

**Texas A&M University-Central Texas**  
**HSTK 5342 Selected Topics in European History:**  
**Spies and Resistance in Europe**  
**W 6:00p.m.-9:00p.m. Room 311, Founder's Hall**

**Instructor and Contact Information**

**Instructor:** Dr. Cadra P. McDaniel

**Office Hours:** MW 3:00p.m.-5:00p.m. Or By Appointment

**E-mail:** [cadra.mcdaniel@tamuct.edu](mailto:cadra.mcdaniel@tamuct.edu) (Please use this email address as the method of contact)

**Phone:** 254-501-5932

**Mode of Instruction and Course Access**

This course is a face to face course with some information and readings posted on Canvas. Students must turn in their assignments via Canvas. Should students have difficulty submitting their assignments online, then students MUST email a copy before the due date and time. However, students MUST upload a copy to Canvas as soon as possible. Only assignments submitted via Canvas will be graded.

**Student-Instructor Interaction**

If students have any questions regarding the class or assignments, they should contact the instructor. Please contact the instructor as soon as possible so that any concerns may be resolved before it becomes midpoint or later in the semester. Students may contact the instructor via email. The instructor will respond to all email in a timely manner, usually within one (1) business day. Also, students may come by the instructor's office during office hours, or students may make an appointment. Announcements for the class will be posted on Canvas under the Announcements section. Please check this section regularly. For all questions concerning upcoming assignments, please send all questions via email before 4:00p.m. the day before the assignment due date. The "cut-off" time for questions allows all students to have questions answered before the due date.

## **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) [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**

Research and writing of papers on selected topics. May be repeated for credit when topics vary. This specific course will examine the actions of spies and resistance movements in Early Modern and Modern Europe.

#### **Overall Course Objective**

After successfully completing the course, students will be able to critique the significance of spies and resistance movements and construct a research paper that analyzes in detail a specific spy's or resistance movement's importance.

#### **Specific Course Objectives**

After successfully completing the course, students will be able to

1. Examine the motivations for the development of resistance movements and spies
2. Analyze the evolution of spy networks and resistance movements from the Early Modern era to the Modern era

3. Critique the roles of spies and resistance movements during decisive periods in European history
4. Conduct in-depth research, utilizing primary and secondary sources, to author a research paper analyzing a specific spy or resistance movement

### **Required Texts**

#### **Books**

- Alford, Stephen. *The Watchers: A Secret History of the Reign of Elizabeth I*. New York: Bloomsbury Press, 2014. ISBN: 978-1608193394.
- Szechi, Daniel. Ed. *The Dangerous Trade: Spies, Spymasters and the Making of Europe*. Dundee: University of Dundee, 2010. ISBN: 9781845860608.
- Porch, Douglas. *The French Secret Services: A History of French Intelligence from the Dreyfus Affair to the Gulf War*. New York: Farrar, Straus and Giroux, 1995. ISBN: 9780374529451.
- Proctor, Tammy M. *Female Intelligence: Women and Espionage in the First World War*. New York: New York University Press, 2003. ISBN: 9780814766941.
- Jordan, Pamela A. *Stalin's Singing Spy: The Life and Exile of Nadezhda Plevitskaya*. Lanham, MD: Rowman & Littlefield, 2016. ISBN: 978-1442247734.
- Ginsberg, Benjamin. *How the Jews Defeated Hitler: Exploding the Myth of Jewish Passivity in the Face of Nazism*. Lanham, MD: Rowman & Littlefield, 2013. ISBN: 9781442252745.
- Werner, Emmy E. *A Conspiracy of Decency: The Rescue of the Danish Jews During World War II*. Boulder, CO: Westview Press, 2002. ISBN: 9780813342788.
- Richelson, Jeffrey T. *A Century of Spies: Intelligence in the Twentieth Century*. Oxford: Oxford UP, 1997. ISBN: 9780195113907.

## Online Articles

McKale, Donald. “The Kaiser’s Spy’: Max von Oppenheim and the Anglo-German Rivalry Before and During the First World War,” *European History Quarterly*. Vol. 27. No 2. April 1997: 199-219. Available via EBSCOHOST on the University Website.

Sacher, Ted. “Survival Over the Western Front.” *Military History*. Vol. 13. No. 7. March 1997: 1-10. Available via EBSCOHOST on the University Website.

## Course Requirements

### Class Discussions and Discussion Assignments

#### Leading Discussion

During the semester, students will read books and articles that examine the motivations and actions of various spies and resistance movements. Students will take turns leading discussion. Students will sign up for leading discussion on the first night of class. On the night that the student leads discussion, he/she needs to come prepared with a list of twenty to twenty-five (20-25) questions about the reading(s). In addition, when a student leads discussion, he/she will need to submit an analysis for that week’s reading assignment. A student only needs to submit an analysis when he/she is leading discussion. There is only one (1) book analysis due for this class.

This analysis should be two-three (2-3) typed pages, double spaced, twelve (12) point Times New Roman Font, and one (1) inch margins. The analysis should include the author’s or authors’ thesis clearly stated in the first paragraph, five (5) points; discussion of major themes and supporting examples, five (5) points; and students’ original review regarding any perceived major strengths and weaknesses, five (5) points. The analysis is worth fifteen (15) points. No lengthy quotations will be accepted. Students may include only two (2) quotations, and each quotation should be ten (10) words or less. Students should have a title page. The title page does

not count toward the required number of pages. Students need to follow the *Chicago Manual of Style*, 17<sup>th</sup> edition for formatting papers. Links to examples are posted on Canvas.

It is important that students follow the analysis guidelines closely. Not following the guidelines will lower significantly a student's grade. For example, the use of more than two (2) quotations or quotations of more than ten (10) words will reduce significantly students' grades by three (3) points. The emphasis is that students paraphrase the material. When students paraphrase the material, they have to engage critically with the material, which leads to a more thorough understanding of the text. Also, students should keep their papers to the two to three (2-3) page limit. Papers that exceed the length limit will reduce students' grades by three (3) points. One of the objectives in graduate school is to be very specific and precise when expressing written ideas. Students should proofread their papers before the due date, and papers should be free generally of typographical errors and misspellings. **Leading discussion, including the required twenty to twenty-five (20-25) questions, is worth ten (10) points, and the analysis is worth 15 points.**

#### **Rubric for Analysis=15 points**

Author's or authors' thesis clearly stated in the first paragraph=5 points

Discussion of major themes and supporting examples=5 points

Students' original analysis regarding any perceived strengths and weaknesses=5 points

#### **When Not Leading Discussion**

All students MUST participate in the discussion. Students who are not leading discussion will need to submit a list of fifteen to twenty (15-20) questions that address topics from that week's reading(s). These questions are due at the beginning of class. To prepare for each

discussion, ALL students should have read thoroughly the assigned material. As students read the material, it may be helpful to make notes. Be sure to read the introduction and conclusion since many times the author(s) will outline the thesis in these sections. Then as students read each chapter, they should keep in mind that in each chapter, the author(s) is attempting to advance the book's argument. Careful reading and note taking will aid students with discussion and should prepare them for writing a good analysis. **Each week's participation is worth seven (7) points and each week's list of questions is worth seven (7) points.**

### **Research Paper Overview**

A major component of each student's grade will be a thorough study of a topic regarding spies and resistance in European history. Students are free to research any topic, but the topic must relate to European history from the 1500s through the late 1900s. Students may select a topic that is covered in class but are not required to do so. Students are welcome to take notes during class meetings, but there is NO recording of class discussions.

The paper will be twenty to twenty-five (20-25) pages in length, will utilize primary and secondary sources, and rely ONLY on scholarly resources. The paper should have one (1) inch margins, double spaced, twelve (12) point Times New Roman Font, and endnote pages and a bibliography.

### **Submission of Research Topic**

Early in the semester, students will submit a possible paper topic(s) for their final research project. Students should consider topics that appeal to their historical interests. The discussion of research interests on the first day of class will aid students in selecting a topic.

### **Rubric for Research Topic=4 points**

Submission of possible research topic(s)=4 points

### **Digital Polarization Project Tutorials**

TAMUCT has opted to participate in the American Democracy Project's (ADP) initiative *Digital Polarization: A Project to Promote Online Civic Information Literacy*. The Digital Polarization Initiative, or "DigiPo", is ADP's national effort to build student civic, information, and web literacy by having students participating in a broad, cross-institutional project to fact-check, annotate, and provide context to the different news stories that show up in our Twitter and Facebook feeds. Students may refer to the ADP's website for more information, <http://www.aascu.org/AcademicAffairs/ADP/DigiPo/> As part of this class, students will complete four (4) digital literacy tutorials that will strengthen their abilities to assess and critique online content. The completion of each module is worth three (3) points.

Students will be expected to utilize skills learned in these tutorials as well as other critical analytical skills to assess online content's varied approaches to their research paper's topic. Students will be required to include in their final research papers an analysis that addresses the manner in which online content approaches their topics and specifically focus on any distortions surrounding their topics. For more information, students should refer to the syllabus' section describing the Final Research Paper.

**Rubric for Digital Polarization Tutorials= 12 points**

Completion of Each Tutorial=3 points each

### **Research Paper Outline and Annotated Bibliography**

In early October, students will submit an outline of their entire research paper. Students' outlines will need to address their entire paper and not solely focus on the initial sections of their paper. Examples of acceptable outline forms are posted on Canvas. Students should review these examples. Also, students will submit an annotated bibliography of fifteen to twenty (15-20) scholarly sources. Students should provide a brief description of two to three (2-3) sentences describing each source.

#### **Rubric for Outline=25 points**

Thorough outline of each part of the research project=25 points

### **Individual Meetings**

Students will have some class periods when they meet with the instructor on an individual basis to discuss their research progress. Students will sign-up for a meeting time in class. All meetings will take place during the class period, Wednesday, 6:00p.m.-9:00p.m. in the instructor's office, 217B in Founder's Hall. It is important that students come to these meetings. Each unexcused absence for an individual meeting results in a ten (10) point deduction on the student's final paper. Though the scheduled individual meetings will occur toward the end of the semester, students should work on their paper throughout the semester. At any time should students have questions about their papers, they should feel free to contact the instructor with any questions and feel free to schedule a meeting with the instructor.

### **Research Paper Presentation**

At the end of the semester, students will give a ten (10) minute in class presentation of their research. The presentation should provide an overview of the major points in the paper. Also, students may use PowerPoint. Students should begin with their topic, explain their thesis, and provide three to four (3-4) detailed points that support their thesis.

## **Final Paper Presentation Rubric=30 points**

Clearly introduce topic and state thesis=10 points

Explanation of examples that support the thesis (including student's original analysis)= 10 points

Professional and clear delivery of material=10 points

## **Final Research Paper**

An effective paper will have a well-developed thesis clearly stated in the first paragraph, thirty-five (35) points; will use material from scholarly sources, including primary and secondary sources, and include an analysis of online content related to the topic to support the paper's thesis, seventy-five (75) points; will be written clearly with correct grammar and be free generally of typographical errors and misspellings, twenty (20) points; and will have all information cited properly using Chicago Style endnotes, Chicago style bibliography, and a Chicago Style title page, twenty (20) points. The paper is worth one hundred fifty (150) points. Students may use only four (4) quotations, and each quotation must be twenty (20) words or less. All material that is either quoted or paraphrased MUST be cited using Chicago Style. Links to this material are posted on Canvas. The material provides examples from the *Chicago Manual of Style*, 17<sup>th</sup> edition. The student will need a title page, an endnote page(s), and a Bibliography, which do not count toward the required twenty to twenty-five (20-25) pages.

It is important that students follow the paper guidelines closely. Not following the guidelines will lower a student's grade. For example, the use of more than four (4) quotations or quotations of more than twenty (20) words will reduce students' grades by five (5) points. The emphasis is that students paraphrase the material. When students paraphrase the material, they have to engage critically with the material, which leads to a more thorough understanding of the text. Also, students should keep their papers to the twenty to twenty-five (20-25) page limit. Papers that exceed the length limit will reduce students' grades by five (5) points. One of the

objectives in graduate school is to be very specific and precise when expressing written ideas. Students should proofread their papers before the due date, and the papers should be free generally of typographical errors and misspellings.

### **Rubric for Research Project=150 points**

Well-developed thesis clearly stated in the first paragraph=35 points

Use material from primary and secondary sources to support the thesis including an analysis of online content related to the topic=75 points

Clearly written, correct grammar, and be free generally of typographical errors and misspellings=20 points

Have all information cited properly using Chicago Style=20 points

**Since this may be the first time that students have composed a research paper at the graduate level, students have the entire semester to ask the instructor various questions about their research paper. While the instructor will not read drafts of the papers, the instructor is more than willing to answer specific questions. Only in cases of documented extreme hardship will an extension be granted for the final paper.**

### **Class Grading Scale, Grading Criteria, and Conversion**

This class follows TAMUCT's traditional grading scale of 100-90=A; 89-80=B; 79-70=C; 69-60=D; and 59 and below=F.

Book Analysis=15 points

Leading Discussion/Questions=10 points

Book/Article Questions=56 points

Weekly Discussion=56 points

Paper Topic=4 points

Digital Polarization Tutorials=12 points

Paper Outline and Annotated Bibliography=25 points

Presentation of Research Paper=30 points

Research Paper=150 points

Total=358 points

Students may determine their grade by taking the total number of points earned and dividing by the total number of points possible.

### **Posting of Grades**

Grades will be posted online in Canvas and assignments returned via Canvas.

Assignments are graded usually within one (1) week of the due date.

### **Course Schedule**

The instructor reserves the right to make modifications to the syllabus and the course schedule as needed based on time and other factors. Should this need occur, then an updated schedule will be posted on Canvas. **All assignments are due by 6:00p.m. on the due date.**

**August 29:** Introduction to Class

**September 5:** Stephen Alford. *The Watchers: A Secret History of the Reign of Elizabeth I.*

**September 12: Paper Topic Due** Daniel Szechi (Editor). *The Dangerous Trade: Spies, Spymasters and the Making of Europe.*

**September 19:** Douglas Porch. *The French Secret Services: A History of French Intelligence from the Dreyfus Affair to the Gulf War*, pages 3-135 AND Donald McKale. “‘The Kaiser’s Spy’: Max von Oppenheim and the Anglo-German Rivalry Before and During the First World War,” AND Ted Sacher, “Survival Over the Western Front.”

#### **Completion of Digital Polarization Project Tutorials Due**

1: Introduction to Web Literacy: <http://tamuct.libsurveys.com/WebLiteracyIntroduction>

2: Investigate the Source: <http://tamuct.libsurveys.com/InvestigateSource>

3: Find the Original Source: <http://tamuct.libsurveys.com/FindOriginal>

4: Look for Trusted Work <http://tamuct.libsurveys.com/TrustedWork>

**September 26:** Tammy M. Proctor. *Female Intelligence: Women and Espionage in the First World War.*

**October 3:** Pamela A. Jordan. *Stalin’s Singing Spy: The Life and Exile of Nadezhda Plevitskaya.*

**October 10: Outline of Paper and Annotated Bibliography Due** Benjamin Ginsberg. *How the Jews Defeated Hitler: Exploding the Myth of Jewish Passivity in the Face of Nazism.*

**October 17:** Emmy E. Werner. *A Conspiracy of Decency: The Rescue of the Danish Jews During World War II.*

**October 24:** Douglas Porch. *The French Secret Services: A History of French Intelligence from the Dreyfus Affair to the Gulf War*, pages 136-501.

**October 31:** Jeffrey T. Richelson. *A Century of Spies: Intelligence in the Twentieth Century*.

**November 7:** Individual Meetings

**November 14:** Individual Meetings

**November 21: No Class, Work On Papers**

**November 28:** Individual Meetings

**December 5: Presentations Due**

**December 12: Final Research Paper Due, Submit Online via Canvas, No Class Meeting**

## **Instructor and Course Policies**

### **Absences**

Absences in graduate school are generally not acceptable. The instructor does understand that in some circumstances, such as a major illness, there may be missed classes. Should students miss class, then they need to contact the instructor as soon as possible. Unexcused absences will affect negatively students' grades. Only excused absences are allowed. Should students miss a class, make-up assignments will be allowed only for excused absences. Students, when they return, must give the instructor written documentation, such as a note from their doctor, which covers the days that they missed. **ONLY** with documentation will students be granted an excused absence and be able to make up work. Students cannot make up work or turn in late work with unexcused absences. For any student who misses a class meeting, make-up work will take the form of a book analysis of one to two (1-2) pages in addition to the weekly required questions. These assignments will count as both the weekly participation and weekly question list grades. Should students miss an individual meeting, then they will need to meet with the instructor within one (1) week of returning to class.

Only in cases of documented extreme hardship will students be allowed to have an excused absence for the presentation. In order to make up this assignment, students will need to

include an additional five (5) pages of material to their final paper. In this instance, the final paper grade will include the thirty (30) points for the presentation for a total of one hundred eighty (180) points. The paper is still due on December 12 before 6:00p.m.

**ALL make-up work must be turned in no later than one (1) week after students return to class. No work will be accepted after the one (1) week period. Toward the end of the semester, there may be a shorter amount of time for make-up work. No make-up work will be accepted after the Final Paper is due on December 12.**

### **Incompletes**

A grade of an Incomplete is granted rarely. Incompletes will be granted only after the last day to drop a course and will be granted only to students who have experienced a major catastrophic event. Students must provide some form of written documentation that provides evidence of the catastrophic event.

### **Withdrawal, Drop Dates, and Assignment Due Dates**

Students who feel that they need to drop the class must go to the Registrar's Office and complete the withdrawal forms. It is each student's responsibility to withdraw from a class. Also, it is each student's responsibility to be aware of all add and drop dates for classes and to be aware of all guidelines in the syllabus and due dates for class assignments. Students should refer to the University Calendar for important dates, such as graduation deadlines. The calendar can be viewed at <https://www.tamuct.edu/>

### **Plagiarism**

Plagiarism is copying or imitating the language, ideas, and thoughts of another individual(s) and submitting that work as one's own original work. This action will not be tolerated. All material taken from any source, including books, articles, journals, the Internet, or other sources, must be paraphrased (put in your own words) and cited correctly, and if quoted,

set off in quotation marks, and cited correctly. Plagiarism will be discussed in detail on the first day of class. **Should students have any questions about paraphrasing, using quotations, citing material, or documenting sources, please ask questions before, during, or after class, via email, or come by the instructor's office and discuss these concerns.**

Assignments will be checked for plagiarism using Vericite. If students receive a mark of fifty percent (50%) or more for plagiarism from Vericite, then they will receive a grade of a zero (0) for the assignment. This fifty percent (50%) from Vericite will not count the bibliography, other source materials, or quoted materials as being plagiarized. Also, students will earn a failing grade of a zero (0) when there is evidence that the plagiarism is from a "purchased" paper or when there is evidence of blatant copying of sources without citations. When there is evidence of plagiarism, students' final research papers will be submitted to the Division of Students Affairs for review.

### **Cheating**

Cheating is assisting other students with completing class projects. Also, cheating includes the use of any unauthorized materials to complete any assignments. **The penalty for cheating will be a zero (0) for the assignment.** When there is evidence of cheating, students' work will be submitted to the Division of Students Affairs for review.

### **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](mailto: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.*

## **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](mailto: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 [WOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto: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](mailto:bruce.bowles@tamuct.edu).

### **University Library**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 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].