



**TEXAS A&M**  
UNIVERSITY  
CENTRAL TEXAS

**POLI 4317:  
Peace Studies  
Section 110 (Spring 2018)  
6:00 PM – 9:00 PM M**



**Ms. Whisper Williams**

**Room:** Founder's Hall 210

**Email:** whisperwilliams007@tamuct.com

**Phone:** (254) 415-5914 (email preferred)

**Catalog Description**

Explore the causes of peace, covering bargaining and war termination, social conflict resolution, international cooperation, and the ethics of peace.

**Course Overview**

This course addresses several aspects, theories, and questions about international peace. The course reviews a wide range of theories covering the nature and causes of conflict, the foundational rationales and ethics perspectives on peace, and the complexities and possibilities for conflict resolution. This course addresses peace from both the negative peace perspective (the termination, prevention, and resolution of armed conflict) and the positive peace perspective (active cooperation and the provision of justice and human security). It also gives students a practical understanding of the strengths and weaknesses of current approaches to conflict resolution and peace-building efforts to include conflict resolution, negotiations, political institutions, and reconciliation approaches.

**Course Objectives**

By the end of the course, students should be prepared to intelligently defend solutions to the below questions about international peace:

1. Given all of the theories of attaining international peace, what method best evaluates and portrays the complexity and reality of attaining peace? Is there an accurate model/theory that would assist with attaining peace?
2. Given all of the reasons for violent conflict, is peace possible? What leads to the end of armed conflicts and the resort to nonviolent means of dispute resolution?
3. How do we design more effective peace agreements and peacekeeping missions to maintain positive peace? That is, what institutions, strategies and tools are available to secure positive peace?
4. What are the sources of violent conflict and should these sources be studied to maintain peace?

**Learning Outcomes**

- Learning Outcome: By the end of the course, students should be able to construct a well-supported answer to each of the above four questions, using the evidence and arguments from the course readings.
- Learning Outcome: By the end of the course, students should be able to summarize the main theoretical approaches available to explain contemporary international politics. Students should also be able to identify weaknesses of the approaches evaluated.

- Learning Outcome: By the end of the course, students should be able to demonstrate knowledge of the theories associated with peace studies. Course readings, lectures, and class discussion will provide the primary sources to reach this objective, and the exams will provide the primary assessment mechanism to reach this objective.
- Learning Objective: By the end of the course, students should be able to formulate a question pertinent to peace studies and utilize theories and methods to identify answers to the main questions in listed in the course objectives. This objective will primarily be reached with the student’s research paper assignment as students will be asked to develop a research question and utilize a methodological approach in answering the question.

**Required Readings**

The following book is required and available for purchase at the Warrior Bookstore. Of course, you may purchase these books from any seller, including online booksellers.

Toivo Koivukoski and David Edward Tabachnick ed. 2015. *The Question of Peace in Modern Political Thought*. Waterloo: Wilfrid Laurier University Press. ISBN 978-1-77112-121-7

Tonge, Johnathan. 2014. *Comparative Peace Processes*. Malden, MA: Polity Press. ISBN-13: 978-0-7456-4289-5

The other readings are available for download or online viewing on Blackboard.

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

**Student-instructor interaction:** This class is a face-to-face lecture style class. However, this course also utilizes the A&M-Central Texas Canvas Learning Management System as a method of contact and instruction. In addition to the regular class schedule I will be available for questions and individual appointments after each class. Please email me with any questions/emergencies you might have. I check email daily and will respond within 24-48 hours. Alternate forms of contact that may be used include email, Canvas, and text.

**Grading (90/80/70/60, rounded to the nearest percentile)**

**Exams (40%):** There will be a midterm covering all materials up to the midterm and a final exam covering all material since the midterm on the last day of class (see schedule).

- The exams will consist of two questions randomly drawn from the list of four on page 1 of the syllabus. The questions may be reworded to make them more precise or in order to take into account material we have discussed in class.
- General advice
  - It is generally best to write an outline first, then write your answer. For each major point on your outline, you should have support from the course materials.
- Exam grading rubric. Grading is primarily based upon your demonstrated knowledge of the material and ability to apply it to a new situation, rather than spelling/grammar issues. Having said this, atrocious grammar can make it impossible for the reader to understand your argument.
- The exams will also consist of a multiple choice section. All questions for the multiple choice section will be drawn from the *Comparative Peace Processes* text and from the lectures. All PowerPoint slides from the lectures will be available for study in Blackboard. **This is not an open book test.**

**PLSK 4317 Final Exam Grading Rubric**

Grade	Thesis	Argument Structure	Evidence
A	Answers the question and drives the rest of the essay	The thesis is built up from arguments about each element of the question, each with its own support	Each element of the argument is supported by evidence from the course. In general, consistent statistical findings are better evidence than isolated examples, where such evidence is available. No major source of evidence is ignored.

Grade	Thesis	Argument Structure	Evidence
B	Answers the question, but most of the paper ignores it	Some elements of the thesis do not correspond to sections of the answer, or vice versa	Each element of the argument is supported by evidence from the course, but major sources of evidence are ignored. OR The evidence used is insufficient to support one or more of the claims in the paper. OR Much of the support consists of direct quotes or naked claims, unsupported by research.
C	Does not match up with every element of the question	The essay is a set of arguments that proceed without logical order	The evidence, when taken as a whole, fails to support the paper's thesis, with necessary steps in the argument being assumed instead of demonstrated. Much relevant evidence is omitted and irrelevant evidence may be present. References to evidence from the course lack specificity.
D	Does not match up with most elements of the question	Most of the essay is devoid of actual argument, instead following a stream-of-consciousness or "data dump" strategy	At least one major element of the essay's argument has substantial evidence from the course that supports it. However, other references are generally vague or irrelevant.
F	None	The essay is devoid of structure	Little if any evidence from the course is used in the answer. It fails to demonstrate a grasp of what the authors found.

**Essay (30%)** There is one required essay. The essay should argue a point about attaining international peace. The essay should attempt to answer one of the main questions about attaining international peace from our text. These questions will be discussed in our paper lecture. Essay topics will be due separately (see schedule). The essay should be a minimum of 12 double-spaced pages with page numbers, a 12-point Times New Roman, in-text APSA-style citations, and a works cited page in APSA format. Title pages are optional. Papers require a clear thesis statement on the first page of the text, followed by arguments that evaluate the thesis, examining evidence both for the thesis and evidence that challenges the thesis. Direct quotes should be no more than ten percent of the essay. A link to APSA formatting is available on Blackboard or the Library's website. Prior to the paper assignment, a lecture will be provided explaining the details on how to write a proper essay.

- Grading will be based on both the quality of the writing (which includes spelling and grammar, but also structure) and the degree to which the thesis is defended. Sources are the first place I will look for evidence. Our texts may be used as sources.

**Weekly Memos (20%)** Students are required to hand in the following at the beginning of each Monday. None of them are required to be typed, although all are required to be legible.

- A paragraph summarizing each reading from The Question of Peace in Modern Political Thought text (one paragraph per reading, per week). These will be graded for accuracy and detail, rather than argument construction (since they are purely descriptive). Each should be no fewer than 5 and no more than 8 sentences.
  - Each summary is weighted equally in the day's homework grade
  - If a summary contains the author's (not your own) thesis and a description of the evidence offered by the author, then it will be considered complete. Incomplete summaries are worth half-credit, at most.
  - Spelling or grammar errors will reduce the credit which you would otherwise receive by 2% each, up to a maximum of 20%.

**Participation and Attendance (10%)** A portion of your grade is determined by your in-class participation. While there may be structured exercises from time to time, the bulk of the participation grade is determined by whether you discuss the assigned readings for the day. I am looking for comments that clarify, question, or challenge the theories offered by the authors. Also, try to make real world applications to the topic read before class. Feel free to challenge my statements as well.

- Daily grades:
  - You will receive 3 point for attending a class and doing little else.
  - You will receive 5 points for attending and making a reasonable comment (or participating in an in-class exercise when these are offered).
  - You will receive up to 8 points for attending and making a particularly insightful observation or several reasonable comments.
  - On days when a lecture or structured exercise takes up about half of the class period, no participation is required. For lecture periods, see schedule.
  - If you are late for class without providing me with a legitimate excuse that session, participation credit will be deducted in proportion to your lateness (1 point for each 15 minutes).
- Overall grade:
  - You are expected to average 6-8 points per class period.
  - The maximum participation grade can be as high as 8 points. This is a modest extra-credit opportunity.
- Tip: If you have trouble thinking of things to say in class (a common problem for shy students), write down discussion questions or objections while you are reading the material at home. Then you don't have to worry about "blanking" in class because you can simply read off a question from your notes. If you have any questions concerning how to participate in class discussion, please feel free to ask me.

### Overall Course Rubric

Item	Points	Percentage
Participation/Attendance	100 (14 sessions, 8 per session, excluding the first, last, sessions)	10
Weekly Memos	200 (14.3 points each)	20
Paper	300	30
Exams	400 (200 per exam)	40
<b>TOTAL POSSIBLE</b>	<b>1000</b>	<b>100</b>
90+ = A   80-89=B   70-79=C   60-69=D   59- lower = F		

**Posting of Grades:** Grades will be emailed to each student individually in a spreadsheet format at least three times during the semester. If at any time you have a question pertaining to your grade, please see me after the class to review your grade book. The grades of each student are kept separate at all times.

**Re-grade Policies:** Mistakes happen. Don't be shy about checking everything twice. In order to prevent a last-minute search for points long after the original grading has been done, I have two policies for regrades or disputes over grades. Please remember the deadlines in each case. After this time, I am no longer confident that I will be able to remember enough to fairly re-grade the material (i.e. using exactly the same standards as those applied to other students).

- Written Work: If you believe I have graded written work incorrectly, then you have up to **one week** to return the work to me along with a *brief* explanation of the portion to be re-graded.

#### Make-Up Work, Absences, and Late Work

- Scheduled Absences: Students must inform the instructor *prior to an absence*. Send me an email stating the dates(s) you will be missing and the reason(s). You should also hand me a written note with this information in class. (Protect yourself! Don't rely on my memory – hand me something written that I can keep in my files).  
**Hand in your summaries before you leave.**
- Emergencies: Send me an email if possible. If all else fails, you or a friend may call or text and speak to me or my voicemail. There are very few situations in life that preclude making a phone call or having a friend do so; failure to contact the instructor *prior to class* will normally rule out any sort of make-up. The standard is "ASAP" – that is, as soon as a reasonable person would have been able to contact me. **When you return, be sure to**

**bring summaries for any missed classes and to request any make-up in-class work. It is not the instructor's duty to remind you.** Make-up work often differs from the original and is offered at the instructor's convenience.

- Late Work: Late work will not be accepted, except in the case of emergencies (at the discretion of the professor). If you must, email me a memo to prove you have it done on time, then you need to *bring a hard copy for me to grade* the next class session.
- Grades of incomplete are not to be used when students simply fall behind. Instead, they are used when some event such as a hospitalization or deployment effectively takes the student out of the class after the drop deadline. By university policy, incompletes must be finished in the subsequent semester.
- Make up Tests: Make-up-Tests will not be provided except in the case of emergencies (at the discretion of the professor). In such circumstances, follow the guidelines for emergencies above.

## Course Schedule

Dates	Readings
Jan 15	<b>No Class University Closed- Martin Luther King Day</b>
Jan 22	<ul style="list-style-type: none"> <li>• Tonge, <u>Comparative Peace Processes</u>, <b>Introduction</b></li> <li>• Koivukoski and Tabachnick ed. <u>The Question of Peace in Modern Political Thought</u>, Introduction and Chapter <b>1 + 2</b></li> </ul>
Jan 29	<ul style="list-style-type: none"> <li>• Tonge, <u>Comparative Peace Processes</u>, Chapter <b>1, pg. 5-22</b></li> <li>• Koivukoski and Tabachnick ed. <u>The Question of Peace in Modern Political Thought</u>, Chapter <b>3</b></li> </ul>
Feb 5	<ul style="list-style-type: none"> <li>• Tonge, <u>Comparative Peace Processes</u>, Chapter <b>1 pg. 22-29</b></li> <li>• Koivukoski and Tabachnick ed. <u>The Question of Peace in Modern Political Thought</u>, Chapter <b>4</b></li> <li>• <b>Paper Lecture</b></li> </ul>
Feb 12	<ul style="list-style-type: none"> <li>• Tonge, <u>Comparative Peace Processes</u>, Chapter <b>2</b></li> <li>• Koivukoski and Tabachnick ed. <u>The Question of Peace in Modern Political Thought</u>, Chapter <b>5</b></li> <li>• <b>Paper Topic due</b></li> </ul>
Feb 19	<ul style="list-style-type: none"> <li>• Tonge, <u>Comparative Peace Processes</u>, Chapter <b>3</b></li> <li>• Koivukoski and Tabachnick ed. <u>The Question of Peace in Modern Political Thought</u>, Chapter <b>6</b></li> </ul>
Feb 26	<ul style="list-style-type: none"> <li>• Tonge, <u>Comparative Peace Processes</u>, Chapter <b>4</b></li> <li>• Koivukoski and Tabachnick ed. <u>The Question of Peace in Modern Political Thought</u>, Chapter <b>7</b></li> </ul>
March 5	<b>Midterm Exam</b>
March 12	<b>NO CLASS: SPRING BREAK</b>
March 19	<ul style="list-style-type: none"> <li>• Tonge, <u>Comparative Peace Processes</u>, Chapter <b>4 pg. 79-92</b></li> <li>• Koivukoski and Tabachnick ed. <u>The Question of Peace in Modern Political Thought</u>, Chapter <b>8</b></li> </ul>
March 26	<ul style="list-style-type: none"> <li>• Tonge, <u>Comparative Peace Processes</u>, Chapter <b>5</b></li> <li>• Koivukoski and Tabachnick ed. <u>The Question of Peace in Modern Political Thought</u>, Chapter <b>9</b></li> </ul>
April 2	<ul style="list-style-type: none"> <li>• Tonge, <u>Comparative Peace Processes</u>, Chapter <b>6</b></li> <li>• Koivukoski and Tabachnick ed. <u>The Question of Peace in Modern Political Thought</u>, Chapter <b>10</b></li> </ul>
April 9	<ul style="list-style-type: none"> <li>• Tonge, <u>Comparative Peace Processes</u>, Chapter <b>7</b></li> <li>• Koivukoski and Tabachnick ed. <u>The Question of Peace in Modern Political Thought</u>, Chapter <b>11</b></li> </ul>

Dates	Readings
April 16	<ul style="list-style-type: none"> <li>• Tonge, <u>Comparative Peace Processes</u>, Chapter 8</li> <li>• Koivukoski and Tabachnick ed. <u>The Question of Peace in Modern Political Thought</u>, Chapter 12</li> </ul>
April 23	<ul style="list-style-type: none"> <li>• Tonge, <u>Comparative Peace Processes</u>, Chapter 9</li> <li>• Koivukoski and Tabachnick ed. <u>The Question of Peace in Modern Political Thought</u>, Chapter 13</li> </ul>
April 30	<ul style="list-style-type: none"> <li>• Tonge, <u>Comparative Peace Processes</u>, <b>Conclusion</b></li> <li>• Koivukoski and Tabachnick ed. <u>The Question of Peace in Modern Political Thought</u>, Chapter 14</li> <li>• <b>Paper Due</b></li> </ul>
May 7	<b>Final Exam</b>

### 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.

### Important University Dates:

January 15, (Monday) Martin L. King Jr. Day

January 16, (Tuesday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (16 week & 1st 8 week)

January 16, (Tuesday) Classes Begins

January 18, (Thursday) ADD/DROP/LATE REGISTRATION ENDS (16 week & 1st 8 week)

January 23, (Tuesday) Last day to drop 1st 8-week classes with no record

January 31, (Wednesday) Last day to drop 16 week classes with no record

February 2, (Friday) Priority Deadline to Submit Graduation Application

February 9, (Friday) Last day to drop a 1st 8-week class with a Q or withdraw with a W

February 15, (Thursday) Last day to apply for Clinical Teaching

February 23, (Friday) Student End of Course Survey Opens (1st 8-Week Classes)

March 1, (Thursday) Deadline to submit application to Teacher Education Program

March 2, (Thursday) Deadline to Submit Graduation Application for Ceremony Participation

March 9, (Friday) 1st 8 week classes end

March 9, (Friday) Deadline for Admissions applications

March 11, (Sunday) Student End of Course Survey Closes (1st 8-Week Classes)

March 12, (Monday) Spring Break Begins

March 12, (Monday) 1st 8-week grades from faculty due by 3pm

March 15, (Thursday) Tuition and Fee Payment Deadline (2nd 8-week classes)

March 16, (Friday) Spring Break Ends

March 19, (Monday) 2nd 8 week begins

March 19, (Monday) Summer Advising Starts

March 19, (Monday) Class Schedule Published

March 19, (Monday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (2nd 8-week classes)

March 21, (Wednesday) ADD/DROP/LATE REGISTRATION ENDS (2nd 8-week classes)

March 27, (Tuesday) Last day to drop 2nd 8-week classes with no record

March 30, (Friday) Last day to drop a 16-week course with a Q or withdraw with a W

April 1, (Sunday) GRE/GMAT scores due to Office of Graduate Studies

April 2, (Monday) Scholarship Deadline

April 2, (Monday) Registration begins

April 5, (Thursday) Priority Deadline for International Student Admission Applications

April 13, (Friday) Last day to drop a 2nd 8-week class with a Q or withdraw with a W\*

April 13, (Friday) Deadline for submission of final committee-edited theses with committee approval signatures to Office of Graduate Studies

April 27, (Friday) Student End of Course Survey Opens (16 Week and 2nd 8-Week Classes)

May 7-11, Finals Week

May 11, (Friday) Last day to file for Degree Conferral (Registrar's Office)(\$20 Late Application Fee applies)

May 11, (Friday) Spring Term Ends

May 11, (Friday) Last day to withdraw from the university (16 week and 2nd 8 week classes)

### **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.*

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## **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](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 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].

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 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. 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 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 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.

#### **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 Monday-Thursday 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 [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) 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](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 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/].

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#### **Amendments**

Not all exigencies can be foreseen. I reserve the right to amend the syllabus at any time. Any such amendment will be provided to the students in writing