ECE 535: Math, Science & Social Studies Curriculum
COURSE SYLLABUS: SUMMER I - 2013

Instructor: David L. Brown, Ph.D.
Office Location: Education South, 229
Office Hours: By Appointment
Office Phone: 903-886-5536
Office Fax: 903-886-5581
University Email Address: David.Brown@tamuc.edu

COURSE INFORMATION

Class Meetings:

June 03	**Monday**	**5:00 PM – 9:00 PM**
June 05	**Wednesday**	**5:00 PM – 9:00 PM**
June 10	**Monday**	**5:00 PM – 9:00 PM**
June 12	**Wednesday**	**5:00 PM – 9:00 PM**
June 17	**Monday**	**5:00 PM – 9:00 PM**
June 19	**Wednesday**	**5:00 PM – 9:00 PM**
June 24	**Monday**	**5:00 PM – 9:00 PM**
June 26	**Wednesday**	**5:00 PM – 9:00 PM**
July 01	**Monday**	**5:00 PM – 9:00 PM**
July 03	**Wednesday**	**5:00 PM – 9:00 PM**

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

1. ***Susan Sperry Smith***: Early Childhood Mathematics, Fourth Edition, Pearson Education Inc., 2008, ISBN: 978-0205594283.

2. ***Pamela Fraser-Abder***: Teaching Emerging Scientists *Fostering Scientific Inquiry with Diverse Learners in Grades K-2.* Pearson Education Inc., 2010, ISBN: 0-205-56955-2.

Course Description: This course provides an overview of math, science, and social studies in the early childhood curriculum. Special emphasis will be given to methods and techniques, cognitive experiences, assessment, research, and the use of instructional materials in math, science, and social studies.

Course Process

1. Lecture/Discussion
2. Classroom Presentations
3. Readings in text
4. Media-video tapes
5. Summary of articles

Early Childhood Teacher Competency:

Competency 15
Interdisciplinary connections/instruction. The early childhood teacher understands interrelationships among the content areas, recognizes skills and concept that may be applied across the curriculum, and can use this knowledge to enhance children's thinking and their ability to understand the world.

Competency 16
Mathematical understanding/concepts. The early childhood teacher understands how the development of mathematical concepts promotes young children's thinking skills and knows how instructional methods involving the use of various types of thinking (e.g., exploration, discovery learning, problem solving) can enhance children's mathematical understanding.

Competency 17
Social studies concepts and principles. The early childhood teacher knows how to promote children's cognitive development and their understanding of their world through active exploration of social studies concepts and principles.

Competency 18
Science concepts and processes. The early childhood teacher knows how to promote children's cognitive development and their understanding of their world through active, hands-on exploration of science concepts and processes.

Competency 21
Assessment. The early childhood teacher understands how to use a variety of assessment strategies to monitor young children's progress in achieving outcomes and to plan learning activities in all domains.

Competency 25
Materials and resources. The early childhood teacher understands how various types of materials and resources, including current technology, can be used in early childhood classrooms to support learning in all domains for all children.

Student Learning Outcomes:
1.
2.
3.

Course Assignment

1. Read chapters in text that pertain to course topics and demonstrate knowledge on (one) 1 exam (Final).

2. Each student will read assigned chapters in textbook and develop a visual to help class members understand the important ideas presented in chapter. Presenters should actively engage the audience during the presentation. The presentation should last a minimum of 30 minutes but not to exceed 45 minutes.

3. Each student will conduct an In-class presentation on a Math/Science concept that will be identified by the Instructor. Instructor will provide guidelines. The Math Science lesson should engage the audience and last a minimum of 30 minutes.

4. Each student will read and summarize (5 x 8) note cards on one article from professional periodicals relating to the following topics.

   - Technology and math instruction
   - Mathematics and problem solving
   - Inquiry-based Science Learning
   - Assessment of Science Learning
   - Algebraic Reasoning/Thinking

Format of Critique articles
(5X8 Note card)

Problem Solving

Name_____   Date_____

Stevenson E, J. (1994) How Much is Real Problem Solving? **Arithmetic Teacher**, 41, 406, 403.

Summary: Provide a written summary of the Key ideas in the article.
_____
_____

Reaction: Provide a written critique of the key ideas, like implementation for classroom practice. How did the article impact your Knowledge and understanding of topics?
_____
_____

Assignments	Points
Exam (Final)	100
Chapters Presentations	50
Math/Science Lessons	100
Summary of Articles	50
Total	**300**

Recommended Journals
--School Science & Mathematics
--Science Teacher
--Arithmetic Teacher
--Science and Children
--Young Children
--Childhood Education
--Day Care and Early Education

Written Assignments

It is expected that all assignments will be completed with a high level of proficiency. The guidelines provided for each assignment must be totally adhered to for it to be acceptable. Please be careful to respond to each part of the assignment. If adequate and/or appropriate coverage is not evident to meet a required assignment, it will not be accepted by the instructor. In this case, the degree of accuracy of information presented is more important than the number of pages written.

All assignments are to be turned in on the day due. For each school day an assignment is late five (5) points will be subtracted from the total grade. No assignment will be accepted 2 days from date due, and a grade of zero will be recorded for that assignment.

Examinations

All examinations must be taken on the date and at the time scheduled. If an examination is missed due to excused absence, a comprehensive make-up examination will be given and that grade will be substituted for the grade of the examination missed.

TECHNOLOGY REQUIREMENTS

This is not an Online Course but some technological resources will be required.

Access to a Computer with
- Internet Access.
- Microsoft Word Processing Software.
- Microsoft Power Point Software.
- Adobe or Foxit Reader to open PDF File.

ACCESS AND NAVIGATION

Dr. Brown will send email attachments of all readings relating to research topics. We will not use e-college in this course.

Interaction with Instructor Statement:

Participation & Communication: Each of you are expected to participate fully in assigned readings related to course topics, chapter presentations, discussions of current articles, and presentations of math science lessons. Your active and thoughtful participation is expected in course assignments. Regular attendance is necessary and will be expected of all students.

In regards to communication, please use my email (David.Brown@tamuc.edu) to correspond with me regarding class matters. Also, I will be happy to schedule individual appointments with you, if needed

Early Childhood Education 535
Selected Mathematics Resources

Books:
Angela Giglio Andrews, & Paul R. Trafton. (2002). _Little kids --- powerful problem solvers: Math stories from a kindergarten classroom_. Heinemann. Portsmouth, NH. (NAEYC Order # 157).

Braddon, K.L., Hall, N.J., & Taylor, D. (1993). _Math Through Children's Literature: Making the NCTM Standards Come Alive_. Teacher Ideas Press. Greenwood Village, Colorado.

Burns, M., & R.Silbey. (2000). _So you have to teach math: Sound advice for K-6 teachers._ Math Solutions Publications. Sausalito, CA.
Charlesworth, R. (2004). _Experiences in math for young children_. 5th Edition. Cengage Learning. NY.

Clements, D.H., J. Sarama, & A.-M. DiBiase, (2003). _Engaging young children in mathematics: Findings of the 2000 national conference on standards for preschool and kindergarten mathematics education_. Lawrence Erlbaum Associates. Mahwah, NJ.

Copley, J.V., Ed. 1999. _Mathematics in the early years_. Reston, VA: NCTM. (NAEYC Order # 109)

Copley, J.V. 2000. _The young child and mathematics_. 2nd Edition Washington DC. NAEYC. (NAEYC Order # 119)

Copley, J.V., Ed. (2003). _Spotlighting Mathematics for the Young Child: Activities for the 3,4, and 5 Year Old_. Reston, VA.: National Council Teachers of Mathematics.

Dacey, L.S., & Eston, R. (1999). _Growing mathematical ideas in kindergarten_. Math Solutions Publications. Sausalito, CA.

DeVries, R., B. Zan, C. Hildebrandt, R. Edmiaston, & C. Sales. (2002). _Developing Constructivist Early Childhood Curriculum_: _Practical Principles and Activities_. NY: Teachers College Press. (See especially chapter 8, "Developing Geometric Reasoning Using Pattern Blocks," and chapter 9, "Using Group Games to Teach Mathematics.") NAEYC Order # 164.

Fosnot, C.T., & M. Dolk. (2002). *Young mathematicians at work: Constructing fractions, decimals, and percents*. Heinemann. Portsmouth. NH.

Hieronymous, B., & Moomaw, S. (2002). *Much more than counting*. Redleaf Press. St. Paul, MN.

Kamii, C, and Clark, F.B. (1997). Measurement of length: The need for a better approach to teaching. *School Science and Mathematics*, 97(3), 116 – 121.

Kamii, C. and Housman, L.B.(2000). *Young Children Reinvent Arithmetic*, 2nd Edition. Teachers College Press. New York.

Kamii, C. (1996). *Why Can't Fourth Graders Calculate the Area of a Rectangle? From Proceeding of the Eighteenth Annual Meeting, North American Chapter of the International Group for the Psychology of Mathematics Education*, Vol. 1 (October 12 – 15), Florida State University , Panama City, FL.

Learning and Teaching Early Math: The Learning Trajectories Approach (Clements & Sarama 2009), which details children's learning paths, including developmental information by content area

National Council of Teachers of Mathematics. (2000). *Principles and Standards for School Mathematics.* Reston, VA: NCTM.

Richardson, K. (1999). *Developing number concepts: Counting, comparing and pattern*. Sale Seymour Publications. White Plains, NY.

Stephan, M. and Clements, D.H. (2003). Linear, Area, and Time Measurement in Prekindergarten to Grade 2. Chapter 1 (pp. 3 – 16) in *Learning and Teaching Measurement, 2003 Yearbook*, Clements and Bright (Eds.), National Council of Teachers of Mathematics. Reston, VA: National Council of Teachers of Mathematics. Reston, VA: National Council of Teachers of Mathematics.

Articles:
Baroody, A. J. 2000. Research in Review. Does mathematics instruction for three-to-five-year-olds really make sense? *Young Children* 55 (4): 61 – 67.

Bay-Williams, J.M. (2001). What is algebra in elementary school? Teaching Children Mathematics, 8(4), 196 – 201.

Clements, D.H., & J. Sarama. 2000. Standards for preschoolers. *Teaching Children Mathematics* 7(1): 38 - 41.

Clements, D.H. 2001. Mathematics in the preschool. *Teaching Children Mathematics* 7: 270 – 75.

Clements, D.H., & J. Sarama. 2002. The role of technology in early childhood learning. *Teaching Children Mathematics* 8: 340 – 43.

Clements, D.H., J. Sarama, & A.-M. DiBiase. 2002. Preschool and kindergarten mathematics: A national conference. *Teaching Children Mathematics* 8: 510 – 14.

Geist. E. 2001. Children are born mathematicians: Promoting the construction of early mathematical concepts in children under five. *Young Children* 56 (4): 12 – 19.

Lindquist, M.M., & Clements, D.H. (2001) . Geometry must be vital. *Teaching Children Mathematics*, 7(7), 409 - 416.

Lowery, N.V. (2002). Construction of teachers knowledge in context: Preparing elementary teachers to teach mathematics and science. *School Science and Mathematics*, 102(2), 68- 84.

Mewborn, D.S. (1998). The quarter quandary: The illustration of NCTM's professional teaching standards. *Teaching Children Mathematics*, 5(3), 160 – 164.

Morrow, L. J., & Rowan, T.E.(1991). Geometry through the standards. *Arithmetic Teacher*, 38(8), 21 -26.

Murray, A. 2001. Ideas on manipulative math for young children. *Young Children* 56 (4): 28 – 29. *Teaching Children Mathematics.*

Pickreign, J. (2000). Alignment of elementary geometry curriculum with current standards. School Science and Mathematics, 100(5), 243-252.

Sarama, J. (2002). Listening to teachers: Planning for professional development. *Teaching Children Mathematics*, 9, 36 – 39.

Skipper, E.L., & Collins, E.N. (2003). Making the NCTM standards user-friendly for child care teachers. *Teaching Children Mathematics*, 9(7), 421 – 428.

Thatcher, D.H. 2001. Reading in math class: Selecting and using picture books for math investigations. *Young Children* 56 (4): 20 – 26.

Teaching Children Mathematics. The National Council of Teachers of Mathematics' (NCTM) journal for early childhood and elementary mathematics includes an ongoing feature, the *Early Childhood Corner*, dedicated to young children (with an emphasis on children younger than first grade). Julie Sarama and Doug Clements have been editing the column for several years. Next year, the focus will be on curricula for preschool. Clements and Sarama introduce several of these curriculum in the first of these *Corners*; each subsequent *Corner* will be written by the developers of a different preschool mathematics curriculum. The editors are happy to share information about it and appreciate suggestions for submissions to the *Corner*.

Websites:
www.nctm.org National Council of Teachers of Mathematics

http://standards.nctm.org The new math standards. *Principles and Standards for School Mathematics*, were released by NCTM in April 2000 and includes standards for grades pre-K-2. This version replaces the groundbreaking 1989 NCTM standards.

www.nctm.org/corners/teachers/index.htm NCTM's "Teachers Corner" provides information about professional development opportunities, resources, and more. NCTM will be expanding this link in the near future.

www.nctm.org/corners/family/index.htm NCTM's "Family Corner" provides information for parents and caregivers on helping children learn mathematics with links to educational video

clips, tips for new teachers, information on special needs, and more. This link will also be further expanded in the near future.

www.naeyc.org/resouces/position_statements/psmath.htm *Early Childhood Mathematics: Promoting Good Beginnings*
A joint position statement of the National Association for the Education of Young Children (NAEYC) and the National Council for Teachers of Mathematics (NCTM).
www.ed.gov/pubs/EarlyMath *Early Childhood: Where Learning Begins – Mathematics. Mathematical activities for parents and their 2- to 5- year-old children*
Online information for parents from the Department of Education.

www.mathperspectives.com Mathematical Perspectives
Mathematical Perspectives Teacher Development Center provides PreK – 6th grade mathematics educators with tools, strategies, and assessments that will ensure that all students are successful in the study of mathematics and are able to use mathematics to solve problems and to think and reason mathematically.

NCTM's Curriculum *Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence* (2006), which describes general mathematics expectations by grade level and outlines which objectives teachers, should give the most attention.

http://tangram.ca
http://www.gvsu.edu/math/students/ps/mth341-page1
http://pbskids.rg/sagwa/games/tangrams/index

Research-based curriculum resources for the youngest child

Big Math for Little Kids TM (Ginsburg, Greenes, & Balfanz, 2003). Parsippany, NJ: Dale Seymour Publications. Comprehensive mathematics curriculum for preschool children.
cgreenes@bu.edu
Numbers Worlds TM (SRA – McGraw Hill, forthcoming). K – 2 mathematics program for young children. sgriffin@clark.edu

Building Blocks – Foundations for Mathematical Thinking, PreKindergarten to Grade 2 The first products are included in a comprehensive program, the *DLM Early Childhood Express*. To get just the math software, the math guide (activities and activity "masters"), and manipulatives, order the *DLM Express Math Resource Guide*, ISBN 007-572-2720) (Clements & Sarama, SRA/ McGraw – Hill – 2003) Mathematics activities, off-computer and software, for young children. clements@buffalo.edu, jsarama@buffalo.edu or see www.gse.buffalo.edu/org/buildingblocks.
To order, call SRA/McGraw - Hill at 888-772-4543 or see www.sra4kids.com.

Round the Rug Math: Adventures in problem Solving (Creative Publications / Wright Group / McGraw – Hill). A group of supplementary books with stories that engage children in math problem solving. Contact Beth Casey, caseyb@bc.edu. To order the books, call 1-800-624-0822 or see www.CreativePublications.com.
Investigations in Number, Data, and Space. Scott, Foresman.

References:

Charlesworth, Rosalind., & Lind K.K (2010) Math and Science For Young Children, 6th Edition Wadsworth/Cengage Learning. Belmont, CA.

Fosnot, Catherine., Jacob, B. (2010) Young Mathematicians at work: Constructing Algebra, National Council of Teachers of Mathematics, Heinemann, Portsmouth, NH.

Funk, James H. and EtEl (1985) Learning Science Process Skills, 2nd edition, kendall Hunt Publishing Company. Dubuque, IA

Greenes, C. Cavanagh, M. Dacey, L. Findell, C. Small, M. (2001) Navigating Through Algebra in Pre Kindergarten Grade 2, National Council of Teachers of Mathmatics, Reston, VA.

Horsley, S. Stiles, K. Mundry, S. Love, N. Hewson, P. (2010) Designing Professional Development for Teachers of Science and Mathematics, 3rd Edition, Corwin Press, Thousand Oaks, CA.

Hull, T, BalKa,C, Miles, R. (2009) A Guide to Mathematics Coaching: Process for Increasing Student Achievement, Corwin Press, Thousand Oaks, CA.

Juanita V. Copley. (2010) The Young Child and Mathematics, 2nd Edition, National Council of Teachers of Mathematics, Reston, VA.

Kamii, Constance (2000) Young Children Continue to Reinvent Arithmatic: Implications of Piaget's Theory, 2nd Edition. Teachers College, Columbia University, New York. NY.

Laughlin, Mildred and Kardaleftz, Patricia (1991) Literature- Based Social Studies: Children's Books and Activities to Enrich The K-5 Curriculum, Oryx Press, Pheonix, AZ.

Lorbeer, George (1992) Science Activities for Children, William C. Brown, Dubuque, IA. National Research Council, (1989) Everybody Counts A Report to the Nation on the Future of Mathematics Education, National Academy Press, Washington, DC.

Stone, Janet (1990) Hands on Math-Manipulative Math For Young Children, Good Year Books, Tucson, AZ.

Sunal, Cynthia (1990) Early Childhood Social Studies, Charles Merrill, Columbus, Ohio.

Shaw, Jean, and Blake, Sally, (1998) Mathematics and the Young Child, Chaneles Merill, Columbus, Ohio.

Smith, Nancy, Lambdin, Diana et al, (2007), Teaching Elementary Mathematics: A Resource For Field Experiences. 3rd Edition. John Wiley & Sons, New York, New York.

Stein, M & Smith, M. and at All, (2009). Implementing Standards – Based Mathematics Instruction: A Case book for Professional Development, 2nd Edition, Teachers College Press, NY.

Reys, Robert, Lindquist, M et al, (2004), Helping Children Learn Mathematics, 9th Edition, John Wiley & Sons, Inc, New York, New York

The National Academies Press. (2008). Early Childhood Assessment: Why, What, and How?

The National Academies Press. (2009). Mathematics Learning in Early Childhood: Paths Toward Excellence and Equity, Washington, D.C.

The National Academies Press (2002) Helping Children Learn Mathematics, Washington D.C.

The National Research Council (2001) Adding It Up: Helping Children Learn, Washington D.C.

Tucker, Benney, Singleton, A, Weaver, T. (2002) Teaching Mathematics to all children – Designing and Adapting Institution to meet the needs of diverse learners, Charles Merill, Prentice Hall. Columbus, Ohio.

Articles on Measurement:

1   The Measurement of Volume: Why Do Young Children Measure Inaccurately?
        Author: Reece, Charlotte Strange; Kamii, Constance
        Source: School Science and Mathematics v101 n7 p356-61 Nov 2001
        Accession No: EJ638096 Libraries Worldwide: 1288   TEXAS A&M UNIV
        LIBR, COMMERCE , View Full Text in HTML format (WilsonSelectPlus)*

                http://firstsearch.oclc.org/html/webscript.html:%3Asessionid=sp02sw15-57571-djn6ncoh-9vlyn:sessionid=sp02sw15-57571-djn6ncoh-9vlyn\

2   The Measurement of Time: Children's Construction of Transitivity,
        Unit Iteration, and Conservation of Speed.
        Author: Long, Kathy; Kamii, Constance
        Source: School Science and Mathematics v101 n3 p125-32 Mar 2001
        Accession No: EJ627079 Libraries Worldwide: 1288   TEXAS A&M UNIV LIBR,
        COMMERCE , View Full Text in HTML format (WilsonSelectPlus)*

                http://firstsearch.oclc.org/html/webscript.html:%3Asessionid=sp03sw13-64200-djn6q9rq-pvlu31:sessionid=sp03sw13-64200-djn6q9rq-pvlu31:

3   Measurement of Length: The Need for a Better Approach to Teaching.
        Author: Kamii, Constance; Clark, Faye B.
        Source: School Science and Mathematics v97 n3 p116-21 Mar 1997
        Accession No: EJ591989 Libraries Worldwide: 1288   TEXAS A&M UNIV LIBR,
        COMMERCE (ERIC)

Reports:

1. **BEFORE IT'S TOO LATE**: A report to the Nation from the National Commission on the Mathematics and Science Teaching for the 21st Century.
   http://www.ed.gov/inits/Math/glenn/toolate-execsum.html

2. **TIMSS**: Third International Mathematics and Science Study.
   http://nces.ed.gov/timss/highlights.asp

National Mathematics Advisory Report (2008)
http://www2.ed.gov/about/bdscomm/list/mathpanel/report/final-report.pdf

Course Specific Procedures:

Lecture and readings: Material from course lectures will not always be found in your text. Use of class discussions and class activities will be included in most class sessions. Please note that all questions on the examinations will be taken from the text, as well as the classroom lectures, videos, and discussions. Typically, you will be expected to read 1 to 2 chapters per week. It is advised that you do not wait until the night before to start the reading material. It is recommended that you stay current with chapter readings, and read the assigned chapter/s before each class.

If you would like to review an assignment, come by my office during office hours or set up an appointment. If you are having problems in class, please come and talk to me immediately. I am better able to help you if you come to me early. Please understand that you should not come to me at the end of the semester, unhappy with your grade, asking for a way to change it. Grades will not be changed.

Citizenship: All Students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct).

Student Conduct: All students are expected to conduct themselves in a professional manner at all times. You are adults and will be treated as such. Discriminatory, rude, and inappropriate language will not be tolerated in this class and students will be asked to leave or drop the class. If a student continues to act in the same manner during future classes, the instructor reserves the right to drop the student from the course.

Late Work: Assignments are due on specific dates, as assigned. Assignments will be accepted after the due date with the exception of major projects. However, a 10 point deduction will be applied to assignments that are 1 day late, and an additional 5 points for each day thereafter.

Plagiarism: Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course. Various versions of your work and final papers will be run through Turnitin software – this is not meant to "catch" you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.

Academic integrity is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution.

Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. As the University states, "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." These policies are stated in detail in the Student's Guide Handbook. Each student is expected to read this document and abide by the contained policies. These university policies will be followed in this class. The minimum penalty for an act of academic dishonesty will be the assignment grade of 0 or F on the assignment. The maximum penalty is expulsion from the University.

Texas A&M University-Commerce further does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

If you are unsure what constitutes plagiarism and how to avoid it. Visit the following websites:
http://www.plagiarism.org/
http://www.unc.edu/depts/wcweb/handouts/plagiarism.html
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Attendance: Attend all classes. Arrive on time and remain until class is dismissed. Class meets from 5:00 PM until 9:00 PM on Mondays and Wednesdays unless noted otherwise by the instructor. If you must miss a class due to a professional responsibility and know ahead of time, discuss this with the instructor on the first night of class to create a make-up plan. If you must miss a class due to an unforeseen excused absence or professional responsibility, email or leave a telephone message for the instructor before class, then give the instructor a written plan for make-up work at the beginning of the next class session. You must discuss this plan with the instructor and gain his approval to receive make-up credit. Each unexcused absence will lower your final average score by 10 points. For a definition of an excused absence, please see the Texas A&M University-Commerce Catalog or Student's Guidebook.

Cell Phones/Computers: Please respect the instructor and your peers by turning off your cell phones and other technical devices during chapter presentations, unless you have notified me at the beginning of class that you have a critical family situation about which you must be notified. This should constitute only emergencies.

Scholarly Expectations: All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered in appropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook).*

COURSE OUTLINE / CALENDAR

A topical course schedule will be developed collaboratively in class during our first meeting.