

**Texas A&M University-Central Texas**  
**HIST 4382 Historical Method**  
**MW 1:00pm-2:15pm, Room 312, Founder's Hall**

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Dr. Cadra P. McDaniel

**Office:** Founder's Hall 217B

**Office Hours:** M 12:00-1:00 or 4:00-5:00; W 12:00-1:00; Or by Appointment

**Email** [cadra.mcdaniel@tamuct.edu](mailto:cadra.mcdaniel@tamuct.edu) (Please use this email address as the method of contact)

**Phone** 254-501-5932

**Mode of Instruction and Course Access**

This course is a face to face course, with some information and readings posted on Canvas.

Students will be submitting most assignments via Canvas.

**Student-Instructor Interaction**

If students have any questions about the class or assignments, they should contact the instructor. Please contact the instructor as soon as possible so that any concerns may be resolved before it becomes midpoint or later in the semester. Students may contact the instructor via Email. The instructor will respond to all Email in a timely manner, usually within one (1) business day. Also, students may come by the instructor's office during office hours, or students may make an appointment. Announcements for the class will be posted on Canvas under the Announcements section. Please check this section regularly. For all questions concerning upcoming examinations or other assignments, please send all questions via email before 4:00 PM the day before the examination date or assignment due date. The "cut-off" time for questions allows all students an equal chance to have questions answered before the due date.

## **911 Cellular**

### **Emergency Warning System for Texas A&M University – Central Texas**

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

## **COURSE INFORMATION**

### **Course Description:**

(WI) Examine the concepts basic to historical thinking, causation, periodization, change, and continuity, the roles of social forces and individuals, and problems of interpretation, accuracy, and truth. Compare the social sciences and the humanities with an emphasis on the distinctive nature of the historical discipline as it has developed through time. Prerequisite(s): HIST 3300.

### **Overall Course Objective**

After successfully completing the course, students will be able to analyze and critique the development of various schools of historical study and major figures within each school.

### **Specific Course Objectives (Student Learning Outcomes)**

After successfully completing the course, students will be able to:

1. Demonstrate detailed knowledge of the growth of historical studies as an academic discipline
2. Compare and contrast the various schools of historical study and approaches to historical study in Western and non-Western Societies
3. Examine the role of politics and ideology in shaping historical studies
4. Appraise solutions for challenges facing historians in the 21<sup>st</sup> century
5. Author a historiographical paper examining in detail the various historical schools' understanding and interpretations of a specific topic

### **Required Texts**

Iggers, Georg G., Q. Edward Wang, and Supriya Mukherjee. *A Global History of Modern Historiography*. London: Routledge, 2017. ISBN: 978-1138942264.

Macmillan, Margaret. *Dangerous Games: The Uses and Abuses of History*. New York: The Modern Library, 2008. ISBN: 978-0812979961.

Gaddis, John Lewis. *The Landscape of History: How Historians Map the Past*. Oxford: Oxford UP, 2002. ISBN: 978-0195171570.

Online articles are listed in the course schedule found in the syllabus. These readings are posted on Canvas. See the course schedule in the syllabus for a list of readings.

## **COURSE REQUIREMENTS**

### **Examinations**

There will be three (3) examinations during the semester. The three (3) examinations will be worth seventy (70) points and consist of multiple choice questions and short answer questions.

Also, there will be five (5) bonus questions, which will either be in multiple choice or short answer format. Review material for each examination will be posted on Canvas one (1) week prior to the examination date, and there will be time in class for a review as well as to answer questions about upcoming examinations.

### **Class Discussion, Participation, and Attendance**

In addition to examination grades, discussion, participation, and attendance will be a factor in each student's grade. Each day's attendance, discussion, and/or participation is worth one (1) point toward a student's final grade. There is a total of twenty-four (24) points. Each day in class may not lend itself to discussion; therefore, students will earn that day's point by being in attendance, paying attention in class, and being prepared for class. Attendance will be taken daily, and during the class discussions, the instructor will make a note in the grade book when students contribute. Please review the course schedule at the end of the syllabus and have all readings completed for class. Also, there will be material not covered in the textbook that will be on examinations. PowerPoints and other lecture material are not posted on Canvas. Therefore, it is highly important not to miss class. Notes should be taken during lecture and discussion, and if there are any concerns about the material, questions should be asked. There is NO recording of lectures or class discussions.

### **Online Classes, November 8 and November 22, Article Critiques**

On November 8, students will read and critique two (2) articles. The first article concerns the portrayal of the Holocaust in English textbooks, and the second article investigates changes in Iraqi textbooks since 2003. Then, on November 22, students will read and critique two (2)

articles. The first examines students' perceptions of textbooks, and the second article explores historians' use of primary materials amid technological change. Articles are available on Canvas under the Files tab and can be accessed via JSTOR on the TAMUCT Library Website. Students need to compose a critique of each article, and each article critique should be a paragraph, consisting of eight to ten (8-10) sentences.

For these assignments, students should appraise the author's purpose or argument and identify evidence that best advances each article's theses. Students should include a brief evaluation judging the articles' and primary reading's strengths and weaknesses. Each critique should be well-written. Students should NOT use any quotations but instead paraphrase, or put in their own words, the material that they have read. Students do not need to use citations. Students' critiques should rely only on the readings and should not use other information.

These assignments are due by 2:30pm on November 8 and November 22. Each day's assignments, need to be submitted as one (1) document online via Canvas. **Should students have difficulty submitting their assignment online, then students should email a copy to the instructor before the due date and time.**

<b>Rubric for Article Critiques</b>	<b>9 points each</b>
Appraisal of authors' thesis and use of supporting examples	4 points
Evaluation of articles' strengths and weaknesses	3 points
Proper use of grammar and clarity of writing	2 points

### **Historiography Paper Overview**

A component of each student's grade is a historiography paper exploring a topic of the student's choice. Students will work on the paper throughout the semester, and there are various assignments associated with the paper. A historiography paper is different than a traditional

research paper. In a historiography paper, students are examining different historical schools/movements' interpretations of an event or person. Students do construct an argument or thesis, and this thesis will reflect which historiographical school provides the best persuasive account. There will be a detailed discussion of the elements of a historiography paper on the first day of class. Students should take notes during this discussion. **For many students, this class will be the first opportunity to compose a historiography paper, and thus, all students are encouraged strongly to consult frequently with the instructor.**

### **Selection of Historiography Topics and Working Annotated Bibliography**

On September 25, students will submit their selection of historiographical topic(s) and a working annotated bibliography of eight (8) sources. Students should describe in two-three (2-3) sentences the topic(s), they are considering. For the annotated bibliography, students should select a combination of both books and scholarly articles. Under each citation, students should compose a three to five (3-5) sentence description of the work. This description should focus on the author's or authors' main argument and some supporting evidence. These sources should be cited according to the guidelines outlined in Turabian's *Manual for Writers of Research Papers, Theses, and Dissertation*, 8<sup>th</sup> edition. Links that provide examples of citations in Turabian style are posted under the File Tab on Canvas.

### **Rubric for Selection of Historiography Topics; Working Annotated Bibliography 30 points**

Selection of topic(s)	6 points
Annotated Sources correctly cited using Chicago or Turabian Style	24 points

## **Outline of Historiography Paper and Working Bibliography**

On October 23, students will submit an outline of their historiography papers and working bibliographies. Students should submit an outline that addresses each part of their paper. The outline should not focus solely on the first sections of the paper. The outline should conform to the examples posted on Canvas under the Files Tab. Also, on October 23, students should submit a working bibliography of at least sixteen (16) sources. These sources may include the eight (8) sources previously submitted. These sixteen (16) sources do not need to be annotated. These sources should be cited according to Turabian's *Manual for Writers of Research Papers, Theses, and Dissertations*, 8<sup>th</sup> edition. **In addition, the paper outline should indicate which sources will be used in specific sections of the paper.** The outline and working bibliography should be saved as one document and submitted as one document online via Canvas. Should students have difficulty submitting their assignment online, then students should bring a hard copy to class or email a copy to the instructor before the due date and time.

<b>Rubric for Outline and Working Bibliography</b>	<b>40 points</b>
Complete outline of entire paper	30 points
Working Bibliography with at least sixteen (16) sources	10 points

### **Final Presentations**

On December 4 and December 6, students will give a five to seven (5-7) minute presentation of their paper. Students may opt to prepare a PowerPoint presentation, but a PowerPoint is not required.

<b>Rubric for Final Presentation</b>	<b>30 points</b>
Clear introduction of topic and thesis	10 points
Discussion of two to three (2-3) historical schools	10 points
Discussion of topic's importance	10 points

### **Final Historiography Paper, Final Endnote Pages, and Final Bibliography**

On December 13, students will submit their final paper, final endnote pages, and final bibliography. Students should have examined in-depth various historical schools' treatments of their topic and provided detailed examples of these treatments. This final paper should be ten to twelve (10-12) pages, double spaced, and the students should use twelve (12) point Times New Roman Font with one (1) inch margins. Not having the required number of pages will lower the grade by five (5) points. In the final paper, students will have used at least twelve to fourteen (12-14) sources. These sources will be secondary sources. Students must have incorporated any needed changes or other modifications as noted on the previous drafts or mentioned via email or during meetings with the instructor.

Students should note that all material that is either quoted or paraphrased **MUST** be cited using Turabian's *Manual for Writers of Research Papers, Theses, and Dissertation*, 8<sup>th</sup> edition. The student will need a title page, endnote pages, and a bibliography, which do not count toward the required pages for this assignment. Students may use a total of only four (4) quotations of ten (10) words or less in the entire paper. Should students have more than the allowed number of quotations, than five (5) points will be deducted from their grade.

**The paper, endnote pages, and bibliography must be submitted as one (1) document online via Canvas. Should students have difficulty submitting their assignment online, then students should email a copy to the instructor before the due date and time.**

**Rubric for Final Paper, Final Endnote Pages, and Final Bibliography 120 points**

Introduce clearly the topic; state the thesis in the first paragraph	15 points
Analyze and examine major historiographical interpretations in detail	75 points
Incorporate any needed modifications noted on previous assignments	20 points
Use correct number of sources and properly cite information on the endnote pages and working bibliography:	10 points

**Class Grading Scale, Grading Criteria Rubric, and Conversion:**

This class follows TAMUCT's traditional grading scale of 100-90=A; 89-80=B; 79-70=C; 69-60=D; and 59 and below=F.

Examination 1	70 points
Examination 2	70 points
Examination 3, Final Examination	70 points
Attendance/Class /Discussion	24 points
Critiques for Nov. 8 and 22	36 points
Paper Topic and Working Bib.	30 points
Outline of Paper and Working Bib.	40 points
Paper Presentation	30 points
Final Paper, Endnotes, and Bib.	120 points
Total Points	490 points

Students may determine their grade by taking the total number of points earned and dividing by the total number of points possible. For example, if a student has 460 points and divides by 490 the grade would be a 94A.

## **Posting of Grades**

Grades will be posted online in Canvas and assignments, except for examinations, are returned via Canvas. Examinations 1 and 2 are returned in class, and students should make an appointment if needed to review their Final Examination, Examination 3. All assignments are graded usually within one (1) week of the due date.

## **COURSE SCHEDULE (COURSE OUTLINE AND CALEDNAR):**

The instructor reserves the right to make modifications to the syllabus and the course schedule as needed based on time and other factors. Should this need occur, then an updated schedule will be distributed to students and posted online through Canvas.

**All assignments, except examinations, are due at 1:00pm on the due dates listed below. For examinations, students have the entire class period 1:00-2:15 to take the examination.**

**August 28:** Introduction to Course and Discussion of the Elements of a Historiography Paper, Read Iggers, Wang, and Mukherjee, Introduction

**August 30:** Class Meeting with Reference Librarian, Read Iggers, Wang, and Mukherjee, Introduction

**September 4: Labor Day, No Class**

**September 6:** Development of Historical studies in the Western World, Ancient Period to the 1780s, Read Iggers, Wang, and Mukherjee, Ch. 1

**September 11:** Development of Historical studies in non-Western World, Ancient Period to the 1780s, Read Iggers, Wang, and Mukherjee, Ch. 1

**September 13:** Development of the Historical Discipline amid Revolutionary Change and the Development of Nationalism, 1780s-1850s, Read Iggers, Wang, and Mukherjee, Ch. 2

**September 18:** Continued Development of the Historical Discipline amid Revolutionary Change and the Development of Nationalism, 1780s-1850s, Read Iggers, Wang, and Mukherjee, Ch. 2

**September 20:** The Historical Discipline as an Academic, Professional, and Scientific Discipline in the Western and non-Western World 1850s-1890s, Read Iggers, Wang, and Mukherjee, Ch. 3

**September 25:** Continued The Historical Discipline as an Academic, Professional, and Scientific Discipline in the Western and non-Western World 1850s-1890s; Read Iggers, Wang, and Mukherjee, Ch. 3; **Due Selection of Historiography Paper Topic(s) and Working Annotated Bibliography of Eight (8) Sources**

**September 27:** Crisis of Classical Historicism, late 1800s-early 1900s; Discussion of “new” areas of study, Read Iggers, Wang, and Mukherjee, Ch.4, pages 128-139

**October 2: Exam 1**

**October 4:** Historiography in the Western World during the Great War, (World War I) and the Interwar Period, specifically, The Annales School and the Growth of Marxist Historiography, 1914-1930s, Read Iggers, Wang, and Mukherjee, Ch.4, pages 140-157

**October 9:** Historiography in the non-Western World in the early 1900s and during the Great War (World War I) and the Interwar Period, specifically, role of Nationalism, Romanticism, and Scientism, and Marxism, 1900s-1930s, Ch. 5

**October 11: :** Historical Studies during World War II and the Cold War era, 1940s-1960s, specifically Western and Soviet Interpretations, Read Iggers, Wang, and Mukherjee, Ch. 6

**October 16:** More Emphasis upon Social History, the Continued Development of The Annales School; and Macrohistories vs. Microhistories, 1940s-1980s Read Iggers, Wang, and Mukherjee, Ch. 6

**October 18:** Development of Feminist and Gender History and Postmodernism and the Linguistic Turn, 1970s-1980s; Decline of Marxist Historiography in the Soviet Union and Marxist Historiography’s role in contemporary Communist countries, 1980s-early 2000s, Read Iggers, Wang, and Mukherjee, Chs. 6-7

**October 23:** Role of Historiography and the Islamic World in the post-Cold War era, Read Iggers, Wang, and Mukherjee, Ch. 7; **Due Outline of Historiography Paper**

**October 25:** Renewed Interest in the Role of Oral History, Memory, and Emotions in Historical Studies; Read Iggers, Wang, and Mukherjee, Ch. 8

**October 30:** Development of New Forms of Historical Studies and History’s Relation to other Disciplines, early 2000s, Read Iggers, Wang, and Mukherjee, Ch. 8

**November 1: Exam 2**

**November 6:** Role of Historical Narratives and the Functions of History Textbooks, Read Macmillan, Introduction and Chs. 1-4

**November 8: Online Class- Read and Analyze each article:**

Stuart Foster and Adrian Burgess, “Problematic Portrayals and Contentious Content Representations of the Holocaust in English History Textbooks,” *Journal of Educational Media, Memory & Society*, Vol. 5, No. 2 (AUTUMN 2013): 20-38 and Achim Rohde, “Change and Continuity in Arab Iraqi Education: Sunni and Shi’i Discourses in Iraqi Textbooks Before and After 2003,” *Comparative Education Review*, Vol. 57, No. 4 (November 2013): 711-734.

**Articles are available on Canvas under the Files Tab and can be accessed via JSTOR on the TAMUCT Library Website.**

**November 13:** Role of Historical Narratives and the Politicization of History, Read Macmillan, Chs. 5-8 and Conclusion

**November 15:** Continued Politicization of History, Read Gaddis, Preface and Chs. 1-3

**November 20:** Challenges for Contemporary Historians, Read Gaddis, Chs. 4-6

**November 22: Online Class-Read and Analyze each article:** Richard J. Paxton, “A Deafening Silence: History Textbooks and the Students who Read Them,” *Review of Educational Research*, Vol. 69, No. 3 (Autumn, 1999): 315-339 and Alexandra Chassanoff, “Historians and the Use of Primary Source Materials in the Digital Age,” *The American Archivist*, Vol. 76, No. 2 (Fall/Winter 2013): 458-480.

**Articles are available on Canvas under the Files Tab and can be accessed via JSTOR on the TAMUCT Library Website.**

**November 27:** Measures to Confront Challenges for Contemporary Historians, Read Gaddis, Chs. 7-8

**November 29: Exam 3**

**December 4: Paper Presentations**

**December 6: Paper Presentations**

**December 11: No Class, Work on Final Papers**

**December 13: Final Historiography Paper Due before 1:00pm**

## INSTRUCTOR AND COURSE POLICIES

### Absences and Make-Up Work

Since there will be material covered in class that is not in the textbook, it is important that students come to each class. Also, participation, discussion, and attendance are factors in the final grade. Unexcused absences will affect negatively students' grades. Only excused absences are allowed. Should students miss a class, make-up assignments will be allowed only for excused absences. Students, when they return to class, must give the instructor written documentation, such as a note from their doctor, which covers the days that they missed. **ONLY** with documentation will students be granted an excused absence and be able to make up work. Students cannot make up work or turn in late work with unexcused absences. **ALL make-up work must be turned in no later than one (1) week after students return to class. No work will be accepted after the one (1) week period. Near the end of the semester, there may be a shorter amount of time for make-up work. No make-up work will be accepted after 1:00pm on December 11.** If students miss a class, then they must first check with a classmate about notes for that day. Then, students should contact the instructor with any specific questions regarding that day's class notes.

**It is strongly recommended that students do not miss examinations. However, should absences occur, then students must be prepared to take a make-up examination within one (1) week of returning to class.** Students will need to schedule a time with the instructor to take a make-up examination. Make-up examinations may differ in questions from regular examinations and may differ in format as well. Please note that a make-up examination for the Final Examination is very difficult to schedule. The same guidelines regarding excused absences apply for a make-up for the Final Examination.

Regarding presentations, should students have an unexcused absence for their presentation, then they will receive a zero (0) for that assignment. Should students have an unexcused absence on the day that they are not presenting, then ten (10) points will be deducted from their final paper grade. Both presentation days are required class meetings. It is important that students hear their classmates' presentations. Students' presentations and their role as audience members helps prepare them for participation at professional conferences.

### **Incompletes**

A grade of an Incomplete is granted rarely. Incompletes will be granted only after the last day to drop a course and will be granted only to students who have experienced a major catastrophic event. Students must provide some form of written documentation that provides evidence of the catastrophic event.

### **Withdrawal, Drop Dates, Assignment Due Dates and Important University Dates**

Students who feel that they need to drop the class must go to the Registrar's Office and complete the withdrawal forms. It is each student's responsibility to withdraw from a class. Also, it is each student's responsibility to be aware of all add and drop dates for classes and to be aware of all guidelines in the syllabus and due dates for class assignments including examination dates. Students should refer to the University Calendar for important dates, such as graduation deadlines. The calendar can be viewed at <https://www.tamuct.edu/>

### **Plagiarism**

Plagiarism is copying or imitating the language, ideas, and thoughts of another individual(s) and submitting that work as one's own original work. This action will not be tolerated. All material taken from any source, including books, articles, journals, the Internet, or other sources, must be paraphrased (put in your own words), if quoted, set off in quotation

marks, and cited correctly. Plagiarism will be discussed in detail on the first day of class. **Should students have any questions about paraphrasing, using quotations, citing material, or documenting sources, please ask questions before, during, or after class, or come by the instructor's office and discuss these concerns.**

**Work that is deemed plagiarized will result in the grade of a zero (0) for the assignment.** Vericite in Canvas will be checking for students' historiography paper for plagiarism. Students who receive a mark of fifty percent (50%) or more for plagiarism will earn a zero (0) for the assignment. Also, students will earn a failing grade (50 F or lower) for an assignment when there is evidence that the plagiarism is from a "purchased" paper or blatant copying of sources without paraphrasing. When there is evidence of plagiarism, students' papers will be submitted to the Division of Students Affairs for review.

### **Cheating**

Cheating is assisting other students with taking examinations or with completing other class projects. Also, cheating includes the use of any unauthorized materials to complete any assignments including but not limited to examinations. **The penalty for cheating will be a zero (0) for the assignment or examination.** When there is evidence of cheating, students' work will be submitted to the Division of Students Affairs for review.

### **Academic Integrity**

**For more information about Academic Integrity and each student's responsibilities regarding academic integrity, please review the information at <https://www.tamuct.edu/departments/studentconduct/academicintegrity.php>**

## **TECHNOLOGY REQUIREMENTS AND SUPPORT:**

### **Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT  
Email address)

Password: Your MyCT password

### **Technology Support.**

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

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

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact your instructor.

## **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

### **Drop Policy**

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop\_Request\_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### **Academic Integrity**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources,

using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

### **Academic Accommodations**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

## **Tutoring**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at [lmDavis@tamuct.edu](mailto:lmDavis@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

## **The University Writing Center**

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WConline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help! If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

### **University Library**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the

library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

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