

## *CRIJ 3301 – Female Offenders, Summer 2018*

Instructor: Lynn M. Greenwood, PhD

### COURSE AND CONTACT INFORMATION

Course and Contact Information	
Class Time and Location:	Tuesdays/Thursdays 2-4:30pm Founder's Hall Room 208
Office:	Founder's Hall, Room 217L
Office Hours:	Tuesdays 11am-1pm Wednesdays 4-6pm By appointment
Email:	<a href="mailto:lgreenwood@tamuct.edu">lgreenwood@tamuct.edu</a> – preferred email. When emailing, always identify yourself and the course number. In general, when communicating electronically, you should use complete sentences and be very clear about what you are asking or saying to avoid miscommunication. You may also contact me via Canvas. I will check this on a daily basis, unless otherwise specified.
Phone:	Mobile: 512-525-9173 – if texting or leaving voicemail, please clearly identify yourself and the course number. I do not have an office phone. I usually do not answer unknown numbers (too many spam callers lately), so leave a message and I will call you back.
Preferred Mode of Communication:	I prefer emails or office visits to phone calls, unless absolutely necessary.

### COURSE INFORMATION

**I. Course Description: Special Topics: Female Offenders. (3-0)** A study of female offenders in the Criminal Justice system. Topics include, but are not limited to, historical perspectives, juvenile offenders, programming and treatment, prison and community corrections, and special issues.

#### **II. Course Objectives:**

1. Students will demonstrate writing skills appropriate to the discipline of Criminal Justice.
2. Students will understand key concepts of Criminal Justice.
  1. Students will demonstrate a basic understanding of the historical perspectives regarding female offenders
  2. Students will demonstrate a basic understanding of the similarities and differences between the experiences/backgrounds of male and female offenders.
  3. Students will demonstrate a basic understanding of theories of female offending
  4. Students will demonstrate a basic understanding of legal issues regarding female offenders
  5. Students will apply key concepts to create personal opinions as applied to the topics presented.
    - a. Students will demonstrate the ability to engage in critical thinking and analysis of current issues relevant to female offenders

**III. Required Textbooks:**

1. Belknap, J. (2014). The invisible woman: Gender, crime, and justice (4<sup>th</sup> ed.). Wadsworth Cengage Learning. ISBN: 978-0-495-09055-7
2. Chesney-Lind, M. & Pasko, L. (2013). The female offender: Girls, women, and crime (3<sup>rd</sup> ed.). Sage. ISBN: 978-1-4129-9669-3
3. Alarid, L.F. & Cromwell, P. (2006). In her own words: Women offenders' views on crime and victimization. Oxford University Press. ISBN: 978-0-19-533068-7

**Supplementary Materials:**

Students will receive additional reading and viewing materials throughout the semester to enhance, expand on, and aid in discussions.

**Academic Dishonesty**

Academic dishonesty will not be tolerated. To insure you comply with the standards of academic integrity set forth by TAMUCT, please read the following information, and follow the links. By now you should all understand what plagiarism is and is not. If you are unsure, please follow the link I've provided and read all material on the subject. **Any student caught plagiarizing will receive a 0 (zero) for that assignment and may be referred to the university for further discipline/education.**

Academic Integrity	Texas A&M University - Central Texas expects all students to maintain high standards of personal and scholarly conduct. Students found responsible of academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case of academic dishonesty and report the incident to the Associate Director of Student Conduct. More information can be found at <a href="http://www.tamuct.edu/departments/studentconduct/facultyresources.php">http://www.tamuct.edu/departments/studentconduct/facultyresources.php</a> .
Plagiarism	Plagiarism is a form of academic dishonesty. Plagiarism, most simply defined, is not properly crediting your sources of information through the use of textual citations and the provision of a works cited list. If something is not your own original idea, thought, words, or the product of your original data collection and analysis, you need to cite your source in the text. You may expand on work you have submitted in other classes. If you would like to do so, please contact me to discuss the terms. To learn more about plagiarism, please visit <a href="https://owl.english.purdue.edu/owl/resource/589/02/">https://owl.english.purdue.edu/owl/resource/589/02/</a>

**Mode of Instruction and Course Access:**

This is a blended course and uses the TAMUCT CANVAS system. To be able to successfully complete this course, the student must have reliable and frequent access to a computer and to the Internet. In

addition, the student must be able to access Canvas. If you are unfamiliar with Canvas, there is a Canvas Student Quick Start Guide found in the Orientation Module in Canvas. Do not contact your instructor with non-course-related issues regarding Canvas; contact the help desk for Canvas-related issues.

**Canvas notifications.** To opt in to these items (and others), log in to Canvas, click on your account, click on notifications, and opt in to the items you wish to receive notifications about. At a minimum, you should select announcements, grading, and conversations (this is the Canvas name for mail).

**You should also claim your university email account.** All university-level announcements are delivered to your university email. You may miss out on vital announcements and information if you do not check your university email regularly. In addition, you should communicate with professors using your university email.

**Accessing Canvas:**

In your web browser go to <https://tamuct.instructure.com>. Log in using your myCT username and password.

*Technology issues are not an excuse for missing a course requirement. Make sure your computer is configured correctly and address issues well in advance of deadlines.* If you have problems with your personal computer and/or Internet, you have access to the computer lab in Warrior Hall (Room 104); there are also computers available in the university library. Operating times and days can be found on the TAMUCT website.

**Technology Support**

If you need additional assistance or need to contact the Canvas Help Desk, use the options under the Help navigation panel tool.

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

**Student-Instructor Interaction:**

This is a blended class, with a mix of classroom-based lecture/discussion sessions and web-based components. Most communication between the instructor and students will be in the classroom, though all students are welcome and encouraged to attend office hours or make an appointment for an office visit.

I will be checking and replying to student emails daily - students should expect a response within 24 hours. Emails sent on a weekend will be responded to the following Monday, unless it is a holiday. Any deviations from this will be announced in Canvas. During office hours, emails will be responded to more quickly, and other methods of communication can also be utilized if pre-arranged (e.g., Facetime, Skype, Chat).

There will be a discussion board available for students to post general questions that will be checked and responded to on a regular basis – students should expect a response within 48 hours. This is highly recommended for general questions (for example, what chapters will be covered on an exam), so that all students in the class may benefit from the answers.

### REQUIRED COURSE WORK

#### Reading

Reading assignments are to be completed prior to class meetings (see course calendar). You are expected to be familiar enough with the readings to apply the material to class discussions as well as to respond to written and oral questions based on the readings. We will not spend class time going over the book, *per se*. Readings and lectures for this course are complementary

#### Journal Entries

**0-25 points for a total of 125 points**

The student will be responsible for completing five journal entries. These journal entries are a modification of a discussion question. Each student will respond to the prompt provided by the instructor. Please read the directions for each entry carefully before responding. Some may require you to watch videos while some may require you to find things on your own. This means that you may need to read ahead in the course textbook as well (see course calendar). Your response will be posted to where the entire class can view the response. HOWEVER, you cannot view ANY responses until you post. This avoids getting answers from another student's post. I do want all students to benefit from the entries of their classmates. You will be able to respond to each other's entries. You will not directly be graded on the responses. However, you should note that if your response is not adequate, any additional information you give responding to other entries and questions posted to your response can add points to your grade. No posts after the due date will be considered for grading purposes.

#### Journal Response

Students are expected to read the assigned materials *prior* to responding to the journal prompts. Your response should reflect your familiarity with the readings and other materials assigned. The student should inspect the Course Calendar and see what readings are assigned for that week. The student should read and understand the assigned reading/materials prior to attempting to answer the prompt. Note taking and outlining is recommended. *This response should be at least a half page in length (about 300 words).* Responses should have some substance beyond the student's agreement with a statement or the mere expression of his opinions. The student should support his responses in some way with references to the reading that was assigned. Under no circumstances should a student quote from the course textbook; instead, he should express himself in his own words.

Quotations will not be accepted for credit. It is also unnecessary for the student to cite sources using APA guidelines for the information that he is presenting. **Due dates for the journal responses will be posted in the course calendar.**

There are no makeups for journals. Each week we will have a new topic to discuss, and there will be no one

left to read your post.

Points are awarded to students, based on the quality of response. Quality pertains to a student responding in relevant, meaningful ways, based upon the assigned readings for that week. Please make sure you read all readings and watch any videos prior to posting.

**Netiquette:** All students are expected to follow rules of common courtesy and professionalism in all correspondence and assignments. Students may wish to refer to the Student Handbook for further information along these lines. Inappropriate or offensive messages or remarks will not be tolerated and may result in expulsion from the course.

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**Book Chapter Reaction Essay**

**0-100 points**

Each student is to choose one section from the book *In Her Own Words: Women Offenders' Views on Crime and Victimization* (Alarid & Cromwell, 2006). There are five sections in the book:

1. Women's pathways to crime: Linking victimization and criminalization
2. The nexus between criminal behavior and family
3. Crime partnerships, networks, and gangs
4. Economic marginality and survival crimes
5. Women's crime as rational choice

This book was chosen because it is an "opportunity for the reader to view firsthand accounts of women's experiences with crime as they are embedded within victimization" (Alarid & Cromwell, 2006, p. ix). By reading about these firsthand experiences, the reader can get a better picture of female crime that can enhance the more academic reading often provided in a textbook or quantitative article.

Your reaction paper should show evidence of original, critical thought about the chosen section. In your reaction, you must back up your position. For example, if you think the research is flawed or you disagree with something in the reading, you must state why. Do not simply summarize the reading – I am looking for original thinking in your essay.

In your reaction essay, you should address the following questions:

- Why did you choose the particular section you are writing about?
- How do you feel about what you are reading?
- What do you agree or disagree with? Think critically about the content you are reading.
- Can you identify with the situation?
- Do you have something to add about the section chosen?
- How does the information in the section chosen relate to the other course materials?

Requirements for essays:

- 4-6 pages in length
  - Double-spaced, 12-point font, Times New Roman, Arial, or Calibri font
  - Must be produced in Microsoft Word (.doc or .docx format)
  - No cover page – include course information and your name in a header or under the title
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- In-text citations and a reference page should be included, and should conform to APA formatting guidelines
- Proofread carefully: grammar, spelling, mechanics, citations, etc. will be part of your grade
- Must be submitted **as an attachment** in Canvas in the assignment section. Do not copy and paste into the assignment box

Grading Criteria for Book Chapter Reaction Essay:

<b>Content</b>	<b>75 points</b>	The paper covers the topic adequately and appropriately; the topic is appropriate to the assignment/course; content reflects critical thinking on the part of the student; the paper covers content areas required by the instructor
<b>Mechanics</b>	<b>25 points</b>	Grammar, spelling, word usage, proofreading, use of APA format are all appropriate to writing at the undergraduate level

In addition, read the grading criteria for the essays before submitting your assignments. If you need assistance with these assignments, please ask. I will be happy to read and comment on your early drafts (must be submitted at least 5 days before the due date). I cannot help you if I do not know that you need help.

**Quizzes**

**0-50 points, for a total of 200 points**

There will be four non-cumulative quizzes in this class. Quiz questions may come from course readings, supplementary materials, and class discussions. See course calendar for quiz dates.

**Course Reaction Essay**

**0-100 points, for a total of 100 points**

Students will be responsible for completing a course reaction essay by the end of the semester. For this exercise, the student should think critically about the content presented in the course as a whole. Refer to the reaction essays section for some hints on how to get started.

**Requirements for course reaction essay:**

- 2-4 pages in length; double-spaced; 12-pt. font; New Times Roman font
- Grammatically correct and free from proofreading errors
- Paragraph, narrative format; 3rd person speech, unless otherwise specified
- Must be completed in Microsoft Word and submitted as an attachment in the Assignment section in Canvas for this course
- If you reference specific material from the course, you must provide in-text citations and a reference list
- No title page is necessary – put name, date, course number in a header on every page
- Use formatting in Microsoft Word for double-spacing, headers, etc.

In addition, read the grading criteria for the essays before submitting your assignment. If you need assistance with this assignment, please ask. I will be happy to read and comment on your early drafts (must be submitted at least 5 days before the due date). I cannot help you if I do not know that you need help.

Grading Criteria for Course Reaction Essay:

<b>Content</b>	<b>70 points</b>	Does the paper cover the topic adequately and appropriately, is the topic appropriate to the assignment/course, is more than one side presented, are counter arguments raised and refuted. Is the level of thought, logic, reasoning, and vocabulary appropriate to the level of the course
<b>Mechanics</b>	<b>30 points</b>	Grammar, spelling, word usage, proofreading, use of APA format

**Notes on Written Work:**

Citations, notes, and references will conform to the American Psychological Association’s (APA) format for written works – this includes the APA format for citations in text. Avoid reliance on direct quotations, but rather utilize paraphrases with appropriate textual citations. All written work will be graded on factual accuracy, overall content, sophistication, proper usage of common English, and general communication skills. By sophistication it is meant that the language used and depth of thought reflected are appropriate to the course. Textbooks will not count as sources, nor will dictionaries or encyclopedias of any sort. Do not use Internet sources that do not have the author’s name and affiliation; Wikipedia is an unacceptable source. When in doubt, ask the instructor.

**OTHER INFORMATION REGARDING THE COURSE**

**Conduct:**

Mastery of course content is greatly enhanced through professional conduct in the classroom. You will be expected to conduct yourself in a professional manner in this class. Professionalism includes but is not limited to:

- Punctuality – chronic lateness will not be tolerated. If you need to leave class early, please do so as quietly and with as little disruption as possible.
- As in any Criminal Justice and Social Science course, the issues of racial and ethnic diversity must be considered part of the course content. In addition, topics may come up in class that not everyone will be comfortable with or agree upon. Civility and courtesy to everyone in the class, including the instructor, is expected. Incivility or discourtesy to anyone in the class will not be tolerated and may result in your expulsion from the classroom.
- Use of tobacco products in the classroom or elsewhere in this building (including smokeless tobacco) is a violation of Texas law.
- It is inappropriate and unprofessional to listen to an iPod, iPhone, or any other such device in the classroom; this also includes Bluetooth headsets.
- Please refrain from dressing in such a way as to be distracting to other students; the classroom should be treated as a professional setting and your dress should reflect this environment.
- Unless you are “on-call” or dealing with some type of emergency, please turn off your cell phones and other mobile devices during class; this includes ‘vibrate’. Having a cell phone in sight during an exam may be treated as a cheating incident

- Tape recorders are permitted in class, if accompanied by their owners.
- Eating and drinking is allowed; please clean up after yourself!
- **Do not sleep in my class!**

**Assignment submission:** All assignments must be submitted through Canvas. Assignments that are emailed or submitted in person will not be accepted.

All assignments must be in Microsoft Word format - make sure when you save a final draft of any assignment that it is either a .doc or .docx document. If you do not know how to do this, I suggest visiting the computer lab.

Discussion/journal responses should be typed in the discussion board text box. Best practice would be to write everything in a Word document first, then copy and paste into the discussion box; save this work.

**Extra credit:** There is no extra credit in this course.

**Late assignments:** Late assignments will not be accepted.

**General Writing Assignment Grading Standards and Expectations:**

Along with the guidelines stated above, the writing assignments assigned in this course will be assessed and graded by the following standards:

- C** A C indicates satisfactory performance. A C paper demonstrates positive qualities and avoids serious errors. The positive qualities include the presentation of a central idea that is adequately developed and competently organized. The errors to be avoided include serious flaws in the construction of paragraphs and sentences, in the selection of appropriate words, and in the use of conventional written English. The style of the writing is generally clear.
- B** A B paper surpasses the C paper by demonstrating a higher level of effectiveness in the organization, while sustaining clarity in expression. It has few or none of the common errors in the use of conventional written English. The style of the writing is generally fluent and polished.
- A** An A paper reflects outstanding work. Characteristics of an A paper include clarity of expression, logical development of a central idea, originality of thought. An “A” paper engages the reader’s attention and invites rereading. The writing style is consistently fluent, polished, and distinctive.
- D** A D indicates an unsatisfactory performance. A D paper is flawed by any one or several of the following: weakness in establishing or developing a central idea; serious errors in sentence or paragraph construction; serious errors in grammar, spelling, or the mechanics of written expression.



**F** An F indicates and unacceptable performance. An F paper is flawed by one or more of the following: failure to follow the assigned topic; failure to conceive, state, or develop a central idea; serious repeated errors in sentence construction or paragraph development; serious repeated errors in grammar, spelling, or the mechanics of written expression.

**Also important...**

Write to your **academic** audience. Stay objective in tone and use appropriate, professional language. Do not assume that the reader knows what you are writing about, what book you used, etc. Be clear and specific with your wording. Proofread for clarity and use the proper APA formatting for citing ALL sources.

- For help with APA formatting, refer to the following website: <https://owl.english.purdue.edu/owl/resource/560/01/>
- On the left side of the page, you will see links for in-text citations and for reference lists. For every source used in a paper, you must have BOTH an in-text citation and a reference list entry. This goes for both quoted and paraphrased material.

**Netiquette – Communication Courtesy Code:** All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and the online administrators and appropriate action will be taken, not excluding expulsion from the course.

**Grading Rubric**

Final course grades will be assessed on the following scale:

Assignment	Points	My Grade
Quizzes	200 (50x4)	
Course Reaction Essay	100	
Book Chapter Reaction Essay	100	
Journal Entries	125 (25x5)	
<b>Total</b>	<b>525</b>	

**Course Calendar:** Subject to revision, if necessary, during the semester. **\*\*\*All assignments must be posted in Canvas by 11:59pm on the date indicated in the calendar, unless otherwise specified by the instructor.\*\*\***

*Reading:*

CLP = Chesney-Lind and Pasko (2013). The female offender.

B = Belknap (2014). The invisible woman: Gender, crime, and justice.

Class Date	Description	Reading/Assignments
<b>Week 1</b>		
June 5	Introduction to the course	
June 7	What is “female delinquency”?	CLP Ch. 1 - Introduction CLP Ch. 2 – Female delinquency
<b>Week 2</b>		
June 12	Historical perspectives on female offenders	Article – Zedner – Women, Crime, and Penal Responses: A Historical Account
June 14	The frequency of, extent of, nature of, and trends in female offending	CLP Ch. 5 – Trends in Women’s Crime B Ch. 4 – Gendered Accounts of Offending <b>Quiz 1 due on June 17</b>
<b>Week 3</b>		
June 19	Gender and criminological theory	B Ch. 1 – Gender in Criminology B Ch. 2 – Critique of Male Theories B Ch. 3 – Feminist Theories
June 21	Gender and criminological theory	B Ch. 1 – Gender in Criminology B Ch. 2 – Critique of Male Theories B Ch. 3 – Feminist Theories
<b>Week 4</b>		
June 26	<b>Class Online</b> Girls, gangs, and violence	CLP Ch. 3 – Girls and Gangs
June 28	<b>Class Online</b>	CLP Ch. 4 – The Juvenile Justice System and Girls <b>Journal 1 due on July 1</b>
<b>Week 5</b>		
July 3	Happy Independence Day!	No class
July 5	<b>Class Online</b>	<b>Journal 2 due on July 8</b> <b>Quiz 2 due on July 8</b>
<b>Week 6</b>		
July 10	Processing women and girls in the criminal legal system	B Ch. 5 Article – Klein & Kress – Any Woman’s Blues
July 12	Processing women and girls in the	

	criminal legal system	
<b>Week 7</b>		
July 17	<b>Class Online</b> Incarcerated women	Article – Harner & Riley – Health Issues for Incarcerated Women B Ch. 6 CLP Ch. 6
July 19	<b>Class Online</b> Incarcerated women	<b>Journal 3 due on July 22</b> <b>Book Chapter Reaction Essay due on July 22</b>
<b>Week 8</b>		
July 24	Gender-based abuse, sexual abuse, intimate partner abuse, and stalking	B Ch. 7 – Gender-based abuse B Ch. 8 – Sexual abuse B Ch. 9 – IPA and stalking
July 26	<b>Class Online</b> Gender-based abuse, sexual abuse, intimate partner abuse, and stalking	<b>Quiz 3 due on July 29</b> <b>Journal 4 due on July 29</b>
<b>Week 9</b>		
July 31	Female offenders and community supervision	CLP Ch. 7 – Community Supervision of Women Article – Carmichael et al. – Successful Completion of Probation and Parole
Aug 2	<b>Class Online</b> Female offenders and community supervision	<b>Journal 5 due on Aug 5</b>
<b>Week 10</b>		
Aug 7	Gender-based programming – evidence-based practices	Article – Saxena et al. – Who Benefits from Gender Responsive Treatment? Article – Harner et al. – PTSD in Incarcerated Women <b>Course Reaction Essay due on Aug 10</b>
Aug 9	Final thoughts – looking to the future and effecting change <b>Class online</b>	B Ch. 13 – Effecting change CLP Ch. 8 - Conclusion <b>Quiz 4 – due on Aug 10</b>

### UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Please review and become familiar with TAMUCT policies. In addition to the TAMUCT policies listed below, I included sections on *Academic Integrity* and *Plagiarism* at the beginning of the syllabus. Please review both sections and visit the links provided. *Any student caught plagiarizing on an assignment receives a zero for that assignment, may receive a zero for the course, and may receive a referral to the university for further sanctions/education.*

### ***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) 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](#), 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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### **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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