



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

BUSI 3311-120 Business Statistics (CRN 80240)

Fall 2018

WH 417: M-W 09:30-10:45

August 27 – December 14, 2018

Instructor: Dr. Rick Simmons

Office: Founder's Hall, 318A

Phone: 254-501-5842

Email: simmrick@tamuct.edu

Office Hours: M-T-W 13:30 – 16:30

Access to the [Canvas classroom](https://tamuct.instructure.com/) is at: <https://tamuct.instructure.com/>

Access to the [Hawkes Learning classroom](https://learn.hawkeslearning.com/Portal/User/Login?ReturnUrl=%2fPortal) is through your Canvas classroom or at:
<https://learn.hawkeslearning.com/Portal/User/Login?ReturnUrl=%2fPortal>

Emergency Warning System (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.

Course General Information

Course Overview and description: Descriptive statistics and the foundations of inferential statistics, including statistical methods of sampling, classifying, analyzing, and presenting numerical data; frequency and sampling distributions, averages, dispersion, hypothesis testing and analyzing up to two populations and population proportions will be the focus of this course. Additionally, students will be introduced to ANOVA, correlations, regression and Chi-Square analyses. Prerequisite(s): MATH 1324 or higher.

Course Objective: The student will understand the foundations of statistics, by creating and interpreting basic statistical graphs and charts, calculating and interpreting measures of central tendency and variation, and basic probability, (Module 1), probability distributions (Module 2), and conducting and interpreting hypothesis tests (Module 3). Additionally the student will be able to apply the statistical foundations in beginning inferential statistics, which include comparing two populations or more populations, comparing two population proportions, comparing two variables or treatments for a single population, and relating two variables (Modules 3 and 4). Finally, the student will understand the concepts of statistical applications to process improvement by creating and interpreting control charts. The student will meet the course objective and the following student learning outcomes by using the statistical learning software, Hawkes Learning

System, and by using Minitab statistical software. The purpose of HAWKES LEARNING is to provide each student with an online learning environment in which the student is able to learn, master, and apply knowledge while working within a mastery-based pedagogical approach (Hawkes Learning Systems, n.d.). A link to the HAWKES LEARNING student training video is available in the main menu, in the Canvas classroom. Each student will demonstrate mastery of each topic by achieving 80% on each assignment and each exam, as outlined in each module.

Module Goals

Module 1: Conduct and apply the statistical foundations (data, populations, samples, central tendency, measures of variation, and basic probability concepts), using statistical learning software, Minitab, Microsoft Excel, and calculators, achieving 80% on each homework assignment and each exam. The specific statistical foundations are found in SLOs 1 – 3 and may be found in sections 1.1 – 1.3, 2.1 – 2.6, 3.3 – 3.10, and 4.1 – 4.2a, 4.3, 4.8 of the text book and in the Hawkes Learning Software (Ch 1 – 4).

Module 2: Conduct and interpret statistical methods for discrete and continuous probability distributions, sampling distributions, and estimating means and proportions, using statistical learning software, Minitab, Microsoft Excel, and calculators, achieving 80% on each homework assignment and each exam. The specific distributions and estimations are found in SLO 4 and may be found in 6.1 – 6.6 and 7.2 – 7.3b, and 8.1 – 8.4 of the textbook and in the Hawkes Learning Software (Ch 6 – 8).

Module 3: Conduct and interpret statistical methods of hypothesis testing for comparing means, proportions, and treatments, using statistical learning software, Minitab, Microsoft Excel, and calculators, achieving 80% on each homework assignment and each exam. The specific hypothesis methods and comparisons may be found in SLOs 5 and 6 and may be found in 9.1 – 9.7, 10.1 – 10.7b, and 11.1 – 11.4 of the textbook and in the Hawkes Learning Software (Ch 9 – 11).

Module 4: Conduct and interpret statistical methods of hypothesis testing for comparing three or more means, or treatments (ANOVA). Conduct correlations of two variables or treatments, and relate two or more linear variables. Test the fit of multinomial probabilities and relate two categorical variables. Achieve 80% on each homework assignment and each exam, using statistical learning software, Minitab, Microsoft Excel, and calculators. The specific methods of testing and comparing three or more populations, correlating, relating continuous and categorical variables may be found in SLOs 7 – 9 and may be found in 12.2-12.4, 13.1 – 13.5, 13.8, 14, 15.2 – 15.3, and 17 of the text book and in the Hawkes Learning Software (Chs 12 – 15 & 17).

Student Learning Outcomes (SLOs)

1. Demonstrate proficiency in reporting data numerically and graphically by achieving 80% on associated assignments and exams (Chapters 1 – 3).
2. Demonstrate proficiency in identifying and analyzing the following types and levels of data using appropriate statistical methods by achieving 80% on associated assignments and exams (Chapters 1 – 2).
 - a. Identify and analyze qualitative (nominal, ordinal) data using appropriate statistical methods.
 - b. Identify and analyze quantitative (continuous, discrete, interval, ratio) data using appropriate statistical methods.
3. Demonstrate proficiency in calculating the following descriptive statistics by achieving 80% on

- associated assignments and exams (Chapter 4).
- a. Identify and calculate descriptive statistics based on measures of central tendency.
 - b. Identify and calculate descriptive statistics based on measures of variation.
4. Demonstrate proficiency in analyzing discrete and continuous probability distributions by achieving 80% on associated assignments and exams (Chapters 4, 6 – 8, 15).
 - a. Use the properties of probabilities to calculate probabilities by using the concepts of probability, in particular, complements, addition rules, mutual exclusivity, multiplication of dependent and independent probabilities, and conditional probabilities.
 - b. Calculate probabilities within binomial and Poisson distributions, normal distributions, F-distributions, and chi-square distributions.
 - c. Calculate probabilities using the Empirical Formula and the Central Limit theorem.
 5. Demonstrate understanding and proficiency in calculating confidence intervals, conducting hypothesis tests, and calculating p-values by achieving 80% on associated assignments and exams (Chapters 9 – 10).
 - a. Calculate confidence intervals when the population standard deviation is known/unknown and for proportions.
 - b. Conduct hypothesis testing when the population standard deviation is known/unknown and for proportions.
 - c. Calculate p-values for all hypothesis tests.
 6. Demonstrate proficiency in calculating inferential statistics (one or two populations) by achieving 80% on associated assignments and exams (Chapter 11).
 - a. Compare means or proportions of two populations.
 - b. Compare means of two treatments within one population.
 7. Demonstrate proficiency in calculating inferential statistics (three or more populations and relationships) by achieving 80% on associated assignments and exams (Chapters 12 – 14).
 - a. Compare means of three or more populations using analysis of variance (ANOVA).
 - b. Correlate two variables or treatments using Pearson's Product Correlation.
 - c. Relate two variables or treatments using simple linear regression.
 - d. Relate two or more predictor variables to a linear response variable using multiple regression.
 8. Demonstrate proficiency in calculating inferential statistics (relationships of categorical variables) by achieving 80% on associated assignments and exams (Chapter 15).
 - a. Test the relationship of two or more categorical variables (tests of independence).
 9. Demonstrate proficiency in creating and analyzing statistical process control charts for both continuous and qualitative variables by achieving 80% on associated assignments and exams (Chapter 17).
 - a. Create and analyze mean and range process control charts (\bar{x} -R charts).
 - b. Create and analyze mean and range process control charts (p-charts).

Meeting the Course Objective and Student Learning Outcomes

In meeting the course objective and learning outcomes, students must:

- Familiarize themselves with the Hawkes Learning System and Minitab software.
- Select the student-training link and listen to the presentation for HAWKES LEARNING. Read the Minitab documents (Meet Minitab) to familiarize with the software functions. These documents are found at the bottom of the main Learning Module page, in Canvas.
- Become familiar with Excel and the Excel tools provided in the Calculation Aids folder on the main Learning Module page (The link is on the main menu on the left side of the online classroom).

- Select and preview the lecture presentations and then listen to the recorded lectures (online and blended courses). Use the textbook as an additional reference for your understanding of the material presented in the lectures.
- Listen to any given appropriate assignment specific tutorial or Question and Answer.
- Complete the homework assignments. In completing the homework assignments follow the instructions given in this syllabus.

Required Textbook and Software

Text: Nottingham, Q. J. and Hawkes, J. S. (2013). Discovering Business Statistics. Charleston, SC: Hawkes Learning Systems. ISBN: Hardcopy w/Minitab software: 9781941552780.

NOTE: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. If you choose to use other sources to purchase the textbook, you must access the [Hawkes Learning Store](#) and purchase a separate student access code for your use during this course. Purchasing the textbook and software package either from the university bookstore or from Hawkes Learning System will ensure you have the most current software bundle. Post Script: Previous to FALL 2015, Minitab was not bundled with the textbook.

Hand held calculator. Must have square root key in addition to the basic functions of addition, subtraction, multiplication, and division – at a minimum. I do not provide instruction on the use of calculators.

MS Excel. Access to a computer with Microsoft EXCEL (you will use MS Excel).

Internet Access. Constant access to the internet is required to complete all assignments and exams. (It is your responsibility to ensure you have constant access to the internet).

All students are required to obtain the program: Minitab v. 18 or Minitab Express. The software is bundled with the textbook. You will need to take the Minitab access code to e-Academy [OntheHub](#) website using the following URL: <http://www.onthehub.com/Minitab>.

Recommended: Laptop computer, with Windows and MS Office suite. Only Minitab Express can be used on Apple operating systems. Please note: Minitab Express has a lower functionality than Minitab 18, but will meet all requirements of this course.

Please note: You will have to register with OnTheHub with your student email address in order for you to download the software (this could take 24-48 hours for OnTheHub to verify your email address).

Course Requirements and Structure

Individual Participation: This is a face-to-face class. To insure successful course completion, regular attendance, and participation is expected. Reading and homework assignments will be in accordance with this syllabus and/or as assigned in class. It is important for students to become familiar with HAWKES LEARNING, as all assignments and exams will be conducted in HAWKES LEARNING. Lectures are based on given sections within the text.

Attendance: Although attendance is highly encouraged, we recognize that not all students are able to

attend each class session. In such cases, where attendance is required, contact the professor or program secretary with information as soon as possible. It is not necessary to call when you are going to be late or absent unless your absence will be for more than one class period. It is the responsibility of each student to submit assignments and become aware of other activities missed during absences.

Canvas Classroom: The classroom will be in the Canvas Learning Management System (LMS) under this course's name and section number. Please refer all technical problems to the Canvas help desk; contact information is on the Canvas login page.

Login 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

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

Email: helpdesk@tam.u.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tam.u.edu): [<http://hdc.tam.u.edu>]

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

For issues with **Canvas**, select "chat with Canvas support," submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the "Help" link.

Canvas Course Navigation: Please read the "Start Here" letter (in the Canvas classroom) and become familiar with the online classroom environment.

Canvas Discussions: Select Discussions from the menu found on the left side of the Canvas class home page. All discussions and questions will be placed in their respective topics for ease of understanding by all class members and the instructor. All entries are threaded so that you may easily see a question and the respective responses to that question. All class members are invited to fully participate in the discussions, assisting their class members when they are able. This means class members may answer questions if they know the answers. Please note discussions are not required as part of your grade but are highly encouraged for better understanding and clarification of the theory and in conducting calculations of specified problems within Hawkes Learning System. The instructor will always read each question and the respective answers to ensure correctness and accuracy. If the instructor is unable to effectively answer the question in the threaded discussions groups, the instructor may provide a recorded answer (similar to the recorded lectures) and post that recorded answer in the Recorded Q&A folder on the main Learning Module webpage, in Canvas

Lectures: All lecture presentations can be found in the respective Module folder on the homepage of the Canvas classroom. In addition to the classroom lectures, there will be several additional recorded lectures (probability concepts) that you will be required to view. You will find the link in their respective modules. View those before the weekly lecture is given in class. Recommend you use either an external speaker system or a headset to listen to the recorded lectures. All presentations are in Portable Document Format (.pdf). The schedule is the minimum requirement; there is no penalty for working ahead. However, exams will be provided according to the schedule.

Individual Participation: To ensure successful course completion, participation is expected. Participation is defined as actual work conducted in the HAWKES learning environment and in discussion threads in the Canvas classroom. Listening to lectures is required and will be in accordance with this syllabus. It is important for students to become familiar with HAWKES LEARNING, as all work, quizzes, and exams will be conducted in HAWKES LEARNING. Lectures are based on given sections within the text.

Access to Hawkes Learning System: Please select the link for Getting Started with HAWKES LEARNING in the Getting Started menu in Canvas. Hawkes Course ID for business statistics is TAMUCTDBS. If you choose not to purchase a textbook, you will need to purchase the access code from the HAWKES LEARNING website.

Note: HAWKES LEARNING is designed to be used online. Students are responsible to have full internet access throughout this course, to ensure they are able to complete homework, quizzes, and exams.

Assignments: All assignments, quizzes, and exams will be accomplished through the Hawkes Learning System. HAWKES LEARNING is a Web-based, artificially intelligent assessment and learning system. There will not be any “traditional” homework assignments, as each student will be required to complete work on the HAWKES LEARNING system. In addition to exams students will be graded on the progress made through each chapter, in HAWKES LEARNING. See Grade Computation below. Late assignments and exams will be reduced 20% for each day they are late.

Chapter Reviews: The graded portions of the homework assignments will be the chapter review for each of the chapters. Students are advised to work through the practice problems within the chapter review section of each required chapter, prior to certifying in the chapter. Homework feedback is provided automatically when completing the chapter review for a grade (also known as certifying). Students will be given a minimum of “3 strikes”. This means the student may miss up to three questions, before being sent back to practice. If the student is sent back to practice, the program will automatically go to the area in which the student is having problems. If the student successfully completes the certifying chapter review, the HAWKES LEARNING grade book will be automatically updated.

Calculations Aids: In addition to Minitab or Minitab Express, you will find MS Excel Spreadsheets available that will assist you in analyzing data used throughout this course. The aids are found in the Canvas Classroom in Module 0 by selecting the Modules link on the left-side menu.

Exams: There will be five objective exams administered during the semester as indicated on the course calendar. Exams represent the independent work of students. With the exception of emergencies, any exam not made up within three days after the scheduled date, will be scored as a zero. All exams will be HAWKES LEARNING based and will be completed online. All students will be given minimum of 2 hours to complete 15-20 problems. All exams must be taken, as scheduled, to pass the course. HAWKES LEARNING provides immediate feedback, upon completion of the exam. Reenter the exam to see the problems missed and a correct method of answering the problems.

Exam 5 will be comprehensive. It will cover the remaining chapters, not covered in Exam 4, and will include any number of questions from the previous chapters. The focus of this exam will be on questions that cause you to conduct analyses using either Minitab / Minitab Express and/or MS Excel. The questions will be from the Hawkes test question database and will follow the same format as the previous four exams.

NOTE: You will fail this course if you attempt to only take the exams and not complete the required online homework assignments.

Instructor Access: The instructor will be available during normal office hours, at class time, and online a minimum of 5 days a week and will answer all questions, either in the messages or discussions forums, within 24-36 hours of the question's posting date. Feedback for assignments and exams will be as written in the Assignments and Exams paragraphs. All online sections must use the Canvas message system (personal questions) and Discussion threads (course content questions).

Grading Criteria

Grade Computation: Students earn their course grades by completing scheduled assignments; no extra credit assignments are given. To pass this course satisfactorily, students must complete each of the graded items listed below. Failure to complete appropriate assignments and exams may result in a failing grade. Refusal to complete homework assignments will result in a failing grade.

Grading Scale:

Grade	Percentage	Point Range
A	90- 100%	319.5-355
B	80-89.99%	284-318.5
C	70-79.99%	248.5-283
D	60-60.99%	213-243.5
F	59.99 % & below	0-212

Final grades will be calculated as follows:

Assessment	Points	Percentage
Meet and Greet	5	1%
5 Exams (40 points each)	200	56%
15 Homework Assignments: Chapter Reviews (10 points each)	150	42%
TOTAL	355	100%

6.0 Course Calendar

COURSE OUTLINE AND ASSIGNMENTS				
WK	Module	Class/Activity	Subject	Homework / Exam Due Dates
1 27 Aug – 2 Sep	1	Intro	Introduction to HAWKES LEARNING and syllabus	Take this week to get to know HAWKES LEARNING, this syllabus, and the Blackboard classroom.
2 3-9 Sep (3 Sep L-Day)	1	Lecture 1 (Ch 1-2)	Decision Making Using Statistics, Data Reality, and Problem Solving	Ch 1, Ch 2 Review (Sep 9)
3 10-16 Sep	1	Lecture 2 (Ch 3)	Organizing, Displaying, and Interpreting Data	Ch 3 Review (Sep 16)
4 17-23 Sep	1	Lecture 3 (Ch 4.1 – 4.3) Lecture 4 (Ch 4.4, 4.5, 4.7, 4.8) Probability Basics / Proportions	Numerical Descriptive Statistics View recorded “lecturettes” to provide background in probability and proportions	Ch 4 Review (Sep 23)
5 24-30 Sep	1 / 2	Exam 1 Lecture 5 (Ch 6) Mutually Exclusive / Independent Probabilities	Exam (Lectures 1 – 4; Chapters 1-4) Discrete Probability Distributions, View recorded “lecturettes” to provide background in probability.	EXAM 1 (Sep 24-25)
6 1-7 Oct	2	Lecture 6 (Ch 6) Lecture 7 (Ch 7)	Discrete Probability Distributions, Continuous Random Variables	Ch 6 Review (Oct 7)
7 8-14 Oct	2 / 3	Lecture 8 (Ch 8) Lecture 9 (Ch 9)	Sampling and Sampling Distributions Confidence Intervals	Ch 7 Review, Ch 8 Review (Oct 14)
8 15-21 Oct	2 / 3	Exam 2 Lecture 9 (Ch 9)	Exam 2 (Lectures 5-8; Chapters 6-8) Confidence Intervals	EXAM 2 (Oct 15-16)
9 22-28 Oct	3	Lecture 10 (Ch	Sample Sizes Hypothesis testing	CH 9 Review (28 Oct)

COURSE OUTLINE AND ASSIGNMENTS				
WK	Module	Class/Activity	Subject	Homework / Exam Due Dates
		9) Lecture 11 (Ch 10)		
10 29 Oct-4 Nov	3	Lecture 12 (Ch 10) Lecture 13 (Ch 11)	Hypothesis testing Comparing Populations	Ch 10 Review (4 Nov)
11 5-11 Nov (11 Vet Day)	3	Lecture 14-15 (Ch 11)	Comparing Populations	Ch 11 Review (11 Nov)
12 12-18 Nov	4	Exam 3 Lecture 16 (Ch 12)	Exam 3 (Lectures 9-15; Chapter 9-11) Analysis of Variance (ANOVA)	EXAM 3 (12-13 Nov) Ch 12 Review (18 Nov)
13 19-25 Nov (T-Day 22-23)	4	Lecture 17 (Ch 13) Lecture 18 (Ch 14)	Regression, Inference, and Model Building	Ch 13 Review (25 Nov)
14 26 Nov-2 Dec	4	Exam 4 Lecture 19 (Ch 15) Contingency Tables	Exam 4 (Lectures 16-18; (Chs 12-14) Looking for Relationships in Qualitative Data View recorded "lecturette" to provide background in contingency tables.	EXAM 4 (26-27 Nov) Ch 14 Review (25 Nov) Nov
15 3-9 Dec	4	Lecture 20 (Ch 17)	Statistical Process Control	Ch 15 Review (9 Dec)
16 10-14 Dec	4	Exam 5	Exam 5 (Comprehensive: All chapters)	Ch 17 Review (12 Dec) EXAM 5 (13-14 Dec)

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 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 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. More information can be found at [Academic Integrity](#).

In this course, any evidence of cheating or collusion will result in a grade of zero (0) for each affected assignment or exam and each participating student will be reported to the Office of Student Conduct.

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](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].

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.

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/) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at 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.

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].

Important University Dates:

August 2018

- **Mon, 27th** | ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (16 week & 1st 8 week)
- **Mon, 27th** | Classes Begins
- **Wed, 30th** | ADD/DROP/LATE REGISTRATION ENDS (16 week & 1st 8 week)
- **Fri, 31st** | Priority Deadline to Submit Graduation Application

September 2018

- **Mon, 3th** | Labor Day
- **Tue, 4th** | Last day to drop 1st 8-week classes with no record
- **Wed, 12th** | Last day to drop 16 week classes with no record
- **Fri, 21nd** | Last day to drop a 1st 8-week class with a Q or withdraw with a W

October 2018

- **Fri, 5th** | Deadline to Submit Graduation Application for Ceremony Participation
- **Fri, 5th** | Student End of Course Survey Opens (1st 8-Week Classes)
- **Fri, 12th** | Deadline for Admissions applications
- **Mon, 16th** | Last day to apply for Clinical Teaching
- **Fri, 19th** | 1st 8 week classes end
- **Fri, 19th** | Tuition and Fee Payment Deadline (2nd 8-week classes)
- **Fri, 19th** | Last day to withdraw from University (1st 8-week classes WF)
- **Sun, 21st** | Student End of Course Survey Closes (1st 8-Week Classes)
- **Mon, 22nd** | 2nd 8 week classes begins
- **Mon, 22nd** | ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (2nd 8-week classes)
- **Mon, 22nd** | Class Schedule Published
- **Mon, 22nd** | Spring Advising Starts

- **Mon, 22nd** | 1st 8-week class grades due from faculty by 3pm
- **Thu, 25th** | ADD/DROP/LATE REGISTRATION ENDS (2nd 8-week classes)
- **Mon, 29th** | Last day to drop 2nd 8-week classes with no record
- **Wed, 31st** | GRE/GMAT scores due to Office of Graduate Studies
- **Wed, 31st** | Scholarship Deadline for Spring
- **Wed, 31st** | Deadline to submit application to Teacher Education Program

November 2018

- **Mon, 5th** | Registration begins
- **Fri, 9th** | Veterans Day Observed
- **Fri, 9th** | Last day to drop a course with a Q or withdraw with a W (16-week classes)
- **Fri, 16th** | Priority Deadline for International Student Admission Applications
- **Fri, 16th** | Last day to drop a 2nd 8-week class with a Q or withdraw with a W
- **Fri, 16th** | Deadline for submission of final committee-edited theses with committee approval signatures to Office of Graduate Studies
- **Thu, 22nd** | Thanksgiving
- **Fri, 23rd** | Thanksgiving
- **Fri, 30th** | Student End of Course Survey Opens (16 Week and 2nd 8-Week Classes)

December 2018

- **10th-14th** | Finals Week
- **Fri, 14th** | Last day to withdraw from the University (16 week and 2nd 8 week classes)
- **Fri, 14th** | Fall Term Ends
- **Fri, 14th** | Last day to file for Degree Conferral (Registrar's Office)(\$20 Late Application Fee applies)
- **Fri, 14th** | Last day to apply for \$1000 Tuition Rebate for Fall graduation (5pm)
- **Fri, 14th** | Commencement Bell County Expo Center 7p.m.
- **Sun, 16th** | Student End of Course Survey Closes (16 Week and 2nd 8-Week Classes)
- **Tue, 18th** | Final grades due from faculty by 3pm (16 week & 2nd 8 week)
- **Tue, 18th** | Last Day to clear Thesis Office
- **Mon, 24th** | Winter Break