

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 complement 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, including relevant literacy skills and inclusive practices. 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, supporting the development of content literacy for all learners, and the investigation of standards-based curricula. This is a writing intensive course and as such, students will be expected to submit written assignments with feedback offered for revisions. 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 Corequisites

MAT 105 (Mathematical Structures and Algorithms for Educators I). Literacy Methods II will be a corequisite.

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. You will learn how to integrate content literacy with your pedagogical skills and use inclusive practices to help all students learn mathematics.

Many of you will enter the course with the misconception that doing mathematics is merely doing computation. You will learn that the mathematical processes related to content literacy include problem solving, reasoning, communicating mathematically, making connections between mathematical ideas, and representing these ideas. These processes 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 in teaching demonstrations to develop their students’ mathematical proficiency and content literacy 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, including writing rubrics.
- Reflect on his/her own growth as a doer and teacher of mathematics.
- Demonstrate knowledge of print and electronic resources available to them.
- Teach and adapt mathematics lessons for diverse learners, English language learners, and students with special needs.
- Lead mathematical discussions and support students in developing mathematical arguments and justification.
- Analyze student work and thinking in order to adapt planning and practice.
- Demonstrate progress as a writer.

III. Student Assessment

Evaluation is based on numerous and substantial assessments including writing assignments (for example, creating a portfolio, writing reflections, lesson plans, article critiques, field observation summaries), 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.

- Field observation and reflection assignments
- Students will design, implement, evaluate, and reflect on at least one mathematics lesson in each of the field placement and in class.
- Analyzing student work to support inclusive practices.
- A final exam scheduled during final exam week.
- Students will also be assessed through some combination of written assignments, (with feedback and opportunities to revise and resubmit), reading assignments, verbal Q&A, group work, 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 be placed with an exemplary mathematics teacher and begin to assume mathematics teaching responsibilities 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, state, and national Standards
- 2 Learning theory applied to mathematics, problem solving, inquiry-based instruction

- 3 Strategies and planning for effective inclusive practices, examining exemplary curriculum materials
- 4 Developing and linking performance-based assessment to instruction
- 5 Developing number concepts (Note that weeks 5 - 14 should focus on developing content literacy, addressing 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 2024

Instructor: Dr. James Beyers

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Office Hours: M: 12-2 with appointment (as needed); R: 11-1 with appointment (as needed), or by appointment

Additional Hours: By appointment

Note: Please provide an email notification 24 hours prior to any intended office hours visit :-)

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, including relevant literacy skills and inclusive practices. 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, supporting the development of content literacy for all learners, and the investigation of standards-based curricula. This is a writing intensive course and as such, students will be expected to submit written assignments with feedback offered for revisions. 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 Materials

Van de Walle, John A. *Elementary and Middle School Mathematics: Teaching Developmentally* (9th edition). (Required) You can purchase this, rent this, borrow this.

New Jersey Learning Standards for Math [NJ State Learning Standards](#).

Resources for Students from the S.T.E.P. office can be found [STEP Office at TCNJ](#).

Recommended (**but not required**): National Council of Teachers of Mathematics (2000). *Principles & Standards for School Mathematics*. National Council of Teachers of Mathematics. (Available online at NCTM.org, with account registration) A free overview can be found [NCTM Principles and Standards for School Mathematics](#)

Additional Resources, such as supplemental readings and project descriptions may be found on CANVAS. Examples are provided below.

Resource for ELL:

Holland W. Banse, Natalia A. Palacios, Eileen G. Merritt, & Sara E. Rimm-Kaufman. (2016). [5 Strategies for Scaffolding Math Discourse with ELLs](#). *Teaching Children Mathematics*, 23(2), 100–108. <https://doi.org/10.5951/teacchilmath.23.2.0100>

Resource for Content Literacy in Mathematics:

Armstrong, A., Ming, K., & Helf, S. (2018). [Content Area Literacy in the Mathematics Classroom](#). *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 91(2), 85–95. <https://doi.org/10.1080/00098655.2017.1411131>

*Course Requirements**

Your final grade will be based on the following:

Field Placement Teaching Assignment (Lesson plan, rubric, and reflection)	50 points
Field Placement Dispositions paper	20 points
Mini-lesson Teaching Assignment (Lesson plan, rubric, reflection, and research article connection)	30 points
Midterm Exam	50 points
Final Exam	50 points
CANVAS Discussion entries and responses	20 points
Miscellaneous (e.g., participation, HW, classwork)	10 points

*These are guidelines and may be adjusted as needed.

Writing assignments:

This is a writing intensive course and as such, you can expect to do a good deal of writing in and out of class. The following are some resources you should consult:

- “Understanding Assignments” from the University of North Carolina at Chapel Hill Writing Center – found on Canvas under Files

· <http://www.tcnj.edu/~writing/index.html> is the link for the [college's writing program homepage](#)

Note: You have the opportunity to revise and resubmit assignments with the exception of anything turned in during the last week of class and the final exam. Please see class policy #3 below for a full description of the resubmission expectations.

Course Purpose & Learning Goals

Coursework (CF1, CF2, CF3)

We will focus on methods and materials that are effective in teaching mathematics to early childhood, elementary, and lower middle school students. The course consists of two major components. Additionally, the goals described in the sections below are consistent with the conceptual framework goals, CF1-CF5, given on page two.

Throughout the course we will develop understandings about learning theories, mathematics standards and curricula, and mathematical proficiency. We will examine elementary content and methods as well as learn how to develop lessons, integrate content literacy, and differentiate activities. Activities and assignments will center on the mathematical content areas typically taught in elementary and middle schools as outlined in the Common Core State Standards for Mathematics (CCSS-M).

Field Experience (CF1, CF2, CF3, CF4, CF5)

A field experience is a critical component of this course. The field experience provides an opportunity to try out many of the ideas we discuss in our MTT202 classroom in a real school setting with diverse learners. You will observe and participate in the classroom of an exemplary mathematics teacher. This is a shared field placement with the Literacy II methods course. You are required to plan and teach one math lesson in the field placement this semester and receive feedback from your host teacher. The professors arrange the placement through the STEP Office. Transportation to the field site will need to be arranged by the student and will be discussed in class. Typically students carpool. The field placement location will be announced as soon as agreements with the respective schools are finalized. The five principles of the School of Education's Conceptual Framework, Creating Agents of Change (CF1-CF5):

School of Education Conceptual Framework:

CF 1. Demonstrating Subject Matter Expertise

CF 2. Demonstrating Excellence in Planning and Practice

CF 3. Demonstrating a Commitment to All Learners

CF 4. Demonstrating a Strong, Positive Effect on Student Growth

CF 5. Demonstrating Professionalism, Advocacy, and Leadership.

Middle States Competencies Addressed in this Course:

- Oral communication
- Written Communication
- Scientific reasoning
- Quantitative reasoning
- Critical analysis and reasoning
- Technological competency
- Information literacy

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 in teaching demonstrations to develop their students' mathematical proficiency and content literacy 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, including writing rubrics.
- Reflect on his/her own growth as a doer and teacher of mathematics.
- Demonstrate knowledge of print and electronic resources available to them.
- Teach and adapt mathematics lessons for diverse learners, English language learners, and students with special needs.
- Lead mathematical discussions and support students in developing mathematical arguments and justification.
- Analyze student work and thinking in order to adapt planning and practice.
- Demonstrate progress as a writer.

Please note: The “4th hour” for this course is used in several ways: the practicum portion of the course, the discussion board on CANVAS, and the group work outside of class, e.g., the co-planning and preparation of the major course assignments.

*Grading scale***

A	[95, 100]
A-	[90, 95)
B+	[87, 90)
B	[83, 87)
B-	[80, 83)

- C+ [77, 80)
- C [73, 77)
- C- [70, 73)
- D Below 70
- F 60 or below

****Opportunities to revise and resubmit assignments are available, so there is no rounding.**

Class policies

- Grade(s) may be lowered for unexcused late assignments.
- Additional assignments for extra credit are not given.
- If at least 2 points are deducted for any assignment submitted up to the one week prior to our final class meeting, any student may revise and resubmit the assignment for up to 1/4 of the deducted points. Partial points can be awarded, so no rounding will take place. You are expected to consult with your instructor to discuss revisions. Revisions must include identification of the error, why the error was present, how to correct the error, and why the correction is appropriate. Please note that this revise and resubmit option does not apply to the final exam or any assignment turned in after the 2nd to last class meeting.
- Practicum discussion entries on CANVAS must be done within the timeframe that the discussion entry window is open on CANVAS.
- The instructor must be contacted prior to any due date to negotiate alternative arrangements, if necessary.
- Students are responsible to make arrangements for any work that is missed.
- Make-up exams may be given for excused absences, which are approved beforehand.
- Participation grade can be impacted by excessive lateness and/or absences (e.g., 2 or more infractions of either type). Please send an e-mail if you are going to be absent or very late (more than a few minutes).
- No cell phone use in class, unless it is being used for an in-class assignment.
- Use of CHATGPT or other AI programs/software to do assignments is not allowed at the present time for this class. Please see the statement at the bottom of the syllabus regarding academic honesty/integrity.

Course Calendar

Please note that dates and topics can be adjusted as needed.

Class #	Overview	Readings\Assignments Due	Questions for in-class discussion
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1	<p>~ Introduction to the course and each other, go over syllabus and briefly highlight course expectations</p> <p>~ Discussion of Major Course Assignments; each project has an explicit description on CANVAS with a cover page (to be used when submitting each write-up)</p>		<p>~ What does teaching mathematics mean for you?</p> <p>~ What do you think are the three most important things about being a good math teacher?</p>
2	<p>~ Discuss readings assigned last week</p> <p>~ Examine how content of readings can influence classroom and instructional decisions</p> <p>~ Review questions about major course assignments</p>	<p>~ Prospective Teacher Dispositions with Respect to Mathematics (Beyers) - Student Mathematical Dispositions and Table of Mathematical Dispositions</p> <p>~ Prospective Teacher Skills (Hiebert, et. al)</p>	<p>~ How do you think mathematical dispositions can affect learning of mathematics? Give an example.</p> <p>~ How do you think the skills and dispositions described by Hiebert et al. impact teaching? Which skill/disposition do you think is the most important from the Hiebert et al. paper? Do you think anything is missing from their assertions, if so, what?</p>
3	<p>~Overview of Common Core State Standards (CCSS); How the CCSS can be used to guide instruction - What topics might you teach and when? (Let's Look at CCSS)</p> <p>~Learning Goals and Criteria for Assessing Them: What Makes One Learning Goal Better than Another?</p> <p>~Introduction to SOE Lesson Planning Document</p> <p>~We will pick an activity from the book and begin completing the SOE lesson planning Doc (the CCSS section)</p> <p>~ Sign-up for Mini-lesson presentations (or next week)</p>	<p>~ Chapter 1: pp. 1-12 (Teaching Mathematics in the 21st Century)</p>	<p>~How can the CCSS Standards help guide our instructional decisions?</p> <p>~ What is different about Geometry at the kindergarten level versus the 1st grade level?</p>
4	<p>~Knowing and doing mathematics</p> <p>~ Learning Theory</p>	<p>~ pp. 13-32 (Chapter 2: Exploring What it means to know and Do Mathematics)</p>	<p>~ What does it mean for a student to be mathematically proficient?</p> <p>~ Consider examples of what each strand of mathematical proficiency means in the context of knowing and doing mathematics</p> <p>~ How does learning theory help us to teach mathematics? Give an example.</p>

5	<p>~ Bloom's Taxonomy</p> <p>~ Teaching through problem solving</p> <p>~ Explore an activity for Questioning Techniques (Bloom's)</p> <p>~ Continue with SOE Lesson Planning Document (the three-phase lesson)</p>	~ pp. 33-56 (Chapter 3: Teaching through problem solving)	<p>Teaching through Problem Solving:</p> <p>~ What is a problem?</p> <p>~ What are the four steps of the problem solving process</p> <p>~ What are some problem solving strategies?</p> <p>~ Give some examples consistent with low-level cognitive demand and then some for high-level cognitive demand</p> <p>~What are some examples of "Productive Talk Moves for Supporting Classroom Discussions"?</p> <p>Planning in the Problem-Based Classroom:</p> <p>~ What is the role of each phase of the lesson?</p> <p>~What are the major features of each phase of the lesson?</p> <p>~Give an example of a closed question and then make it an open question</p> <p>~What is a tiered lesson?</p>
6	<p>~Lesson Planning in the problem-based classroom, 3 phases</p> <p>~ Lesson Beginning</p> <p>~ Main Activity</p> <p>~ Closure</p> <p>~ Classroom Management, Timing, Transitions</p>	~ pp. 57-76 (Chapter 4: Planning in the Problem-Based Classroom)	<p>~ What is the role of each phase of the lesson?</p> <p>~ What are the major features of each phase of the lesson?</p> <p>~ What is classroom management?</p> <p>~ What are some strategies for classroom management?</p>
7	<p>~ Assessment: Formative and Summative Assessments, Rubrics</p> <p>~ Explore an Activity for Assessment Strategies (An Activity to consider: Teaching about rectangles and squares)</p> <p>~ Continue Lesson Planning Doc</p>	~ pp. 84-103 (Lesson 5: Creating Assessments for Learning)	<p>~ What is an assessment?</p> <p>~ What should be assessed?</p> <p>~ What are some ways you can assess student learning?</p> <p>~ When should you assess student learning?</p> <p>~ What is formative and summative assessment? Give an example of each.</p> <p>~What is a rubric?</p>

<p>Mini Lessons Begin After Week 7 (in Week 8 below). Please recall, here are your signups: Mini Lesson Sign Ups for Spring 2024</p>			
8	<p>~ Counting and Cardinality & Early Operations A, B</p> <p>~ Mini-Lessons and discussions {2ML}</p> <p>~ Write-ups for Mini-Lessons are due one week after you present your Mini-Lesson</p>	<p>~ pp. 143-165 (Chapter 8: Developing Early Number Concepts and Number Sense)</p> <p>~ pp. 167-191 (Chapter 9: Developing Meaning for the Operations)</p>	<p>~What is number sense?</p> <p>~ What are some early grades strategies for adding and subtracting?</p> <p>~What are the addition and subtraction problem structures?</p> <p>~ In the early grades, for the four operations, what should come first: modeling problem contexts and the solutions or the symbolic ways to write and solve number sentences? Why?</p> <p>~How could you help a child to learn the difference between the measurement model of division and the partitioning model of division?</p> <p>~ Give an example of how using the keyword strategy for solving a story problem could be problematic.</p>
9	<p>~ Geometry (K-3, 4-6)</p> <p>~ Mini-lessons and discussion {2ML}</p>	<p>~ pp. 488-525 (Chapter 20: Geometric Thinking and Geometric Concepts)</p>	<p>~ What are the van Heile levels of geometric thought?</p> <p>~Describe what a child might know about, think about, or be able to do with respect to squares and rectangles at each level of geometric thought.</p> <p>~ How might you use your answer to the previous question to think about how you might teach those ideas developmentally? In other words, how might what you teach about squares and rectangles change from kindergarten through second grade?</p>
10	<p>~ Operations and Algebraic Thinking (K-3, 4-6)</p> <p>~ Mini-lessons and discussions {2ML}</p> <p>~Revised Midterm will be due around this time and should be uploaded to CANVAS.</p>	<p>~ pp. 247-276 (Chapter 12: Developing Addition and Subtraction Strategies for computation)</p> <p>~ pp. 278-338 (Chapter 13: Developing Strategies for Multiplication and Division Computation)</p>	<p>~ Which should come first: invented/intuitive strategies or the standard algorithms (the usual way to compute) for the four operations? Why?</p> <p>~ Describe an invented algorithm for each of the four operations.</p>

11	Algebraic Thinking (K-6): The study of patterns and functions: [2ML]	pp. 299-338 (Chapter 14: Algebraic Thinking, Equations, and Functions)	<ul style="list-style-type: none"> ~ Describe the three areas of algebraic thinking. ~ What are some properties of our number system? ~ How might you show what the commutative property of multiplication is and how it is true? ~ What are the two types of patterns? Give an example of each. ~ What does the equal sign mean?
12	<ul style="list-style-type: none"> ~ Number and operations - Fractions OR Base Ten (k-3, 4-6) ~Mini-lessons and Discussions [2 ML] 	<ul style="list-style-type: none"> ~ Fractions: pp. 339-369 (Chapter 15: Developing Fraction Concepts) ~ pp. 371-401 (Chapter 16: Developing Strategies for Fraction Computation) ~ Base Ten: pp. 194-221 (Chapter 10: Developing Basic Fact Fluency) ~ pp. 222-246 (Chapter 11: Developing Whole-Number Place Value Concepts) 	<ul style="list-style-type: none"> ~ Fractions: Give an example of each of the three models to show a fraction. ~ How can you use the area model to show is equal to ? ~ How can you show that a mixed number is equivalent to an improper fraction? ~ Base Ten: Describe two reasoning strategies for either addition and subtraction or multiplication and division. ~ How are addition and multiplication strategies connected and how are subtraction and division strategies connected? ~ What are some of the major concepts that are involved with place value? ~ What are the benefits of using pre-grouped manipulatives as opposed to groupable manipulatives? ~ What is computational estimation and why should children learn it?
13	<ul style="list-style-type: none"> ~ Ratios, Proportions, and Proportional Reasoning ~ Mini Lessons and discussions [2ML] 	<ul style="list-style-type: none"> ~ pp. 430-452 (Chapter 18: Ratios, Proportions, and Proportional Reasoning) ~Submit your final Field Placement Lesson plan to 	<ul style="list-style-type: none"> ~ What are the different types of ratios? ~ How can you determine, mathematically, if a situation is proportional or non-proportional? ~ Explain additive and multiplicative reasoning and give an example of each.

		CANVAS within a week from now, at the latest).	
14	<p>Wrap Up Course.</p> <p>Use this day to address any longer topics.</p>		

Commitment To Diversity, Equity, Inclusion, Access and Belonging:

The TCNJ community is composed of people with diverse backgrounds, perspectives, and experiences, and the college is committed to diversity, equity, inclusion, access and belonging. The college’s Campus Diversity Statement can be viewed here: <https://diversity.tcnj.edu/campus-diversity-statement/>.

(Adapted from a statement written by Prof. Monica Linden and Mary Wright, Ph.D. Brown University) 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. Anonymous feedback is always an option. As a participant in course discussions, you should also strive to honor the diversity of your classmates.

Please contact me (in person or electronically) or submit anonymous feedback if you have any suggestions to improve the quality of the course materials. Furthermore, I would like to create a learning environment for students that supports a diversity of thoughts, perspectives and experiences, and honors your identities. To help accomplish this: If you have a name and/or set of pronouns that differ from those that appear in your official 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.

Classroom Environment and Commitment to Student Success, Safety and Well-Being

Course Accessibility: The TCNJ community is dedicated to the success, safety and well-being of each student. TCNJ strictly follows key policies that govern all TCNJ community members rights and responsibilities in and out of the classroom. In addition, TCNJ has established several student support offices that can provide the support and resources to help students achieve their personal and professional goals and to promote

health and well-being. You can find more information about these policies and resources at the “TCNJ Student Support Resources and Classroom Policies” webpage here: <https://academicaffairs.tcnj.edu/tcnj-syllabus-resources/Links to an external site.>

Students who anticipate and/or experience barriers in this course are encouraged to contact the instructor as early in the semester as possible. The Accessibility Resource Center (ARC) is available to facilitate the removal of barriers and to ensure reasonable accommodations. For more information about ARC, please visit: <https://arc.tcnj.edu/>.

Academic Integrity Policy: All students are expected to abide by this policy as defined by the College. (<http://policies.tcnj.edu/policies/digest.php?docId=9394>Links to an external site.). Examples of dishonesty include giving or receiving assistance during a test and plagiarism, i. e. the willful presentation of another person's writings, opinions, or thoughts as one's own without proper credit and documentation. The instructor will pursue all appropriate disciplinary procedures if a student disregards this policy. All assignments and exams are to be completed individually.

USING CHATGPT (or any other AI software/program) to generate writing is not allowed and will be treated as a violation of academic integrity.

Grade Appeals policy:

(<http://policies.tcnj.edu/policies/digest.php?docId=9302>Links to an external site.)

The College of New Jersey Policy Prohibiting Discrimination in the Workplace/Educational Environment governs the college’s commitment to and expectations of having an environment that respects the diversity of all members of the campus community. The link to this policy is: <http://policies.tcnj.edu/policies/digest.php?docId=9122>Links to an external site.. Under this policy, forms of discrimination or harassment based upon specific protected categories are prohibited and will not be tolerated. If you wish to report a concern, please contact Crystel Moldonado, Ed.D. at 609/771/2826 or via email at eeinvestigator@tcnj.edu.

Access to IT support: *If you have technology issues or needs during the semester, please contact the IT Helpdesk at 609-771-2660 or helpdesk@tcnj.edu.*