

Program Cover Document --- MTT 202: Teaching Mathematics in the Early Childhood and Elementary School Classroom

I. Basic Course Information

MTT 202: Teaching Mathematics in the Early Childhood and Elementary School Classroom is primarily a second semester sophomore/junior level course. It is scheduled for one 3-hour meeting each week. In addition, a 3-hour per week field experience is a critical component of the course. Its prerequisites are Introduction to Education/Introduction to EC & Child Development, Child and Adolescent Development, and MAT 105 (Mathematical Structures and Algorithms for Educators I) or MAT 106 (Mathematical Structures and Algorithms for Educators II). MST 202, Methods of Teaching Science, Health, and the Environment is a co-requisite.

II. Learning Goals

MAT 105 and MAT 106 study the fundamental principles that underlie elementary school mathematics from an advanced viewpoint. The knowledge and understandings that students gain in those courses will be expanded in MTT 202 as they explore various methods and strategies for teaching the elementary mathematics curriculum. MTT 202 and its co-requisite, Methods of Teaching Science, Health, and the Environment, must be taken together before the Clinical I Experience. This arrangement will provide for a focus on math and science, which are traditionally areas of weakness, and a field experience with exemplary teachers of these subjects. This will also help prepare students for the Clinical I Experience where they will have a longer field experience and do more teaching.

III. Student Assessment

Evaluation is based on numerous and substantial assessments including writing assignments (e.g. creating a portfolio, writing reflections), quizzes/tests, presentations and a final exam. Students will be assessed using the methods they should use with their students. This will serve as a model for the students' future teaching. All of the assignments and projects in MTT 202 are designed as learning activities as well as methods of assessment. For example, creating a final portfolio is a culminating experience where the student must choose certain pieces of work from the semester to meet various criteria. In this process, the student reflects on his/her learning in the course. The field experience will provide an opportunity to assess students' progress in the program by requiring and observing the teaching of mathematics lessons, before they go on to the Clinical I Experience.

Student performance on these assessment instruments and the performance of students in future professional courses and the student teaching experience will be used to assess the success of MTT 202 in achieving its learning goals.

IV. Learning Activities

Students must experience standards-based teaching and learning in order to understand how to implement it. Learning activities will consist of a combination of formal presentations, explorations, group work, participation in significant student class discussions, readings, written assignments, student-led demonstrations, and hands-on activities.

It is important that a variety of strategies and methods of instruction should be used to model effective teaching of mathematics. In addition, the accompanying field placement will provide an opportunity for the student to experience what they are learning in the college classroom in a real elementary classroom setting and be mentored by an exemplary math and science teacher.

This course combined with the mathematics content courses MAT 105 and MAT 106 will form a strong foundation in elementary mathematics and mathematics teaching for the student and build their confidence as they go on to the Clinical I Experience, where they will focus on how to integrate all subjects in lesson planning. They will be expected to teach all subjects, including mathematics, in the Clinical I Placement and Clinical II Placement. The experiences they have in MTT 202 and the field placement will help prepare them to do that.

THE COLLEGE OF NEW JERSEY
Department of Mathematics and Statistics

Departmental Course Syllabus

**MTT 202: Teaching Mathematics in the Early Childhood and Elementary School
Classroom (4 s.h.)**

A sample syllabus for MTT 202 follows this department syllabus. Any syllabus for MTT 202 should include the points listed below and use the suggested outline found in Part IV as a basis for decisions on course content.

I. Basic Information on Course and Instructor

Purpose Statement

This course examines the purposes, scope, sequences, materials, and methodology of teaching mathematics in early childhood and elementary schools. It develops skill in planning, instructing, and assessing understanding of content. It links instruction and assessment in mathematics. College level formal presentations, explorations, demonstrations, group work, participation in significant student class discussions, readings, written assignments, student-led demonstrations, and hands-on activities will compliment observation and teaching in an early childhood or elementary school classroom.

Course Description

This course examines the early childhood and elementary school mathematics curricula, how children learn mathematics, methods and strategies appropriate for teaching the many topics in mathematics. Students will be introduced to national and state standards for preK-6 mathematics, and learn how to teach according to these standards. Topics include the use of manipulatives and technology in teaching mathematics, learning theories, adaptations for diverse learners, and the investigation of standards-based curricula. A field experience is a critical component of this course. The student will observe and participate in the early childhood or elementary school classroom of an exemplary mathematics teacher 3 hours per week. The professor arranges the placement through the STEP Office with the Professor visiting periodically to observe the student in the classroom. Transportation to the field site will need to be arranged by the student.

Course Prerequisites and Co-requisites

MAT 105 or MAT 106 (Mathematical Structures and Algorithms for Educators I or II). MST 202, Methods of Teaching Science, Health, and the Environment is a co-requisite.

Content goals

You will become familiar with the national and state standards relating to mathematics instruction, know how to teach according to these standards, and become familiar with standards-based curricula. You will understand learning theories and how they apply to the teaching and learning of mathematics. You will know what it means to teach through problem solving. You will understand the mathematical content of the elementary mathematics curricula and become familiar with the manipulatives and technology that are available for teaching it.

Many of you will enter the course with the misconception that doing mathematics is merely doing computation. You will learn that the mathematical processes of problem solving, reasoning, communicating mathematically, making connections between mathematical ideas, and representing these ideas should be a focus of the entire K-12 curriculum, according to national and state standards. You will come to a new understanding of what it means to “do mathematics” at any level.

Performance goals:

The successful student completing this course should be able to do all of the following:

- Demonstrate understanding of national and state standards.
- Select and use appropriate concrete manipulative materials, activities, performance tasks, textbooks, and other representations to develop mathematical concepts and skills.
- Demonstrate use of appropriate calculators and computer software in teaching mathematics.
- Utilize effective strategies, based in theory of learning, for teaching various mathematical topics in the elementary school curriculum.
- Demonstrate knowledge of various methods of assessment and evaluative criteria.
- Reflect on his/her own growth as a doer and teacher of mathematics.
- Demonstrate knowledge of print and electronic resources available to them.
- Adapt mathematics lessons for diverse learners and students with special needs
- Lead a mathematical discussion with a group of students.
- Analyze student work and thinking in order to adapt planning and practice.

III. Student Assessment

Evaluation is based on numerous and substantial assessments including writing assignments (e.g. creating a portfolio, writing reflections), quizzes/tests, presentations and a final exam.

Assessment Plan

In this course students will also learn about how to assess students in the mathematics classroom. They will be assessed using the methods they will use with their students. This includes:

- Using both traditional methods (e.g. tests and a final exam) and alternative assessment strategies such as performance tasks, portfolios and reflections
- Developing rubrics and understanding different grading techniques

- Understanding how the professor uses assessment results to inform and improve instruction

Rationale

Effective teacher educators model best practice. In this course students will be assessed using numerous and substantial assessments using the most current assessment methods for mathematics teaching.

Methods and Criteria

An individual syllabus should include the following methods and clearly describe a schedule for these assessment tools, the criteria that will be used to evaluate student performance, and how grades will be calculated.

- A final mathematics teaching portfolio will be a collection of the student's work, which represents and documents their accomplishments, together with their assessment of that work and their reflections of themselves as doers and teachers of mathematics.
- Students will design, implement, evaluate, and reflect on at least one mathematics lesson in the field placement.
- Students will stay current in readings and actively participate in class. They will help make the class lively and interesting, attend all classes, and be on time.
- A final exam scheduled during final exam week.
- Students will also be assessed through some combination of written assignments, written and oral communication, group and/or individual projects, presentations, and in-class examinations.

IV. Learning Activities

Summary of Learning Activities

This course takes place in the college classroom and in an early childhood or elementary classroom. The students will spend part of the time learning about mathematics instruction in the college classroom. They will experience a variety of teaching strategies including small-group activities, pairs of students working together, whole class discussions, instructor and student-led demonstrations, formal presentations, and numerous hands-on, minds-on activities. They will observe an exemplary mathematics teacher three hours per week and begin to teach mathematics under her guidance. They'll receive feedback and guidance from the professor, their mentor teacher, and their partner.

Calendar or Outline

The following is a suggested guide to the organization of course topics:

- 1 General overview of the course; Introduction to NCTM and Common Core Standards.
- 2 Learning theory applied to mathematics, problem solving, inquiry-based instruction
- 3 Strategies and planning for effective instruction; examining exemplary curriculum materials
- 4 Linking performance-based assessment to instruction
- 5 Developing number concepts (Note that weeks 5 - 14 should address the needs of diverse learners, integrating technology [manipulatives, calculators, etc.] with mathematics instruction, and integrating mathematics across the curriculum.)
- 6 Meaning of Operations and Computation (two weeks)
- 8 Developing Geometric and Measurement Concepts (two weeks)
- 10 Developing and Extending Concepts of Common and Decimal Fractions (two weeks)
- 12 Developing Concepts of Data and Chance
- 13 Developing Algebraic Thinking: Patterns & Functions

Rationale

Students must experience standards-based teaching and learning in order to understand how to implement it. Learning activities should be situated in grade-appropriate content and a variety of strategies and methods of instruction should be used to model effective teaching of mathematics.

MTT 202 Teaching Mathematics in the Early Childhood and Elementary School Classroom Spring, 2019

Instructor: Dr. Cathy Liebars

Office: Science Complex P234

Phone: 3043

Email: Liebars@tcnj.edu

Office Hours: Monday 11:30 – 12:30, 3:30 – 4:00; Wednesday 4:00 – 5:30; Other hours by appointment

Description of course:

This course examines the early childhood and elementary school mathematics curricula, how children learn mathematics, methods and strategies appropriate for teaching the many topics in mathematics. Students will be introduced to national and state standards for preK-6 mathematics, and learn how to teach according to these standards. Topics include the use of manipulatives and technology in teaching mathematics, learning theories, adaptations for diverse learners, leading classroom mathematical discussions, and the investigation of standards-based curricula.

Prerequisite is MAT 105 or 106. Co-requisite is MST 202.

A field experience is a critical component of this course. You will observe and participate in the elementary school classroom of an exemplary mathematics teacher 1 full day per week for 8 weeks. If you have to miss a day, you will need to make arrangements with the cooperating teacher to make it up. You will most likely be placed in pairs for the placement. This is a shared field placement with the science methods course. You are required to plan and teach one math lesson and one science lesson in the field and receive feedback from the host teacher. The professors arrange the placement through the STEP Office. Transportation to the field site will need to be arranged by the student. ***This practicum satisfies the fourth hour requirement for this course.***

Resources:

1. Required Text: *Elementary and Middle School Mathematics: Teaching Developmentally*, 10th ed., by John Van de Walle, Karen Karp, and Jennifer Vay-Williams, 2019.
2. *National Council of Teachers of Mathematics (NCTM) Standards*: Some of the readings for the course are from the *Principles and Standards for School Mathematics (PSSM)*. These will be posted on Canvas along with a few other random resources.
3. *New Jersey Student Learning Standards*–
<http://www.state.nj.us/education/cccs/2016/math/standards.pdf> (CCSS)

Learning Goals

Content goals: You will become familiar with the national and state standards relating to mathematics instruction, know how to teach according to these standards, and become familiar with standards-based curricula. You will understand learning theories and how they apply to the teaching and learning of mathematics. You will know what it means to teach through problem solving. You will understand the mathematical content of the elementary mathematics curricula and become familiar with the manipulatives and technology that are available for teaching it.

Many of you will enter the course with the misconception that doing mathematics is merely doing computation. You will learn that the mathematical processes of problem solving, reasoning, communicating mathematically, making connections between mathematical ideas, and representing these ideas should be a focus of the entire K-12 curriculum, according to national and state standards. You will come to a new understanding of what it means to “do mathematics” at any level.

Performance goals: The successful student completing this course should be able to do all of the following:

- Demonstrate understanding of national and state standards.
- Select and use appropriate concrete manipulative materials, activities, performance tasks, textbooks, and other representations to develop mathematical concepts and skills.
- Demonstrate use of appropriate calculators and computer software in teaching mathematics.
- Utilize effective strategies, based in theory of learning, for teaching various mathematical topics in the elementary school curriculum.
- Demonstrate knowledge of various methods of assessment and evaluative criteria.
- Reflect on his/her own growth as a doer and teacher of mathematics.
- Demonstrate knowledge of print and electronic resources available to them.
- Adapt mathematics lessons for diverse learners and students with special needs
- Lead a mathematical discussion with a group of students.
- Analyze student work and thinking in order to adapt planning and practice.

Course Requirements:

Your final grade will be based on the following:

Midterm	15%
Final	15%
Field experience (portfolio and performance)	25%
Mini-lesson in class	10%
Lesson plan	10%
Analyzing student work	5%
Math Autobiography	5%
Discussion simulations and assignments	10%
Class participation	5%

Class policies:

1. Grade will be lowered for late assignments.
2. Additional assignments for extra credit will not be given.
3. The instructor must be contacted prior to any due date to negotiate alternative arrangements if necessary.
4. Students are responsible for any work that is missed.
5. Make-up exams will be given for excused absences in which case I must be notified within 24 hours of the missed exam (appropriate documentation must be submitted). Make-up exams will generally be harder.
6. TCNJ’s Academic Integrity policy will be strictly upheld and enforced.

Learning Activities:

Learning activities will consist of a combination of formal presentations, explorations, demonstrations, group work, participation in significant student class discussions, readings,

written assignments, student-led demonstrations, hands-on activities, and teaching and reflecting in the field experience. Outside of class, students are expected to do a significant amount of individual or group (written) assignments to achieve the learning goals.

Participation:

The class participation grade will be determined by contributions to class and preparation for class, including completion of reading assignments. Readings will be discussed in the following ways:

- 1) Scored assessments done via Canvas (Grading for these scored assessments will be based on completion.), or
- 2) Discussion in class.

A general rubric for class participation follows:

	Unsatisfactory	Basic	Proficient	Distinguished
<p>**Class Contributions and Preparation</p> <p><i>*Participation is reduced by absence or tardiness</i></p>	<p>TC almost never contributes to class by offering ideas and asking questions, and/or is almost never prepared for class.</p>	<p>TC rarely contributes to class by offering ideas and asking questions, and/or is rarely prepared for class.</p>	<p>TC acts professionally and proactively contributes to class by offering ideas and asking questions once per class on average, and is usually prepared for class.</p>	<p>TC acts professionally at all times and proactively contributes to class by offering ideas and asking questions more than once per class and is always prepared for class.</p>

**Contributing positively to a class also means listening to, acknowledging, and respecting opinions of others.

Discussion simulations:

Leading a classroom discussion is identified as a high leverage teaching practice, and I believe it is an important skill for you to master as a prospective teacher. This class has been invited to collaborate in a project with Educational Testing Service and funded by the National Science Foundation (NSF) to practice leading discussions with student avatars in a simulated classroom environment designed by Mursion™. One of the course assignments for this semester requires each of you to engage in five experiences in the Mursion™ simulator. Each experience involves preparing for and facilitating a small-group discussion about a mathematics topic in an online, simulated classroom environment with five upper-elementary student avatars. At a minimum, you will need to spend 30 to 45 minutes outside of class preparing for each discussion and 30 to 45 minutes on campus completing the discussion task (1.5 hours for each of the simulation experiences). You will have the option to participate in a research study for an honorarium. You should receive notification about signing up for a time slot for each of these discussion tasks. For three of the simulations, there will also be in-class and out-of-class activities and/or assignments. Some of these will be graded.

Important Note:

Most of the assignments below involve your time in the field as well as your understanding of the reading and the class activities. It is highly recommended that on the first day in the field you

review all of your class requirements with the cooperating teacher so that you can work out your timing. Do not expect to teach a lesson or work with children individually without prior arrangement. If there are two of you in the same classroom, this will require careful collaboration.

Field Experience portfolio:

The portfolio should document your growth and accomplishments during the field placement this semester. The contents should include:

1. Cover page
2. table of contents
3. At least 3 field assignments (see below).
4. Field interview
5. Final lesson plan with reflection on teaching, feedback from host teacher and myself, and all drafts of lesson plan with comments.
6. Summative reflection on the field experience.
7. Any other artifacts you wish to include that document your growth and accomplishments in this experience.

Field Assignments and Interview: You will complete 3 field assignments (posted on Canvas) to include in your portfolio. Two are required: Mathematics in the School and Classroom Discourse. We will discuss them in class on the days they are listed in the course outline. The third will be your choice from the list below. Assignments should show an understanding of the observation. Those included in the portfolio will be graded using the given rubric.

Classroom Observation: Assessing to Inform Instruction
Observation: One Child's Experience
Equity for Gender in Whole Class Lessons

You will also select a field interview to conduct with 2-3 students in your field placement. The choices for the interview will also be posted on Canvas. You will give your students the task to complete and ask probing questions to gain insight into the students' reasoning. The goal is not to have the student get the right answer, but rather to understand their thinking, whether it is right or wrong. Therefore, you should not be helping them with your questions. The interview results and reflections should be included in your portfolio.

Lesson Plan: You are required to write, teach, and submit a lesson plan as part of the field experience. You and your partner in the classroom will work with your cooperating teacher to choose and plan the lesson. The cooperating teacher will provide feedback on the lesson. You will use the Department of Elementary and Early Childhood's lesson plan format to write the lesson plan. **You must email the lesson plan to both the cooperating teacher and me at least 48 hours prior to teaching it.** You will include the final version of this lesson plan in the portfolio along with your reflection of the lesson, any written feedback from the cooperating teacher and me, and all drafts with comments. More on this later.

Summative reflection: Using the NCTM Mathematics Teaching Practices from *Principles to Actions* (found in Appendix B of your text), describe the manner in which you have fulfilled and/or observed others fulfilling these 8 practices during your field experience. Provide evidence for your assertions. Should be approximately 3 pages in length.

Mini-lessons: (Length: 20 – 30 minutes)

Mini-lessons will be done on Standards-based activities. Your group will select a lesson or activity from the options that I give you that pertains to the topic for your chosen week. You must tell me which activity you are going to do at least a week in advance. You will hand in a written plan for your presentation on the day you are scheduled to do it.

Although the group should work together on all parts of the lesson/activity, each person will be responsible for a different part of the presentation. Listed below are the three parts of the presentation:

1. Before – this person should review/stimulate prerequisite knowledge and provide motivation for learning the content (perhaps tell a story or poem related to the content, do a simpler version of the problem, or some other appropriate introduction)
2. During – this person should introduce task/activity, ask questions to get participants thinking, clarify task, and will monitor, observe, and ask guiding questions while “students” are working on the assigned task
3. After – this person should summarize the activity, leading participants in sharing their solutions/ideas, making sure the mathematical ideas have been discovered, etc.

You will be evaluated on the written plan and on the presentation. Your peers will also provide feedback. More on this later.

MTT 202 Tentative course outline

Note that Assignments in bold indicate written work due on that date whereas other assignments will just be discussed in class that day.

Dates	Content	Reading	Assignments Due
1/28 1	Syllabus Intro. to NCTM <i>Standards</i> and NJ Math Standards (Common Core Standards) Early Number Concepts and Number Sense	Chapter 1 from <i>PSSM</i> , “A Vision for School Mathematics,” pp. 3-8 (Canvas) Van de Walle, Chapters 1 & 7	Sign up for simulation Pre-simulation
2/4 2	Learning theory Learning with models Multiple Representations Meanings for Operations	Van de Walle, Chapters 2 & 8 Representation Standard for Grades K-2 or 3-5, <i>PSSM</i> (Canvas) “Learning Principle,” <i>PSSM</i> , (Canvas) CCSS: Practices 4 & 5 (Appendix A)	Canvas survey Pre-simulation
2/11 3	Teaching with problems Attending to precision Mastery of Basic Facts Planning in a Problem-based Classroom	Van de Walle, Chapters 3 & 9 Problem Solving Standard for Grades K-2 or 3-5, <i>PSSM</i> (Canvas) CCSS: Practices 1 & 6 (Appendix A)	Math Autobiography Canvas survey
2/18 4	Reasoning and proof Base ten and place value Lesson plan format and writing objectives Differentiating Instruction	Van de Walle, Chapters 4 & 10 Reasoning and Proof Standard for Grades K-2 or 3-5, <i>PSSM</i> , (Canvas) CCSS: Practices 2 & 3 (Appendix A)	Canvas survey
2/25	Flexible Strategies for Whole-Number computations	Communication Standard for Grades K-2 or 3-5, <i>PSSM</i>	Canvas survey

5	Communication Effective Discourse (look at Chap. 3) Mini-lesson 1	(Canvas) Van de Walle, Chapters 11 & 12	First formative simulation Mathematics in the School
3/4 6	In-class simulation Fraction concepts Assessment in a Problem-based Classroom	Van de Walle, Chapters 5 & 14 “Assessment Principle,” <i>PSSM</i> (Canvas)	Canvas survey
3/11 7	Midterm exam Fraction concepts		Observation: Classroom Discourse
3/25 8	Analyzing student work Diversity and types of adaptations Mini-lesson 2	Van de Walle, Chapter 6 “Equity Principle,” <i>PSSM</i> (Canvas)	Canvas survey Second formative simulation
4/1 9	Geometry Van hiele model of Geometric thought Cooperative learning strategies Mini-lesson 3	Van de Walle, Chapter 19	Analyzing student work
4/8 10	Exploring Data analysis Developing Measurement concepts Making connections and looking for structure Mini-lesson 4	Van de Walle, Chapters 18 & 20 Connection Standard for Grades K-2 or 3-5, <i>PSSM</i> , (Canvas) CCSS: Practices 7 & 8 (Appendix A)	Canvas survey
4/15 11	Probability Technology and NCTM position statement Mini-lesson 5	Chapter 21 “Technology principle,” <i>PSSM</i> (Canvas)	Canvas survey Feedback Analysis Third formative simulation
4/22 12	Patterns and Algebraic thinking Mini-lesson 6	Van de Walle, Chapter 13 “The Teaching Principle,” <i>PSSM</i> (Canvas)	
4/29 13	Decimal and Percent concepts Standard algorithm for whole numbers Mini-lesson 7	Van de Walle, Chapter 16	Self-assessment

5/6 14	Fraction computation Simulation debriefing	Van de Walle, Chapter 15	Field portfolio Post-simulation
5/13 – 5/14	Reading Days Review for Final exam		
5/15 - 5/	Final exam week		

SELECTED TCNJ POLICIES

TCNJ's final examination policy is available on the web:

<http://policies.tcnj.edu/policies/digest.php?docId=9136>

Attendance

Students are expected to check the college calendar, and plan their course schedules and vacations so as to enroll only in those classes that they can expect to attend on a regular basis. Students are expected to participate in each of their courses through regular attendance at lecture and laboratory sessions, complete assignments as scheduled, and to avoid outside conflicts. It is further expected that every student will be present, on time, and prepared to participate when scheduled class sessions begin. In all circumstances, it remains the student's responsibility to initiate discussion about absence and arrangements for making up any missed work with each instructor.

TCNJ's attendance policy is available on the web: <http://policies.tcnj.edu/policies/digest.php?docId=9134>

Academic Integrity Policy

The College of New Jersey is a community of scholars and learners who respect and believe in academic integrity. This integrity is violated when someone engages in academic dishonesty. Complaints of student academic misconduct will be addressed and adjudicated according to the *Academic Integrity Procedural Standards*.

TCNJ's academic integrity policy is available on the web:

<http://policies.tcnj.edu/policies/digest.php?docId=9394>

Americans with Disabilities Act (ADA) Policy

The College of New Jersey is committed to ensuring equal opportunity and access to all members of the campus community in accordance with Section 503/504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). The College prohibits discrimination against any student, employee, or applicant on the basis of physical or mental disability, or perceived disability. The College will provide reasonable and appropriate accommodations to enable employees and students to participate in the life of the campus community. Individuals with disabilities are responsible for reporting and supplying documentation verifying their disability. Requests for accommodations must be initiated through the Disability Support Services office, Roscoe West, 609.771.3199.

TCNJ's Americans with Disabilities Act (ADA) policy is available on the web:

<http://policies.tcnj.edu/policies/digest/digest.php?docId=9206>

DIVERSITY AND INCLUSION STATEMENT: (adapted from a statement written by Prof. Monica Linden and Mary Wright, Phd. Brown University)

I would like to create a learning environment for my students that supports a diverse range of ideas, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). To help accomplish this:

If you have a name and/or set of pronouns that differ from those that appear in your official TCNJ records, please let me know.

If you feel like your performance in the class is being affected by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to an invitation to a conversation about the best way to address your concerns). If you prefer to speak with someone outside of the course, here are some resources that may be helpful:

1. To request help if you are in crisis or if you are concerned about a friend
2. To report discrimination or harassment
3. To request counseling or psychological services

I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option. You can type up and print off an unsigned document and leave it in my mailbox.)

As a participant in course discussions, you should also strive to respect the diversity of your classmates.