

HIST 3329-110: Church and State

Cross Listed

RELS 3329-110: U.S. Church and State

Fall 2018 rev. 08.09.2018

Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Daniel G. Karppi, Ph.D.

Office: As an adjunct instructor, I do not have an office on campus.

Phone: 254-702-4890

Preferred: Canvas Inbox.

Secondary: Dan.Karppi@tamuct.edu

Office Hours.

As an adjunct instructor, I do not hold regular office hours on campus; however, I will be available to students as follows:

- In our assigned classroom fifteen minutes before each class meeting.
- In our assigned classroom after class as needed.
- On campus to meet with students on non-class days by appointment (after 5:30 pm).
- I check my email and Canvas Inbox at least once per day: Monday through Thursday (usually in the evening) and Fridays (usually in the morning).

Mode of instruction and course access.

This is a face-to-face, classroom course. As defined by TAMU-CT's Standard Administrative Procedure, "Program and Course Delivery Modes," such courses are defined as follows: "Classroom courses keep learning activities organized around scheduled class meetings with the instructor and all students in the same location (0-10% online activity).

This is a lecture course with online components in Canvas. The student accesses Canvas at <https://tamuct.instructure.com>

Students should notify me immediately if they are unable to access the course materials posted on Canvas (Word documents, PowerPoint slides, pdf documents, and non-TAMUCT websites for which links are provided in Canvas). Even when they can access these materials, students occasionally experience difficulties viewing them on their personal devices (phones, tablets, desktops, etc.). Should this occur, contact me immediately. These technical problems commonly arise from the individual student's personal device. In such cases I will refer him/her to technical support (see details below). However, if there is a problem with Canvas or with the materials I provided, I want to know about it. **Be advised:** technical problems with a personal computer or device are not an excuse for submitting work late. Late penalties will be waived if the technical problem is shown to be the result of Canvas or instructor error.

Student-instructor interaction.

See Office Hours above for details.

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 INFORMATION**Course Description.**

This is a cross-listed course in the history and religious studies programs.

HIST 3329. Church and State. 3 Semester Credit Hours.

Examine the relationship of church and state in United States history, and the role religion has played in American political life, culture, and society.

RELS 3329. Church and State. 3 Semester Credit Hours.

Surveys church-state relations in U.S. history. Examines the role religion has played in American political life, culture, and society. This course is cross-listed with HIST 3329; only one may be taken for credit.

Course Overview.

This course focuses primarily on the American struggle to define the proper relationship between church and state. In addition to the colonial period, particular attention will be paid to the evolution of church-state relations following the ratification of the Constitution and Bill of Rights. Special emphasis will be given to the role courts have played in crafting the American model of church-state relations. Connections will be made between past church-state controversies and present ones.

Course Objective.

Identifying the proper relationship between church and state is one of Western civilization's defining struggles. From colonial times to the present, the American people have written their own chapter in the quest to resolve this struggle. The main objective of this course, then, is for students to gain a better understanding of the American model of church-state relations and how it is a central pillar supporting American identity. In addition, studying the history of church-state relations in the United States will allow students to better understand the social and political aspects of church-state conflicts at the dawn of the twenty-first century.

Student Learning Outcomes.

The following suggest the essence of the course, and upon completion the student should be able to:

1. Discuss the model of church-state relations during the colonial period.
2. Explain the Founders' view of church-state relations, especially as encapsulated in the Constitution and Bill of Rights.
3. Describe the evolution of American church-state relations from formal religious establishments to legal disestablishment of religion.
4. Discuss the role played by the courts in defining religious liberty in the nineteenth and twentieth centuries.
5. Describe the political and social reactions to increasing religious pluralism and the rise of a secular worldview.
6. Explain the "Christian Nation" model of church-state relations and its historical origins.
7. Explain the "Separationist" model of church-state relations and its historical origins.
8. Examine and evaluate primary source documents related to church and state.
9. Conduct scholarly research related to the history of church and state in the United States.

Competency Goals Statements (certification or standards).

The material in this course is not associated with any official certifications.

Required Reading and Textbook(s).

Gaustad, Edwin S. *Proclaim Liberty throughout all the Land: A History of Church and State in America*. Oxford: Oxford University Press, 2003.

Green, Steven K. *The Second Disestablishment: Church and State in Nineteenth-Century America*. Oxford: Oxford University Press, 2010.

Additional reading will be required as it relates to specific assignments. There is no required textbook for these readings. They will be available to the students via the internet or library reserves.

COURSE REQUIREMENTS

Exams (2 @ 270 points each).

- **Learning Outcomes Targeted:** 1-7.
- These exams will cover the material in the required readings per the Reading and Exam Schedule below. They will also cover material presented in class lecture and discussion.
- Exams may consist of any combination of essay questions, short answer questions, true & false questions, matching, or multiple choice questions.
- The student is responsible for all assigned reading – even if some reading material is not directly covered in class lecture.
- Students should bring a scantron and blue book to each exam.
- Given that point values for exam essay questions vary, no single rubric applies; however, the instructor will grade an essay response based on the extent to which it reflects the following:
 - Evidence that the student read the assigned reading.
 - Evidence that the student was attentive during lecture and class discussion.
 - Evidence that the student is able to provide a critical analysis of the material.
 - Extent to which the response is well written with respect to style and grammar.
 - Points will be awarded based on a typical grade scale [0-59% (F); 60-69% (D), 70-79% (C); 80-89% (B); and 90-100% (A)]. For example, if an essay question is worth 50 points, a score of 47 points is a 94% (A or excellent).

Make-up Exam Policy: Students not present on exam days must make arrangements with the instructor to take a make-up exam. PLEASE NOTE: Make-up exams may consist of additional essay questions. In addition, twenty-seven (27) points will be deducted from all make-up exams. Therefore, the highest score a student can receive on a make-up exam is 243.

- Late penalties will not apply in cases where a student requires a reasonable accommodation related to missing the exam. In order to qualify for this exception, a student must present the appropriate documentation from the Access and Inclusion department.
- Students may arrange with the instructor to take each exam early. Early exams will be authorized on a case-by-case basis. If the instructor does not have the exam prepared early, this option will not be available. Early exams will not be subject to a point penalty.

Research Paper (1@230 points).

- **Learning Outcome Targeted:** 9 (1-8 depending on student research topics).
- 1. In order to successfully complete this assignment, the student must select a topic related to the history of church and state in the United States and research it in detail.
- 2. It is recommended that students consult with the instructor on possible topics before starting the process of research and writing. This will allow the instructor to confirm the relevance of the topic and to offer helpful advice with regard to source material.
- 3. The paper must include the following elements:
 - a. An introduction to your research project. Introduce the reader to the nature and scope of your research. Define for the reader any key terms or themes that are at the center of your narrative.
 - b. A review of literature to include existing scholarship related to your research (journal articles, books, conference papers, etc.).
 - c. A specific argument. This means that I want the student to argue a specific point.
 - d. Supporting evidence for the argument.
- 4. The paper must comply with the following **format guidelines**:
 - a. Use Microsoft Word to type your paper. Wordpad, Pages, Notepad, and other word processors may be incompatible with Canvas.
 - b. Nine (9) to twelve (12) pages in length.
 - c. Double spaced.
 - d. One inch margins (top, bottom, left, right).
 - e. Font style/size: Calibri (Body)/12 point.
 - f. **Be sure to put your name on the paper (top left).**
- 5. The paper must be properly documented as follows:
 - a. **Style Manual:** Turabian, Kate L. 2018. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 9th ed. Revised by Wayne C. Booth, et al. Chicago: The University of Chicago Press.
 - b. **Style Form:** Author-Date style.
- 6. **Due Date:** The paper is due on **Nov. 6, 2018**.
- 7. **Late Papers:** Late papers will lose twenty-five (25) points. Therefore, the highest score a late paper can receive is 205. After December 14, 2018 (last day of the semester), late papers will be accepted according to the incomplete grade (see below).
- 8. Late penalties will not apply in cases where a student requires a reasonable accommodation related to being unable to turn in the paper by the due date. In order to qualify for this exception, a student must present the appropriate documentation from the Access and Inclusion department.
- 9. Students who fail to meet the above format guidelines will lose points.
- 10. The instructor will also evaluate papers based on the student's competency related to spelling, grammar, and style.
- 11. **Submitting the paper:**
 - a. **Draft Submission:** Students will be allowed one chance to submit their papers in draft form to Vericite (Canvas). A link titled "Draft Submission" is placed on the

Canvas menu for this course. The instructor will not review these submissions; however, students will be able to review their Originality Report and make any necessary corrections. Vericite is a program that informs the instructor of potential plagiarism. It also informs the instructor when two students (from the same class or from different classes) turn in the same paper. To avoid accusations of misconduct, do your own work and document all sources properly. Students found to have engaged in plagiarism will be subject to sanctions.

- b. **Final Submission:** All students must upload their papers to Vericite in Canvas. The instructor has provided a separate “Final Submission” link. This is the version I will grade. **NOTE:** Students are only authorized to submit their papers once. Those wishing to submit a second “final” version of their paper must get the instructor’s permission. Once the instructor grades the “final” version, no other versions will be graded.
 - c. **Please note:** it is the date indicated in Vericite under the “Final Submission” link that will determine if a paper was submitted on time.
12. Students are NOT allowed to recycle old research papers. If you wrote a paper for previous course credit (in my class or any other class), you cannot submit it for credit in this class. Your research in this class must be new.
13. Grades on the paper will be based on:
- a. Argument clearly stated: 20 points possible.
 - b. Quality of the review of literature and supporting evidence: 120 points possible.
 - c. Extent to which format guidelines are followed: 30 points possible.
 - d. Extent to which Turabian documentation is followed: 30 points possible.
 - e. Quality of writing components (style, spelling, grammar, etc.): 30 points possible.

Topic of Focus Paper (2@100 points each).

- **Learning Outcome Targeted: 8.**

In order to facilitate class participation, students will be required to submit two Topic of Focus papers. Submissions will be uploaded to Vericite in Canvas. After the due date for each, the instructor will lead the class in a discussion on the topic associated with the assignment.

The **late penalty** for papers posted after the due date is **seventeen (17) points**. After December 14, 2018 (last day of the semester), late papers will be accepted according to the incomplete grade (see below). Late penalties will not apply in cases where a student requires a reasonable accommodation related to being unable to turn in the paper by the due date. In order to qualify for this exception, a student must present the appropriate documentation from the Access and Inclusion department.

The instructor will provide a draft submission option to allow students to view their originality report before submitting the final draft. Students are only authorized to submit their “final” papers once. Those wishing to submit a second “final” version of their paper must get the

instructor's permission. Once the instructor grades the "final" version, no other versions will be graded.

- Topic of Focus paper #1 is due on September 18, 2018
- Topic of Focus paper #2 is due on October 23, 2018

Guidelines

- Each paper must be **at least four pages (double spaced)**.
- One inch margins (top, bottom, left, right).
- Font style/size: Calibri (Body)/12 point.
- The paper must be properly documented.
- **Style Manual: Style Manual:** Turabian, Kate L. 2018. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 9th ed. Revised by Wayne C. Booth, et al. Chicago: The University of Chicago Press.
- **Style Form:** Author-Date style.
- Use Microsoft Word to type your paper. Wordpad, Pages, Notepad, and other word processors are often incompatible with Canvas.
- Attach the paper as a document in Canvas under the appropriate link provided on the course Canvas site. **Be sure to put your name on the paper.**

Grading

- Extent to which format guidelines are followed: 20 points possible.
- Extent to which Turabian documentation is followed: 20 points possible.
- Quality of writing components (style, spelling, grammar, etc.): 10 points possible.
- Extent to which the stated questions are addressed: 50 points possible.

Class Participation & Attendance (30 points).

The success of any class depends in large measure on student participation in class discussion. In order to get the most out of this class, students must attend regularly. With this in mind, the instructor will evaluate each student's level of class participation and attendance. Except for the first day of class and the two exam days, students who miss lecture classes may lose points. Students who attend class but fail to participate and/or are inattentive may also lose points.

Syllabus Review Assignment (Not Graded).

Although it is not graded, completion of the syllabus review is an essential academic activity in this class. The purpose of the review is threefold. First, students need to be aware of the academic policies and procedures that govern the class (attendance requirements, classroom expectations, student duties & responsibilities, etc.). Second, students need to be aware of the course requirements (reading assignments, writing assignments, exams, etc.). Finally, your completion of this activity allows the instructor to confirm your participation in the class. There are three ways to complete this assignment:

- Attend the first class meeting. The syllabus review will be conducted by the instructor at that time.
- Schedule an appointment with the instructor and completed the review in a one-on-one advising session.

- Review the syllabus on your own and send the instructor an email or Canvas message confirming that you have accessed, read, and understood the syllabus. In the email, be sure to ask any questions you might have about the content of the syllabus.

GRADING IN THIS COURSE

Graded Assignments Summary.

- Exam 1 = 270 points possible
- Exam 2 = 270 points possible
- Research Paper = 230 points possible
- Topic of Focus Paper #1 = 100 points possible
- Topic of Focus Paper #2 = 100 points possible
- Class Participation and Attendance = 30 points possible
- **TOTAL POINTS POSSIBLE = 1,000**

Points-to-Grade Conversion.

- 900-1,000 = A
- 800-899 = B
- 700-799 = C
- 600-699 = D
- 0-599 = F

Posting of Grades and Feedback.

- Grades will be posted in Canvas Grade Book.
- Feedback will be provided through a rubric in Canvas or a hand-written analysis (depending on the assignment).
- Turnaround time depends on the assignment. Generally, the instructor grades all assignments after the established due dates. This allows the instructor to grade most or all assignments at the same time, thus ensuring consistency in grading. Students who turn in an assignment early will have to wait until after the due date for their score. Students who turn in assignments late have to wait longer for their scores.

Incomplete grades.

Any missing assignments in your record will be assigned a score of zero. Incomplete grades will be issued at the instructor's discretion and under the conditions set by University policy. The policy reads:

- **"The grade "I" shall be recorded for a student only in case of extraordinary circumstances.** This entry is used rarely when the instructor and his/her department chair have concurred that the incomplete entry is justified. A grade of "I" must be made up by the last day that course grades are due to the Registrar during the next long semester, and in all cases before registering for the next sequential course. Should this grade not be reported to the Registrar within the prescribed time limit, it automatically becomes an 'F.'" A student who drops a course on or before the census date receives

no grade, and the course will not be listed on that student's permanent record (2018-2019 Catalog).

In this class

- a. Earning credit in a class involves more than simply completing course requirements. Competence as a student and scholar also means completing those requirements in the time allowed.
- b. The phrase "in case of extraordinary circumstances" is interpreted to mean unexpected, substantial events in one's life that are clearly beyond the student's control and that occur **after** the "**Last day to drop a 16-week course with a 'Q' or withdraw with a 'W'.**" This deadline is established by the Registrar (see University Calendar for exact date). The instructor reserves the right to request documentation attesting to this fact.
- c. Incomplete grades are NOT issued to students who simply procrastinated in the completion of coursework.
- d. Students who experience circumstances that continually interfere with their ability to complete the work in a timely manner are encouraged to consider withdrawing from the course. In addition, students who have neglected to complete any (or little) of the course work throughout the semester should not expect their requests for an incomplete grade to be honored.
- e. If an incomplete grade is issued, students will only be allowed to complete the assignments with due dates after the "**Last day to drop a 16-week course with a 'Q' or withdraw with a 'W'**" deadline. Assignments with due dates prior to this deadline must be submitted by 11:59 pm on the day of the last day of the semester.
- f. Late penalties will still apply to assignments turned in as part of the completion of an incomplete grade, unless the student provides documentation of a reasonable accommodation through the Department of Access and Inclusion.
- g. Students who have been given an incomplete grade are responsible for communicating with the instructor directly via email when a missing assignment has been submitted. In other words, do not simply submit the assignment on Canvas without informing the instructor.
- h. Following the completion of the missing assignments, students are also responsible for reviewing their grade in WarriorWeb to confirm that the instructor has submitted a change of grade. If not, they should notify the instructor via email immediately.
- i. The instructor reserves the right to make appropriate exceptions to the above policies; however, this is almost never done. Exceptions will also need the approval of the department chair.

ACADEMIC INTEGRITY

University Policy on Academic Integrity.

See RESOURCES, PROCEDURES, and GUIDELINES below for TAMUCTs academic integrity statement.

Academic Integrity Resources.

It is the student's responsibility to know and understand all aspects of the University's Academic Integrity policy. A complete set of documents, downloads, and descriptors can be found at the Student Conduct homepage. Key documents found there include:

- Student Handbook
- Student Rights and Responsibilities
- Conduct Process Flow
- Code of Student Conduct
- Code of Academic Honesty (a.k.a. Honor Code of Academic Integrity)
- Academic Appeals

The Honor Code of Academic Integrity outlines the established procedures for reporting misconduct, responses to misconduct, and the appeals procedure (should academic or other sanctions be leveled against a student). Students should review these procedures.

COURSE OUTLINE AND CALENDAR

Reading and Exam Schedule.

- **Due dates for the research paper and the Topic of Focus papers are listed under the assignment descriptions above.**
- **Due dates for exams 1 & 2 are listed here in this weekly schedule**

Aug. 28: Syllabus Review Assignment
Gaustad, Introduction

Sept. 4: Gaustad, Ch. 1, "The Colonies: Europe in America"
Gaustad, Ch. 2, "A New Nation: The American Experiment"

Sept. 11: Green, Introduction
Green, Ch. 1, "Revolutionary Disestablishment"

Sept. 18: Green, Ch. 2, "Federal Disestablishment"

Sept. 25: Green, Ch. 3, "Resistance and Revisionism"
Green, Ch. 4, "New England Disestablishment"

Oct. 2: Green, Ch. 5, "Legal Christianity Conceived"

- Oct. 9: Green, Ch. 6, "Legal Christianity Applied"
- Oct. 16: Exam 1**
- Oct. 23: Gaustad, Ch. 3, "The Nineteenth Century: A Quiet Court"
- Oct. 30: Green, Ch. 7, "Legal Christianity Refuted"
- Nov. 6: Green, Ch. 8, "The Rise of Nonsectarianism"
- Nov. 13: Green, Ch. 9, "The Secularization of Nonsectarianism"
- Nov. 20: Green, Ch. 10, "Reaction"
- Nov. 27: Green, Ch. 11, "Reconciliation"
Green, "Conclusion"
- Dec. 4: Gaustad, Ch. 4, "The Twentieth Century and Beyond: A Busy Court"
Gaustad, Ch. 5, "The Establishment Clause: Public Schools"
- Dec. 11: Exam 2 (final exam)**

Important University Dates.

In addition to dates related to this particular class, students should familiarize themselves with important University dates and deadlines. The University Calendar and Academic Calendar are posted on the University's website. When in doubt about University dates and deadlines, contact the Registrar's Office directly.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements.

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

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

Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<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.

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 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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