

**READ 3320-110, CRN 80127, Fundamentals of Teaching Reading**

Fall 2017; Wednesday 8:00-10:45

Texas A&M University-Central Texas

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor: Dorleen Hooten, Ed.D.**

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**OFFICE HOURS:**

Monday – 10:50-1:50

Tuesday – 10:50-11:50

Wednesday – 10:50-1:50

Thursday – 10:50-1:50

**MODE OF INSTRUCTION AND COURSE ACCESS:**

This course is a Web-enhanced course, meaning we will meet face-to-face, but there will be supplemental materials online

This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

**STUDENT-INSTRUCTOR INTERACTION:**

The TAMUCT email will be the best method of reaching me. You may also text me at the phone number above. I will respond as quickly as possible, but it may be up to 48 hours. I will also respond to messages through Canvas, but it may take longer as I will not check that email as often.

If you need to meet with me outside of my regularly scheduled office hours, please contact me to set up an appointment.

**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 Overview and Description:** This course focuses on research-based competencies essential for effective literacy instruction. It is a survey of characteristics of normal reading development of learners in the elementary through middle school, explores materials, procedures, assessment, and instructional methods considered effective in teaching oral language, writing, strategy building for comprehension, vocabulary, and word identification.

**COURSE OBJECTIVE:****STUDENT LEARNING OUTCOMES: (K-6)**

*I. Oral Language:* The preservice teacher understands the importance of oral language, knows the developmental processes of oral language, and provides a variety of instructional opportunities for young students to develop listening and speaking skills.

*II. Phonological and Phonemic Awareness:* The preservice teacher understands the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

*III. Alphabetic Principle:* The preservice teacher understands the importance of the alphabetic principle to reading English, knows the elements of the alphabetic principle, and provides instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

*IV. Literacy Development and Practice:* The preservice teacher understands that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

*V. Word Analysis and Decoding:* The preservice teacher understands the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

*VI. Reading Fluency:* The preservice teacher understands the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

*VII. Reading Comprehension:* The preservice teacher understands the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

*VIII. Development of Written Communication:* The preservice teacher understands that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

*IX. Writing Conventions:* The preservice teacher understands how young students use writing conventions and how to help students develop those conventions.

*X. Assessment and Instruction of Developing Literacy:* The preservice teacher understands the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

*XI. Study and Inquiry Skills:* The preservice teacher understands the importance of study and inquiry skills as tools for learning and promoting students' development in applying study and inquiry skills.

**ENGLISH LANGUAGE ARTS AND READING GENERALIST 4-8:**

*I. Oral Language:* The preservice teacher understands the importance of oral language, knows the developmental processes of oral language, and provides a variety of instructional opportunities for students to develop listening and speaking skills.

*II. Foundations of Reading:* The preservice teacher understands the foundations of reading and early literacy development.

*III. Word Analysis Skills and Reading Fluency:* The preservice teacher understands the importance of word analysis skills (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provides many opportunities for students to practice and improve their word analysis skills and reading fluency.

*IV. Reading Comprehension:* The preservice teacher understands the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving their comprehension.

**V. Written Language:** The preservice teacher understands that writing is a developmental process and provide instruction that helps students develop competence in written communication.

**VI. Study and Inquiry Skills:** The preservice teacher understands the importance of study and inquiry skills as tools for learning and promote students/ development in applying study and inquiry skills.

**VII. Assessment of Developing Literacy:** Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement instruction.

#### **COMPETENCY GOALS STATEMENTS (CERTIFICATION OR STANDARDS):**

##### **ENGLISH LANGUAGE ARTS AND READING GENERALIST EC–6 STANDARDS:**

**Standard I. Oral Language:** The preservice teacher understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

**Standard II. Phonological and Phonemic Awareness:** The preservice teacher understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

**Standard III. Alphabetic Principle:** The preservice teacher understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

**Standard IV. Literacy Development and Practice:** The preservice teacher understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

**Standard V. Word Analysis and Decoding:** Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

**Standard VI. Reading Fluency:** Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

**Standard VII. Reading Comprehension:** Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

**Standard VIII. Development of Written Communication:** Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

**Standard IX. Writing Conventions:** Teachers understand how young students use writing conventions and how to help students develop those conventions.

**Standard X. Assessment and Instruction of Developing Literacy:** Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

**Standard XI. Research and Inquiry Skills:** Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

**Standard XII. Viewing and Representing:** Teachers understand how to interpret, analyze, evaluate, and produce.

### REQUIRED READING AND TEXTBOOK(S):

Graves, M.F., Juel, C., Graves, B.B. & Dewitz, P. (2011) *Teaching Reading in the 21<sup>st</sup> Century: Motivating all Learners (5<sup>th</sup> Ed)*. Boston, MA: Pearson.

Leslie, L. & Caldwell, J.C. (2017). *Qualitative Reading Inventory-6*. Boston, MA: Pearson.

*N.B. A student of this institution is not under any obligation to purchase a textbook from a university affiliated bookstore. The same textbook may be available from an independent retailer, including an online retailer.*

### Other Required Materials:

Texas Educator

Standards: [http://tea.texas.gov/Texas\\_Educators/Preparation\\_and\\_Continuing\\_Education/Approved\\_Educator\\_Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/)

Texas Essential Knowledge and Skills (TEKS), Chapter 110: ELAR grades 3-8 <http://www.tea.state.tx.us/index2.aspx?id=6148>

SEDLS Cognitive Foundations of Learning to

Read <https://www.sedl.org/reading/framework/framework.pdf>

1 Composition notebook

### COURSE REQUIREMENTS

- 1. Reading Term Exam** (5 points, 5%) SLO 1-11 (EC-6) & SLO 1-7 (4-8)  
You are responsible for defining and understanding each of the reading terms discussed in class. This exam will take place near the end of the semester.
- 2. Online Modules** (10 points, 10%) SLO 1-11 (EC-6) & SLO 1-7 (4-8)  
Classroom instruction will be extended through several online modules. All activities contained within the modules must be completed by their respective due dates.
- 3. Literacy Autobiography** (5 points, 5%) SLO 4 (EC-6) & SLO 2 (4-8)  
You will write a 1-2 page narrative detailing your earliest recollections with literacy and your experiences in learning to read. (*Examples: Were there books in the home? Did the family go to the library? Did someone read to you? With you? Did those earliest experiences shape you as a reader? If so, how? If not, why not?*)
- 4. Assessment Report** (15 points, 10%) SLO 1-10 (EC-6) & SLO 1-5 & 7 (4-8)  
The purpose of this assignment is to provide the opportunity for you to become familiar with an informal reading inventory as a diagnostic tool, and identify instructional needs based on the assessment. You will work with an elementary student. Using the selected reading inventory, you will survey, assess, and evaluate the strengths, needs, and next learning steps for the student. You will plan for **two** lessons that address the needs identified in the

assessment/evaluation process. Documentation will include: all records/responses for the inventory, detailed analysis/diagnostic statements, student learning objectives, lesson plans (strategies, resources, assessments), reflective entries recording your thinking and decision-making processes. You will submit an assessment report, lesson plans, and reflections.

1. The IRI and all records forms.
  2. Diagnostic Statements: A one-page report outlining strengths, approximations, and one teaching point as determined by your evaluation of the assessment.
  3. Lesson Plan: A one-page plan explaining the teaching point, the materials/resources to be used, teacher activity, and student activity with a formative assessment for the session. Include student demographics, date, time, session length, and other pertinent information. The template will be in Canvas.
  4. Reflection: A one-page reflective essay noting what you understand about administering assessment and its use in informing instruction.
5. **Center Activities** (10 points, 10%) SLO 1-11 (EC-6) & SLO 1-7 (4-8)  
You will make/create/adapt a minimum of 10 instructional activities or games specifically designed for elementary students. Your selection of activities must include at least two from each of the following categories: vocabulary, comprehension, and fluency. Additionally, there should be at least one from the areas of writing, and one from listening/speaking. Each activity must be contained in a file folder or manila envelope along with the directions and all necessary materials to complete the activity. You will also include a cover sheet listing each activity, the reading skill it addresses, and the grade level(s) for use. Each file folder will be evaluated on appropriateness, completeness, and aesthetic quality. A rubric will be provided.
6. **Writing Process** (10 points, 10%) SLO 8, 9 (EC-6) & 5 (4-8)  
This assignment is structured to take you through the writing process (pre-write, draft, revise, conference, edit, publish) and allow you to experience peer conferencing and peer editing. The final product will be an original piece of narrative writing that reflects the six+1 writing traits – ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. All work from the pre-write through the publishing step will be turned in for evaluation. You will include a reflection of your experience with the writing process. It should include the following: discussion of your feelings and attitudes regarding the writing process and the six+1 traits, the pieces that made it easier and/or difficult for you, application of your experience with writing to 4-8<sup>th</sup> graders, and implications for writing instruction. A rubric will be provided.
7. **Handwriting** (5 points, 5%) SLO 7 (EC-6) & 5 (4-8)  
You will be assessed on a piece of handwriting on paper and on the whiteboard. Letter formation, spacing, and size will be judged for assessment.
8. **Literature Circle** (5 points, 5%) SLO 1, 5, 7, (EC-6) & SLO 1, 3, 4 (4-8)  
You will participate in a literature circle with a small group of peers using a children's book. This is a group project that will take place in class. Your group will turn in all work from the circle. Individually, you will each write a reflection of your experience with the literature circle. It should include the following: discussion of your feelings and attitudes regarding the process, the pieces you found easy and/or difficult, application of the process to elementary students, and implications for using literature circles with elementary students. A rubric will be provided.

9. **Strategies File and Presentation** (15 points, 10%) SLO 1-11 (EC-6) & SLO 1-7 (4-8)  
 You will compile a file of reading strategies. All files must be complete and ready to use with students. The collection of files should include strategies for each of the TEKS reading areas. Each file must include the grade level for its use. You will present (teach) one strategy in class.
10. **Quizzes** (5 points, 10%) SLO 1-11 (EC-6) & SLO 1-7 (4-8)  
 Quizzes, both announced and unannounced, will be given over the reading material.
11. **Final Exam** (10 points, 10%) SLO 1-11 (EC-6) & SLO 1-7 (4-8)  
 The final exam will be closed-book and closed-notes. The final will be cumulative.
12. **Professionalism** (5 points, 5%)  
 Attendance, punctuality, preparedness, and active participation are expected. You are expected to practice demonstrating the attitudes and dispositions of a capable, competent, and caring professional educator. Represent yourself, the Teacher Education Program, and the University in the best light possible.

**Grading Criteria Rubric and Conversion**

Assignment	Points
Reading Term Exam	5
Online Module(s)	10
Literacy Autobiography	5
Assessment Report	15
Center Activities	10
Writing Process	10
Handwriting	5
Literature Circle	5
Strategies File	15
Chapter Quizzes	5
Final Exam	10
Professionalism	5
TOTAL	100

**Grades will be assigned at the end of the semester on the following basis:**

Points	Final Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
< 60	F

**Posting of Grades:**

Grades will be posted in Canvas. Generally, grades will be posted within one week of due date.

**COURSE OUTLINE AND CALENDAR**

**Complete Course Calendar**

**The course calendar will be distributed in class.**

**Important dates:**

August 28, Add/Drop/Late Registration begins  
August 30, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes  
September 1, Priority Deadline to Submit Graduation Application  
September 4, Labor Day, CAMPUS CLOSED  
September 5, Last day to drop 1st 8-week classes with no record  
September 13, Last day to drop 16-week classes with no record  
September 22, Last day to drop a 1st 8-week class with a Q or withdraw with a W  
October 6, Deadline to submit graduation  
October 20, Last day to withdraw from the University (1st 8-week classes WF)  
October 23, Add/Drop/Late Registration begins, 2nd 8-week classes  
October 26, Add/Drop/Late Registration ends, 2nd 8-week classes  
October 30, Last day to drop 2nd 8-week classes with no record  
November 10, Veteran's Day  
November 10, Last day to drop with a Q or withdraw with a W (16-week classes)  
November 17, Last day to drop a 2nd 8-week class with a Q or withdraw with a W  
November 23-24, Thanksgiving, CAMPUS CLOSED  
December 15, Last day to withdraw from the University (16-week and 2nd 8-week classes)  
December 15, Last day to file for Degree Conferral (Registrar's Office)  
December 15, Commencement (End of Fall Term)  
December 25-January 1, WINTER BREAK

**INSTRUCTOR POLICIES.**

**Copyright Notice.**

Students should assume that all course material is copyrighted by the respective author(s).  
Reproduction of course material is prohibited without consent by the author and/or course instructor.  
Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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**Field Experience:** Texas A&M University-Central Texas students working toward becoming teachers are guests in the schools in which they are placed. When you are at a local school, you will remove facial and/or multiple ear piercings. You will be clean and follow the rules of good hygiene. If you are not professional, you will be removed and/or sent home. You must attend all field experience classes. Because the school allows us to come, meetings missed may not be made up.

**Late Work:** Work is due according to the course calendar. No late work will be accepted except under extenuating circumstances which are communicated with the professor in a timely manner. If extension is granted, the late work may be subject to deduction of points of 10% each day past the due date.

**Attendance:** Professional behavior and commitment to teaching are the expectations. Attendance and punctuality are required. It is not possible to make up the work missed during the class period since it involves interactions of students, instructor, and content. **Three class absences** for any reason will result in lowering the final grade by a letter grade. **Four or more absences** will result in failure of the class. All

tardies will result in the loss of professionalism points. Students missing class are responsible for notes, handouts, assignments, and any changes in schedules. Your commitment to becoming the best teacher positive includes regular, timely attendance and participation.

**Class Participation:** Being prepared to participate includes completing assigned reading and bringing necessary textbooks, assignments and materials to class. You are expected to read before the class session, actively participate in classroom assignments and discussions, and fully participate in online work. Any in-class presentations and activities cannot be made up. The use of technology, to include cell phones and other electronic devices, can enhance learning and the educational experiences; however it can also become a distraction to the learning tasks at hand. Off-task technology usage will result in deduction in professionalism points.

## **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 e-mail 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.

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## **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](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 [Imdavis@tamuct.edu](mailto:Imdavis@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/>]. 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/>].

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### **OPTIONAL POLICY STATEMENTS:**

#### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions

matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].