

PSYC 3301-110, CRN 60025, PSYCHOLOGY OF LEARNING

Summer 2018

Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Andria Schwegler

Office: online via WebEx linked in the course

Phone: VoIP; schedule an appointment to receive number and PIN

Email: Preferred email is in Canvas Inbox in class; use schwegler@tamuct.edu for non-class related communication

Office Hours:

The professor is available to meet with students via voice over the internet protocol (VoIP) by appointment. Students should message the professor inside Canvas to schedule a time. Appointment times are very flexible, and regular meetings are highly encouraged.

Mode of instruction and course access:

This course is a 100% online course and uses the TAMUCT Canvas Learning Management System: [https://tamuct.instructure.com]

Student-instructor interaction:

The professor will logon to the course in Canvas daily during the work week (Monday through Friday) and will reply to email within two business days.

Students are expected to logon to the course in Canvas daily to review announcements and resources or to message the professor with updates on their work.

The professor will provide feedback on written work by posting comments as needed in the Submission box, on the document students submit, or on documents attached to emails. Students should review all comments when feedback is posted to examine and apply the information on subsequent portions of the project or similar assignments.

Students should message the professor to schedule an appointment to talk as needed.

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 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:

Investigate major theoretical approaches, concepts and principles, and experimental methods of learning. Prerequisite(s): PSYC 2301 or permission of department chair.

Student Learning Outcomes:

1. *Demonstrate factual knowledge (terminology, classifications, methods, trends).* Students will read, research, and discuss basic terms and content regarding human learning. Students will demonstrate knowledge of this content on module quizzes, discussion posts and replies, and exams.
2. *Demonstrate factual knowledge of fundamental principles, generalizations, or theories of learning.* Students will read, research, interpret, and discuss the concepts and implications of learning for each of the major schools of thought. Students will demonstrate this knowledge on the chapter quizzes and exams, discussion posts and replies, and article summaries.
3. *Apply course material to improve thinking, problem solving, and decision making.* Students will connect concepts in the text and extension articles to problems which may be encountered in the field of psychology and in their own lives through writing assignments including the discussion board posts and replies, the ethical writing quiz, and exam essays.
4. *Analyze and critically evaluate ideas, arguments, and points of view regarding major principles and theories of learning.* Students will demonstrate their ability to summarize information and evaluate it in terms of course content on journal article summaries and exam essays.

Required Reading and Textbook(s):

American Psychological Association. (2009). *Publication manual of the American psychological association* (6th ed.). Washington, DC: Author. ISBN: 978-1-4338-0561-5

Ormrod, J. E. (2016). *Human learning* (7th ed.). Boston, MA.: Pearson. ISBN: 9780133579284

Scholarly articles accessed through the University Library, including those on e-Reserve and those independently retrieved.

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

COURSE REQUIREMENTS

Students are responsible for meeting the course requirements as scheduled for each module in the course calendar. **Assignments submitted after the due date will not be credited.** Students who are excused from coursework due to medical issues or military training must provide a written excuse documenting the dates of the absence, which must coincide with the work to be made up, provided by physicians, military supervisors, or law enforcement officers.

All assignments must be written in a student's own words. No credit will be awarded for quoted or plagiarized material on any assignment. **Quoting or paraphrasing that closely mirrors the source (textbook or other reference material) will receive no credit even if properly cited. Students must write original sentences conveying the information they have learned to the reader (i.e., paraphrasing) and properly cite the source of the information to receive credit for writing.**

All assignments should be written in proper APA style. Students must follow the APA style guidelines provided in the *Publication Manual* and use online style resources provided by the [American Psychological Association](http://www.apastyle.org) at www.apastyle.org

Ethical Writing Quiz (10% of Overall Course Grade). Students will read materials on ethical writing, including the TAMUCT Academic Code of Conduct, and complete a quiz assessing their comprehension of the information. The quiz is worth 100 points and will consist of multiple choice, short answer, and essay questions. The quiz will cover content in the assigned readings with a focus on plagiarism and paraphrasing because students are expected to apply this information to their own writing in this course. Any student who submits assignments that include evidence of plagiarism or other unethical conduct will be assigned a failing grade on the assignment and immediately reported to the Office of Student Conduct. The purpose of the assigned reading materials and quiz is to clarify how to paraphrase and cite information appropriately so students submit assignments written in their own words while crediting the source of the information.

Application Discussions and Replies (24% of Overall Course Grade) (8 discussion posts and replies worth 30 points each). Students are expected to participate every week in class discussions. These discussions are intended to foster a critical evaluation of course concepts. Students must actively and fully participate in the week's lesson to receive full participation points by contributing an original discussion (250 word minimum with substantive discussion of course content) and replying to at least one other student (150 word minimum with substantive discussion of course content, not merely personal opinions). Students' initial posts are due on Thursdays by 11:59pm Central. Until students write and submit their own post, they will not be able to view each other's work. Thus, all initial posts must be researched and written independently prior to discussion. Students' replies to a peer's post are due on Mondays by 8:00am Central. Posts and replies will be graded according to the following standards each week.

Discussion Post:

Ormrod Research on Topic with Citation and Page Number

- 0 – no text research, no in text citation, or citation provided is not related to discussion topic
- 3 –text research is cited properly but adds little relevant information to the discussion topic (i.e., the information does little to enrich understanding of the content)
- 6 –text research is cited and adds much relevant information to the discussion topic to enrich understanding and application of the topic but some elements in post are unrelated to essay prompt or some elements of essay prompt are not addressed or are not thoroughly explained
- 9 –text research is cited and adds much relevant information to the discussion topic to enrich understanding and application of the topic, all elements in post are related to essay prompt, and all elements of essay prompt are addressed and are thoroughly explained

Independent Research on Topic with Citation of Source

- 0 – no independent research, no in text citation, citation provided is not related to discussion topic, citation is not from a reputable source, and/or information cited does not add new information to discussion topic (i.e., a citation for information that is also provided in the textbook will not

earn credit; independent research must provide information that extends the content in the text book and must come from a credible source)

3 – independent research is cited properly and is from a reputable source but adds little relevant information to the discussion topic (i.e., the information does little to enrich understanding and application of the content)

6 – independent research is cited, is from a reputable source and adds much relevant information to the discussion topic to enrich understanding and application of the topic but some elements in post are unrelated to essay prompt or some elements of essay prompt are not addressed or are not thoroughly explained

9 – independent research is cited, is from a reputable source and adds much relevant information to the discussion topic to enrich understanding and application of the topic, all elements in post are related to essay prompt, and all elements of essay prompt are addressed and are thoroughly explained

Textbook Integration of Independent Research

0 – no independent research or no explanation of how independent research fits into concepts covered in the textbook and course content

3 – independent research is cited, is from a reputable source, and an explanation of how the independent research fits into the concepts and content covered in the course textbook is provided but it is not thorough or clear

6 – independent research is cited, is from a reputable source, and a thorough explanation is provided regarding how the independent research fits into the concepts and content covered in the course textbook

Organization and Mechanics

0 – no post or several errors are present in idea organization, sentence structure, grammar, and/or spelling

1 – post expression is choppy or ideas are not in a logical order (e.g., reads as a collection of sentences not as a progressive explanation) or some errors in sentence structure, grammar, and/or spelling

2 – post expression is logical with connected ideas (e.g., reader is lead from one idea to the next with transitions, ideas are ordered in a meaningful way) and no errors in sentence structure, grammar, and/or spelling

Discussion Reply:

Extensions, Corrections, Questions to Classmate's Post:

0 – no reply or reply merely states “good job” or agreement with post or reply does not discuss content related to the course

1 – reply is posted and includes content related to the course, but it provides no new contribution that extends the original post

2 – reply is posted that adds new information to original post to extend the discussion (e.g., correction to information with a citation of source, additional content or example of concept, application of concept to

other areas)

Organization and Mechanics

0 – no reply or several errors are present in idea organization, sentence structure, grammar, and/or spelling

1 – some errors are present in idea organization, sentence structure, grammar, and/or spelling

2 – no errors are present in idea organization, sentence structure, grammar, and/or spelling

Article Summaries (25% of Overall Course Grade) (5 summaries worth 50 points each).

Students will be introduced to reading peer-reviewed, empirical articles related to the psychology of learning. These articles form the basis for course textbooks, and students will gain exposure to this first-hand research that extends consideration of concepts beyond the course textbook. Students will summarize and integrate with course concepts five (5) scholarly articles pertaining to learning. Article summaries should include a summary written in the student's own words of information pertaining to the major sections included in the article. Summaries should also include the student's own explanation of how the key ideas in the article fit in with the broader course context. A full reference written in APA style of the article should be included at the end of each summary. The research article summaries will be graded using the rubric below.

Introductory Paragraph of Article Summary

Thesis statement for article summary explains the purpose of the research

0 = none present, or thesis statement does not explain purpose of research summarized

2 = thesis statement explains the purpose of the research but refers to the article as a document or the summary assignment; thesis statement focuses on fact of writing a summary of an article not on the variables examined (e.g., This article stated the elements of learning [without stating what the elements were]).

4 = thesis statement explains the purpose of the research without referring to the article as a document or the summary assignment itself; thesis statement focuses on importance of variables not on fact of writing a summary (e.g., Smith and Jones (2015) examined the role of [variable] on learning”).

Explanation of the variables/topics in the research

0 = none present, or variables/topics are not correctly identified

1 = at least one variable/topic is accurately identified and explained

2 = all variables/topics are correctly identified and explained

Explanation of Research Questions or Statements that were Tested in Study (i.e., hypotheses)

0 = no description of research questions or statements tested in the summary

2 = description of research questions or statements tested in the summary

Summary of Relevant Background Research in Introduction

0 = no description of background research is addressed in the summary

2 = description of background research includes some relevant information to justify study but omits important information

4 = description of background research includes necessary information to justify need for study (e.g., rationale explains how research contributes new information to the area, rationale clarifies why replication is important)

Summary of Method

Description of participants

- 0 = no description of research participants
- 2 = description of participants omits relevant characteristics (e.g., *n*, age, experience)
- 4 = description of participants includes all relevant characteristics

Description of procedure

- 0 = no description of procedure or research design
- 2 = description of procedure omits relevant characteristics (e.g., missing measure or step)
- 4 = description of procedure includes all relevant characteristics

Description of assessments

- 0 = no description of assessments or how data was recorded to use for analysis
- 2 = description of assessments includes all relevant characteristics

Summary of Results

- 0 = no explanation of outcomes, or output of statistical tests replace explanation of outcomes
- 2 = description of observed outcomes includes some relevant information but omits relevant characteristics (e.g., statistically significant results are not distinguished from nonsignificant ones)
- 4 = description of observed outcomes includes information relevant to research questions/statements that were tested in the study

Summary of Discussion

Explanation of conclusions

- 0 = no description of conclusions/generalizations of research
- 2 = description of conclusions includes some relevant information but omits relevant characteristics or makes overstated claims
- 4 = description of conclusions includes all relevant information

Limitations of study

- 0 = no description of limitations stated for study
- 2 = description of limitations includes some relevant information but omits relevant characteristics (e.g., important cautions are ignored)
- 4 = description of limitations includes all relevant information stated in article

Synthesis of Research with Course Content/Textbook

- 0 = no integration of course content with summary, or summary is not correctly placed in broader context of the field
- 2 = poor integration of course content with summary; ideas include only personal opinions that are not supported by context, broader theory, or concepts in the article or textbook (e.g., I like the article; I disagree with the author)
- 4 = weak integration of course content with summary; ideas are mostly personal opinions though a mention of context, broader theory, or concepts in the article or textbook is attempted
- 6 = novel explanations link the summary to the broader context in the field but are not fully described; ideas include few unsubstantiated personal opinions but explanations of context, broader theory, or concepts in the article or textbook are insufficient

8 = novel explanations link the summary to the broader context in the field and are adequately described; ideas include no personal opinions that are unsubstantiated though explanations of context, broader theory, or concepts in the article or textbook could be more thorough

10 = novel explanations link the summary to the broader context and are fully described; ideas include no personal opinions that are unsubstantiated and explanations of context, broader theory, or concepts in the article or textbook are thorough and convincing

APA Style Citation

0 = none present or does not conform to APA style

1 = citation is present and includes some information in proper APA style

2 = citation is present and includes all information in proper APA style

Organization and Mechanics

0 = several errors in organization, expression, or grammar; writing is below expectations for the undergraduate level

2 = few errors in organization, expression, or grammar; writing is at the level of a developing undergraduate writer

4 = no errors in organization, expression, or grammar; writing is appropriate for the undergraduate level

Chapter Quizzes (21% of Overall Course Grade) (15 quizzes worth 14 points each). Quizzes covering content from the assigned chapters in the Ormrod text will be given for each module during the semester (see Course Calendar for dates and chapters). Quizzes will consist of questions in multiple-choice format, and questions will be drawn from textbook readings, class activities, and assignments. These exams are timed and must be completed independently in the same session they are begun. Students may not seek assistance from other students on quizzes. Direct all questions to the professor.

Midterm and Final Examinations (20% of Overall Course Grade) (2 exams worth 100 points each). Two exams will be given during the semester (see Course Calendar for dates). These tests will cover content from the assigned chapters and activities listed in the Course Calendar. The exams will be comprised of multiple-choice, short answer, and essay questions. Students may use textbooks, notes, and resources when completing the exams. However, all exams must be completed independently with no assistance from other students. Direct all questions related to exams to the professor of the course.

Students should use a hardwired internet connection, NOT a wireless internet connection when completing quizzes and exams. Wireless connections “blink,” and when they do, students will be exited from the quiz/exam and will not be allowed to re-enter it. If students are kicked out of a quiz/exam unexpectedly, email the professor immediately. To reduce the likelihood of this occurrence, physically plug the computer into the wall port with an internet cable.

Grading Criteria Rubric and Conversion

<u>Assignment</u>	<u>Number Due</u>	<u>Points Each</u>	<u>Points Total</u>	<u>Percentage</u>
Discussions & Replies	8	30	240	24.0
Chapter Quizzes	15	14	210	21.0
Article Summaries	5	50	250	25.0
Ethical Writing Quiz	1	100	100	10.0
Midterm Exam	1	100	100	10.0
Final Exam	1	100	<u>100</u>	<u>10.0</u>
			1000	100%

Posting of Grades

Grading Scale: Grades are not 'given' in this course; they are earned. Students earn grades by actively engaging with course content and by demonstrating their grasp of subject-matter content on written assignments and exams. Grades are determined based on the percentage of points earned on each assignment and the assignment's weight toward the overall course grade.

<u>Grade</u>	<u>University Definition</u>	<u>Percentage</u>
A	Excellent	90-100
B	Good	80-89
C	Fair	70-79
D	Passing	60-69
F	Failing	59 or below

Grade Posting: All students' grades will be posted in the Canvas Grade Center after the assignment due date has passed. On the writing assignments, the professor will begin reading, grading, and recording grades on the Monday they are due and will have all grades posted within one week. Students should regularly monitor their grades in the Canvas Grade Center, and *students should not hesitate to ask the professor about any grade or concern.*

COURSE OUTLINE AND CALENDAR

<u>Week</u>	<u>Module</u>	<u>Instructional Activities</u>	<u>Assignments Due</u>
Complete before the semester begins	Get Ready	Log on to Canvas Establish library access from home Create a quiet study environment Resolve all computer difficulties Find 2 'back-up' computers w/internet Introduce self in Study Hall	All assignments are due by 8:00am CST on Mondays except for initial discussion posts which are due by the end of the day on Thursdays (i.e., 11:59pm CST) prior to the close of the Module.
June 4 (12:30am) through June 11 (8:00am)	Module 1: Introduction to Human Learning	Read Ormrod Chapters 1 and 2 Read Extension Article Write Discussion Post Take Chapter Quizzes	Ethical Writing Quiz Discussion Post & Replies Chapter Quizzes
June 11 (8:00am) through June 18 (8:00am)	Module 2: Behaviorist Views of Learning	Read Ormrod Chapters 3 and 4 Read Extension Article Write Discussion Post Take Chapter Quizzes	Article Summary Discussion Post & Replies Chapter Quizzes
June 18 (8:00am) through June 25 (8:00am)	Module 3: Social Cognitive and Cognitive Views of Learning	Read Ormrod Chapters 5 and 6 Read Extension Article Write Discussion Post Take Chapter Quizzes	Article Summary Discussion Post & Replies Chapter Quizzes
June 25 (8:00am) through July 2 (8:00am)	Module 4: Cognitive Views of Learning: Memory	Read Ormrod Chapters 7 and 8 Read Extension Article Write Discussion Post Take Chapter Quizzes Take Midterm Exam	Discussion Post & Replies Chapter Quizzes Midterm Exam
July 2 (8:00am) through July 9 (8:00am) July 6 is Graduation Application Deadline for Ceremony	Module 5: Cognitive-Developmental Perspectives	Read Ormrod Chapters 9 and 10 Read Extension Article Write Discussion Post Take Chapter Quizzes	Article Summary Discussion Post & Replies Chapter Quizzes

July 9 (8:80am) through July 16 (8:00am)	Module 6: Contextual Perspectives and Complex Learning	Read Ormrod Chapters 11 and 12 Read Extension Article Write Discussion Post Take Chapter Quizzes	Article Summary Discussion Post & Replies Chapter Quizzes
July 16 (8:00am) through July 23 (8:00am)	Module 7: Complex Learning and Motivation	Read Ormrod Chapters 13 and 14 Read Extension Article Write Discussion Post Take Chapter Quizzes	Article Summary Discussion Post & Replies Chapter Quizzes
July 23 (8:00am) through July 27 (11:59pm)	Module 8: Motivation	Read Ormrod Chapters 15 Read Extension Article Write Discussion Post Take Chapter Quiz Take Final Exam	Discussion Post & Replies Chapter Quiz Final Exam

The professor reserves the right to amend this syllabus at any time. If revisions are necessary, the professor will make every effort to provide as much advanced notice as possible.

Important University Dates

See the Academic Calendar: <https://www.tamuct.edu/registrar/academic-calendar.html>

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 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) web page [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 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](#), 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. 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 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-4pm Monday-Thursday during the summer with online hours available 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](#) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library

The University Library provides many services in support of research across campus and at a distance.

We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 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].

INSTRUCTOR POLICIES

Student Created Content: All content submitted to the course for credit must be the student's own creation. Students must write or paraphrase and properly cite all content submitted. No credit will be awarded for plagiarized or quoted material even if it is appropriately cited (i.e., students cannot receive credit for submitting content that someone else wrote). Students should paraphrase all information and provide the appropriate citations.

APA Style: All text and citations submitted for course credit should follow the guidelines of the *Publication Manual of the American Psychological Association (6th ed.)*.

Copyright Information: Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

Late Work: No late work will be accepted. Due date extensions are offered only with a doctor's excuse or letter from the commander for military training that includes the dates missed. Students should make arrangements to reschedule appointments that will cause them to miss class. It is very difficult for students who miss class with a documented excuse to catch up. Students who miss class and do not provide a written excuse from a doctor or military commander will not be allowed to make up any work.

Recommended Academic Strategies:

1. According to the federal definition of a credit hour, students should spend "not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class...for one semester hour of credit" (<http://www.sacscoc.org/subchg/policy/CreditHours.pdf>). For a 3-credit hour class that is delivered fully online, students should spend at least **17 hours on coursework per week for an 8-week course**. Bear in mind that this guideline is for an average class. Some students may find this course challenging and may require *significantly more time* to grasp the concepts and complete the assignments. Plan accordingly.
 - a. Research indicates that spaced practice is better than massed practice when learning new information. Thus, spending 3 hours a day for 6 days a week on coursework is better for your learning and your grade than 'pulling an all-nighter.' Adjust your schedule accordingly.
 - b. Begin each module the day it opens. The course requirements are too time-demanding and labor-intensive to wait until the last day an assignment is due to begin work.
 - c. Use the Weekly Reflections to assist you in revising your study time as the semester progresses. This activity was created to teach students about their study habits. Review your responses across several Reflections during the semester to learn from them.
2. Be professional and use proper netiquette (i.e., internet etiquette) in all course correspondence. Your college education is grooming you for a professional career.
 - a. Use standard English in all of your communications. Do not abbreviate or use texting shortcuts (e.g., OMG! R U kidding. ROFL!). Spell check, revise, and edit your messages before sending them. Use proper punctuation and capitalization.
 - b. Be polite and respectful of others. Do not use all UPPERCASE LETTERS, which is equivalent to shouting. Avoid sarcasm and irony because they are easily misinterpreted by the reader. Do not 'flame' others by sending negative or hurtful comments; though the reader cannot see you, you are not anonymous.
 - c. Remember that you are individually accountable for all your messages and online actions. Treat all of your interactions with others in class as you would in your future professional career.
3. Follow the sequence of instruction. Gaining a full, independent understanding of the text is absolutely critical in an online course, and the sequence of instruction provides diverse activities based on sound educational practice to meet this goal. (If you are memorizing the formulas, you are studying for the class incorrectly!)
4. Pay attention to the percentage of your grade each assignment is worth. Simply doing well on the exams will not allow you to pass the course. Students must submit all assignments every week to do well in the course.
5. Complete and submit course assignments on time. Extensions for coursework will **not** be granted. Find at least two "back-up" computers with internet access if your primary

- computer “crashes” or you have connection difficulties. Save your work often and on multiple media (e.g., hard drive, jump drive), so you do not lose your work.
6. Stay focused. Just as in a face-to-face class, reduce as many distractions as possible when working on course assignments. Turn off all electronic devices such as cell phones, music players, gaming equipment, etc. Postpone business not related to the course until you have completed your assignments for the day.
 7. Keep me informed. At the first sign of confusion or difficulty, request assistance in Study Hall. Unless I hear from you, I will not know how to help you.