

EDUC 5370-115, CRN 60264, Techniques of Research
Summer 2018 rev. 05.07.2018
Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Christina Hamilton, Ph.D.

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Email: hamilton.c@tamuct.edu. *The preferred email is through Canvas "Inbox" for course-related information. If correspondence is not related to the course, contact via hamilton.c@tamuct.edu*

Office Hours:

Summer office hours are Tuesdays and Thursday 2:00 p.m. – 5:00 p.m.

Mode of instruction and course access:

This course meets face-to-face, (with supplemental materials made available online).

This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

Student-instructor interaction:

I check emails and text messages daily and will respond within two business days between the hours of 8 a.m. and 5 p.m. CST, excluding weekends and holidays.

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: Explore fundamental concepts and tools of research applied to psychological and educational problems. Study rationale of research, analysis of problems, library skills, sampling, appraisal instruments, statistical description and inference, writing the research report, and representative research designs.

Course Objective:

Techniques of Research is a required course for all options in the Master of Education degree. It

is an introductory course designed to assist the beginning graduate student in the acquisition of an understanding of research process and methodology. Special attention is given to the development of a higher level of skill for locating, evaluating, and documenting library materials than is typically required of the graduate. Students are provided opportunities for the development of their abilities for analytical methodology and to demonstrate their understanding of the research process through the development of a satisfactory proposal for conducting original research on an approved topic. Students will analyze, synthesize and evaluate professional literature and conduct secondary research.

Student Learning Outcomes:

Course objectives and content will be covered through assigned text readings, lectures, and homework assignments. Students will be responsible for both lecture-based material including activities and demonstrations as well as textbook-based material for examinations. Upon satisfactory completion of this course, students will have content-specific knowledge to:

1. Identify the principles of research by recognizing and comparing the characteristics of the following models of quantitative and qualitative research models: survey, correlation, causal-comparative, experimental, case study, ethnographic and action.
2. Describe the advantages of the scientific method compared to other approaches of gaining knowledge. Identify and describe the major steps involved in conducting a scientific research study by developing a research study (i.e., introductory, method, results, and conclusion).
3. Using electronic and institutional resources, conduct library research to design and propose an original research proposal for conducting a study using (with instructor guidance) the proposal guidelines established according to the Publication Manual of the American Psychological Association (APA).
4. Write a research proposal that includes: an introduction, method, results and discussion
5. Develop problem-solving, analytic, interpersonal, project management and academic writing skills as part of the learning process.
6. Conduct a formal presentation of their research project to the class in a professional manner.

Competency Goals Statements (certification or standards):

Texas Teacher Standards:

Standard 1: Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

Standard 2: Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

Standard 3: Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

Standard 4: Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

Standard 5: Data-Driven Practice. Pre-service teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

Standard 6: Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

Texas Pedagogy and Professional Responsibilities Standards (PPR):

Standard 1. The teacher designs instruction appropriate for all students that reflects an understanding of content and is based on continuous and appropriate assessment.

Standard 2. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard 3. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard 4. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Texas Technology Application Standards:

Standard 1. All beginning teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

Standard 2. All beginning teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

Standard 3. All beginning teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

Standard 4. All beginning teachers communicate information in different formats and for diverse audiences.

Standard 5. All beginning teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Standard 6. All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.

Standard 7. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

In TASC Core Teaching Standards

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ISTE Standards

Standard 1: Learner. Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

Standard 2: Leader. Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.

Standard 3: Citizen. Educators inspire students to positively contribute to and responsibly participate in the digital world.

Standard 4: Collaborator. Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

Standard 5: Designer. Educators design authentic, learner-driven activities and environments

that recognize and accommodate learner variability.

Standard 6: Facilitator. Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.

Standard 7: Analyst. Educators understand and use data to drive their instruction and support students in achieving their learning goals.

Required Reading and Textbook(s):

- Mills, G. E. & Gay, L.R. (2019) Educational research: Competencies for analysis and applications. 12th edition. Pearson Education Inc.: USA. ISBN-13: 9780134784229
- Galvan, J.L. (2013). Writing literature reviews, 5th edition. Glendale, CA: Pryczak Publishing. ISBN-13: 978-1936523030
- Publication Manual of the American Psychological Association, 6th edition (2009). Washington, DC. ISBN-13: 978-1433805615

**Additional readings may be assigned*

Required software:

IBM Statistical Package for the Social Sciences (SPSS) Standard GradPack v. 24. This computing software is widely used to compute statistical analyses and is available for students to use on University computers free of charge. If students live far from the University or do not want to use the computer lab resources, students can rent a subscription to SPSS for their personal computers at home.

Students can purchase a 6-month or 12-month lease for the program via one of many online vendors. Be sure to select the STANDARD GradPack not the BASE GradPack. See the IBM website for a description of the product and a list of vendors: <http://www-03.ibm.com/software/products/en/spss-stats-gradpack>

COURSE REQUIREMENTS

- **Mini Research Tasks**
You will be tasked to complete mini activities that coincides with the daily lessons as well as to the research proposal. The details of this assignment is posted in Canvas. The due date is posted in the course calendar. Texas Teacher Standards 1-6; PPR Standards 1-4; Texas Technology Application Standards 1-8; In TASC Core Teaching Standards 1-10; ISTE Standards 1-7
- **Research Proposal**
You will be tasked to complete and submit a research proposal. The details of this assignment is posted in Canvas. The due date is posted in the course calendar. Texas Teacher Standards 1-6; PPR Standards 1-4; Texas Technology Application Standards 1-8; In TASC Core Teaching Standards 1-10; ISTE Standards 1-7
- **Research Presentation**
This will be a time when you present your research using a standard research presentation format. The details of this assignment is posted in Canvas. The due date is posted in the course calendar. Texas Teacher Standards 1-6; PPR Standards 1-4; Texas Technology Application Standards 1-8; In TASC Core Teaching Standards 1-10; ISTE Standards 1-7
- **Mini Quizzes**
This will be four timed online quizzes. The details of this assignment is posted in

Canvas. The dates are posted in the course calendar. Texas Teacher Standards 1-6; PPR Standards 1-4; Texas Technology Application Standards 1-8; In TASC Core Teaching Standards 1-10; ISTE Standards 1-7

- **Final Exam**

This will be an online multiple choice assessment of the concepts learned in the class. The final exam will be taken in class and the date is listed in the course calendar. Texas Teacher Standards 1-6; PPR Standards 1-4; Texas Technology Application Standards 1-8; In TASC Core Teaching Standards 1-10; ISTE Standards 1-7

Grading Criteria Rubric and Conversion

1. Mini Research Tasks (10 @ 50 points each).....500 points
 2. Research Proposal.....100 points
 3. Research Presentation.....100 points
 4. Mini Quizzes (4 quizzes @ 25 points each).....100 points
 5. Final Exam (50 questions @ 4 points each).....200 points
- Total points.....1000 points

Points	Grading Scale
900-1000	90-100% = A
800-899	80-89% = B
700-799	70-79% = C
600-699	60-69% = D
Below 599	59-0% = F

Posting of Grades

All students’ grades will be posted in the Canvas grade book after the assignment due date has passed. On the writing assignments, the professor will begin reading, grading and recording grades on the date they are due and will have all grades posted by the following class period. Students should regularly monitor their grades in the Canvas grade book, and students should not hesitate to ask the professor about any grade or concern.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

		Topic	Assignment Due All assignments are due by 11:59 p.m.
Week 1	6/5-Tue	Course introductions, Chapter 1- Introduction to Educational Research Chapter 2-Ethics in Educational Research	Task 1 due 6/6-Wed
	6/7-Thurs	Chapter 3-Selecting and Defining a Research Problem Chapter 4-Reviewing the Literature	Task 2 due 6/8-Fri Task 3 due 6/11-Mon
Week 2	6/12-Tue	Quiz 1 Chapter 4-Reviewing the Literature	
	6/14-Thurs	Chapter 4-Reviewing the Literature	Task 4 due 6/13-Wed
Week 3	6/19-Tue	Chapter 4-Reviewing the Literature	Task 5 due 6/20-Wed

		Research Methods Overview	
	6/21-Thurs	Research Methods Overview	
Week 4	6/26-Tue	Quiz 2 Collecting Quantitative Data Analyzing and Interpreting Quantitative Data	Task 6 due 6/25-Mon
	6/28-Thurs	Analyzing and Interpreting Quantitative Data	
Week 5	7/3-Tue	Analyzing and Interpreting Quantitative Data- <i>Online class</i>	
	7/5-Thurs	Quiz 3 Collecting Qualitative Data Analyzing and Interpreting Qualitative Data	
Week 6	7/10-Tue	Analyzing and Interpreting Qualitative Data	Task 7 due 7/9-Mon
	7/12-Thurs	Research Methods Review	Task 8 due 7/13- Wed
Week 7	7/17-Tue	Quiz 4 Discussion/Conclusion and The Research Abstract	Task 9 and 10 due 7/18-Wed
	7/19-Thurs	Research proposal work day	Research Proposal submission due 7/20-Fri
Week 8	7/24-Tue	Research Presentations	
	7/26-Thurs	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:

June 2018

- Fri, 1st | Minimester ends
- Fri, 1st | Priority Deadline to Submit Graduation Application
- Fri, 1st | Tuition and Fee Payment Deadline (10-week, 8-week, 1st 5 week sessions)
- Mon, 4th | Class begins (1st 5 week, 10 week and 8 week)
- Mon, 4th | ADD/DROP/LATE REGISTRATION BEGINS (10-week, 8-week, & 1st 5-week sessions) (\$25 fee assessed for late registrants)
- Thu, 7th | Last day to drop 1st 5-week classes with no record
- Mon, 11th | Last day to drop 8-week classes with no record
- Tue, 12th | Last day to drop 10-week classes with no record
- Fri, 22nd | Last day to drop a 1st 5-week class with a Q or withdraw with a W
- Fri, 22nd | Student End of Course Survey Opens (1st 5-Week Classes)
- Fri, 29th | Deadline for Admissions applications
- Fri, 29th | Deadline for submission of final committee-edited theses with committee approval signatures to Office of Graduate Studies
- Fri, 29th | Last day to drop a 8-week class with a Q or withdraw with a W

July 2018

- 2nd-6th | Finals Week First 5 week session
- Mon, 2nd | Deadline to submit application to Teacher Education Program

- Wed, 4th | Independence Day
- Thu, 5th | Last day to withdraw from the university (1st 5- weeks session students)
- Fri, 6th | 1st 5 week classes end
- Fri, 6th | Deadline to Submit Graduation Application for Ceremony Participation
- Sun, 8th | Student End of Course Survey Opens (1st 5-Week Classes)
- Mon, 9th | 2nd 5 week classes begin
- Mon, 9th | Grades due from faculty by 3pm (1st 5 week classes)
- Mon, 9th | ADD/DROP/LATE REGISTRATION (2nd 5-week sessions) (\$25 fee assessed for late registrants)
- Thu, 12th | Last day to drop 2nd 5-week classes with no record
- Fri, 13th | Student End of Course Survey Open (8-Week Classes)
- Fri, 20th | Last day to drop a 10-week class with a Q or withdraw with a W
- 23rd-27th | Finals Week - Summer 8 week session
- Fri, 27th | Last day to drop a 2nd 5-week class with a Q or withdraw with a W
- Fri, 27th | Last day to withdraw from the University (8 weeks session students)
- Fri, 27th | 8 week classes end
- Fri, 27th | Deadline for submission of final committee-edited theses with committee approval signatures to Office of Graduate Studies
- Sun, 29th | Student End of Course Survey Close (8-Week Classes)
- Sun, 29th | Student End of Course Survey Opens (10-Week and 2nd 5-Week Classes)
- Mon, 30th | Grades due from faculty by 3pm (8 week classes)

August 2018

Wed, 1st | GRE/GMAT scores due to Office of Graduate Studies

6th-10th | Finals Week - 10 week and Second 5 week sessions

Fri, 10th | Last day to file for Degree Conferral (Registrar's Office) (\$20 Late Application Fee applies)

Fri, 10th | Last day to withdraw from the university (10-week & 2nd 5-week session students)

Fri, 10th | 10 week and 2nd 5 week classes end

Fri, 10th | Last day to apply for \$1000 Tuition Rebate for Summer graduation (5pm)

Sat, 11th | Commencement (TBD)

Sun, 12th | Student End of Course Survey Close (10-Week and 2nd 5-Week Classes)

Tue, 14th | Grades due from faculty by 3pm (10 week & 2nd 5 week classes)

Tue, 14th | Last Day to clear Thesis Office

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.

This course will also utilize statistical software:

IBM Statistical Package for the Social Sciences (SPSS) Standard GradPack v. 24. This computing software is widely used to compute statistical analyses and is available for students to use on University computers free of charge. If students live far from the University or do not want to use the computer lab resources, students can rent a subscription to SPSS for their personal computers at home.

Students can purchase a 6-month or 12-month lease for the program via one of many online vendors. Be sure to select the STANDARD GradPack not the BASE GradPack. See the IBM website for a description of the product and a list of vendors: <http://www-03.ibm.com/software/products/en/spss-stats-gradpack>

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](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. 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].

OPTIONAL POLICY STATEMENTS:

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.

It is expected that you conduct yourself in such a way that resembles a student with a professional behavior and commitment to the teaching field expectations. Attendance is mandatory. **You are to be in class at least 90% of the time, if your attendance is below this threshold, your final grade will be lowered by one (1) full letter for each absence day after the threshold is met.** An excused absence will be granted with a doctor's note or legal documentation provided no later than two days following the absence. **An assignment turned in late will receive a lowered letter grade for each calendar day it is late, unless given prior approval by the professor.** In most situations, a doctor's note or legal documentation will be required. In the event of an excused absence (via doctor's note), you are responsible for asking a classmate to take notes and gather handouts or class information for you. It is your responsibility to find out what you missed. Your professional behavior, including your professional attire, arriving to class late and leaving class early will be monitored and recorded on your professional teaching disposition.

Copyright Notice.

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.

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