

Senior Seminar

Course Number: CRIJ 4395-110
 Semester: Fall 2018
 Instructor: Lynn Greenwood, PhD

Course and Contact Information	
Class Time, Day, Location, and Duration:	Online August 27 – December 14, 2018
Office:	Founder's Hall, 217L
Office Hours:	Tuesdays 1-4pm Wednesdays 2-5pm Other times/days may be arranged – please email for an appointment
Email:	Preferred email: lgreenwood@tamuct.edu <ul style="list-style-type: none"> When emailing, always identify yourself and the course name. In general, when communicating electronically, you should use complete sentences and be very clear about what you are asking or saying to avoid miscommunication. Deviations from this may result in an unanswered email. Canvas messages are also acceptable.
Phone:	Mobile: 512-525-9173 <ul style="list-style-type: none"> If texting or leaving voicemail, please identify yourself and the course name. Deviations from this may result in no reply. I do not have an office phone.
Preferred Mode of Communication:	Emails or office visits are preferred to phone calls, unless absolutely necessary. Text messages are acceptable as well. Please do not call or text after 8pm.

Catalog Description:

This is a capstone course that will assist the student in completing their knowledge of the criminal justice system through a study of current practices related to operations, recruitment, testing, training, law, and other issues to prepare the student for entry into a criminal justice profession.

Prerequisites:

This course is restricted to Senior criminal justice majors. Students should take this course in their last long semester (fall or spring) at the university.

Expanded Course Description:

This course is intended for senior-level students. CRIJ 4395 is a study of emerging issues in law, justice policy, operational techniques, human resources flow, and the application of social and demographic trends to criminal justice operations. Students will be required to demonstrate written competencies appropriate to senior level standing.

Course Objectives:

1. Students will demonstrate writing skills appropriate to the discipline of Criminal Justice.
2. Students will demonstrate proficiency in use of technology appropriate to the discipline of Criminal Justice.
3. Students will demonstrate an understanding of the value of ethics in Criminal Justice.
4. Students will demonstrate multi-cultural awareness and respect for cultural diversity.
5. Students will demonstrate understanding of basic theoretical perspectives of Criminal justice.
6. Students will apply theoretical perspectives in Criminal Justice to create operational strategies and formulate justice policy.

Required Textbooks:

There are no required textbooks for this class. All course materials will be in the form of articles/websites provided by the instructor on Canvas. Additional readings may be required for assignments involving research.

Supplementary Materials:

Students will receive additional reading and viewing materials throughout the semester to enhance, expand on, and aid in discussions. These materials will be provided on Canvas.

Academic Dishonesty:

Academic dishonesty will not be tolerated. **Any student caught plagiarizing will receive a 0 (zero) for that assignment and may be referred to the university for further discipline. A second incident of plagiarism or other form of academic dishonesty will result in a failing grade for the course and a referral to the university for further discipline.**

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.

Mode of Instruction and Course Access:

This course is fully online and uses the TAMUCT Canvas system. To be able to successfully complete this course, the student must have reliable and frequent access to a computer and to the Internet.

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): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

In addition, you must claim and use your university email. All announcements made in Canvas will also be emailed to students – these emails only go to university email accounts. The same applies to all university-level announcements. You may miss out on vital announcements and information if you do not check your university email regularly. You can have your university email forwarded to your personal email.

Technology issues are not an excuse for missing a course requirement. *Make sure your computer is configured correctly and address issues well in advance of deadlines.* If you have problems with your personal computer and/or Internet, you have access to the computer lab in Warrior Hall (Room 104). The library (in Warrior Hall) also has computers students can use.

For issues related to course content and requirements, contact your instructor. **Do not contact your instructor about Canvas issues.**

Student-Instructor Interaction:

Since this is an online class, most communication between the instructor and students will be electronic in nature; however, all students are welcome and encouraged to attend office hours or make an appointment for an office visit.

I will be checking and replying to student emails daily - students should expect a response within 24 hours during the week. Emails sent on a weekend will be responded to the following Monday, unless it is a holiday. Deviations from this will be announced on Canvas. During office hours, emails will be responded to more quickly, and Canvas chat, Skype, Facetime, or some other method of communication can also be utilized if pre-arranged. If the answer to a student question applies to all students, an announcement will be made to the entire class in lieu of an individual response.

Grading:

Most assignments will be graded within one week of submission. Depending on length, writing assignments will be graded within two weeks of submission. Deviations from this will be announced in Canvas. All grades will be posted in Canvas. Feedback on writing assignments will be provided in Canvas, either within the Canvas grading system or as an attached Microsoft Word document. Students are encouraged to track their progress in the course through the Canvas gradebook.

Conduct:

Mastery of course content is greatly enhanced through professional conduct in the classroom. Although this is an online class, professional conduct must still be observed in your written communication. **You will be expected to conduct yourself in a professional manner at all times in this class.** As in many criminal justice and social science courses, the issues of racial and ethnic diversity must be considered part of the course content. In addition, topics may come up in class that not everyone will be comfortable with or agree upon. Civility and courtesy to everyone in the class, including the instructor, is expected. All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. Incivility or discourtesy to anyone in the class will not be tolerated and may result in your expulsion from the course.

REQUIRED COURSE WORK:

Expectations and requirements for coursework are listed below.

Journal Entries**0-25 points for a total of 200 points**

The student will be responsible for completing eight (8) journal entries. These journal entries are a modification of a discussion question. Each student will respond to the prompt provided by the instructor. Please read the directions for each entry carefully before responding. Some may require you to watch videos while some may require you to find things on your own. This means that you may need to read ahead in the course textbook as well (see course calendar). Your response will be posted to where the entire class can view the response. **HOWEVER**, you cannot view ANY responses until you post. This avoids getting answers from another student's post. I do want all students to benefit from the entries of their classmates. You will be able to respond to each other's entries. You will not directly be graded on the responses. However, you should note that if your response is not adequate, any additional information you give responding to other entries and questions posted to your response can add points to your grade. No posts after the due date will be considered for grading purposes.

Journal Response

Students are expected to read the assigned materials *prior* to responding to the journal prompts. Your response should reflect your familiarity with the readings and other materials assigned. The student should inspect the course calendar and see what readings are assigned for that week. The student should read and understand the assigned reading/materials prior to attempting to answer the prompt. Note taking and outlining is recommended. *This response should be at least a half page in length (about 300 words)*. Responses should have some substance beyond the student's agreement with a statement or the mere expression of his opinions. The student should support his responses in some way with references to the reading that was assigned or any other material used to address the journal prompt.

Under no circumstances should a student quote any material; instead, he should express himself in his own words. Any sources used in responding to the journal prompt should be properly cited per APA guidelines. **Due dates for the journal responses will be posted in the course calendar.**

There are no makeups for journals. Each week we will have a new topic to discuss, and there will be no one left to read your post.

Points are awarded to students, based on the quality of response. Quality pertains to a student responding in relevant, meaningful ways, based upon the assigned readings for that week. Please make sure you read all readings and watch any videos prior to posting.

Netiquette: All students are expected to follow rules of common courtesy and professionalism in all correspondence and assignments. Students may wish to refer to the Student Handbook for further information along these lines. Inappropriate or offensive messages or remarks will not be tolerated and may result in expulsion from the course.

Grading criteria for Journal Entries:

10 or below – Unacceptable	Does not meet the intent of the assignment.
15 – Acceptable/Weak	Meets the intent of the assignment, but lacks detail, clarity, or specifics.
20 – Acceptable	Meets the intent of the assignment. Responses show understanding of the journal prompt.
25 – Excellent/Superior	Response addresses all aspects of the journal prompt. Response is clear and includes appropriate detail or specifics when appropriate. Response indicates critical thinking about the material.

Annotated Bibliographies **0-100 points, for a total of 300 points**

Three (3) annotated bibliographies are required for this course. The student shall locate and read five (5) peer-reviewed journal articles from the online library databases, related to three general topics: courts, corrections, and law enforcement.

The topics of courts, corrections, and law enforcement are very broad – *the student should identify a more specific area within each general topic and make that the focus for the annotated bibliography.* I am including some **examples** below – these are just a few of the many areas the student could focus on. If you are unsure of a focus area, email me or come by my office and we can brainstorm.

- Law enforcement (e.g., police officers, sheriff deputies, federal agents)
 - Use of force
 - False testimony
 - Job satisfaction
 - Use of technology
- Corrections (e.g., institutional, community (probation/parole), offenders, facilities)
 - Inappropriate relationships between inmates and COs
 - Probation/parole officer discretion
 - Inmates with mental health
 - Reintegration of offenders
- Courts (e.g., judges, prosecutors, defense attorneys, juries, sentencing)
 - Judicial decision-making
 - Sentencing disparities
 - Prosecutor discretion
 - Specialized courts

Once the student has read the articles, he/she will summarize them, succinctly, in one page each (no more than one page, no less than $\frac{3}{4}$ of a page). Thus, each annotated bibliography should not exceed 8 pages. The student will not receive credit for articles that are not peer-reviewed. These are to be summaries, not critiques of the articles.

At the top of each page, the student will type the bibliographic information for the article, in accordance with the APA Manual. Then he will type a succinct summary of the main points of the article.

An example of an annotated bibliography entry can be found in Canvas. As senior-level students, you should at this point know what a peer-reviewed journal article is. If you do not, please contact me ASAP or consult a librarian.

The rules for the preparation and presentation of the annotated bibliography shall conform to the APA Manual.

A fictitious, excerpted example follows:

Cuba, L. (1999). Models of assessment for youthful offenders. *Federal Probation*, 31, 204-209.

In this work, Cuba points out the advantages of classifying medium- to high-risk offenders toward decreasing recidivism in delinquency, although . . . *blah, blah, blah*.

Assignment Criteria:

- Use articles published within the last 10 years
- Double-spaced, 12-point font
- Must be produced in Microsoft Word (.doc or .docx format) – no other format will be accepted
- Must be submitted on Canvas via the assignment link – no other submission methods will be accepted
- No cover page is required. Put your name and topic focus listed at the top of the page in a single-spaced header. Do not manually type this at the top of each page – use the formatting feature in Microsoft Word:
 - Click the Insert tab
 - Click Header
 - Select the first option
 - Type in your name and topic focus
 - Click Close Header
- Use formatting in Microsoft Word for double-spacing
- Must be written in the 3rd person (e.g., no I, me, we, our)
- Cite sources according to APA standards.
- The annotations should be presented in alphabetical order, as in a bibliography/reference list

- *Under no circumstances shall the student quote any portion of a text from a source.* Instead, the student shall use his own words in conveying the meaning of source material. There will be point deductions for quotes.
- The student shall use grammar that conforms to standard and acceptable prose-writing style that is found in journal articles, scholarly books, and guides.
- The student should avoid the use of “etc.”
- The student should consult the Paper Checklist posted in Canvas
- **Proofread carefully: grammar, spelling, mechanics, and citations, will be part of your grade.**

In addition, read the grading criteria for the essays before submitting your assignments. If you need assistance with these assignments, please ask. I cannot help you if I do not know that you need help.

Grading Matrix for Annotated Bibliography

Spelling, Grammar, & APA (25 pts)	Numerous spelling, grammar, or APA citation/reference list errors (0-10 pts)	Some spelling, grammar, or APA citation/reference list errors (11-15 pts)	Few spelling, grammar, or APA citation/reference list errors (16-20 pts)	No spelling, grammar, or APA citation/reference list errors (21-25 pts)
Structure of Paper (20 pts)	Inaccurately structures 3 of the areas (0-5 pts)	Inaccurately structures 2 of the areas (6-10 pts)	Inaccurately structures 1 of the areas (11-15 pts)	Accurately structures paper according to bibliographic entry, annotation, voice, spacing, font, order of pages, and # of pages (16-20 pts)
Content of Paper (55 pts)	Demonstrates very little or no insight or understanding of the article (0-25 pts)	Demonstrates little insight and understanding of the article (26-35 pts)	Demonstrates some insight and understanding of the article (36-45 pts)	Accurately summarizes the article, demonstrating insight and understanding ; no quotations; (46-55 pts)

In addition, read the grading criteria for the essays before submitting your assignments. If you need assistance with these assignments, please ask. I will be happy to read and comment on your early drafts (must be submitted at least 5 days before the due date). I cannot help you if I do not know that you need help.

Reaction Essays	0-50, for a total of 150 points
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Each student will be required to write three (3) reaction essays. These essays will be written in reaction to the content included in the annotated bibliographies. The reaction essays should reflect a careful consideration about what you think about what you have read and written in the annotated bibliography assignments.

Upon completing the annotated bibliography, think about the following questions. These are suggestions and are not meant to be answered point-by-point.

- Why did you pick the specific topic to research?
- What were your reactions to the topic as a whole?
- Were there any significant findings that you found to be of interest?
- Did you find anything that contradicted what you learned somewhere else?
- Did you find anything that contradicted any preconceived opinions you had about the topic?
- Did you learn anything that supported readings you have done for other classes?
- What is the main thing that you took away from the readings overall?
- What questions did the readings raise for you, either about the topic or about other things related to the topic?

Assignment Criteria:

- 1-2 pages in length
- Double-spaced, 12-point font, Times New Roman
- Must be produced in Microsoft Word (.doc or .docx format)
- Must be written in paragraph, narrative format; no bullet lists
- No cover page is required. Put your name and topic focus listed at the top of the page in a header. Do not manually type this at the top of each page – use the formatting feature in Microsoft Word:
 - Click the Insert tab
 - Click Header
 - Select the first option
 - Type in your name and topic focus
 - Click Close Header
- No quotations
- Must be submitted as an attachment in Canvas in the assignment section. Do not copy and paste into the assignment box
- It is acceptable to write in first person for this assignment
- If you refer to a specific article or specific content from an article, you must provide a citation and a reference list
- The student should consult the Paper Checklist posted in Canvas
- **Proofread carefully: grammar, spelling, mechanics, and citations, will be part of your grade.**

Grading Matrix for Reaction Essays

Spelling, Grammar, & APA (15 pts)	Numerous spelling, grammar, or APA citation/reference errors (0-3 pts)	Some spelling, grammar, or APA citation/reference list errors (4-7 pts)	Few spelling, grammar, or APA citation/reference list errors (8-11 pts)	No spelling, grammar, or APA citation/reference list errors (12-15 pts)
Structure of Paper (5 pts)	Inaccurately structures 3 or more of the areas (0-2 pts)	Inaccurately structures 2 of the areas (3 pts)	Inaccurately structures 1 of the areas (4 pts)	Accurately structures paper according to # of pages, header, font, and spacing (5 pts)
Content of Paper (30 pts)	Demonstrates very little or no insight or understanding of the article (0-8 pts)	Demonstrates little insight and understanding of the article (9-15 pts)	Demonstrates some insight and understanding of the article (16-23 pts)	Adequate and appropriate coverage of the topic, appropriate topic, level of thought, logic, and reasoning appropriate for a senior-level student, appropriate references are included (24-30 pts)

In addition, read the grading criteria for the essays before submitting your assignments. If you need assistance with these assignments, please ask. I cannot help you if I do not know that you need help.

Research Paper	0-100, for a total of 100 points
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Each student will prepare a research paper on *a new or emerging technology, program, law, or some other innovation in the field of criminal justice*. This is not to be a general research paper on technology or innovations in criminal justice. The paper should focus on **one specific** program, law, technology, or other innovation in criminal justice that has emerged **in the last two years**. For example, do not write about body cameras – these have been around for a long time – unless you can clearly demonstrate that there is a new kind of body camera that is significantly different than existing ones.

RESEARCH PAPERS SHOULD ADDRESS THE FOLLOWING:

- Information about the technology/program/innovation/law (who, what where, why, how)
- The area of criminal justice that would be/is affected
- Challenges to implementation (expected or known) (e.g., costs, problems with adoption)
- Benefits to the field of criminal justice

Assignment Criteria:

- 2-3 pages in length
 - Double-spaced; 12-pt font
 - The student should write in the third person and should avoid the use of “etc.”
 - Paragraph, narrative format – no lists
 - No cover page is required. Put your name and topic focus listed at the top of the page in a header. Do not manually type this at the top of each page – use the formatting feature in Microsoft Word:
 - Click the Insert tab
 - Click Header
 - Select the first option
 - Type in your name and topic focus
 - Click Close Header
 - Must be submitted on Canvas via the assignment link
 - Cite sources according to APA standards. In-text citations and reference page are required for all submissions - this includes websites
 - Acceptable sources: peer-reviewed journal articles, trade journals, newspaper articles, websites with named author(s) or from specific organizations or agencies
 - Unacceptable sources: websites with no named author and no sourcing of information; personal opinion websites
 - No more than one quotation per page; quotations must be properly cited, including page numbers
 - The student should consult the Paper Checklist posted in Canvas
 - **Proofread carefully: grammar, spelling, mechanics, and citations, will be part of your grade.**
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Grading Matrix for Research Paper

Spelling, Grammar, & APA Rules (25 pts)	Numerous spelling, grammar, or APA citation/reference errors (0-6 pts)	Some spelling, grammar, or APA citation/reference list errors (7-13 pts)	Few spelling, grammar, or APA citation/reference list errors (14-20 pts)	No spelling, grammar, or APA citation/reference list errors (21-25 pts)
Structure of Paper (15 pts)	Inaccurately structures 3 of the areas (0-3 pts)	Inaccurately structures 2 of the areas (4-7 pts)	Inaccurately structures 1 of the areas (8-11 pts)	Accurately structures paper according to # of pages, header, font, voice, and spacing (12-15 pts)
Content of Paper (60 pts)	Demonstrates very little or no insight or understanding of the article (0-15 pts)	Demonstrates little insight and understanding of the article (16-30 pts)	Demonstrates some insight and understanding of the article (31-45 pts)	Adequate and appropriate coverage of the topic, all sides and counterarguments provided, appropriate topic, level of thought, logic, and reasoning appropriate for a senior-level student (46-60 pts)

In addition, read the grading criteria for the essays before submitting your assignments. If you need assistance with these assignments, please ask. I cannot help you if I do not know that you need help.

ETS Assessment 0 or 25 points

Students will complete the ETS Assessment in Criminal Justice. The ETS is a testing program intended to evaluate criminal justice students nationwide. The criminal justice department at TAMUCT uses the ETS as a program assessment tool, to better understand student learning and develop program improvement plans. Students will not be graded on how well they do on the assessment; however, given the importance of the assessment for the criminal justice program, students are encouraged to do their best work. Upon taking the ETS assessment, you will receive 25 points towards the final course grade.

Course Calendar: Subject to revision, if necessary, during the semester. **Assignments are due by 11:59pm on Sunday of each week. The exception to this is the last week of class; all work must be submitted no later than 11:59pm on Friday, December 14.**

Week of	Reading/Assignments
Aug 27	Journal 1
Sep 3	Journal 2
Sep 10	Journal 3
Sep 17	Annotated Bibliography 1: Law enforcement
Sep 24	Journal 4
Oct 1	Reaction Essay 1: Law enforcement
Oct 8	Journal 5
Oct 15	Annotated Bibliography 2: Corrections
Oct 22	Journal 6
Oct 29	Reaction Essay 2: Corrections
Nov 5	Journal 7
Nov 12	Annotated Bibliography 3: Courts
Nov 19	Journal 8
Nov 26	Reaction Essay 3: Courts
Dec 3	Research Paper
Dec 10	ETS Assessment

INSTRUCTOR POLICIES

Late assignments:

Late assignments will be accepted up to one week after the due date. For each day the assignment is late, 10% of the total grade will be deducted from the assignment before it is graded. For example, if the assignment is worth 100 points and you turn it in two days late, you will start off with a grade of 80 *before* the assignment is graded.

Exceptions to the late policy would be any work due the last week of classes. No assignments will be accepted past the last day of classes. Please plan accordingly.

Assignments turned in later than a week will not be graded.

Extra credit:

There is no extra credit built into the course. Any extra credit opportunities will be posted in Canvas. Generally, these will involve attending a presentation or lecture and writing a brief essay about the topic.

Extra credit opportunities are not guaranteed; do not expect them and do not ask for them.

Assignment submission: All assignments must be submitted through Canvas. Assignments that are emailed or submitted in person will not be accepted.

All assignments must be in Microsoft Word format - make sure when you save a final draft of any assignment that it is either a .doc or .docx document. If you do not know how to do this, I suggest visiting the computer lab.

Discussion responses should be typed in the discussion board text box. Best practice would be to write everything in a Word document first, then copy and paste into the discussion box; save this work.

General Writing Assignment Grading Standards and Expectations:

Along with the guidelines stated above, the writing assignments assigned in this course will be assessed and graded by the following standards:

- C** A C indicates satisfactory performance. A C paper demonstrates positive qualities and avoids serious errors. The positive qualities include the presentation of a central idea that is adequately developed and competently organized. The errors to be avoided include serious flaws in the construction of paragraphs and sentences, in the selection of appropriate words, and in the use of conventional written English. The style of the writing is generally clear.
- B** A B paper surpasses the C paper by demonstrating a higher level of effectiveness in the organization, while sustaining clarity in expression. It has few or none of the common errors in the use of conventional written English. The style of the writing is generally fluent and polished.
- A** An A paper reflects outstanding work. Characteristics of an A paper include clarity of expression, logical development of a central idea, originality of thought. An “A” paper engages the reader’s attention and invites rereading. The writing style is consistently fluent, polished, and distinctive.
- D** A D indicates an unsatisfactory performance. A D paper is flawed by any one or several of the following: weakness in establishing or developing a central idea; serious errors in sentence or paragraph construction; serious errors in grammar, spelling, or the mechanics of written expression.
- F** An F indicates and unacceptable performance. An F paper is flawed by one or more of the following: failure to follow the assigned topic; failure to conceive, state, or develop a central idea; serious repeated errors in sentence construction or paragraph development; serious repeated errors in grammar, spelling, or the mechanics of written expression.

Also important...

Write to your **academic** audience. Stay objective in tone and use appropriate, professional language. Do not assume that the reader knows what you are writing about, what book you used, etc. Be clear and specific with your wording. Proofread for clarity and use the proper APA formatting for citing ALL sources.

- For help with APA formatting, refer to the following website:
<https://owl.english.purdue.edu/owl/resource/560/01/>
- On the left side of the page, you will see links for in-text citations and for reference lists. For every source used in a paper, you must have BOTH an in-text citation and a reference list entry. This goes for both quoted and paraphrased material.

Grading Rubric

Final course grades will be assessed on the following scale:

Assignment	Points	Percent of Course Grade
Journal entries	200 (8x25)	26%
Annotated bibliographies	300 (3x100)	39%
Reaction essays	150 (3x50)	19%
Research Paper	100	13%
ACAT	25	3%
Total	775	

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

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

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](https://www.tamuct.edu/student-affairs/access-inclusion.html) 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](https://www.tamuct.edu/student-affairs/index.html) 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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

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 [WCOOnline](https://tamuct.mywconline.com/) 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) [http://tamuct.libguides.com/index].

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

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

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

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