



TEXAS A&M  
UNIVERSITY  
CENTRAL TEXAS.

**Texas A&M University-Central Texas**  
**English 3320-110: Advanced Grammars**  
**Syllabus—Fall 2019**  
**TR 9:30-10:45 a.m.**  
**[pwheeler1@tamuct.edu](mailto:pwheeler1@tamuct.edu)**

## **COURSE DATES, MODALITY, AND LOCATION**

This course is face-to-face and meets on TR from 9:30-10:45 in Founders Hall, Room 309.

## **INSTRUCTOR AND CONTACT INFORMATION**

Instructor: Phyllis Wheeler  
Email: [pwheeler1@tamuct.edu](mailto:pwheeler1@tamuct.edu)  
Phone: 254-535-3855

**Office Hours:** By appointment before or after class. You may also contact me on Canvas or the university email (listed above), call, or text me.

### **Student-instructor Interaction:**

I try to return graded assignments within two class periods. I check e-mail several times a day, even on weekends. If you have questions, please e-mail me either on Canvas or the regular Texas A&M-Central Texas e-mail.

I expect you to come to class prepared to work and work hard. Expectations are high, the class is fast paced, and I will give you the opportunity to learn the communications that the world of work expects. I want you to be successful and will work with you to ensure that you are.

### **Warrior Shield:**

#### **Emergency Warning System for Texas A&M University-Central Texas**

Warrior Shield 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 Warrior Shield through your myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

## **COURSE INFORMATION**

### **Course Description**

This course introduces students to the grammatical structure of modern English at the level of word, clause, and discourse presented through the application of the principles of descriptive grammars, accompanied by a review of current prescriptive grammars.

## Course Objectives

By the end of the semester, successful students will demonstrate the following abilities:

- Provide grammatical analysis of words and phrases
- Evaluate words and phrases at the functional level
- Demonstrate the influence of context on grammaticality
- Distinguish the difference between revision and editing
- Analyze the tension between prescriptive grammar and style
- Apply the writing process to written compositions
- Integrate grammatical instruction in written format
- Incorporate grammar knowledge into writing instruction
- Analyze the grammatical structure of sentences, paragraphs, and longer compositions
- The student will apply cumulative grammar knowledge to teaching situations.

## Required-Textbooks and Supplies

- Calderonello, Alice et al, *Grammar for Language Arts Teachers*, Longman Publishers, 2003 ISBN: 0205325270
- Composition Notebook
- Markers, glue, scissors
- Post-it Notes (3x3)

## COURSE REQUIREMENTS

### Non-Gradable Requirements

#### Regular Attendance

Regular attendance is essential for students to be able to complete assignments with the rigor or insight expected. Students should, therefore, attend (in every sense of the word) every class. An absence does not excuse one from any aspect of the course.

#### Regular Reading

The assigned reading directly impacts one's ability to master the material of this course or complete the assignments. Students should read (in every sense of the word) every page of every chapter assigned. Failure to read an assigned portion of the text does not excuse one from adopting the concepts introduced in that section.

#### Regular Participation

Faithful participation in class discussions and work directly affects one's ability to master the material or complete assignments satisfactorily. Students should enter discussions and in-class work sessions fully committed to the critical thinking and careful scrutiny this class demands.

### Gradable Requirements

#### Canvas Component: Electronic Journal

An electronic journal will be based on the assigned chapters in your textbook. By midnight of the day before class, you are to send me an entry in your electronic journal in Canvas based on the chapter that is due to be completed the next day for class. **You are to list one thing you already knew in this chapter, one thing you learned, and one question you still have.** Post them on Canvas, then make a copy to place in your interactive notebook. I will read these entries, mark them off, and use them as a completion grade at the end of the semester.

Chapter Handouts are based on the exercises in the textbook. Exercises illustrate the principles introduced in the chapter under discussion.

[The Final Exam](#) will test the last three chapters studied in our textbook. It will also include a written evaluation of the course.

## Grading Criteria

Final Grades will adhere to the following grading rubric:

Handout, chapter #2	4 points	_____
Handout, chapter #3	4 points	_____
Exam #1, chapters 1-3	10 points	_____
Handout, chapter #4	4 points	_____
Handout, chapter #6	4 points	_____
Handout, chapter #7	4 points	_____
Exam #2, chapters 4-7	10 points	_____
Handout, chapter #8	4 points	_____
Handout, chapter #10	4 points	_____
Interactive Notebook	10 points	_____
Teaching Assignment #1	8 points	_____
Teaching Assignment #2	8 points	_____
Teaching Assignment #3	8 points	_____
Electronic Journal Entries	6 points	_____
Final Exam, chapters 8-10	12 points	_____
<b>TOTAL</b>		<b>_____/100 points</b>

These assignments with the final exam combine to offer a point total from which final grades are assigned. The distribution of final grades is as follows:

90-100 cumulative points earns an A

80-89 cumulative points earns a B

70-79 cumulative points earns a C

60-69 cumulative points earns a D

0-59 cumulative points equals an F

A point system of this sort does not yield “borderline” grades. By taking every reading and assignment seriously, students assure themselves of getting the highest grade possible and avoiding the frustration of “just missing” a desired grade.

## COMPLETE OUTLINE AND CALENDAR

### Complete Course Calendar

**NOTE: This calendar is tentative. Changes may arise, and I will keep you informed.**

### WEEK 1

**Tuesday, August 27**

**Course Objective:**

- The student will incorporate grammar knowledge into writing instruction.

**Unit Objective:**

- The student will discuss the place of grammar in the study of language arts.

**IN CLASS:**

Course Overview: Syllabus and Calendar; Interactive Notebook and

setup

**Thursday, August 29**

**Course Objective:**

- The student will provide grammatical analysis of words and phrases.

- The student will evaluate words and phrases at the functional level.
- The student will correct formation of simple sentences.

**Unit Objective:**

Entry

**DUE:** Chapter 1: “Why Study Grammar?” pp. 1-19 with Electronic Journal

**IN CLASS:** Add handouts to Interactive Notebook

**WEEK 2**

**Tuesday, September 3**

**Course Objective:**

- The student will provide grammatical analysis of words and phrases.
- The student will evaluate words and phrases at the functional level.

**Unit Objective:**

- The student will correct formation of simple sentences.

Entry

**DUE:** Chapter 2: “Simple Sentences,” pp. 20-57 with Electronic Journal

Complete exercises A, B, D, E, pp. 40-44 and A, B, D, E, pp. 55-57  
A paper you’ve completed for another class at any time

**IN CLASS:** Work with S, Cd, Cx, Cd-cx, T, I, IC, linking, PN, PA

**Thursday, September 5**

**IN CLASS:** Continue working with S, Cd, Cx, Cd-cx, T, I, IC, linking, PN, PA  
Handout on Chapter 2

## WEEK 3

### GRAMMAR AND THE WRITING PROCESS

Tuesday, September 10

**Course Objective:**

- The student will apply the writing process to written compositions.
- The student will distinguish the difference between revision and editing.
- The student will integrate grammatical instruction in written format.

**Unit Objective:**

- The student will revise his/her composition for content, organization, and clarity.
- The student will revise his/her composition for active verbs and omission of tense shifts.

**DUE: Chapter 11:** "Grammar and the Writing Process," pp. 396-409 with Electronic Journal Entry

Bring a paper you have written or are working on for another class. (Suggestion: Double or triple space and use 1-1 ½" margins; place each paragraph on a separate sheet of paper; bring colored markers.)

**IN CLASS:** Ratiocination

Thursday, September 12

**DUE:** Bring your written paper to class (Bring colored markers)

**IN CLASS:** Discuss "to be" and tense results  
Ratiocination  
Teaching lessons for Teaching Lesson #1

## WEEK 4

Tuesday, September 17

**DUE:** Bring your written paper to class (Bring colored markers)

**IN CLASS:** Ratiocination:

## NOUNS

Thursday, September 19

**Course Objective:**

- The student will provide grammatical analysis of words and phrases.

**Unit Objectives:**

- The student will demonstrate correct usage of nouns and noun phrases.
- The student will evaluate words and phrases at the functional level.

**DUE: Chapter 3:** "Nouns and Noun Phrases" with Electronic Journal

Entry

Part I, pp. 59-84--Complete exercises A, C, D, E, F, H, K, L, pp. 84-89

**IN CLASS:** Discuss nouns and noun phrases

## WEEK 5

Tuesday, September 24

**DUE: Chapter 3:** "Nouns and Noun Phrases" with Electronic Journal

Entry

Part II, pp. 90-104--Complete exercises B, C, D, E

**IN CLASS:** Continue working with nouns and noun phrases  
Handout on Chapter 3

Thursday, September 26

**Course Objective:**

- The student will apply cumulative grammar knowledge to a teaching situation.

**Unit Objectives:**

- The student will teach a grammar lesson to peers in the classroom.

**DUE:** Teaching Lesson #1  
**IN CLASS:** Teach lesson #1

## WEEK 6

Tuesday, October 1

**EXAM #1, CHAPTERS 2-3**

## VERBS AND PREDICATES

Thursday, October 3

**Course Objectives:**

- The student will provide grammatical analysis of words and phrases.
- The student will evaluate words and phrases at the functional level.

**Unit Objective:**

- The student will demonstrate correct usage of verbs and predicates.

134-138

**DUE:** **Chapter 4:** “Verbs and Predicates” with Electronic Journal Entry Part I, pp. 109-138--Complete exercises A, B, C, E, F, G, H, I, J, pp.

Bring the paper you’ve been working on

**IN CLASS:** Work with verbs and predicates

## WEEK 7

Tuesday, October 8

**DUE:** **Chapter 4:** “Verbs and Predicates” with Electronic Journal Entry Part II, pp. 139-156--Complete exercises A, B, C, E, G, H, I, pp. 152-

156

**IN CLASS:** Continue working with verbs and predicates  
Handout on Chapter 4

## SENTENCE COMPLEXITY

Thursday, October 10

**Course Objectives:**

- The student will provide grammatical analysis of words and phrases.
- The student will evaluate words and phrases at the functional level.

**Unit Objective:**

- The student will demonstrate correct usage of adverbials, adjectivals, and nominals.

**DUE:** **Chapter 6:** “Introducing Sentence Complexity: Adverbials, Adjectivals, and Nominals” with Electronic Journal Entry Part I, pp. 208-214--Complete exercises A, B, C, D, E, pp. 214-217

Part II, pp. 217-223--Complete exercises A, B, C, pp. 223-225

**IN CLASS:** Work with sentence complexity  
Handout on Chapter 6  
Handout on Teaching Lesson #2

## WEEK 8

Tuesday, October 15

**IN CLASS:** Continue sentence complexity

## ADVERBIALS

Thursday, October 17

**Course Objective:**

- The student will provide grammatical analysis of words and phrases.

**Unit Objective:** •The student will demonstrate correct usage of adverbials.

**DUE:** **Chapter 7:** “Introducing Adverbials” with Electronic Journal Entry  
Part I, pp. 226-239--Complete exercises A, B, D, G, pp. 239-243

**IN CLASS:** Work with adverbials

## WEEK 9

Tuesday, October 22

**DUE:** Chapter 7: "Introducing Adverbials" with Electronic Journal Entry Part II, pp. 243-254—Complete exercises A, C, F pp. 254-258  
**IN CLASS:** Continue working on adverbial handout  
Handout on Chapter 7

Thursday, October 24

**Course Objective:** •The student will apply cumulative grammar knowledge to teaching situation.  
**Unit Objective:** •The student will teach a grammar lesson to peers in the classroom.

**DUE:** Teaching Lesson #2  
**IN CLASS:** Teach lesson #2

## WEEK 10

Tuesday, October 29

**EXAM #2, CHAPTERS 4, 6-7**

## ADJECTIVALS

Thursday, October 31

**Course Objectives:** •The student will provide grammatical analysis of words and phrases.  
•The student will demonstrate the influence of context on grammaticality  
**Unit Objectives:** •The student will demonstrate correct usage of adjectives.

to class

**DUE:** Bring Writing Assignment from another class and colored markers  
**Chapter 8:** "Introducing Adjectives," with Electronic Journal Entry Part I, pp. 264-278 Complete exercises A, B, D, E, F, G, J, pp. 278-283  
**IN CLASS:** Work with Adjectives

## WEEK 11

Tuesday, November 5

**DUE:** Chapter 8: "Introducing Adjectives," with Electronic Journal Entry Part II, Complete exercises A, B, C, D, E, pp. 294-296  
**IN CLASS:** Continue working with Adjectives  
Handout on Chapter 8

## NOMINALS

Thursday, November 7

**Course Objective:** •The student will provide grammatical analysis of words and phrases.  
**Unit Objective:** •The student will demonstrate correct usage of nominals.

**DUE:** Chapter 9: "Introducing Nominals" with Electronic Journal Entry Part I, pp. 309-325--Complete exercises A, B, E, F, G, pp. 325-329  
**IN CLASS:** Work with nominals



## WEEK 12

Tuesday, November 12

**DUE:** Chapter 9: "Introducing Nominals" with Electronic Journal Entry Part II, pp. 330-343--Complete exercises A, C, D, E, pp. 343-345  
**IN CLASS:** Work in groups with assigned exercises

Thursday, November 14

**Course Objective:** •The student will provide grammatical analysis of words and phrases.  
**Unit Objective:** •The student will evaluate words and phrases at the functional level.  
•The student will discuss the place for grammar in the study of language arts.

**DUE:** No assignment due  
**IN CLASS:** Work in groups to punctuate part of a novel that has the punctuation removed.

## WEEK 13 COMPOUNDING

Tuesday, November 19

**Course Objectives:** •The student will provide grammatical analysis of words and phrases.  
•The student will demonstrate the influence of context on grammaticality.  
•The student will distinguish the difference between revision and editing.

**Unit Objectives:** •The student will correctly use compounding in and with sentences.

**DUE:** Chapter 10: "Compounding in and with Sentences" with Electronic Journal Entry Part I, pp. 357-366 --Complete exercises A, E, F, G, I, pp. 366-371  
**IN CLASS:** Work with compounding in sentences

Thursday, November 21

**DUE:** Bring the paper you've been working on and colored markers to class  
**Chapter 10:** "Compounding in and with Sentences" with Electronic Journal Entry Part II, pp. 371-384—Complete exercises A, B, C, D, F  
**IN CLASS:** Continue working with compounding in sentences  
Handout on Chapter 10

## WEEK 14

Tuesday, November 26

**Course Objectives:** •The student will integrate grammar knowledge into writing instruction.  
•The student will evaluate words and phrases at the functional level.  
•The student will demonstrate the influence of context on grammaticality.

**Unit Objectives:** •The student will demonstrate correct use of commas.

**DUE:** Bring the paper you've been working on  
**IN CLASS:** Work with proper use of commas  
Handout on Teaching Lesson #3

Thursday, November 28

**THANKSGIVING HOLIDAY**

## WEEK 15

Tuesday, December 3

- Course Objective:** •The student will distinguish the difference between revision and editing.
- Unit Objective:** •The student will revise his/her composition for content, organization, and clarity.
- DUE:** Bring Writing Assignment from another class and colored markers to class
- IN CLASS:** Further ratiocination

Thursday, December 5

- Course Objectives:** •The student will integrate grammatical instruction in written format.  
•The student will analyze the grammatical structure of sentences, paragraphs, and longer compositions.
- Unit Objective:** •The student will create sentences using cumulative knowledge of sentence structure in English.
- DUE:** Bring a picture to class from a magazine or journal that has people doing something. The more people and the more action, the better. Also have your markers and glue.
- IN CLASS:** Grammar Activity: Hands-on grammar lesson

## WEEK 16

Tuesday, December 10

- Course Objective:** •The student will apply cumulative grammar knowledge to a teaching situation.
- Unit Objective:** •The student will teach a grammar lesson to peers in the classroom.
- DUE:** Interactive Notebooks  
Teaching Lesson #3
- IN CLASS:** Teach lesson #3

Thursday, December 12

**Finals begin**  
**FINAL EXAM, CHAPTERS 8-10**

## Important University Dates

Date	Description
August 12, 2019	Classes Begin for Minimester
August 23, 2019	Classes End for Minimester
August 26, 2019	Classes Begin for Fall Semester
August 26, 2019	Add, Drop, and Late <a href="#">Registration</a> Begins for 16- and First 8-week Classes \$25 Fee assessed for late registrants
August 28, 2019	Deadline for Add, Drop, and Late Registration for 16- and First 8-week
September 2, 2019	Labor Day (University Closed)
September 3, 2019	Deadline to Drop First 8-week Classes with No Record
September 11, 2019	Deadline to drop 16-week Classes with No Record
October 1, 2019	Deadline for <a href="#">Teacher Education</a> and Professional Certification Applications

<b>Date</b>	<b>Description</b>
October 4, 2019	Deadline to Drop First 8-week Classes with a Quit (Q) or Withdraw (W)
October 15, 2019	Deadline for Clinical Teaching/Practicum Applications
October 18, 2018	Classes End for First 8-week Session
October 18, 2019	Deadline to Withdraw from University for First 8-Week Classes (WF)
October 21, 2019	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 Fee assessed for late registrants
October 21, 2019	Classes Begin for Second 8-Week Session
October 21, 2019	Class Schedule Published for Spring Semester
October 22, 2019	Deadline for Faculty Submission of First 8-Week Class Final Grades (due by 3pm)
October 23, 2019	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
October 25, 2019	Deadline for Graduation Application for Ceremony Participation
October 28, 2019	Deadline to Drop Second 8-Week Classes with No Record
November 4, 2019	Registration Opens for Spring Semester
November 8, 2019	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 11, 2019	Veteran's Day (University Closed)
November 28-29, 2019	Thanksgiving (University Closed)
November 29, 2019	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
December 13, 2019	Deadline for Applications for Tuition Rebate for Fall Graduation (5pm)
December 13, 2019	Deadline for Degree Conferral Applications to the Registrar's Office \$20 Late Application Fee
December 13, 2019	Deadline to Withdraw from University for 16- and Second 8-Week Classes
December 13, 2019	Fall Semester Ends
December 13, 2019	Fall Commencement Ceremony
December 17, 2019	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)
December 23, 2019 - January 1, 2020	Winter Break (University Closed)

## **TECHNOLOGY REQUIREMENTS AND SUPPORT**

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/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

## Canvas Support

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

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

## Other Technology Support

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

24 hours a day, 7 days a week

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

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

*Please let the support technician know you are an A&M-Central Texas student.*

## UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

### Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [[https://www.tamuct.edu/registrar/docs/Drop\\_Request\\_Form.pdf](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf)].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=0](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0)].

## Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

## Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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 Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

## Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not** offer writing support beginning August 1, 2019.

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](mailto: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 online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

## University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University-Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In

addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-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 [WCOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

## **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].

## **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].

### **Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting behaviors that

pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

## **INSTRUCTOR POLICIES**

### **Late Work/Make-up Work**

Assignments are due at the assigned time. In the event that you will not be able to meet the due dates, please see me and discuss alternatives. Should we negotiate a new due date, I will deduct 10% from your grade for each day it is late, and you will not be able to revise that document.

### **Incompletes**

Incompletes should be reserved for unexpected, life altering situations that develop after the drop deadline. Students should drop a course should something happen that prevents them from completing the course ahead of the drop deadline. Failure to do so will result in an F in the course.

### **Plagiarism**

Plagiarism is using the writings, thoughts, or inventions of someone else as your own. You need to cite those sources and give proper credit for their use. If I find one of my students is guilty of plagiarism, the student will receive an F in the course and I will report the incident(s) to the head of the department and to the dean of arts and sciences.