

**Texas A&M University - Central Texas
PSYC 301-110 PSYCHOLOGY OF LEARNING**

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Elyse J. Carlson, M.S.

Office: N/A

Phone: N/A

Email: Via Canvas inbox (preferred), or elyse.carlson@tamu.edu

Office Hours: By appointment only

Mode of instruction and course access:

This course is a 100% online course and uses TAMUCT Canvas system (<https://tamuct.instructure.com>). You will use your MyCT username and password to log on to and utilize this system.

What to Expect from This Course:

This course is an eight week long online course. There are a lot of misconceptions and false expectations surrounding both of these class formats. Students are often under the misconception that compared to face to face courses, online courses are “easier.” In some ways this is true: you don’t need to leave your house to go to class, and you can attend class at noon or 3am depending on what works best with your individual schedule. In other ways, an online class can be more difficult. It often requires different learning strategies, more reading and writing rather than verbal discussion, and the ability to manage time efficiently. A quality online course should also have just as much class work and should cover the same content as a face to face course. The same goes for an eight week course when compared to a full semester course. This ensures that all students in the same degree program are doing the same amount of work and covering the same content for the same number of credits. If you do not have time to take a face to face course right now, you probably do not have enough time to devote to this class.

This course will be fast paced and will cover a lot of content so it is imperative that you remain vigilant about deadlines and work ahead when possible. Please carefully and realistically evaluate your own skills, learning strategies, motivation and personal circumstances when deciding whether to pursue this course format. Everyone learns differently, and online courses are not for everyone. It is better to drop the course rather than find yourself over your head.

What I Expect from the Student:

I expect that all students will keep up with the course materials and be prepared to discuss them in the discussion board posts. I expect students to treat the professor and each other with respect, and to help each other out when another student poses a question. Online classes are much more student directed than traditional classes. If everyone is actively engaged in discussion

of course materials, everyone benefits and gains a better understanding and different perspectives on each individual topic.

I expect students to ask questions. The only stupid questions are the ones not asked. You will not learn as much, and I will not know if the material is unclear if no one asks any questions. However, I ask that students do not email me with questions related to the course. I will have a forum on Canvas where you may pose any content-related questions and will answer the questions there. I want to give everyone the opportunity to see the questions posed by other students, and for students to help each other find the answers. This enhances the learning process and prevents me from answering the same question several times over. The exception to this rule is if a student has a personal question or concern; in these instances, please email me through Canvas inbox.

Finally, and most importantly, I expect each student to put forth his or her best effort. The cost of a college education is expensive and your time and money is valuable. You cannot get the most out of this course unless you fully participate and give it 100%. I encourage students to explore new ideas and challenge old ones and to dig below the surface. This is your education, make the most of it!

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>) 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:

Psychology of Learning. (3-0). An investigation into the major theoretical approaches, concepts and principles, and experimental methods of learning. Prerequisites: PSY 101 or approval of the School Director.

Course Objective:

Student Learning Outcomes

1. *Demonstrate factual knowledge of the major principles and theories of learning.* Students will read about, interpret, research, and discuss the concepts and

implications of learning for each of the major schools of thought. Students will demonstrate this knowledge by recalling and defining key terms and concepts on the chapter quizzes and on the midterm and final exams.

2. *Apply factual knowledge in order to critically analyze major principles and theories of learning.* Students will demonstrate mastery of key terms and concepts by critiquing peer-reviewed journal articles. Students will work in small groups to develop a PowerPoint presentation to share with the class which will summarize and elaborate upon their chosen journal article.

3. *Exhibit the ability to articulate oneself clearly in writing.* Students will be able to express themselves effectively in writing and demonstrate competence in APA style. Students will apply these skills on all writing assignments including discussion board posts, short answer and essay questions on exams, and on article critiques.

4. *Apply course material to develop and enhance critical thinking and problem solving skills.* Students will connect concepts read about in the text and lecture videos to problems which may be encountered in the field of psychology and in their own everyday lives. This will be achieved through writing assignments including the discussion board posts, as well as asking and answering questions and comments posed by their peers on the discussion board as well as on PowerPoint presentations.

Required Reading – Textbooks:

American Psychological Association. (2009). *Publication manual of the American psychological association* (6th ed.). Washington, DC: Author. ISBN: 978-1-4338-0561-5

Ormrod, J. E. (2016). *Human Learning* (7th ed.). Boston, MA.: Pearson. ISBN: 9780133579284

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

COURSE REQUIREMENTS

Chapter Quizzes: (130 total points)

There will be a quiz at the end of each chapter. These quizzes are designed to test your basic comprehension of the material you just read in the corresponding chapter. Each quiz will be worth ten points and will be open book and open notes. The format will consist of multiple choice questions. Once you begin the quizzes, you must finish them in the same session. You **MAY NOT** seek the help of other students on these quizzes. Students are on the honor system for these exams and any violation will result in the student receiving a zero (0)

for the quiz and the possibility of further sanctions according to university policy (see Academic Honesty & Integrity, below).

Learning Outcomes Targeted: #1

Article Critiques: (120 total points)

Oftentimes, students find it difficult to apply textbook material to “real life” situations or find the classroom environment to be too “sterile.” In order to make this course more applied, students will read peer-reviewed journal articles which tie in to topics covered in each chapter. **You do not need to be an expert in the research methods or statistical analyses used in these articles!** The important part of these assignments is that you are exposed to how these concepts apply to the field of psychological science and that you understand the main ideas of the articles.

Students will write a 1-2 page single spaced critique of six of the journal articles read this semester (you do not have to write a paper the week you present an article for the class). Your critique should include the following:

1. A brief summary of the textbook chapter as it relates to the article
2. A critical summary of the review article:
 - a. Why is this article important?
 - b. Does it support or contradict the text? In what ways?
 - c. What are strengths and weaknesses of the article?
 - d. Is there an alternative explanation for the finding? What is possible contradictory evidence?
3. Your opinion and reaction to the article

This paper should be written in APA format and submitted via Canvas’s TurnItIn tool. Students are not allowed to quote or use close paraphrases for any writing assignment in this course. If students have content that is identical or very similar to another work, students will not be given credit for the assignment. Additionally, I will drop your lowest critique grade at the end of the semester. The grading rubric will be posted for students to view on Canvas.

Learning Outcomes Targeted: #2, #3, #4

Discussion Board Questions (60 total points)

Students will post at least one thoughtful question or comment (i.e. not “this article sucks,” “I didn’t understand this article,” “I really liked this article”) to the discussion board related to each journal article we review. Students do not need to post a discussion question on the week they present. These questions are meant to spark discussion and conversation and also to aid in the development of the Powerpoint presentation for those who are presenting that week. The grading rubric will be posted for students to view on Canvas.

Learning Outcomes Targeted: #2, #3, #4

Powerpoint Presentation: (100 total points)

Students will select one of the assigned journal articles and develop a Powerpoint presentation for the class to view. This will be completed either singly or in small groups. The presentation can include audio and visual content, but it must not distract from the presentation and must relate to the information discussed. The Powerpoint should follow the general outline of the article critique and must include an APA style references slide at the end. Students are encouraged to look at the questions asked by their peers pertaining to the article and attempt to answer some of them within the body of the presentation. You should also include a written narrative for students to follow along with while viewing the slides in the “notes” section of the Powerpoint. The narrative should not be copied and pasted- it must be in your OWN WORDS and correctly cited using in text citations. The narrative should read as if you were giving an oral presentation in front of a face-to-face class. The grading rubric will be posted for students to view on Canvas. Powerpoints will be due by 11:59pm at the end of the week (Tuesday) that the article was assigned.

Learning Outcomes Targeted: #2, #3, #4

Powerpoint Reflection: (20 total points)

Students will write a brief (1-2 pages single spaced) reflection regarding their Powerpoint Presentations. Students will reflect on what went well, what they could improve on in the future, and each person’s contributions to the presentation. This is to ensure that every member of the group contributes to the presentation and one person is not doing all of the work. This will be used to assist with giving participation grades for the Powerpoint presentation so make sure that you are honest about each member’s contributions! The grading rubric for this assignment will be posted for students to view on Canvas.

Learning Outcomes Targeted: #3

Avoiding Plagiarism Module: (70 total points)

Plagiarism is an academic “crime” which comes with serious consequences. Unfortunately, most cases of plagiarism are also unintentional. In order to ensure that students do not make this mistake, students will complete the “Avoiding Plagiarism Module.” Students will view a series of videos about what constitutes plagiarism, consequences of plagiarism, and how to avoid committing plagiarism. Students will then complete the quizzes at the end of the module to check their understanding of these important concepts.

Learning Outcomes Targeted: #3

Exams: (300 total points)

There will be two exams- a mid-term and a final exam. These exams **ARE COMPREHENSIVE** and will cover all of the material up to the exam dates. These exams are worth 150 points each and will consist of multiple choice, fill in the blank, matching,

short answer and essay questions.

All exams are open book and open note but are to be completed independently. Once you begin an exam, you must finish it in the same session. You **MAY NOT** seek the help of other students on these quizzes. You must use your **OWN WORDS** when writing out short answer and essay questions. **Quoting or using wording or sentence structure which is markedly similar to the original source will result in a zero (0) for the exam even if properly cited**, and the possibility of further sanctions according to university policy. You will not be timed on these exams so there is no excuse for plagiarism or sloppy/lazy writing. Make sure you read over your responses to be sure they are your own before submitting the exams! Students are on the honor system for these exams and any violation will result in the student receiving a zero (0) for the exam and the possibility of further sanctions according to university policy (see Academic Honesty & Integrity, below).

Learning Outcomes Targeted: #1, #2, #3

Grading Criteria Rubric and Conversion

Graded Assignments	# Due	Points Each	Points Total	% of Overall Grade
Chapter Quizzes	13	10	130	16.25%
Article Critiques	6	20	120	15.0%
Discussion Board Questions	6	10	60	7.5%
Avoiding Plagiarism Module	1	70	70	8.75%
Powerpoint Presentation	1	100	100	12.5%
Powerpoint Reflection	1	20	20	2.5%
Midterm Exam	1	150	150	18.75%
Comprehensive Final Exam	1	150	150	18.75%
			800	100%

Posting of Grades:

All student grades should be posted on the Canvas Grade book and students should monitor their grading status through this tool.

Grades for non-writing assignments will be posted on Canvas 3 business days after the deadline. Grading for writing assignments will begin as soon as the assignments are turned in. Grades for these assignments typically will be posted within 7-10 days.

Please note that grades for this class are not 'given'; they are earned. Students earn points by actively utilizing course content and by demonstrating their grasp of subject-matter on quizzes, exams, and written assignments. Grades are determined based on the percentage of points earned on each assignment and the assignment's weight toward the overall course grade. (To calculate your overall grade to date, multiply the percentage of points earned for

each assignment by the 'Percentage of Overall Grade for Each Assignment' above, then sum all points earned.)

Grade	University Definition	Course Definition	Points	Percentage
A	Excellent	Exceptional	900-1000	90-100%
B	Good	Above Average	800-890	80-89%
C	Fair	Average	700-790	70-79%
D	Passing	Unsatisfactory	600-690	60-69%
F	Failing	Failing	599 and Below	59% and Below

Late Work Policy and Posting of Grades:

I will **NOT** accept any late assignments. As this is an online course, I will post several units of materials and assignments at a time so you may work ahead if you choose. It is the responsibility of the student to be aware of deadlines and not push things off until the last moment. As you are budgeting out your time remember Murphy's Law- whatever can go wrong will- children will get sick, technology will fail and dogs will eat things. Prepare ahead of time so you don't put yourself in a situation where you are panicking at the last minute.

However, I also understand that sometimes the unforeseeable does occur. If there is an emergency situation, please send me a private message immediately and we can discuss the possibility of an extension or a make-up assignment. Make-up assignments will be granted only under exceptional circumstances (e.g., cardiac arrest or death of first-degree relative) and when accompanied by official documentation of your emergency (e.g., a note from the academic dean or a copy of an obituary). Make-up assignments may differ in format from the one given at the scheduled time. The professor reserves the right to determine if circumstances merit an extension or a make-up assignment. **IN ORDER TO BE FAIR TO ALL STUDENTS, THERE ARE NO EXCEPTIONS TO THESE POLICIES.**

All work must be submitted through Canvas unless arranged with me ahead of time. Any other work not submitted through Canvas will not be counted for a grade, regardless of the quality of the work. Once an assignment has been submitted through Canvas, that assignment will be considered completed. Please be mindful of time when submitting assignments through Canvas- it is very sensitive to deadlines and will disable the ability to submit an assignment immediately after the deadline has passed. All deadlines are in Central Standard Time. If you are not in Central Standard Time zone, please plan accordingly and calculate what time assignments are due in your particular area. Please make sure your computer and your documents are virus free before submitting them. If I cannot open or read them, I cannot grade them.

Grades will not be posted on Canvas until after the assignment deadline has passed, even if you submit the assignment early. As soon as written assignments are submitted, I will begin grading them and will do my best to have them back to you within one week. Students will be provided with grading rubrics which will be used to determine grades on each assignment.

If there are any questions or concerns about your grade, please do not hesitate to contact me!

TECHNOLOGY REQUIREMENTS AND SUPPORT.

Technology Requirements:

Students must be able to perform basic computer skills such as access to the internet, log onto websites that require usernames and passwords, navigate tabs and links on web pages, open and send emails, create and send attachments, download and view attachments including Microsoft Word documents and PowerPoint slideshows, open and view streaming videos, input and save information entered into online questionnaires, create, save, and upload files in widely-accessible formats (e.g., .rtf, .pdf, or .docx), and create folders on personal computers to organize and save completed work. Students will need reliable and frequent access to a computer and to the internet. Students will also need a headset with a microphone (or speakers and a microphone) to listen to online resources and conduct other activities in the course.

This course will use the TAMUCT Instructure Canvas learning management system. Log on to TAMUCT Canvas (<https://tamuct.instructure.com>)

User Name: Your MyCT username (e.g. xx123 or everything before the “@” in your MyCT email address)

Password: Your MyCT password

Technology Support:

For log-in problems, students should contact the Help Desk Central, accessible 24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: 254- 519- 5466

Web Chat: <http://hdc.tamu.edu>

Make sure you let the support technician know that you are a Texas A&M University-Central Texas students.

For issues with Canvas, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line at 1-844-757-0953. Links to

everything are found inside of Canvas suing the “Help” link.

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

COURSE OUTLINE AND CALENDAR

<u>Week</u>	<u>Chapters</u>	<u>Instructional Activities</u>	<u>Assignments Due</u>
	Getting Started	<ul style="list-style-type: none"> • Establish library access from home • Create a quiet study environment • Resolve all computer difficulties • Find 2 'back-up' computers w/internet 	
Week 1: 08/28- 09/06	<p>Chapter 1: Perspectives on Learning (pp. 1-11)</p> <p>Chapter 2: Learning and the Brain (pp. 14-34)</p>	<ul style="list-style-type: none"> • Read Ormrod Chapter 1 & Chapter 2 • Review PPTs for Chapter 1 & Chapter 2 • Start Atomic Learning Module on APA format • Read Newport, E. L. (1990). Maturational constraints on language learning. <i>Cognitive Science</i>, 14, 11-28. 	<ul style="list-style-type: none"> • Discussion Board post <ul style="list-style-type: none"> ○ Due 09/02 at 11:59pm • Chapter 1& 2 Quiz <ul style="list-style-type: none"> ○ Due 09/06 at 11:59pm • Select a Research Article to Present <ul style="list-style-type: none"> ○ Due 09/06 at 11:59pm • Newport (1990) article critique <ul style="list-style-type: none"> ○ Due 09/06 at 11:59pm
Week 2: 09/04 – 09/13	<p>Chapter 12: Metacognition, Self-Regulated Learning, and Study Strategies (pp. 346 – 373)</p> <p>Chapter 13: Transfer, Problem Solving, and Critical Thinking (pp. 383-419)</p>	<ul style="list-style-type: none"> • Read Ormrod Chapter 12 & Chapter 13 • Review PPT for Chapter 12 and Chapter 13 • Finish Atomic Learning Module on APA Format • Read De Corte, E. (2003). Transfer as the productive use of acquired knowledge, skills, and motivations. <i>Current Directions in Psychological Science</i>, 12(4), 142- 146. 	<ul style="list-style-type: none"> • Discussion board post <ul style="list-style-type: none"> ○ Due 09/09 at 11:59pm • Chapter 12 & 13 Quiz <ul style="list-style-type: none"> ○ Due 09/13 at 11:59pm • De Corte (2003) article critique <ul style="list-style-type: none"> ○ Due 09/13 at 11:59pm • Avoiding Plagiarism Module Quiz

		<ul style="list-style-type: none"> • Atomic Learning Module: Avoiding Plagiarism 	<ul style="list-style-type: none"> ○ Due 09/13 at 11:59pm
<p>Week 3: 09/11 – 09/20</p>	<p>Chapter 3: Behaviorist Principles and Theories (pp. 35-75)</p> <p>Chapter 4: Applications of Behaviorist Principles (pp. 76-91, 111-112)</p>	<ul style="list-style-type: none"> • Read Ormrod Chapter 3 & Chapter 4 • Review PPTs for Chapter 3 & Chapter 4 • Read McPhilemy, C. & Dillenburg, K. (2013). Parents' experiences of applied behavioral analysis (ABA)-based interventions for children diagnosed with autistic spectrum disorder. <i>British Journal of Special Education</i>, 40(4), 154- 161. 	<ul style="list-style-type: none"> • Discussion Board Post <ul style="list-style-type: none"> ○ Due 09/16 at 11:59pm • Chapter 3 & 4 Quiz <ul style="list-style-type: none"> ○ Due 09/20 at 11:59pm • McPhilemy (2013) article critique <ul style="list-style-type: none"> ○ Due 09/20 at 11:59pm
<p>Week 4: 09/18 – 09/27</p>	<p>Chapter 5: Social Cognitive Theory (pp. 113 – 139)</p> <p>Midterm Q&A and Review</p>	<ul style="list-style-type: none"> • Read Ormrod Chapter 5 • Review Chapter 5 PPT • Read Pedersen, S., Gronhoj, A., & Thorgersen, J. (2015). Following family or friends. Social norms in adolescent healthy eating. <i>Appetite</i>, 86, 54-60. • Review of first 8 weeks 	<ul style="list-style-type: none"> • Discussion Board Post <ul style="list-style-type: none"> ○ Due 09/23 at 11:59pm • Chapter 5 Quiz <ul style="list-style-type: none"> ○ Due 09/27 at 11:59pm • Pedersen (2015) article critique <ul style="list-style-type: none"> ○ Due 09/27 at 11:59pm • Midterm Exam <ul style="list-style-type: none"> ○ Due 09/27 at 11:59pm
<p>Week 5: 09/25 – 10/04</p>	<p>Chapter 10: Cognitive-Developmental Perspectives (pp. 277 – 301)</p> <p>Chapter 11: Sociocultural Theory and Other Contextual Perspectives (pp. 302 – 327)</p>	<ul style="list-style-type: none"> • Read Ormrod Chapter 10 & Chapter 11 • Review PPTs for Chapter 10 & Chapter 11 • Read Haden, C. A. (2010). Talking about science in museums. <i>Child Development Perspectives</i>, 4(1), 62-67. 	<ul style="list-style-type: none"> • Discussion Board Post <ul style="list-style-type: none"> ○ Due 09/30 at 11:59pm • Chapter 10 & 11 Quiz <ul style="list-style-type: none"> ○ Due 10/04 at 11:59pm • Haden (2010) article critique <ul style="list-style-type: none"> ○ Due 10/04 at 11:59pm
<p>Week 6: 10/02 –</p>	<p>Chapter 6: Introduction to</p>	<ul style="list-style-type: none"> • Read Ormrod Chapter 6 & Chapter 7 	<ul style="list-style-type: none"> • Discussion Board Post

<p>10/11</p>	<p>Cognitivism (pp. 144 - 161)</p> <p>Chapter 7: Basic Components of Memory (pp. 162 - 185)</p>	<ul style="list-style-type: none"> • Review PPTs for Chapter 6 & Chapter 7 • Read Schweizer, S., & Dalglish, T. (2016). The impact of affective contexts on working memory capacity in healthy populations and in individuals with PTSD. 	<ul style="list-style-type: none"> ○ Due 10/07 at 11:59pm • Chapter 6 & 7 Quiz <ul style="list-style-type: none"> ○ Due 10/11 at 11:59pm • Schweizer (2016) article critique <ul style="list-style-type: none"> ○ Due 10/11 at 11:59pm
<p>Week 7: 10/09 – 10/18</p>	<p>Chapter 8: Long Term Memory Storage and Retrieval Processes (pp. 190 -232)</p> <p>Chapter 9: The Nature of Knowledge (pp. 162 - 185)</p>	<ul style="list-style-type: none"> • Read Ormrod Chapter 8 & Chapter 9 • Review PPTs for Chapter 8 & Chapter 9 • Read Shaw, J., & Porter, S. (2015). Constructing rich false memories of committing crime. <i>Psychological Science</i>, 26(3), 291-301. • Begin reviewing for final exam 	<ul style="list-style-type: none"> • Discussion Board Post <ul style="list-style-type: none"> ○ Due 10/14 at 11:59pm • Chapter 8 & 9 Quiz <ul style="list-style-type: none"> ○ Due 10/18 at 11:59pm • Shaw (2015) article critique <ul style="list-style-type: none"> ○ Due 10/18 at 11:59pm
<p>Week 8: 10/16 – 10/20</p>	<p>Final course wrap up and review</p>	<ul style="list-style-type: none"> • Review of all chapters • Final Exam 	<ul style="list-style-type: none"> • Final Exam <ul style="list-style-type: none"> ○ Due 10/20 at 11:59pm • Celebrate a job well done! <ul style="list-style-type: none"> ○ 10/21 at 12:00am ☺

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. Professors **cannot** drop students; this is always the responsibility of the student. The record’s 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 the procedure, you will receive an F in the course.

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 an education that is barrier-free. The Office of Disability Support and Access is responsible for ensuring that students with a disability enjoy equal access to the University's programs, services and activities. Some aspects of this course or the way the course is taught may present barriers to learning due to a disability. If you feel this is the case, please contact Disability Support and Access at (254) 501-5831 in Warrior Hall, Ste. 212. For more information, please visit their website at www.tamuct.edu/disabilitysupport. Any information you provide is private and confidential and will be treated as such.

For more information, please visit the Access & Inclusion webpage at <https://www.tamuct.edu/student-affairs/access-inclusion.html>.

Tutoring. Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Advanced Math, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Room 111. If you have questions, need to schedule a tutoring session, or if you are interested in becoming a tutor, contact Academic Support Programs at 254-519-5796 or by emailing Larry Davis at lldavis@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 TAMUCT 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.

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 TAMUCT 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 TAMUCT 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 homepage:

<http://www.tamuct.edu/departments/library/index.php>

Sexual Violence at Texas A&M University-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 Counseling Services (254- 501- 5956) located on the second floor of Warrior Hall. Sexual violence can occur on our campus because predators often feel emboldened, while victims often feel silenced or shamed. It is imperative for all of us to find ways to actively create environments that tell predators that we don't agree with their behaviors and tell survivors that we support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policies and resources, visit the Title IX website: <https://www.tamuct.edu/departments/compliance/titleix.php>