EDUC 5370-110, CRN 80120, Techniques of Research
Fall 2018 rev. 08.01.2018
Texas A&M University-Central Texas
 Class Location & Time: Monday 6:00 pm-8:45 pm, Warrior Hall, Room 311

INSTRUCTOR AND CONTACT INFORMATION
Instructor: Stephen Anderson
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Phone: 512 508 0848
Email: stephen-c-anderson@tamuct.edu

Office Hours:
Tuesday 1:30-4:00; Wednesday 1:30-4:00; Thursday 1:30-4:00; Friday 9:00-11:30

Mode of instruction and course access:
This course meets face-to-face, (with supplemental materials made available online).
This course uses the A&M-Central Texas Canvas Learning Management System
[https://tamuct.instructure.com].

Student-instructor interaction:
I respond to emails as soon as possible. All students have my cell phone number and I respond
to calls as soon as possible. I have 10 office hours each week and also use Canvas for grades and
syllabi.

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 911Cellular 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: The curriculum selection, design, implementation, and evaluation processes within the classroom and school district settings are examined. Factors that influence the curriculum decision-making process and a review of theories of curriculum development will be researched. Curriculum alignment and curriculum auditing will be major emphases of this course. Students will closely examine the backward design of the curriculum process.

Course Objective: The purpose of this course is to provide teachers and administrators with current research and trends associated with curriculum design. It is important for teachers and administrators to have a knowledge and understanding of the basic theories and principles related to curriculum development and to be able to use this information in planning and implementing instruction in the classroom.

Student Learning Outcomes:

1. Identify the principles of research by recognizing and comparing the characteristics of the following models of quantitative and qualitative research models: survey, correlation, causal-comparative, experimental, case study, ethnographic and action. (Discussion, quizzes, presentations, exams, and writing assignments.)

2. Describe the advantages of the scientific method compared to other approaches of gaining knowledge. Identify and describe the major steps involved in conducting a scientific research study by developing a research study (i.e., research question(s), sample, method of data collection and analysis, and major findings and conclusions). (Discussion, quizzes, presentations, exams, and writing assignments.)

3. Using electronic and institutional resources, conduct library research to design and propose an original research proposal for conducting a study using (with instructor guidance) the manuscript guidelines established according to the Publication Manual of the American Psychological Association (APA). (Library research, technology utilization, writing assignments, and completed research proposal.)

4. Write a research proposal that includes: the development of an appropriate research topic, specific research questions, a critical review of literature, the research model, sample selection, procedure for collection and analysis of data, and procedures to ensure the validity and reliability of the findings. (Library research, writing assignments, and completed research proposal.)

5. Develop problem-solving, analytic, interpersonal, project management and academic writing skills as part of the learning process. (Discussion, quizzes, presentations, exams, and writing assignments.)

6. Conduct a formal presentation of their research proposal findings to the class in a professional manner. (Presentation.)

Competency Goals Statements (certification or standards):

Texas Teacher Standards:

Standard 1: Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

Standard 2: Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

Standard 3: Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

Standard 4: Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

Standard 5: Data-Driven Practice. Pre-service teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

Standard 6: Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

Texas Pedagogy and Professional Responsibilities Standards:

Standard 1. The teacher designs instruction appropriate for all students that reflects an understanding of content and is based on continuous and appropriate assessment.

Standard 2. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard 3. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard 4. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Texas Technology Application Standards:

Standard 1. All beginning teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

Standard 2. All beginning teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

Standard 3. All beginning teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

Standard 4. All beginning teachers communicate information in different formats and for diverse audiences.

Standard 5. All beginning teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Standard 6. All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.

Standard 7. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

In TASC Core Teaching Standards

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the

teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ISTE Standards

Standard 1: Learner. Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

Standard 2: Leader. Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.

Standard 3: Citizen. Educators inspire students to positively contribute to and responsibly participate in the digital world.

Standard 4: Collaborator. Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

Standard 5: Designer. Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

Standard 6: Facilitator. Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.

Standard 7: Analyst. Educators understand and use data to drive their instruction and support students in achieving their learning goals.

Required Reading and Textbook(s):

Mills, G. E. & Gay L.R. *Educational Research* (2016). (12 ed.). Pearson, New York
  ISBN: 10: 0-13-385938

Patten M. L. (2017?) (10th Ed.). *Understanding Research Methods*. Glendale CA.: Pyrczak
  Pub. No ISBN

COURSE REQUIREMENTS

Course Requirements: (include point values for each- not just a percentage

Grading Criteria Rubric and Conversion

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

A = 100-93 points

B = 92-80 points

C = 79-70 points

D = 69-60 points

F = 59-0 points

Evaluation and Assessments

Research Topic (0 Pts.).

Literature Review (0 Pts.).

CITI Training (10 Pts.).

Institution Review Board (IRB 10 Pts.).

Research Questions and Methodology (0 Pts.).

25 Quizzes (2 Pts. Each, 50 points).

1 Article Analysis (10 Pts.).

Final Proposal (10 Pts.).

Professional Grade (10 Pts.).

Student Learning and Assessments:

Research Topic (0 Pts.).

Students Submit a Research Topic.   **Outcomes 1, 2, 3, 4**

Literature Review (0 Pts.).

Students will turn in a literature review. **Outcomes 1, 2, 3**

Research Questions and Methodology (0 Pts.).

Students will submit research questions for their research and what kind of methodology they may chose for their research. **Outcomes 1, 2, 3, 4**

25 Quizzes (2 Pts. Each). (50 Pts.).

The quizzes involve various aspect of statistical analysis and include quantitative and qualitative analysis. Each Quiz is worth 2 points. **Outcomes 1 & 5.**

1 Article Analysis (10 Pts.). Students will analyze the articles and present them to the class. The articles may be qualitative or quantitative and should include a topic relevant to their teaching. **Outcomes 1 & 5.**

Final Proposal (10 Pts.).

A rubric will be provided. **Outcomes 1, 2, 3, 4, 6,**

CITI Training Go to the CITI homepage: https://about.citiprogram.org/en/homepage/ See instructions. **(10 Pts.). Outcomes 1 & 2.**

Institutional Review Board (IRB) Students will create an IRB based on their research topics. Specific instructions will be provided. **(10 Pts.)**

Professional Grade (10 Pts.).
Professionalism is defined as class attendance, timely assignments, academic honesty, respectful behavior in class and on line, cooperative collaboration with peers and professionals, commitment to becoming a reflective professional educator and flexibility in professional situations. In case of emergencies, make prior arrangement with the instructor.

COURSE OUTLINE AND CALENDAR
Complete Course Calendar

The instructor reserves the right to modify the syllabus and assignments for this course.

Date	Where	Topics	Assignments	Assessments
Aug. 27	**WH311**	Group Activity. Class Building Activity. Discuss Assignments. Discuss Syllabus & Research. Students Form Groups. Introduction and Research Topics**.**	Introduction. Students Go to the Library. Assign CITI Training. Assign IRB Training**.**	**Do Quizzes 1 and 2. Research Topics 1 & 7. Research Topics Due.**
Sept. 3		**No Class**	**Labor Day**	
Sept. 10	**WH311**	Part I: Foundational Concepts and Processes Introduction to Educational Research. Selecting and Defining a Research Problem.	Mills & Gay, Chapters 1 & 2. 1st Article Analysis Assigned. Students Research Articles in the Library During Class. Students Work on 1st Article Analyses.	**Do Quizzes 3 and 4 Topics 14 & 16 Research Topics Due**
Sept 17	**WH311**	Reviewing the Literature.	Mills & Gay, Chapters 3 & 4.	**Do Quizzes 5 and 6. Topics 24 & 25.**

		Preparing and Evaluating a Research Plan	Student Gather Articles for Their Literature Reviews.	
Sept. 24	**WH311**	Sampling & Measuring Instruments	Mills & Gay, Chapters 5 & 6. Student Present Article Analysis in Class.	**Do Quizzes 7 and 8. Topics 8 & 31. 1st Article Analysis Due (10 Pts.).**
Oct. 1	**WH311**	Part II: Research Designs. Survey Research. Correlational Research	Mills & Gay, Chapters 7 & 8. Students Research Articles in the Library During Class.	**Do Quizzes 9 and 10. Topic 35 & 36. Research & Methodology Due.**
Oct. 8	**WH311**	Causal-Comparative Research. Experimental Research.	Mills & Gay, Chapters 9 & 10.	**Do Quizzes 11 and 12. Topics 35 & 36. 2nd Article Analysis Due (10 Pts.).**
Oct. 15	**WH311**	Single-Subject Experimental Research. Narrative Research.	Mills & Gay Chapters 11 & 12.	**Do Quizzes 13 and 14. Topics 41, 54 & 55.**
Oct. 22	**WH311**	Ethnographic Research. Case Study Research**.**	Mills & Gay Chapters 13 & 14.	**Do quizzes 15 and 16. Topics 47 & 70. Final Proposal Due (5 Pts). Students Present Final Proposal in Class.**
Oct. 29	**WH311**	Mixed Methods Research: Integrating Quantitative and Qualitative Research Designs. Action Research	Mills & Gay Chapters 15 & 16. Students Work on Final Drafts in Class.	**Do Quizzes 17 and 18. Topics 71 & 72.**
Nov. 5	**WH311**	Part III: Working With Quantitative and Qualitative Data	Mills & Gay Chapter 17	**Do Quizzes 19 and 20. Topics 73 & 74.**

Nov. 12	WH311	Inferential Statistics.	Mills & Gay Chapter 18. Students Work on Final Drafts in Class.	**Do Quizzes 21 and 22. Topics 9 & 10 IRB Due (10 Pts.).**
Nov. 12	WH311	**Thanksgiving.**	**No Class**	
Nov. 26	WH311	Qualitative Data Collection. Qualitative Research: Data Analysis & Interpretation.	Mills & Gay Chapter 19 & 20.	**Do Quizzes 23 and 24. Topics 75 & 76. Rough Draft of Final Proposal Due.**
Dec. 3	WH311	Preparing a Research Report	Mills & Gay Chapter 21	**Do Quiz 25. Topic 81.**
Dec. 10	WH311	Evaluating a Research Report	Mills & Gay Chapter 22	**CITI Certificates Due (10 Pts.). Final Proposal Due (10 Pts.).**

Important University Dates:

FALL 2018

October 25, 2017	Fall Semester Admissions Application Opens
March 15, 2018	Priority Deadline for Federal Application for Financial Aid (FAFSA)
March 19, 2018	Advising Begins for Fall and Summer Semesters
March 19, 2018	Class Schedule Published For Fall Semester
April 2, 2018	Registration Opens for Fall Semester
June 28, 2018	Priority Deadline for International Student Admissions Applications
July 16, 2018	Priority Deadline for VA Certification Request
July 20, 2018	Deadline for Scholarship Applications for the Fall Semester
August 11, 2018	10am Commencement at Bell County Expo Center
August 13, 2018	Classes Begin for Minimester
August 13, 2018	Priority Deadline for Admissions Applications
August 24, 2018	Classes End for Minimester
August 24, 2018	Deadline for Tuition and Fee Payments (16- & First 8-Week Classes)
August 27, 2018	Add, Drop, and Late Registration Begins for 16- and First 8-Week Classes. $25 fee assessed for late registrants.
August 27, 2018	Classes Begin for Fall Semester
August 29, 2018	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
September 3, 2018	Labor Day
September 4, 2018	Deadline to Drop First 8-Week Classes with No Record
September 12, 2018	Deadline to drop 16-Week Classes with No Record
October 1, 2018	Deadline for Teacher Education and Professional Certification Applications (i.e. Principal, Reading Specialist, etc.)
October 5, 2018	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)

October 5, 2018	Deadline for Graduation Application for Ceremony Participation
October 5, 2018	Student End of Course Survey Opens (First 8-Week Classes)
October 12, 2018	Deadline for Fall Admissions Applications
October 15, 2018	Deadline for Clinical Teaching Applications
October 19, 2018	Classes End for First 8-Week Session
October 19, 2018	Deadline for Tuition and Fee Payments (Second 8-Week Classes)
October 19, 2018	Deadline to Withdraw from University for First 8-Week Classes (WF)
October 22, 2018	Add, Drop, and Late Registration Begins for Second 8-Week Classes. $25 fee assessed for late registrants
October 22, 2018	Classes Begin for Second 8-Week Session
October 22, 2018	Student End of Course Survey Closes (First 8-Week Classes)
October 23, 2018	Deadline for Faculty Submission of First 8-Week Class Final Grades (due by 3pm)
October 24, 2018	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
October 29, 2018	Deadline to Drop Second 8-Week Classes with No Record
November 1, 2018	Deadline for GRE/GMAT Scores to Office of Graduate Studies
November 9, 2018	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 12, 2018	Veterans Day (Observed) - No Class
November 16, 2018	Deadline for Final Committee-Edited Theses with Committee Approval Signatures to Office of Graduate Studies for Fall Semester
November 22, 2018	Thanksgiving
November 23, 2018	Thanksgiving
November 30, 2018	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
December 1, 2018	Student End of Course Survey Opens (16- and Second 8-Week Classes)
December 14, 2018	Commencement Ceremony Bell County Expo Center 7:00 p.m.
December 14, 2018	Deadline for Applications for $1,000 Tuition Rebate for Fall Graduation (5pm)
December 14, 2018	Deadline for Fall Degree Conferral Applications to the Registrar's Office. $20 Late Application Fee.
December 14, 2018	Deadline to Withdraw from University for 16- and Second 8-Week Classes
December 14, 2018	Fall Semester Ends
December 17, 2018	Student End of Course Survey Closes (16- and Second 8-Week Classes)
December 18, 2018	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)
December 18, 2018	Deadline for Theses to Clear Thesis Office for Fall Semester
December 24, 2018	Winter Break
December 25, 2018	Winter Break
December 26, 2018	Winter Break

December 27, 2018	Winter Break
December 28, 2018	Winter Break
December 29, 2018	Winter Break
December 30, 2018	Winter Break
December 31, 2018	Winter Break
January 1, 2019	Winter Break

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements
This course will use the A&M-Central Texas Instructure Canvas learning management system.
Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)
Password: Your MyCT password

Canvas Support
Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with
Canvas. You can select "Chat with Canvas Support," submit a support request through "Report
a Problem," or call the Canvas support line: 1-844-757-0953.
For issues related to course content and requirements, contact your instructor.

Other Technology Support
For log-in problems, students should contact Help Desk Central.
24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu
Phone: (254) 519-5466
Web Chat: [http://hdc.tamu.edu]
Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

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

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

educational benefits.

Academic Integrity.
Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.
At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office 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 Office 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 web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Important information for Pregnant and/or Parenting Students.
Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the Student Affairs web page [https://www.tamuct.edu/student-affairs/index.html]. 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].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender–including pregnancy, parenting, and all related conditions. A&M-Central Texas is

able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.
Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus 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 have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from 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 40 subject areas. Access Tutor.com through Canvas.

University Writing Center.
Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WCOnline at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling.

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 UWC is here to help!

If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at 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 85,000 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 24 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 [http://tamuct.libguides.com/index].

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

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX webpage [https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES.

Late Work:
Late work loses 10% for each day it is late! You must turn your work in by the end of the day. (Midnight) for which it is due. No exceptions.

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

Your Instructor…

What You Can Expect From Me

Stephen Anderson received his Doctor of Philosophy degree from the University of Texas at Austin. He taught Social Studies, English as a Second Language and Spanish for 15 years at Georgetown ISD, Georgetown, Texas. He taught for 9 years in the College of Education at Tarleton State University-Central Texas, Killeen, Texas and for 4 years in the College of Education at Zayed University, Dubai, United Arab Emirates. He begins teaching this fall in the Department of Education at TAMU-CT

Philosophy of Education
I believe all students can learn. The most successful classroom is a learner-centered, safe classroom, where students are engaged in learning as often as possible. Where ever possible students must be built up and feed teaching that enhances self-esteem to prepare them for the classroom. Understanding, understanding should be taught so students will know what it means to understand.

My personal philosophy is contained in the following saying:
Good Manners and Soft Words Have Brought Many a Difficult Thing to Pass

-