ul style="list-style-type: none"> ▪ Understanding Student Misconceptions ▪ Fractions (I) 	Ball et al. (2005)	<ul style="list-style-type: none"> ▪ Teaching Video ▪ Comments & Peer Evaluation ▪ Lesson Plan Reflection Papers (2)
5	Feb. 17	<ul style="list-style-type: none"> ▪ Fraction (II) ▪ Decimals 	Cramer et al. (2015)	<ul style="list-style-type: none"> ▪ Analyzing Student Work
	Feb. 19	<ul style="list-style-type: none"> ▪ Geometry & Patterns ▪ Probability & Statistics ▪ Data-Physical Sciences 	Foster (1999) chapter 6 & 9	<ul style="list-style-type: none"> ▪ Science Lesson plan
6	Feb. 24	<ul style="list-style-type: none"> ▪ Teaching Science through Inquiry 	Jarrett (1997) Foster (1999) chapter 5	<ul style="list-style-type: none"> ▪ TEGES Practice Quiz 1

	Feb. 26	<ul style="list-style-type: none"> ▪ Why the Learning Cycle? ▪ Life Sciences ▪ Earth and Space Sciences 	Abraham (2005) Foster (1999) chapter 12	<ul style="list-style-type: none"> ▪ Inquiry Strategy Presentation (PPT & Presentation Video)
7	March 3	<ul style="list-style-type: none"> ▪ Microteaching 		<ul style="list-style-type: none"> ▪ Science Lesson plan ▪ Teaching Video
	March 5	<ul style="list-style-type: none"> ▪ Why Engineering? ▪ Engineering, Technology, and Applications of Science (STEM) 	Bybee (2011)	<ul style="list-style-type: none"> ▪ Teaching Video ▪ Comments & Peer Evaluation ▪ Lesson Plan Reflection Papers (2)
8	March 10	<ul style="list-style-type: none"> ▪ End of Course 		<ul style="list-style-type: none"> ▪ TEXES Practice Quiz 2 ▪ 30 Field Hours

Note: This course schedule is only a guide, not a contract. The instructor has the discretion of making appropriate changes.

Important University Dates

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

TECHNOLOGY REQUIREMENTS AND SUPPORT

This course is 100% online. Students must have access to a computer, Microsoft Office (Word) and internet to access the library and Canvas. Students will also be required to meet synchronously each week for class instruction. During Fall, TAMUCT will have space available in the library or computer lab. Students must sign up for a seat. Successful completion of this course means to have the technology requirements and submit all assignments online to Canvas by the due date.

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. 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>].

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](https://tamuct.instructure.com/courses/717) 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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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 Spring 2021, 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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