MATH 4305-110, 10444, Concepts of Elementary Mathematics III Online

Spring 2022
Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

January 17th, 2023-May 12th, 2023

This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System:

https://tamuct.instructure.com/

Click on the following link to meet with the instructor during her office hours or by appointment:

https://teams.microsoft.com/l/meetup-join/19:meeting_NDdjNTI1YzgtZmY1NS00ZWNiLWJhYzUtMjNkZThmMmE3MGEx@thread.v2/0?context=%7B%22Tid%22:%229eed4e30-00f7-4484-9ff1-93ad8005acec%22,%22Oid%22:%22fd507602-9cdc-4477-9774-38f1e2aad94e%22%7D

GeoGebra platform:

www.goegebra.org

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/]

INSTRUCTOR AND CONTACT INFORMATION

Instructor Dr. Mienie Roberts
Office Heritage Hall Room 302K
Virtual office: (Mondays and Wednesdays 1pm-2pm)

Phone: 903.705.9703

Email: Preferred: Canvas Inbox

Other: dekock@tamuct.edu

Office Hours

Virtual office hours:
Monday: 1:00 pm-2:00 pm
Wednesday: 1:00 pm – 2:00 pm
Link to virtual room:
https://teams.microsoft.com/l/meetup-join/19:meeting_NDdjNTI1YzgtZmY1NS00ZWNiLWJhYzUtMjNkZThmMmE3MGEx@thread.v2/0?context=%7B%22Tid%22:%229eed4e30-00f7-4484-9ff1-93ad8005acec%22,%22Oid%22:%22fd507602-9cdc-4477-9774-38f1e2aad94e%22%7D

Graduate Assistant's online office hours:
Tuesday 5 pm - 6 pm
Wednesday 5 pm - 6 pm

Student-instructor interaction

Instructor will reply to emails within 24 hours. Please use the Canvas inbox for any email correspondence. If the student is in need of a synchronous session with the instructor, please meet with the instructor during her office hours or request a session via email. All synchronous sessions will be available over TEAMS at:

https://teams.microsoft.com/l/meetup-join/19:meeting_NDdjNTI1YzgtZmY1NS00ZWNiLWJhYzUtMjNkZThmMmE3MGEx@thread.v2/0?context=%7B%22Tid%22:%229eed4e30-00f7-4484-9ff1-93ad8005acec%22,%22Oid%22:%22fd507602-9cdc-4477-9774-38f1e2aad94e%22%7D

The instructor will post announcements with respect to the class to CANVAS announcements. It is the responsibility of the student to check the announcements on a daily basis. All assignments will be available on either Canvas or Datacamp (projects).

No late assignments will be accepted in this course.

COURSE INFORMATION

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. NO LATE ASSIGNMENTS WILL BE ACCEPTED.

1.0 Course overview and description:

Program Goal

Texas A&M University-Central Texas students, upon completion of certification requirements, will be reflective professional educators who make effective educational decisions that support the creation of dynamic learning environments.

This course is intended for prospective teachers to review key concepts, principles, and strategies for teaching Mathematics in EC-6 and 4-8 classrooms. Technology and teaching methods will be incorporated where appropriate. Pre-requisites: Math 3305 (Math 1351).

Students are expected to be familiar with concepts covered in the following courses:
College Algebra
Math 3303 (Concepts of Mathematics I)
Math 3305 (Concepts of Mathematics II)

Math 4305 (Concepts of Mathematics III) is the third course in the sequence and will revisit

topics covered in earlier mathematics courses. The course assumes a thorough understanding of concepts covered in the pre-requisite courses.

Student learning outcomes as per the Core Subjects 7-12 Mathematics Math Standards

After completing this course, students should be able to:
• Solve open-ended elementary school problems in areas such as patterns, algebra, ratios, and percentages, (Covered in quizzes, midterm, final)

• Justify the use of our numeration system by comparing it to historical alternatives and other bases, and describe the development of the system and its properties as it expands from the set of natural numbers to the set of real numbers, (Covered in quizzes, midterm, final)

• Demonstrate the use of mathematical reasoning by justifying and generalizing patterns and relationships, (Covered in all assignments)

• Display mastery of basic computational skills and recognize the appropriate use of technology to enhance those skills, (Covered in presentations)

• Demonstrate and justify standard and alternative algorithms for addition, subtraction, multiplication and division of whole numbers, integers, fractions, and decimals, (Covered in quizzes, midterm, final)

• Identify, explain, and evaluate the use of elementary classroom manipulatives to model sets, operations, and algorithms, and (Covered in presentations)

• Use number-theory arguments to justify relationships involving divisors, multiples and factoring. (Covered on all assignments)

• Solve open-ended elementary school problems in using visualization and statistical reasoning, (Covered on all assignments)

• Use the GeoGebra software to explain abstract mathematical concepts, (Covered in Presentations)

• Demonstrate the use of mathematical reasoning by justifying and generalizing patterns and relationships, (Covered in all assignments)

• Identify, explain, and evaluate the use of elementary classroom manipulatives to model geometry, probability and statistics, (Covered in Presentations)

• Explain relationships among measurable attributes of objects and determine measurements, (Covered in quizzes, presentations, midterm, final)

• Analyze characteristic and properties of two- and three-dimensional geometric shapes and

develop mathematical arguments about geometric relationships, (Covered on all assignments)

• Apply transformations and use symmetry to analyze mathematical situations, (Covered on all assignments)

• Explain and apply basic concepts of probability, and (Covered on all assignments)

• Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them. (Covered on all assignments)

MATHEMATICS GENERALIST EC–6 STANDARDS

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

Standard II. Patterns and Algebra: The mathematics teacher understands and uses patterns, relations, functions, algebraic reasoning, analysis, and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.

Standard III. Geometry and Measurement: The mathematics teacher understands and uses geometry, spatial reasoning, measurement concepts and principles, and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.

Standard IV. Probability and Statistics: The mathematics teacher understands and uses probability and statistics, their applications, and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.

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

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

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

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

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

Subject Test II — Mathematics (802)

Competency 001 (Mathematics Instruction): The teacher understands how students learn mathematical skills and uses that knowledge to plan, organize and implement instruction and assess learning.

The beginning teacher:

A. Plans appropriate instructional activities for all students by applying research-based theories and principles of learning mathematics.

B. Employs instructional strategies that build on the linguistic, cultural and socioeconomic diversity of students and that relate to students' lives and communities.

C. Plans and provides developmentally appropriate instruction that establishes transitions between concrete, symbolic and abstract representations of mathematical knowledge and that builds on students' strengths and addresses their needs.

D. Understands how manipulatives and technological tools can be used appropriately to assist students in developing, comprehending and applying mathematical concepts.

E. Creates a learning environment that motivates all students and actively engages them in the learning process by using a variety of interesting, challenging and worthwhile mathematical tasks in individual, small-group and large-group settings.

F. Uses a variety of tools (e.g., counters, standard and nonstandard units of measure, rulers, protractors, scales, stopwatches, measuring containers, money, calculators, software) to strengthen students' mathematical understanding.

G. Implements a variety of instructional methods and tasks that promote students' ability to do the mathematics described in the Texas Essential Knowledge and Skills (TEKS).

H. Develops clear learning goals to plan, deliver, assess and reevaluate instruction based on the mathematics in the Texas Essential Knowledge and Skills (TEKS).

I. Helps students make connections between mathematics and the real world, as well as between mathematics and other disciplines such as art, music, science, social science and business.

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

K. Uses a variety of formal and informal assessments and scoring procedures to evaluate mathematical understanding, common misconceptions and error patterns.

L. Understands the relationship between assessment and instruction and knows how to evaluate assessment results to design, monitor and modify instruction to improve mathematical learning for all students, including English-language learners.

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

N. Understands how mathematics is used in a variety of careers and professions and plans instruction that demonstrates how mathematics is used in the workplace.

Competency 002 (Number Concepts and Operations): The teacher understands concepts related to numbers, operations and algorithms and the properties of numbers.

The beginning teacher:

A. Analyzes, creates, describes, compares and models relationships between number properties, operations and algorithms for the four basic operations involving integers, rational numbers and real numbers, including real-world situations.

B. Demonstrates an understanding of equivalency among different representations of rational numbers and between mathematical expressions. C. Selects appropriate representations of real numbers (e.g., fractions, decimals, percents) for particular situations.

D. Demonstrates an understanding of ideas from number theory (e.g., prime factorization, greatest common divisor, divisibility rules) as they apply to whole numbers, integers and rational numbers, and uses those ideas in problem situations.

E. Understands the relative magnitude of whole numbers, integers, rational numbers and real numbers including the use of comparative language and sets of objects.

F. Identifies and demonstrates an understanding of and uses of a variety of models and objects for representing numbers (e.g., fraction strips, diagrams, patterns, shaded regions, number lines).

G. Uses a variety of concrete and visual representations to demonstrate the connections between operations and algorithms.

H. Identifies, demonstrates and applies knowledge of counting techniques, including combinations, to quantify situations and solve math problems (e.g., to include forward, backward and skip counting, with or without models).

I. Identifies, represents and applies knowledge of place value (e.g., to compose and decompose numbers), rounding and other number properties to perform mental mathematics and computational estimation with automaticity.

J. Demonstrates a thorough understanding of fractions, including the use of various representations to teach fractions and operations involving fractions.

K. Uses a variety of strategies to generate and solve problems that involve one or more steps, with fluency.

Competency 003 (Patterns and Algebra): The teacher understands concepts related to patterns, relations, functions and algebraic reasoning.

The beginning teacher:

A. Illustrates relations and functions using concrete models, tables, graphs and symbolic and verbal representations, including real-world applications.

B. Demonstrates an understanding of the concept of linear function using concrete models, tables, graphs and symbolic and verbal representations.

C. Understands how to use algebraic concepts and reasoning to investigate patterns, make generalizations, formulate mathematical models, make predictions and validate results.

D. Formulates implicit and explicit rules to describe and construct sequences verbally, numerically, graphically and symbolically.

E. Knows how to identify, extend, and create patterns using concrete models, figures, numbers and algebraic expressions.

F. Uses properties, graphs, linear and nonlinear functions and applications of relations and functions to analyze, model and solve problems in mathematical and real-world situations.

G. Translates problem-solving situations into expressions and equations involving variables and unknowns.

H. Models and solves problems, including those involving proportional reasoning, using concrete, numeric, tabular, graphic and algebraic methods (e.g., using ratios and percents with fractions and decimals).

I. Determines the linear function that best models a set of data.

J. Understands and describes the concept of and relationships among variables, expressions, equations, inequalities and systems in order to analyze, model and solve problems.

K. Applies algebraic methods to demonstrate an understanding of whole numbers using any of the four basic operations.

Competency 004 (Geometry and Measurement): The teacher understands concepts and principles of geometry and measurement.

The beginning teacher:

A. Applies knowledge of spatial concepts such as direction, shape and structure.

B. Identifies, uses, understands and models the development of formulas to find lengths, perimeters, areas and volumes of geometric figures.

C. Uses the properties of congruent triangles to explore geometric relationships.

D. Identifies, uses and understands concepts and properties of points, lines, planes, angles, lengths and distances.

E. Analyzes and applies the properties of parallel and perpendicular lines.

F. Uses a variety of representations (e.g., numeric, verbal, graphic, symbolic) to analyze and solve problems involving angles and two- and three-dimensional figures such as circles, triangles, polygons, cylinders, prisms and spheres.

G. Uses symmetry to describe tessellations and shows how they can be used to illustrate geometric concepts, properties and relationships.

H. Understands measurement concepts and principles, including methods of approximation and estimation, and the effects of error on measurement.

I. Explains, illustrates, selects and uses appropriate units of measurement to quantify and compare time, temperature, money, mass, weight, area, capacity, volume, percent, speed and degrees of an angle. J. Uses translations, rotations and reflections to illustrate similarities, congruencies and symmetries of figures.

K. Develops, justifies and uses conversions within and between measurement systems.

L. Understands logical reasoning, justification and proof in relation to the axiomatic structure of geometry and uses reasoning to develop, generalize, justify and prove geometric relationships.

M. Understands attributes of various polygons, including names and how sides and angles of the polygon affect its attributes.

N. Partitions or decomposes polygons to express areas as fractions of a whole or to find areas of nonstandard polygons.

O. Demonstrates the value and relationships of United States coins and bills and uses appropriate symbols to name the value of a collection.

P. Identifies, uses and understands the concepts and properties of geometric figures and their relationships.

Q. Describes the key attributes of the coordinate plane and models the process of graphing ordered pairs.

Competency 005 (Probability and Statistics): The teacher understands concepts related to probability and statistics and their applications.

The beginning teacher:

A. Investigates and answers questions by collecting, organizing and displaying data in a variety of formats as described in the Texas Essential Knowledge and Skills (TEKS) and draws conclusions from any data graph.

B. Demonstrates an understanding of measures of central tendency (e.g., mean, median, mode) and range and uses those measures to describe a set of data.

C. Explores concepts of probability through data collection, experiments and simulations.

D. Uses the concepts and principles of probability to describe the outcome of simple and compound events.

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

F. Applies deep knowledge of the use of probability, in different scenarios, to make observations, draw conclusions and create relationships.

G. Solves a variety of probability problems using combinations and geometric probability (e.g., probability as the ratio of two areas).

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

I. Applies knowledge of designing, conducting, analyzing and interpreting statistical experiments to investigate real-world problems.

J. Generates, simulates and uses probability models to represent situations.

K. Uses the graph of the normal distribution as a basis for making inferences about a population.

Competency 006 (Mathematical Processes): The teacher understands mathematical processes and knows how to reason mathematically, solve mathematical problems and make mathematical connections within and outside of mathematics.

The beginning teacher:

A. Understands the role of logical reasoning in mathematics and uses formal and informal reasoning to explore, investigate and justify mathematical ideas.

B. Applies correct mathematical reasoning to derive valid conclusions from a set of premises.

C. Applies principles of inductive reasoning to make conjectures and uses deductive methods to evaluate the validity of conjectures.

D. Evaluates the reasonableness of a solution to a given problem.

E. Understands connections among concepts, procedures and equivalent representations in areas of mathematics (e.g., algebra, geometry).

F. Recognizes that a mathematical problem can be solved in a variety of ways and selects an appropriate strategy for a given problem.

G. Expresses mathematical statements using developmentally appropriate language, standard English, mathematical language and symbolic mathematics.

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

I. Demonstrates an understanding of the use of visual media such as graphs, tables, diagrams and animations to communicate mathematical information.

J. Demonstrates an understanding of estimation, including the use of compatible numbers, and evaluates its appropriate uses.

K. Knows how to use mathematical manipulatives and a wide range of appropriate technological tools to develop and explore mathematical concepts and ideas.

L. Demonstrates knowledge of the history and evolution of mathematical concepts, procedures and ideas.

M. Recognizes the contributions that different cultures have made to the field of mathematics and the impact of mathematics on society and cultures.

N. Demonstrates an understanding of financial literacy concepts and their application as these relate to teaching students (e.g., describes the basic purpose of financial institutions; distinguishes the difference between gross and net income; identifies various savings options; defines different types of taxes; identifies the advantages and disadvantages of different methods of payments, savings and credit uses and responsibilities).

O. Applies mathematics to model and solve problems to manage financial resources effectively for lifetime financial security, as it relates to teaching students (e.g., distinguishes between fixed and variable expenses, calculates profit in a given situation, develops a system for keeping and using financial records, describes actions that might be taken to develop and balance a budget when expenses exceed income).

4.0 Required Reading and Textbook:

All required materials and resources will be available on the Canvas LMS. The student is required to check the announcements on the CANVAS LMS on a daily basis. Student also needs access to the GeoGebra platform at: www.geogebra.org

5.0 Course Requirements:

Quiz 1: Standard 1	20 points
Quiz 2: Standard 1	20 points
Quiz 3: Standard 2	20 points
Quiz 4: Standard 2	20 points
Quiz 5: Standard 3	20 points
Quiz 6: Standard 3	20 points
Quiz 7: Standard 4	20 points
Quiz 8: Standard 4	20 points
Quiz 9: Standard 5	20 points
Quiz 10: Standard 5	20 points
Quiz 11: Standard 6	20 points
Quiz 12: Standard 6	20 points
Quiz 13: All standards	20 points
Quiz 14: All standards	20 points
Midterm: Domains and Standards 1, 2, 3, 4	300 points
Final: Comprehensive	250 points
Project 1: Standards 1,2	20 points
Project 2: Standards 3,4	20 points
Project 3: Standards 5,6	20 points
Project 4: Standards 1-6	20 points

Discussions (4 x 10): Standards 1-6	40 points
Homework 1 (Standard 1)	2 points
Homework 2 (Standard 1)	2 points
Homework 3 (Standard 1,2)	2 points
Homework 4 (Standard 2)	2 points
Homework 5 (Standard 2)	2 points
Homework 6 (Standard 3)	2 points
Homework 7 (Standards 1-3)	5 points
Homework 8 (Standard 3)	5 points
Homework 9 (Standard 3)	5 points
Homework 10 (Standard 4)	4 points
Homework 11 (Standard 1-4)	4 points
Homework 12 (Standard 5)	5 points
Homework 13 (Standard 6)	5 points
Homework 14 (Standard 6)	5 points

Total: **1000 points**

Projects:

1. Student needs to complete courses on the GeoGebra platform and submit a lecture video with screen capturing software.
2. No credit will be given if the recording does not include audio and explanation of the concepts.

Rubric for Projects:

	Excellent	Average	Poor	Score
Understanding of mathematical concepts (30%)				
Understanding of coding concepts (50%)				
Professional decorum (Presentation/Audio/Quality of video, etc.) (20%)				

Readings/Discussions:

Readings should be completed on Canvas. Discussions will be posted on the Canvas LMS.

Rubric for online discussions:

	Excellent	Average	Poor	Score
Understanding of mathematical concept (50%)				
Grammar (25%)				
Spelling (25%)				

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

	Monday	Tuesday	Wednesday	Thursday
Week 1	**Jan 16th Martin Luther King, Jr. Day No class**	**Jan 17th Module 1: Reading 1 due**	**Jan 18th Module 1: Watch the lecture videos**	**Jan 19th Module 1: Homework 1 due**
Week 2	**Jan 23rd Module 2: Reading 2**	**Jan 24th Module 2: Watch the lecture videos**	**Jan 25th Module 2: Homework 2 due**	**Jan 26th Module 2: Test 1 due (On Module 1)**
Week 3	**Jan 30st Module 3: Reading 3**	**Jan 31st Module 3: Watch the lecture videos**	**Feb 1st Module 3: Project 1 due**	**Feb 2nd Module 3: Homework 3 due**
Week 4	**Feb 6th Module 4: Reading 4**	**Feb 7th Module 4: Watch the lecture videos**	**Feb 8th Module 4: Homework 4 due**	**Feb 9th Module 4: Test 2 due (Modules 2+3)**
Week 5	**Feb 13th Module 5: Reading 5**	**Feb 14th Module 5: Watch the lecture videos**	**Feb 15th Module 5: Homework 5 due**	**Feb 16th Module 5: Test 3 due (On Module 4)**
Week 6	**Feb 20st Module 6: Reading 6 due**	**Feb 21nd Module 6: Watch the lecture videos**	**Feb 22nd Module 6: Homework 6 due**	**Feb 23rd Module 6: Project 2 due**
Week 7	**Feb 27th Module 7: Review for Midterm**	**Feb 28th**	**March 1st**	**March 2nd Module 7: Proctored Midterm on Modules 1-6**

Week 8	**March 6th Module 8: Reading 7 due**	**March 7th Module 8: Watch the lecture videos**	**March 8th Module 8: Homework 7 due**	**March 9th**
	March 13th Spring Break	**March 14th Spring Break**	**March 15th Spring Break**	**March 16th Spring Break**
Week 9	**March 20th Module 9: Reading 9 due Homework 8 due**	**March 21st Module 9: Watch the lecture videos**	**March 22nd Module 9: Homework 9 due**	**March 23rd Module 9: Test 4 due (Module 8)**
Week 10	**March 27th Module 10: Reading 10 due**	**March 28th Module 10: Watch the lecture videos**	**March 29th**	**March 30th Module 10: Homework 10 due**
Week 11	**April 3rd Module 11: Reading 11 due**	**April 4th Module 11: Watch the lecture videos**	**April 5th Module 11: Homework 11 due**	**April 6th Module 11: Test 5 due (On Modules 9-10)**
Week 12	**April 10th Module 12: Reading 12 due**	**April 11th Module 12: Watch the lecture videos**	**April 12th Module 12: Homework 12 due**	**April 13th Module 12: Project 3 due**
Week 13	**April 17th Module 13: Reading 13 due**	**April 18th Module 13: Watch the lecture videos**	**April 19th Module 13: Homework 13 due**	**April 20th Module 13 Test 6 (On Modules 11-12)**
Week 14	**April 24th Module 14: Reading 14**	**April 25th Module 14: Watch the lecture videos**	**April 26th Module 14: Homework 14 due**	**April 27th**
Week 15	**May 1st Module 15: Reading 15 due**	**May 2nd Module 15: Project 4 due**	**May 3rd Review for Final exam**	**May 4th**
Week 16	**May 8th Proctored Final exam (Comprehensive exam)**	**May 9th**	**May 10th**	**May 11th**

Important University Dates

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

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.

The tests, midterm, and final exams will be proctored exams.

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 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]. 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].

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&TargetReso

urce=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]. 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, 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] 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 350 electronic databases containing approximately 631,525 eBooks and 75,149 journals, in addition to the 97,443 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]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website

[https://tamuct.libguides.com/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/]. 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.

OTHER 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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