Math 3315-115, 80179, Mathematics and Technology

Fall 2023

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

August 28th, 2023 – October 20th, 2023
This is a 100% online course and uses the A&M-Central Texas Canvas Learning Management System https://tamuct.instructure.com/

INSTRUCTOR AND CONTACT INFORMATION

	Instructor: Dr. Christopher Thron	Graduate Assistant: Sabrina Slapak
Office	All contact is online	All contact is online
Phone, text, and WhatsApp	(585) 204-0314	(954) 812-6023
Email	Canvas email or thron@tamuct.edu	ss207@my.tamuct.edu
Online Meetings	Google Meet: chris.thron@gmail.com (In addition to course WebEx)	Zoom: https://us06web.zoom.us/j/3322928218?pwd=fZ4DUatlUF9i1I9ZmpQ4Jonue0Oucj.1 Meeting ID: 332 292 8218 Passcode: MATH
Contact	You may contact me at any time by email. Often I can respond immediately, and if necessary, we can meet online to answer your question right away. WhatsApp is also OK, but I may not see it right away.	WhatsApp is preferred. I live in Seattle, WA, so please be aware that I am in PST time zone, which is 2 hours earlier than CST.
Office Hours	I am generally available online from 11:30 A.M.-1:30 P.M. on weekdays. Students are encouraged to make appointments to discuss issues with homework (both before and after grading).	Sabrina is available most afternoons and evenings. Please message on WhatsApp to make arrangements. Often I can answer quick questions directly, but might direct you to office hours for more detailed conversations. Official office hours are TBD

COURSE INFORMATION

Course Objective or Goal: To gain mastery in use of current technologies related to creating interactive presentations/documents for math as well as use of current technologies related to mathematical analysis and state certification exams.

Student Learning Outcomes

1. Perform data analyses with R software. (Project 1, Test 1, Midterm, Final)
2. Perform data visualization with R and GeoGebra software. (Project 2, Test 2, Project 3, Project 4, Project 5, Project 6, Midterm, Final)
3. Explain advanced mathematical concepts with interactive widgets (All assignments)
4. Create variables, data frames, lists, and functions in R (All assignments)
5. Calculate measures of central tendency and spread (Project 3, Midterm, Final)
6. Visualize and interpret probability distributions (Project 4, Final)

Competency Goals Statement: See detailed list of 'TExES competencies and standards' on pages 6-13 of this syllabus.

Required Reading and Textbook(s)

No physical text is required for this class.

Each module will include two sections; one on programming with the statistical language "R", and the second on using a math visualization tool called GeoGebra.

Students must create a free datacamp account at www.datacamp.com
Some of the courses on datacamp are free and some need a subscription. Students do not need to purchase the annual subscription. The monthly subscription (reduced cost) will be sufficient.

Students may access the online GeoGebra platform at: www.geogebra.org

COURSE REQUIREMENTS

Assignments
The student will be responsible for 6 projects (50 points each), a proctored midterm (100 points), and a proctored final exam (200 points).

Rubric for projects:

	A	B	C	D	F
Solve the problem mathematically (70%)	Perfect solution using the EXCEL software	Almost Perfect solution using the EXCEL software	Partial solution using the EXCEL software	Perfect solution without using the EXCEL software	Partial solution without using the EXCEL software
Video presentation (30%)	Perfect explanation of	Almost perfect explanation of	Mistakes in presentation/	Mostly correct presentation	Wrong explanation with

	all steps using screen capturing software and audio	steps using screen capturing software and audio.	solution/use of EXCEL software	With no audio	no audio
Total:					
100%					

Posting of Grades

All grades will be posted on Canvas. Students are invited to discuss grades with the instructor.

Grading Policies

- Late assignments are accepted only in the case of medical or family emergency, and documentation is required. The maximum grade for a late assignment is 80% of the total point value.
- Projects should be completed using screen capturing software. Audio should be included (explanation of concepts and steps). No credit will be given if audio is not included in presentations.
- The tests, Midterm, and Final exams are proctored exams. Students need to use the Proctorio software to proctor the exams. Students are allowed to use the built-in calculator and whiteboard on the Proctorio software during tests. Students can also use a physical whiteboard for scratch work.

COURSE OUTLINE AND CALENDAR

NOTE: Course schedule may be revised during the semester in order to provide a better learning experience. Any changes in schedule will be announced, and an updated syllabus will be made available on Canvas.

Course Calendar

Week	Assignments/Tasks	Due Date
1	Project 1	Sept 3, 2023 (Sunday)
2	Project 2	Sept 10, 2023 (Sunday)
3	Project 3	Sept 17, 2023 (Sunday)
4	Midterm	Sept 24, 2023 (Sunday)
5	Project 4	Oct 1, 2023 (Sunday)
6	Project 5	Oct 8th, 2023 (Sunday)
7	Project 6	Oct 15th, 2023 (Sunday)
8	Final Exam - Parts A (Unproctored)& B (Proctored)	Oct 20th (Friday)

Important University Dates: https://www.tamuct.edu/registrar/academic-calendar.html
Student-instructor interaction
Instructor will follow the weekly schedule on the syllabus. Announcements will be sent out on Canvas as necessary. It is the student's responsibility to monitor the announcements posted under the "Announcements" tab.

Students can contact the instructor via the Canvas messenger under the "Inbox"-tab or via email at: thron@tamuct.edu. Instructor will respond within 24 hours to emails.

Students' grades for assignments will be posted in Canvas. Students who have questions about their grades are encouraged to discuss with the instructor.

The tests, midterm, and final exams are proctored exams. Students need to install the Proctorio software to proctor these exams. The midterm is scheduled for September 15th and the final exam for October 6th.

All meetings will be conducted over webex on the Canvas class page.

Emergency Warning System for Texas A&M University-Central Texas
SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the SafeZone website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps*:*
1. Download the SafeZone App from your phone store using the link below:
   o iPhone/iPad: [https://apps.apple.com/app/safezone/id533054756]
   o Android Phone / Tablet
     [https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

For updates on COVID information, please monitor the University website
[https://www.tamuct.edu/covid19/]

TExES competencies and standards:

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

Competencies:

This course will use the R/RStudio and Geogebra software to revisit and explain abstract mathematical concepts. The student will learn to use the R/RStudio package to mine, analyze, and visualize data. Geogebra is dynamic software and can be used to explain abstract mathematical concepts via virtual manipulatives, sliders, etc. Students are required to have access to a computer/laptop and internet.

Competency Goals Statements (certification or standards):

TExES competencies and standards: Competencies:

Mathematics 7−12 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 7−12 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 7−12 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.

Competencies:

Competency 005: *The teacher understands attributes of functions, relations and their graphs.*

The beginning teacher:

A. Understands when a relation is a function.

B. Identifies the mathematical domain and range of functions and relations and determines reasonable domains for given situations.

C. Understands that a function represents a dependence of one quantity on another and can be represented in a variety of ways (e.g., concrete models, tables, graphs, diagrams, verbal descriptions, symbols).

D. Identifies and analyzes even and odd functions, one-to-one functions, inverse functions and their graphs.

E. Applies basic transformations [e.g., k f(x), f(x) + k, f(x − k), f(kx), |f(x)|] to a parent function, f, and describes the effects on the graph of y = f(x).

F. Performs operations (e.g., sum, difference, composition) on functions, finds inverse relations and describes results symbolically and graphically.

G. Uses graphs of functions to formulate conjectures of identities [e.g., $y = x^2 − 1$ and $y = (x − 1)(x + 1)$, $y = \log x^3$ and $y = 3 \log x$, $y = \sin(x + \frac{\pi}{2})$ and $y = \cos x$].

Competency 006: *The teacher understands linear and quadratic functions, analyzes their algebraic and graphical properties and uses them to model and solve problems.*

The beginning teacher:

A. Understands the concept of slope as a rate of change and interprets the meaning of slope and intercept in a variety of situations.

B. Writes equations of lines given various characteristics (e.g., two points, a point and slope, slope and y-intercept).

C. Applies techniques of linear and matrix algebra to represent and solve problems involving linear systems.

D. Analyzes the zeros (real and complex) of quadratic functions.

E. Makes connections between the $y = ax^2 + bx + c$ and the $y = a(x − h)^2 + k$ representations of a quadratic function and its graph.

F. Solves problems involving quadratic functions using a variety of methods (e.g., factoring, completing the square, using the quadratic formula, using a graphing calculator).

G. Models and solves problems involving linear and quadratic equations and inequalities using a variety of methods, including technology.

Competency 007: *The teacher understands polynomial, rational, radical, absolute value and piecewise functions, analyzes their algebraic and graphical properties and uses them to model and solve problems.*

The beginning teacher:

A. Recognizes and translates among various representations (e.g., written, tabular, graphical, algebraic) of polynomial, rational, radical, absolute value and piecewise functions.

B. Describes restrictions on the domains and ranges of polynomial, rational, radical, absolute value and piecewise functions.

C. Makes and uses connections among the significant points (e.g., zeros, local extrema, points where a function is not continuous or not differentiable) of a function, the graph of the function and the function's symbolic representation.

D. Analyzes functions in terms of vertical, horizontal and slant asymptotes.

E. Analyzes and applies the relationship between inverse variation and rational functions.

F. Solves equations and inequalities involving polynomial, rational, radical, absolute value and piecewise functions using a variety of methods (e.g., tables, algebraic methods, graphs, use of a graphing calculator) and evaluates the reasonableness of solutions.

G. Models situations using polynomial, rational, radical, absolute value and piecewise functions and solves problems using a variety of methods, including technology.

Competency 008: *The teacher understands exponential and logarithmic functions, analyses their algebraic and graphical properties and uses them to model and solve problems.*

The beginning teacher:

A. Recognizes and translates among various representations (e.g., written, numerical, tabular, graphical, algebraic) of exponential and logarithmic functions.

B. Recognizes and uses connections among significant characteristics (e.g., intercepts, asymptotes) of a function involving exponential or logarithmic expressions, the graph of the function and the function's symbolic representation.

C. Understands the relationship between exponential and logarithmic functions and uses the laws and properties of exponents and logarithms to simplify expressions and solve problems.

D. Uses a variety of representations and techniques (e.g., numerical methods, tables, graphs, analytic techniques, graphing calculators) to solve equations, inequalities and systems involving exponential and logarithmic functions.

E. Models and solves problems involving exponential growth and decay.

F. Uses logarithmic scales (e.g., Richter, decibel) to describe phenomena and solve problems.

G. Uses exponential and logarithmic functions to model and solve problems involving the mathematics of finance (e.g., compound interest).

H. Uses the exponential function to model situations and solve problems in which the rate of change of a quantity is proportional to the current amount of the quantity [i.e., $f'(x) = kf(x)$].

Competency 009: *The teacher understands trigonometric and circular functions, analyzes their algebraic and graphical properties and uses them to model and solve problems.*

The beginning teacher:

A. Analyzes the relationships among the unit circle in the coordinate plane, circular functions and the trigonometric functions.

B. Recognizes and translates among various representations (e.g., written, numerical, tabular, graphical, algebraic) of trigonometric functions and their inverses.

C. Recognizes and uses connections among significant properties (e.g., zeros, axes of symmetry, local extrema) and characteristics (e.g., amplitude, frequency, phase shift) of a trigonometric function, the graph of the function and the function's symbolic representation.

D. Understands the relationships between trigonometric functions and their inverses and uses these relationships to solve problems.

E. Uses trigonometric identities to simplify expressions and solve equations.

F. Models and solves a variety of problems (e.g., analyzing periodic phenomena) using trigonometric functions.

G. Uses graphing calculators to analyze and solve problems involving trigonometric functions.

Domain III — Geometry and Measurement

Competency 011: *The teacher understands measurement as a process.*

The beginning teacher:

A. 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.

B. Applies formulas for perimeter, area, surface area and volume of geometric figures and shapes (e.g., polygons, pyramids, prisms, cylinders, cones, spheres) to solve problems.

C. Recognizes the effects on length, area or volume when the linear dimensions of plane figures or solids are changed.

D. Applies the Pythagorean theorem, proportional reasoning and right triangle trigonometry to solve measurement problems.

Competency 013: *The teacher understands the results, uses and applications of Euclidian geometry.*

The beginning teacher:

A. Analyzes the properties of polygons and their components.

B. Analyzes the properties of circles and the lines that intersect them.

C. Uses geometric patterns and properties (e.g., similarity, congruence) to make generalizations about two- and three-dimensional figures and shapes (e.g., relationships of sides, angles).

D. Computes the perimeter, area and volume of figures and shapes created by subdividing and combining other figures and shapes (e.g., arc length, area of sectors).

E. Analyzes cross-sections and nets of three-dimensional shapes.

F. Uses top, front, side and corner views of three-dimensional shapes to create complete representations and solve problems.

G. Applies properties of two- and three-dimensional shapes to solve problems across the curriculum and in everyday life.

Competency 014: *The teacher understands coordinate, transformational and vector geometry and their connections.*

The beginning teacher:

A. Identifies transformations (i.e., reflections, translations, glide-reflections, rotations, dilations) and explores their properties.

B. Uses the properties of transformations and their compositions to solve problems.

C. Uses transformations to explore and describe reflectional, rotational and translational symmetry.

D. Applies transformations in the coordinate plane.

E. Applies concepts and properties of slope, midpoint, parallelism, perpendicularity and distance to explore properties of geometric figures and solve problems in the coordinate plane.

F. Uses coordinate geometry to derive and explore the equations, properties and applications of conic sections (i.e., lines, circles, hyperbolas, ellipses, parabolas).

G. Relates geometry and algebra by representing transformations as matrices and uses this relationship to solve problems.

H. Explores the relationship between geometric and algebraic representations of vectors and uses this relationship to solve problems.

Competency 015: *The teacher understands how to use appropriate graphical and numerical techniques to explore data, characterize patterns and describe departures from patterns.*

The beginning teacher:

A. Selects and uses an appropriate measurement scale (i.e., nominal, ordinal, interval, ratio) to answer research questions and analyze data.

B. Organizes, displays and interprets data in a variety of formats (e.g., tables, frequency distributions, scatter plots, stem-and-leaf plots, box-and-whisker plots, histograms, pie charts).

C. Applies concepts of center, spread, shape and skewness to describe a data distribution.

D. Understands measures of central tendency (i.e., mean, median, mode) and dispersion (i.e., range, interquartile range, variance, standard deviation).

E. Applies linear transformations (i.e., translating, stretching, shrinking) to convert data and describes the effect of linear transformations on measures of central tendency and dispersion.

F. Analyzes connections among concepts of center and spread, data clusters and gaps, data outliers and measures of central tendency and dispersion.

G. Supports arguments, makes predictions and draws conclusions using summary statistics and graphs to analyze and interpret one-variable data.

Competency 016: *The teacher understands concepts and applications of probability.*

The beginning teacher:

A. Understands how to explore concepts of probability through sampling, experiments and simulations and generates and uses probability models to represent situations.

B. Uses the concepts and principles of probability to describe the outcomes of simple and compound events.

C. Determines probabilities by constructing sample spaces to model situations.

D. Solves a variety of probability problems using combinations and permutations.

E. Solves a variety of probability problems using ratios of areas of geometric regions.

F. Calculates probabilities using the axioms of probability and related theorems and concepts such as the addition rule, multiplication rule, conditional probability and independence.

G. Understands expected value, variance and standard deviation of probability distributions (e.g., binomial, geometric, uniform, normal).

H. Applies concepts and properties of discrete and continuous random variables to model and solve a variety of problems involving probability and probability distributions (e.g., binomial, geometric, uniform, normal).

Competency 019: *The teacher understands mathematical connections both 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 a circle as a quadratic function of the radius, probability as the ratio of two areas, area of a plane region as a definite integral).

B. Understands how mathematics is used to model and solve problems in other disciplines (e.g., art, music, science, social science, business).

C. Translates mathematical ideas between verbal and symbolic forms.

D. Communicates mathematical ideas using a variety of representations (e.g., numeric, verbal, graphical, pictorial, symbolic, concrete).

E. Understands the use of visual media, such as graphs, tables, diagrams and animations, to communicate mathematical information.

F. Uses appropriate mathematical terminology to express mathematical ideas.

Competency 020: *The teacher understands how children learn mathematics and plans, organizes and implements instruction using knowledge of students, subject matter and statewide curriculum (Texas Essential Knowledge and Skills [TEKS]).*

The beginning teacher:

A. Applies research-based theories of learning mathematics to plan appropriate instructional activities for all students.

B. Understands how students differ in their approaches to learning mathematics.

C. Uses students' prior mathematical knowledge to build conceptual links to new knowledge and plans instruction that builds on students' strengths and addresses students' needs.

D. Understands how learning may be enhanced through the use of manipulatives, technology and other tools (e.g., stop watches, rulers).

E. Understands how to provide instruction along a continuum from concrete to abstract.

F. Understands a variety of instructional strategies and tasks that promote students' abilities to do the mathematics described in the TEKS.

G. Understands how to create a learning environment that provides all students, including English-language learners, with opportunities to develop and improve mathematical skills and procedures.

H. Understands a variety of questioning strategies to encourage mathematical discourse and to help students analyze and evaluate their mathematical thinking.

I. Understands how to relate mathematics to students' lives and to a variety of careers and professions.

Competency 021: *The teacher understands assessment and uses a variety of formal and informal assessment techniques to monitor and guide mathematics instruction and to evaluate student progress.*

The beginning teacher:

A. Understands the purpose, characteristics and uses of various assessments in mathematics, including formative and summative assessments.

B. Understands how to select and develop assessments that are consistent with what is taught and how it is taught.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Access office hours on Webex:
https://tamuct.webex.com/meet/thron
Use screen capturing software (for example Studio on Canvas) to record the projects.
Use R/RStudio
Use Geogebra platform at www.geogebra.org

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]
> *Please let the support technician know you are an A&M-Central Texas student.*

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

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

Warrior Center for Student Success, Equity 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]

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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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 referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlsso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%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.

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, 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/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.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, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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 Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments/?g=6956) [https://tamuct.libcal.com/appointments/?g=6956]. 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]

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the 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/) [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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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 Wellness and 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/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

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