

## **ANTH 5351 FORENSIC ANTHROPOLOGY (GRADUATE)**

**Class Location: FH 312**

**Class time: Mon & Wed 9:30am-10:45 am**

### **INSTRUCTOR AND CONTACT INFORMATION**

Instructor: Christine Jones, PhD  
Faculty blog: <http://anthrowarrior.blogspot.com>  
Office: FH 217K  
Contact me: [Bioarchjones@tamuct.edu](mailto:Bioarchjones@tamuct.edu)

### **OFFICE HOURS**

Mon & Wed 1:45-3:45, Thurs 12-2pm

### **COURSE DESCRIPTION**

This course is a broad overview of forensic anthropology, the application of the science of physical anthropology to the legal process. Students will learn the techniques used by forensic anthropologists to identify human remains, both skeletal and decomposed. Topics include the determination of age, sex, ancestry, stature, and unique features of a decedent from the skeleton and how these are used to help establish a positive identification. An overview of trauma and other pathological conditions of the skeleton show how forensic anthropologists can provide information to help determine the cause and manner of death. Classes will be a combination of lecture and laboratory exercises.

### **Mode of instruction and course access**

This course meets face-to-face. Check Canvas daily for any course announcements or schedule changes.

### **Student-instructor interaction**

During the week (Mon-Fri) I usually check emails often and respond within 24 hours. I may not respond to weekend emails until Monday or Tuesday. Email is a better way to reach me than Canvas message. If you plan to come to my office hours, please mention it or send me a quick email so I can make sure to have enough time to schedule and see all students.

### **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.

## LEARNING OBJECTIVES

At the end of this course it is expected that students will:

- Have a thorough understanding of the discipline of forensic anthropology at the graduate level
- Learn basic human osteology and identify the various methods used in determining sex, age, and ancestry from human skeletal remains
- Identify the methods used in determining trauma and/or pathological conditions of the human skeleton and explain the steps necessary to establish a positive identification.
- Be able to comprehensively read and critically evaluate scientific publications within the discipline
- Be able to participate meaningfully in classroom lab exercises, showing the ability to think critically beyond their own area of expertise and communicate with colleagues in an academic setting.
- Have acquired the necessary background knowledge to critically evaluate future significant research developments within Biological Anthropology that are typically reported in major scientific journals (Science, Nature, Proceedings of the National Academy of Sciences) as well as the mainstream media.

## REQUIRED TEXTBOOKS

Book Title	Year	Author	ISBN	Ed.	Publisher
Forensic Anthropology	2014	Christensen	9780124186712	1st	Academic
Human Bone Manual	2005	White	9780120884674		Academic

## COURSE REQUIREMENTS

1. **Reading assignments:** Readings from the textbooks are listed in the course calendar below. It is best to read the chapters just before the class under which they are listed. Additional readings from peer-reviewed academic journals are provided as references noted under each week of the course. These readings will be utilized as part of the student's annotated bibliography. It is the student's responsibility to acquire these readings using the e-journals feature of our library website. If further assistance is required, students should contact the library for help with accessing online resources.
2. **Assisting with in class assignments:** There are 4 total hands-on "lab" participation assignments. 2 of these are based on lectures or readings of new material and 2 of these are related to our fieldwork project. Materials for these assignments (handouts, etc) will be provided on the class day they are assigned. You must be present to get credit for these assignments (see makeup policy). As a graduate student, you will be asked to explain concepts to undergraduates and/or proctor certain portions of each in-

class assignment. Graduate students will consult with the instructor prior to a scheduled in-class assignment in order to ensure they are prepared to assist, as their grade is based on participation, not on completing/submitting an assignment.

3. **Bone Practicals:** There are 6 bone practicals (dates on schedule) spread over the entire course. These are designed to test your knowledge of osteology in particular, divided by section of the body. Each practical consists of a series of stations where you will identify or label casts of bones to earn points. Study guides for each section will be provided. The dates for practicals at the graduate level are different than for undergraduates. Graduate practicals are held the course day before each undergraduate practical. \*\*If you wish to study for practicals using the same skeletal models we have available during lab time you can do so in a classroom (will be set up for you) during Dr. Jones office hours.
4. **Proctoring Undergraduate Practicals:** Graduate students will assist the instructor in proctoring the undergraduate practicals on the days listed (see schedule) and this counts as part of their participation grade. This grade is calculated separately from the graduate practical grade, and mastery on each graduate practical is not required to assist in proctoring.
5. **Annotated Bibliography (No exams or final report):** Graduate students will NOT be required to take in-class exams with undergraduate students, nor will they be required to submit a final report based on the field project. Instead of exams and the report, graduate students will be required to work on an annotated bibliography. They will present a draft version of their bibliography on the date of the undergraduate first exam, and a final completed version on the date of the final undergrad exam. A draft bibliography must be submitted on time in order for the final version to be accepted. Guidelines for the annotated bibliography are attached to the end of this syllabus. Please review all guidelines and consult with the instructor if you have any questions.
6. **Fieldwork Project:** The fieldwork project is a workshop that will involve a simulated burial site on campus where students will learn how to locate and properly excavate a burial. Graduate students will serve as field instructors during the class fieldwork project. As field instructors they will assist the instructor in preparing the scene for undergraduates, a task which will require at least 2-3 hours of preparation outside of the classroom. Once the project begins, graduate field instructors will assist the instructor in monitoring undergraduates and ensuring they are following appropriate protocol during the burial workshop. Three class days have been reserved for an outdoor workshop in human remains recovery during our normal class time. We will definitely use 2 days and the 3<sup>rd</sup> day is reserved for weather or problems. The actual recovery days will be finalized a week or so beforehand (since weather is a factor). **Please MARK YOUR SCHEDULES NOW.** Prior to the project we will review fieldwork methods in the classroom and further info will be provided.

**Grade posting:** All grades will be posted online; it usually takes about 1 week for me to grade your work. Be assured that I am grading your work as fast as I possibly can.

Coursework	Points
Annotated Bib. Draft	200
Annotated Bib. Final	200
Proctoring in-class labs	75
Assisting as grad field instructor	150
Proctoring undergrad practicals	75
Grad practicals (6 @ 50)	300
<b>Total:</b>	<b>1000</b>

Points	%	Grade
<b>900 – 1000</b>	90 – 100%	A
<b>800 – 899</b>	80 – 89%	B
<b>700 – 799</b>	70 – 79%	C
<b>600 – 699</b>	60 – 69%	D
<b>0 – 599</b>	0 – 59%	F

## GRADUATE COURSE SCHEDULE (Lecture topics listed by week)

FA=Forensic Anthropology main text, HB=Human bone manual

Practicals cover human bones only, specific info provided on study guides

Labs are in-class lab assignments

Week 1: Syllabus & Bone Biology

M Aug 28: Read FA ch 1, HB ch 1

W Aug 30: **GRAD PRACTICAL 1**, Read FA ch 2, HB 4 & 6

### Graduate readings:

- Boyd, C. and Boyd, D.C. 2011. Theory and the Scientific Basis for Forensic Anthropology *Journal of Forensic Sciences* 56(6): 1407-1415.
- Roberts, L.G. et al. 2016. An Update on the Hazards and Risks of Forensic Anthropology, Part 1: Human Remains. *Journal of Forensic Sciences* 61(s1): s5-s13.

Week 2: The skull & Sex determination (skull)

M Sep 4: LABOR DAY, no classes

W Sep 6: Proctor Undergrad practical 1, Read HB ch 7

### Graduate readings:

- Jung, H. and Woo, E. J. 2016. Evaluation of Mastoid Process as Sex Indicator in Modern White Americans using Geometric Morphometrics. *Journal of Forensic Sciences* 61(4): 1029-1033.
- Spradley, M.K., and R.L. Jantz. 2011. Sex Estimation In Forensic Anthropology: Skull Versus Postcranial Elements. *Journal of Forensic Sciences* 56(2): 289-296.
- Tise, M.L., Spradley, M.K. and B.E. Anderson. 2013. Postcranial Sex estimation of Individuals Considered Hispanic. *Journal of Forensic Sciences* 58(S1):S9-S14.
- Walker, P.L. 2008. Sexing skulls using discriminant function analysis of visually assessed traits. *American Journal of Physical Anthropology* 136:39-50.

Week 3: Ancestry & Cranial metrics

M Sep 11: **Assist LAB 1 (skull)**, Read FA ch 8

W Sep 13: Read FA ch 9

**Graduate readings:**

- Clark et al. 2016. Quantification of Maxillary Dental Arcade Curvature and the Estimation of Biological Ancestry in Forensic Anthropology. *Journal of Forensic Sciences* 61(1): 141-146.
- Edgar, H.J.H. 2013. Estimation Of Ancestry Using Dental Morphological Characteristics. *Journal of Forensic Sciences* 58(s1): S3-S8.
- Spradley, M.K. and R.L.Jantz. 2016. Ancestry Estimation in Forensic Anthropology: Geometric Morphometric versus Standard and Nonstandard Interlandmark distances. *Journal of Forensic Sciences* 61(4): 892-897.

Week 4: Odontology & Juvenile Age determination

M Sep 18: **GRAD PRACTICAL 2**, Read HB ch 8,

W Sep 20: Proctor undergrad practical 2, Read FA ch 10 up to pg 251

**Graduate readings:**

- Rissech, et al. 2013. A Collation of Recently Published Western European Formulae for Age Estimation of Subadult Skeletal Remains: Recommendations for Forensic Anthropology and Osteoarchaeology. *Journal of Forensic Sciences* 58(S1): S163-S168.

Week 5: Forensic Context, Ethics & Shoulder/Thorax

M Sep 25: Read HB 3, 9, 10, 11

W Sep 27: **GRAD PRACTICAL 3**, Read FA ch 4

**Graduate readings: None this week.**

Week 6: Pelvic Girdle & Age/Sex determination

M Oct 2: Proctor undergrad practical 3

W Oct 4: **Assist LAB 2 (pelvis)**, Read FA finish ch 10

**Graduate readings:**

- Brickley, M., Dragomir, A.-M. and L. Lockau. 2016. Age-At-Death Estimates From A Disarticulated, Fragmented And Commingled Archaeological Battlefield. *International Journal of Osteoarchaeology*. 26: 408-419.
- Fleischman, M.S. 2013. A Comparative Assessment Of The Chen Et Al. And Suchey-Brooks Pubic Aging Methods On A North American Sample. *Journal of Forensic Sciences*. 58(2): 311-323.
- Milner, r. and J.L Boldsen. 2012. Transition Analysis: A Validation Study With Known-Age Modern American Skeletons. *American Journal of Physical Anthropology* 148:98-110.

- Villa, C., Buckberry, J., Cattaneo, C. and N. Lynnerup. 2013. Technical Note: Reliability of Suchey-Brooks and Buckberry-Chamberlain Methods on 3D visualizations from CT and laser scans. *American Journal of Physical Anthropology* 151:158-163.
- Walker, P.L. 2005. Greater Sciatic Notch Morphology: Sex, Age, and Population Differences. *American Journal of Physical Anthropology* 127:385-391.

#### Week 7: Antemortem Pathology

M Oct 9: **GRAD PRACTICAL 4**, Read FA ch 12 & HB ch 14

W Oct 11: Proctor undergrad practical 4, Read HB Ch 19 on Age & Sex

#### **Graduate readings:**

- Baez-Molgado, S., Penaloza, A.M. Spradley, M.K. and E.J. Bartelink. 2013. Analysis of Bone Healing in a Postoperative Patient: Skeletal Evidence of Medical Neglect and Human Rights Violations. *Journal of Forensic Sciences* 58(4): 1050-1054.
- Burke, K.L. 2012. Schmorl's nodes in an American Military Population: Frequency, Formation, and Etiology. *Journal of Forensic Sciences* 57(3): 571-577.
- Zampetti, S. Mariotti, V., Radi, N. and M.G. Belcastro. 2016. Variation of skeletal degenerative joint disease features in an identified Italian modern skeletal skeleton. *American Journal of Physical Anthropology* 160:683-693.

#### Week 8: Midterm

M Oct 16: Study Session

W Oct 18: **Graduate Annotated Bibliography DRAFT due today** (Undergrad midterm)

#### Week 9: Taphonomy & Appendages/Stature

M Oct 23: Read FA ch 5, HB ch 5, 12, 13

W Oct 25: **GRAD PRACTICAL 5**, Read FA ch 11, HB ch 15 & 16,

#### **Graduate readings:**

- Jordana, F., Colat-Parros, J. and M. Benezech. 2013. Diagnosis Of Skull Fractures According To Postmortem Interval: An Experimental Approach In A Porcine Model. *Journal of Forensic Sciences* 58(S1): S156-S162.
- Wilson, R.J. et al. 2010. Evaluation of Stature Estimation from the Database for Forensic Anthropology. *Journal of Forensic Sciences*. 55(3): 684-689.

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Week 10: Victim ID & Fieldwork Prep

M Oct 30: Proctor undergrad practical 5, Read FA ch 14. Halloween costumes= 5 pts extra credit on practical

W Nov 1: **Assist LAB 3 (fieldwork prep)**, Read FA ch 6, HB ch 2

**Graduate readings:**

- Pietrangeli et al. 2009. Forensic DNA Challenges: Replacing numbers with names of Fosse Ardeatine's victims. *Journal of Forensic Sciences* 54(4): 905-908.
- Verna, E, et al. 2013. Discrete Traits of the Sternum and Ribs: A useful contribution to identification in Forensic Anthropology and Medicine. *Journal of Forensic Sciences* 58(3): 571-577.
- Ubelaker, D.H. and K.M. Zarenko. 2012. Can Handedness be determined from skeletal remains? A chronological review of the literature. *Journal of Forensic Sciences* 57(6): 1421-1426.
- Page, M. et al. 2011. Forensic Identification Science Evidence Since *Daubert*: Part 1—A Quantitative Analysis Of The Exclusion Of Forensic Identification. *Journal of Forensic Sciences* 56(5): 1180-1184.
- Page, M. et al. 2011. Forensic Identification Science Evidence Since *Daubert*: Part II—Judicial Reasoning In Decisions To Exclude Forensic Evidence On Grounds Of Reliability. *Journal of Forensic Sciences* 56(4): 913-917.

Week 11: FIELDWORK PLANNED

**M Nov 6: FIELDWORK DAY**

**W Nov 8: FIELDWORK DAY**

WEEK 12: Trauma Basics & Fieldwork

**M Nov 13: FIELDWORK DAY (reserved for weather)**

W Nov 15: **Assist LAB 4 (fieldwork lab)**, Read FA ch 13 & 15, HB ch 17.

**Graduate readings:**

- Nakhaeizadeh, S. et al. 2014. The Power of Contextual Effects in Forensic Anthropology: A Study Of Biasability In The Visual Interpretations Of Trauma Analysis On Skeletal Remains. *Journal of Forensic Sciences* 59(5): 1177-1183.

Week 13: Trauma and more, Happy Thanksgiving!

M Nov 20: READING/STUDY DAY (work from home)

W Nov 22: READING/STUDY DAY (work from home)

Week 14: Catch up week

M Nov 27 **GRAD PRACTICAL 6**, Read FA ch 3, 7 & HB ch 18

W Nov 29: Proctor undergrad practical 6

**Graduate readings:**

- Christensen, A.M and V.A. Smith. 2013. Rib Butterfly Fractures as a Possible Indicator of Blast Trauma. *Journal of Forensic Sciences* 58(S1): S15-S19.
- Reber, S.L. and T. Simmons. 2015. Interpreting Injury Mechanisms of Blunt Force Trauma from Butterfly Fracture Formation. *Journal of Forensic Sciences* 60(6):1401-1411.

Week 15: Trauma & Mass Death cont'd

M Dec 4: No chapter readings

W Dec 6: No chapter readings

Week 16: This is the end ☠

M Dec 11: Study Session

W Dec 13: **Graduate Annotated Bibliography Due**, Undergrad FINAL

## COURSE PROCEDURES AND POLICIES

**Handling human skeletal remains in this course:** Throughout this entire course we will be learning using reproduction (plastic) skeletons as well as actual human skeletal remains. You will be required to handle these materials as part of the course (during practicals and in class lab assignments). We will be excavating simulated burials. If you are not comfortable handling skeletal remains (either reproduction or actual) or if the idea of digging up a simulated murder victim/burial is difficult for you for any reason, please see the instructor as soon as possible to help determine if this course is right for you.

We will review a number of rules regarding the handling of skeletal remains to ensure they are not damaged during the class, but first and foremost of these involve food and drink. No food or drink (in any container type) is allowed on the same tables as our skeletons, for their safety! This includes candy and gum. You may stow your food and drink away safely in your bag or we can reserve a table/chair for food and drinks. Failure to observe these rules regarding food and drink can result in the instructor asking you to leave the classroom, which may affect your grade and participation in the course. There is no risk to you in terms of eating/drinking after handling these skeletons, but it's strongly recommended that you wash your hands before eating or drinking because eww.

### Diversity in the Classroom

Respect for cultural and human biological diversity are core concepts within the Social Sciences. In this course, each voice in the classroom has something of

value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. In this course we welcome individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences.

**Attendance & Makeup:** Attendance is a requirement of this course to succeed.

Absolutely No Makeups for any reason will be provided for practicals and fieldwork days.

Students may request a makeup for missing proctoring days or lab assistant days if the student misses due to illness or injury for example. To successfully makeup these assignments you MUST 1. Contact the instructor prior to the missed day (or within 24 hours of having missed the assignment in the case of emergencies) for purposes of making up the points; 2. Schedule with the instructor ASAP to take a makeup no later than 2 weeks after the original excused absence; and 3. Provide documentation (ex: doctor's note, police report) verifying the reason for your excuse. If you don't follow through on all three of these requirements you may be denied the request to makeup the work.

### **Late Work**

Late work is not accepted.

### **Modification of the Syllabus**

This syllabus may be revised in minor ways at the discretion of the instructor. The student is responsible for noting any changes in the syllabus. More than likely, a change in the syllabus will pertain to events in the Course Schedule.

## **ANNOTATED BIBLIOGRAPHY GUIDELINES**

An **annotation** is a summary and/or evaluation. Therefore, an **annotated bibliography** includes a summary and evaluation of each of **15 sources** in your bibliography. Your completed annotated bibliography will include 15 references with annotations, which you can select from the assigned graduate readings in this syllabus. You may also choose to include references that are not on this syllabus, but the instructor must give approval. The purpose of this assignment is

to familiarize you with the current state of scholarship within forensic anthropology by summarizing and critically evaluating the scholarly literature that is being produced at the graduate level and beyond. The annotated bibliography is the natural prelude to a research paper or literature review, and is a regular part of many graduate courses.

**You will submit a DRAFT annotated bibliography on Oct 18** which will include a list of all 15 references you have selected for the bibliography, and 8 completed annotations. Feedback will be provided for you so that you can improve your draft to submit the final version. **Your final completed annotated bibliography is due Dec 13** with annotations for all 15 references. I will not accept final bibliographies unless I have seen and approved the content of the draft version. **This means if you do not turn in a draft I will not accept a final version.** The annotated bibliography (BOTH DRAFT and FINAL) will be submitted in BOTH hard copy and online (a link on Canvas will be provided).

### **ANNOTATION CONTENT GUIDELINES**

Your 15 annotations (double spaced, 12 pt font) will be in APA style and you will do these three things for each annotation:

1. **Summarize:** Summarize the source in your own words. What are the main arguments? What is the point of this article? What topics are covered? If someone asked what this article is about, what would you say? (1 paragraph)
2. **Assess:** After summarizing a source, evaluate it. Is it a useful source? How does it compare with other sources in your bibliography? Is the information reliable? Is this source biased or objective? What is the goal of this source? (1 paragraph)
3. **Reflect:** Once you've summarized and assessed a source, you need to ask how it fits into your understanding of Forensic Anthropology. Was this source helpful to you? How does it help you shape your research into understanding this course? How might you use this source in a research project? Has it changed how you think about a topic within forensic anthropology? (1 paragraph)

Each annotation should be no more than 3 paragraphs or 1 page total per reference. Each annotation will be graded on how well it conveys each of these three things, and therefore they serve as the rubric for this assignment.

### **RUBRIC**

I will grade this paper for its length, content, adherence to syllabus guidelines, proper citation, and spelling/grammar. The style guidelines (see resources below) outline how to prepare your citations. The annotation guidelines (above) provide directions on how to prepare the annotations. Please review these guidelines closely and adhere to them during the production of your bibliography. Your draft bibliography will help me to give you feedback so you know you are on the right track for your final version. Remember, if you do not submit a draft bibliography I will not accept a final bibliography.

These online resources are supplements with examples of annotated bibliographies showing correct APA style:

<http://guides.library.cornell.edu/annotatedbibliography>  
<https://owl.english.purdue.edu/owl/resource/614/1/>

## UNIVERSITY POLICIES

### 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.

### Drop Policy

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

### Academic 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](#), 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 [WCOOnline](#) [<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/].

### **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 A&M-Central Texas, 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, 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].

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