



TEXAS A&M  
UNIVERSITY  
CENTRAL TEXAS

MASTER SYLLABUS  
EDAK 501 Research Techniques in Education

SPRING 2017 SEMESTER

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MODE OF INSTRUCTIONAL DELIVERY

This course will use an online delivery mode with the majority of the learning (65%) in an online format through the TAMUCT Blackboard Learn System (<https://tamuct.blackboard.com>) supported and enhanced by four (4) face-to-face class sessions constituting (35%) of the learning time. You will use the Blackboard username and password communicated to you separately to log on to this system.

STUDENT-INSTRUCTION INTERACTION

The face-to-face class sessions are scheduled to meet from 8:00 AM – 12:00 NOON in room (TBD) at TAMUCT Warrior Hall on the following Saturdays: Jan 21, Feb 11, Mar 4, Apr 29. All other course activities will be completed through the Bb system. Any changes in the schedule will be announced by message through the Bb system. The instructor is available by email at any time should issues or questions arise. Face-to-face appointments may be scheduled by TAMUCT or Bb email.

**UNILERT** (CHANGING TO 911 SHIELD)

UNILERT 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 UNILERT through their MyCT email account. Connect at [www.TAMUCT.edu/UNILERT](http://www.TAMUCT.edu/UNILERT) to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

## COURSE INFORMATION

### COURSE OVERVIEW AND DESCRIPTION

The course provides aspiring principals with opportunities to strengthen knowledge and skills necessary to become critical consumers and producers of research. The course utilizes literature on educational research, research methods, and action research so that students will become developers of quality research impacting school improvement. Specific resources used in the course are the required texts, problem-based learning activities, interactions with peers/practitioners in the field, personal experience, and resources provided by the instructor.

The course utilizes an online format through Canvas. Each e-learn section begins with guiding questions, competencies, assignments, and due dates and evaluation methods are clearly explained. Each lesson builds on the previous lesson (research, data collection, school portfolio, and action research project), so overall success in the course is dependent upon the successful completion of each e-learn session. The final session is a collaborative opportunity designed to share projects and receive peer feedback. Instructor contact is expected if questions cannot be resolved using the information provided in Canvas.

### STUDENT LEARNING OUTCOMES (STATE STANDARD ALIGNMENT)

Students will be able to:

1. Effectively critique current educational research. (A2, E1)
2. Collect and analyze research and data to guide decision-making, planning, visioning, and continuous improvement (A2, D.1, 2, 7, 8, 9, E1)
3. Use research and data to identify goals, strategies, action research. (A2, D.1, 2, 7, 8, 9, E1)
4. Model, promote, and articulate the use of research and data through a lens of ethics, equity, and diversity. (F2, 4, 8)

### STANDARDS FOR PRINCIPAL CERTIFICATE

Principal preparation programs are required by the State Board for Educator Certification (SBEC) to use the knowledge and skills base developed by SBEC in the development of program curricula and coursework. These standards (19TAC §241.15) also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required to re-new the Standard Principal Certificate. The six standards are (A) School Culture, (B) Leading Learning, (C) Human Capital, (D) Executive Leadership, (E) Strategic Leadership, and (F) Ethics, Equity, and Diversity. This course is designed to focus specifically on the following Texas standards:

- Standard D Executive Leadership (skill statements 1, 2, 7, 8, 9)
  - Standard F Ethics, Equity, and Diversity (skill statements 2, 4, 8)
  - Standard A School Culture (skill statement 2)
  - Standard E Strategic Operations (skill statement 1)
- [http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=7&ch=241&rl=15](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=241&rl=15)

NOTE: the Principal TExES competencies are in revision and will be added to syllabus as available.

In addition the course will address the following national standards:

- *Professional Standards for Educational Leaders* (NPBEA)  
Standard 3 Equity & Cultural Responsiveness (skill statement H)  
Standard 10 School Improvement (skill statement D, G, J)  
<http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf>
- *National Educational Leadership Preparation Standards* (NPBEA Building Level)  
Standard 1 Mission, Vision, & Core Values (skill statement 1.4)  
Standard 3 Equity & Cultural Leadership (skill statements 3.1)  
Standard 8 Internship and Clinical Practice (skill statement 8.1)  
<http://www.npbea.org>

**Required Reading and Textbook(s):**

A selected course bibliography is included on Bb. Required texts include:

Bernhardt, V. (1999). *The school portfolio: A comprehensive framework for school improvement*. Larchmont, NY: Eye on Education. (ISBN 9781883001643)

Bernhardt, V. (2002). *The school portfolio toolkit: A planning, implementation, and evaluation guide to continuous school improvement*. Larchmont, NY: Eye on Education. (ISBN 9781930556218)

Bernhardt, V. (2013). *Data analysis for continuous school improvement 3<sup>rd</sup> ed.* Larchmont, NY: Eye on Education. (ISBN 9781596672529)

McEwan, E., & McEwan, P. (2003). *Making sense of research: What's good, what's not, and how to tell the difference*. Thousand Oaks, CA: Corwin Press. (ISBN 9780761977087)

Sagor, R. (2011). *The action research guidebook: A four-step process for educators and school teams (2<sup>ND</sup> ed.)*. Thousand Oaks, CA: Corwin Press. (ISBN 9781412981286)

## COURSE REQUIREMENTS

### COURSE ASSIGNMENTS & ASSESSMENTS (SLO ALIGNMENT)

**Journal Entries (SLO#1-4)** (40 points each/160 points total)

The four (4) journal entries serve as reflective responses intended to gauge prior assumptions and future expectations on a particular topic. The purpose of a reflection is to write about the impact a learning opportunity (an article, an event, an action, etc.) has had on your thinking, learning, and future actions. The journal prompts in Canvas align with each e-learn focus area. (Assessment: [Written Product Assessment Rubric](#))

**Mentor Consultations/Reflections (SLO#1-4)** (40 points each/120 points total)

Principal mentors are in a pivotal position to guarantee the success of the School Leadership Candidate by providing coaching support in the school setting. The four (4) mentor consultations are facilitated by the student: set agendas, set meeting times and locations, interview principals, and write reflections. Each principal consultation will align with a specific E-Learning focus area.

(Assessment: [Written Product Assessment Rubric](#))

**Research Article Critique (SLO#1)** (40 points)

Apply the five (5) questions posed by McEwan and McEwan to a research article (personal topic of interest). The written critique will be APA format. An electronic copy of the article will be submitted along with the critique. (Assessment: [Written Product Assessment Rubric](#))

**Data Collection and Analysis using Multiple Measures (SLO#2, 3)** (60 points)

A written summary of findings will be created after collecting data using Bernhardt's four multiple measures. The analysis of the findings will be used as the first steps in building the school portfolio. The written summary will be in APA format. (Assessment: [Written Product Rubric](#))

**School e-Portfolio (SLO#1-4)** (80 points)

Prepared by each student beginning in EDAK 501, the school portfolio describes information about the school—its purpose, mission, and vision; the values and beliefs held by staff; plans for improvement; the reasons particular approaches have been chosen; and the results of school-wide improvement efforts. EDLD 5301 primarily focuses on two areas of portfolio development: Information and Analysis and Quality

Planning. Although students may share campuses, each student should build his/her own school portfolio. Additional directions are on the Canvas course site. (Assessment: School Portfolio Development Rubric)

**Action Research Project (SLO#3)** (180 points)

Develop and present an Action Research Project derived from readings, coursework, responses to online prompts, and the School Portfolio. The Action Research Project shall apply the problem-solving cycle as presented by Bernhardt and supported by Sagor's guidelines for action planning. Students will turn in a written summation of the Action Research Plan using APA format (**80 points**). In addition, each student will post a video presentation of the Action Research Plan for the class to view (**40 points**). The video presentation should be approached as if proposing the project to the district School Board. APA is not required for presentation handouts. The written action research plan and the video presentation must contain evidence of the use of the research terms (**60 points**).

(Assessment: Written Product Rubric & Class Presentation Rubric)

**FIT2LEAD and School Leadership Competency Inventory (SLO#1-4)** (40 points)

Beginning in EDLD 5301, each student in the program will complete an ongoing analysis of personal strengths and challenges related to the state-identified school leadership standards and skills (19TAC 241.15). Utilizing the reflective *Fit2Lead Continuous Improvement Analysis and Planning* template, students will share their own "read" and that of their mentor principal related to the state principal standards studied during the semester. Additionally, the student and the mentor will assess discreet leadership skills using the *School Leadership Competency Inventory*. Students will complete all sections of the Fit2Lead Continuous Improvement Analysis and Planning template: FeedBack, FeedForward, and GrowForward.

(assessment: Fit2Lead template)

## GRADING CRITERIA RUBRIC AND CONVERSION

The instructor will determine grades for the course assignments and assessments through the use the assignment criteria and assessment rubrics outlined in this syllabus. Rubrics may be found on the next two pages. Instructor, self, and peer evaluation will be utilized as means of assessing growth and learning. *Assignments turned in from 1-3 days after the posted due date are subject to a maximum of 45% reduction of points based on the date received by the instructor. Assignments that are more than 3 days late may not be accepted.* In no case should materials be those submitted for another course. A grade of Incomplete (I) will not be given except in extremely unusual cases. *You are expected to attend and participate (Collaborative Participation Rubric) in f2f class sessions AND complete and submit all assignments to be eligible for an A in the course.* A grade of C may result in retaking the course. Point system may be revised if necessary to accommodate unexpected changes in course schedule. The instructor reserves the right to amend the syllabus at any time.

To earn the Grade of A: **648** minimum accrued points (90% of 720)

To earn the Grade of B: **576** minimum accrued points (80% of 720)

Students not meeting the grading guidelines described above will receive a grade of C or lower based on their performance or absences. In addition to specific suggestions and/or criteria given in individual assignments, the grading criteria and rubrics on the next two pages will be used in the course.

## POSTING OF GRADES

Grades will be posted using the Grade Center tool on the course Canvas site.

<b>COLLABORATIVE PARTICIPATION ASSESSMENT RUBRIC</b>						
<b>Dimensions</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Dimension 1: Engagement</b>	Present, prompt, and prepared; consistently participates by developing ideas and posing questions from a comprehensive and reflective perspective.		Present, generally prompt and prepared; frequently participates by offering ideas and asking questions from a more inclusive perspective.		Non-attendance and/or pattern of tardiness and/or lack of preparation; participates infrequently with contributions offered from a narrowly focused perspective; may demonstrate off-task behavior.	
<b>Dimension 2: Summary</b>	Consistently demonstrates an organized, succinct, and polished synthesis of major themes & concepts.		Generally demonstrates an organized and logical examination of major themes and concepts.		Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth.	
<b>Dimension 3: Connections/ Critique</b>	Unique and insightful connections and critique linking major themes / concepts, prior learning, current research and the field of practice.		Generally offers clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice.		Offers infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice.	
<b>Dimension 4: Mechanics/ Communication Skills</b>	Consistently uses professional language and correct grammar when speaking; consistently listens actively while others speak; consistently seeks feedback to ensure understanding is achieved during course activity.		Generally uses professional language and correct grammar when speaking; generally listens actively while others speak; frequently seeks feedback to ensure understanding is achieved during course activity.		Seldom uses professional language and/or correct grammar when speaking; rarely listens actively while others speak; seldom seeks feedback to ensure understanding is achieved during course activity.	

<b>WRITTEN PRODUCT ASSESSMENT RUBRIC</b>						
<b>Dimensions</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Dimension 1: Engagement</b>	Interesting and inviting introduction, coherent sequence/transition of ideas, and thoughtful conclusion.		Introduction, body, and conclusion provide logical flow of ideas that engages reader.		Product lacks structure and coherence to engage reader in a meaningful flow of ideas.	
<b>Dimension 2: Summary</b>	Consistently demonstrates an organized, succinct, and polished synthesis of major themes & concepts.		Generally demonstrates an organized and logical examination of major themes and concepts.		Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth.	
<b>Dimension 3: Connections/ Critique</b>	Unique and insightful connections and critique linking major themes/ concepts, prior learning, current research and the field of practice.		Clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice.		Infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice.	
<b>Dimension 4: Mechanics/ APA Format</b>	Mechanically sound and follows APA format with less than two errors (mechanical or formatting).		Mechanically sound and follows APA format, with two to three errors (mechanical or formatting).		Not mechanically sound; four or more mechanical and/or formatting errors.	

<b>CLASS PRESENTATION ASSESSMENT RUBRIC</b>						
<b>Dimensions</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Dimension 1: Engagement</b>	Interesting and inviting introduction, coherent sequence/transition of ideas, and thoughtful conclusion.		Introduction, body, and conclusion provide logical flow of ideas that engages audience.		Product lacks structure and coherence to engage reader in a meaningful flow of ideas.	
<b>Dimension 2: Summary</b>	Consistently demonstrates an organized, succinct, and polished synthesis of major themes & concepts.		Generally demonstrates an organized and logical examination of major themes and concepts.		Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth.	
<b>Dimension 3: Connections/ Critique</b>	Unique and insightful connections and critique linking major themes/concepts, prior learning, current research and the field of practice.		Clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice.		Infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice.	
<b>Dimension 4: Mechanics/ Communication Skills</b>	Establishes and maintains an open, thoughtful, and facilitative relationship with the audience; speaks with appropriate modulation, pace, and volume; no grammatical or pronunciation errors.		Establishes and maintains an instructional relationship with the audience; speaks clearly; two or fewer errors in grammar and/or pronunciation.		Minimal or no connection with the audience; lacks clarity in speaking; three or more errors in grammar and/or pronunciation.	

<b>SCHOOL PORTFOLIO DEVELOPMENT ASSESSMENT RUBRIC</b>			
<b>Dimensions</b>	<b>Exceptional</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Dimension 1: Conceptual- ization</b>	Selection of entries is carefully made to demonstrate in-depth comprehension of continuous improvement, as well as a high degree of insight regarding the interdependence of parts of an integrated management system.	Selection of entries demonstrates knowledge of continuous improvement, and an adequate understanding of the parts of an integrated management system.	Selection of entries reflects insufficient evidence of knowledge of the management of continuous improvement and/or an inadequate understanding of an integrated management system.
<b>Dimension 2: Coherence</b>	Portfolio is enhanced by adherence to portfolio framework grounded in student's philosophy of the continuous improvement journey and reinforced by selection of entries. Philosophy supporting school "story" provides a unique perspective that allows for creative development of ideas.	Student's philosophy of the continuous improvement journey provides unity for portfolio "story", allowing for logical development of ideas.	No visible philosophic, grounded framework exists to explain relationships between and among entries. Development of ideas is vague and student's philosophy concerning continuous improvement is unclear.
<b>Dimension 3: Personal/ Professional Growth</b>	Portfolio demonstrates sustained reflection and critical thought related to the ability to plan for and engage in organizational capacity building over time. Assimilation of knowledge, both propositional and procedural, is central to the presentation, providing evidence of reflection and development of ideas and actions.	Portfolio demonstrates some evidence of reflection and critical thought related to the ability to plan for and engage in organizational capacity building over time. A degree of insightfulness is apparent in the student's work; addresses process of portfolio development & rationale for selection of entries. Evidence of assessment of improvement needs.	Portfolio demonstrates little evidence of reflection or critical thought. Presentation addresses neither the processes of portfolio development nor reasons for inclusion of selected entries. Little evidence of reflection or development of continuous improvement process steps.
<b>Dimension 4: Presentation</b>	Ideas expressed cogently and with attention to detail. Portfolio and presentation are enhanced by creative application of range of media options, and there are no mechanical errors to detract from the presentation.	Ideas are expressed in a clear fashion. Connections between and among portfolio entries are made clear through logical use of media options and there are few mechanical errors.	Presentation does not conform to expectations for graduate work. Media options are confusing or absent, resulting in a portfolio of discrete entries. Ideas are poorly articulated and multiple technical errors detract from presentation.

Note: Rubric adapted from materials used in *The School Portfolio* (Victoria Bernhardt) and Marshall University Leadership Studies Program

## TECHNOLOGY REQUIREMENTS AND SUPPORT

This course will use the new TAMU-CT Canvas Learn learning management system for class communications, content distribution, and assessments. Logon to <https://tamuct.blackboard.com> to access the course. Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address). Initial password: Your MyCT password.

For this course, you will need reliable and frequent access to a computer and to the Internet. There are several links that will help you navigate the course on the left hand side of the screen. There is also a link to Canvas Help from inside the course on the left-hand menu bar should you encounter any difficulties. The first week of the course includes activities and assignments that will help you get up to speed with navigation, sending and receiving messages and discussion posts, and submitting an assignment. Your ability to function within the Canvas system will facilitate your success in this course. *Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.*

For issues related to course content and requirements, contact your instructor. For technological or computer issues, 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>.



## COURSE OUTLINE AND CALENDAR

EDLD 5301 Course Outline and Calendar, Fall 2017			
Focus Areas	Points	Due Dates	Assignments
e-learn 1: Research 8/28-10/06		9/09	Read <i>Making Sense of Research</i>
	20	9/09	Face-to-face Class Meeting (1)
	40	9/16	Journal Entry 1 ( <i>Ambulance Down in the Valley</i> ) due
	40	9/30	Research Article Critique due
	40	10/06	Mentor Consultation/Reflection 1 due (f2f)
e-learn 2: Information and Analysis 10/07-11/03		10/07	Face-to-face Class Meeting (2)
		10/14	Read <i>Data Analysis for Continuous School Improvement</i>
		10/21	Team work at campus in order to complete Journal 2
	40	10/28	Journal Entry 2 (Information and Analysis Continuum) due
	60	11/03	Data Collection and Analysis using Multiple Measures due
	40	11/03	Mentor Consultation/Reflection 2 due (f2f)
		11/04	Face-to-face Class Meeting (3)
e-learn 3: Continuous Improvement 11/04-11/19		11/11	Read <i>The School Portfolio</i> and <i>The School Portfolio Toolkit</i>
	40	11/11	Journal Entry 3 (Quality Planning Continuum) due
	80	11/18	School Portfolio due
	40	11/19	Mentor Consultation/Reflection 3 due (f2f)
e-learn 4: Qual Planning 11/20-12/02		11/21	Read <i>The Action Research Guidebook</i>
	40	12/02	Journal Entry 4 (Action Research Focus) due
	140	12/02	Action Research Plan due
			12/02
	40	12/02	Action Research Presentation
e-learn 5: Assessment 12/03-12/15		TBD	AR Presentation Feedback
	40	12/09	Fit2Lead Continuous Improvement Analysis and Planning
	40	12/08	Mentor Consultation/Reflection 4 due (f2f)
	20	TBD	Face-to-face Reflections Class
<b>Total</b>	<b>720</b>		

*Specific instructions for each e-learn unit are outlined within Canvas. This course outline and calendar serve as a broad overview that is to be printed and displayed in a prominent location in your work space. For successful completion of this course, it is recommended that students follow the calendar for readings and assignments in order to manage time. It is highly recommended that during the first mentor reflection meeting, students schedule the remaining three mentor meetings with their principals at least one week prior to the mentor reflection due date.*

## COURSE AND UNIVERSITY PROCEDURES AND POLICIES

### DROP POLICY

If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Instructors cannot drop students; this is always the responsibility of the student. The records office will provide a deadline for which the form must be returned, completed and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. Should you still be enrolled, FOLLOW-UP with the records office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow procedure, you will receive an F in the course.

### ACADEMIC INTEGRITY

Texas A&M University - Central Texas expects all students to maintain high standards of honor in personal and scholarly conduct. Any deviation from this expectation may result in a minimum of a failing grade for the assignment and potentially a failing grade for the course. All academic dishonesty concerns will be reported to the university's Office of Student Conduct. Academic dishonesty 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. When in doubt on collaboration, citation, or any issue, please contact me before taking a course of action. More information can be found at <http://www.tamuct.edu/departments/studentconduct/academicintegrity.php>.



#### DISABILITY SUPPORT SERVICES

If you have or believe you have a disability and wish to self-identify, you can do so by providing documentation to the Disability Support Coordinator. Students are encouraged to seek information about accommodations to help assure success in courses. Please call (254) 501-5831 or visit Founder's Hall 114. Additional information can be found at <http://www.tamuct.edu/departments/disabilitysupport/index.php>.

#### TUTORING

Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing. Tutors are available at the Tutoring Center in Warrior Hall, Room 111. Visit [www.ct.tamus.edu/AcademicSupport](http://www.ct.tamus.edu/AcademicSupport) and click "Tutoring Support" for tutor schedules and contact info. If you have questions, need to schedule a tutoring session, or if you're interested in becoming a tutor, contact Academic Support Programs at 254-501-5830 or by emailing [c.garza@tamuct.edu](mailto:c.garza@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 TAMU-CT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Writing, Career Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, log into your Blackboard account and click on <http://www.tamuct.edu/departments/academicsupport/tutoring.php>.

#### UNIVERSITY WRITING CENTER

The University Writing Center at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students. The UWC is located in 416 Warrior Hall. Students should check the webpage for hours of operation. 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. Students may also arrange a one-on-one session with a trained and experienced writing tutor. Tutorials can be arranged by visiting the UWC. Tutors are prepared to help writers of all levels and ability at any stage of the writing process. Sessions typically last between 20-30 minutes. White tutors will not write, edit, or grade papers, they will help students develop more effective invention and revision strategies.

#### LIBRARY SERVICES

**Library distance education services** aims to make available quality assistance to Texas A&M-Central Texas students seeking information sources remotely by providing digital reference, online information literacy tutorials, and digital research materials. Much of the A&M-CT collection is available instantly from home. This includes over half of the library's book collection, as well as approximately 25,000 electronic journals and 200 online databases. Library Distance Education Services are outlined and accessed at: <http://www.tamuct.edu/departments/library/index.php>

**Information literacy** focuses on research skills which prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, but is not limited to: the exploration of information resources such as library collections, the identification of appropriate materials, and the execution of effective search strategies. Library Resources are outlined and accessed at: <http://www.ct.tamus.edu/departments/library/index.php>.

#### INSTRUCTOR POLICIES

**Student Created Content:** All content submitted to the course for credit must be the student's own creation. Students must write or paraphrase and properly cite all content submitted to discussion boards, wikis, reflections, grant projects, and essays. **APA Style:** All text and citations submitted for course credit must follow the guidelines of the *Publication Manual of the American Psychological Association (6<sup>th</sup> ed.)*.