

ENGL 3330-110: Advanced Composition

Texas A&M University–Central Texas, Fall 2019

Course Information

Dates: Aug. 27–Dec. 10, 2019

Building: Founder’s Hall

Room: 203

Type: Face-to-face with supplemental materials made available online through Canvas.

Instructor and Contact Information

Instructor: Dr. Stephanie Tavera

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Office Phone: (254) 519-5773

Office: Heritage Hall 204M

Hours: Monday 11:00 AM–12:30 PM,
Tuesday 10:00–11:30 AM

Course Overview and Description.

Advanced Composition (WI) enhances students’ proficiency in critical reading and thinking, rhetorical concepts/awareness, the writing process, academic argument, scholarly research, and productive revision practices. Through intensive writing and revision workshops, as well as critical engagement with a variety of



interdisciplinary texts, students hone their writing abilities to meet the demands and expectations for different writing contexts with a particular focus on writing for academic audiences.

Expected Learning Outcomes/Course Objectives. Like other disciplines, composition studies has its own vocabulary and methodology, which have to be learned in order to undertake literary analysis at the college level (and beyond). It is the purpose of this course to teach you these methods by introducing you to close reading, writing, and revision skills. By the end of the semester, students who have successfully completed the assignments should be able to:

1. Demonstrate close reading skills and critical analysis of a variety of texts.
2. Evaluate research as it makes and supports academic arguments.
3. Introduce coherent arguments in writing through strong thesis statements.
4. Develop clear and consistent academic paragraph structure and essay organization.
5. Present a thorough review of the scholarship and literature about an academic subject.
6. Prepare and produce a documented academic essay (seminar paper) on a defined topic relevant to social issues in the humanities using primary and secondary sources.

Means of Achieving Course Goals. Students will achieve the above course goals by:

1. Attending brief lectures and participating in class discussion and small group discussions and activities.
2. Participating in various stages of the writing process during class and beyond class for homework including brainstorming exercises, outlining activities, multiple drafts of each writing assignment, and peer review of penultimate drafts prior to submitting the final version.
3. Submitting finalized writing projects to assess knowledge and mastery of the material including: **one** rhetorical analysis, **one** issue proposal, **one** annotated bibliography, **one** mapping project with presentation and literature review, and **one** final researched seminar paper.

Required Texts.

Wood, Nancy V. and James S. Miller. *Perspectives on Argument*, Eighth or Ninth Edition.
<https://www.amazon.com/Perspectives-Argument-8th-Nancy-Wood/dp/0321964268>

Graff, Gerald and Cathy Birkenstein. *They Say I Say: The Moves That Matter in Academic Writing*,
 Third or Fourth Edition. <https://www.amazon.com/They-Say-Matter-Academic-Writing/dp/1469028611>

Course Schedule. Assignments are due on the day they are listed. *As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Dr. Tavera*

Week	Date	Class Topic	Assignments Due
1	TUE 8/27	<i>Syllabus. Introductions.</i>	
1	THU 8/28	<i>What Is Argument?: Defining the Subject</i>	Readings: <i>Perspectives</i> , Ch. 1.; <i>TSIS</i> , Intro Due: Syllabus Contract
2	TUE 9/3	<i>How to Analyze a Text: Close Reading Strategies and RAE Instructions</i>	Readings: <i>Perspectives</i> , Ch. 2; pay close attention to Gutierrez's "Let's Ban the Cell Phone Ban" (p. 41-42); Read and analyze in-class: Rosenberg, "Is Animal Treatment on Farms Our Business?" (p. 474-475)
2	THU 9/5	<i>How to Analyze a Text: Close Reading Practice In-Class</i>	Readings: Knoepfler's "You're Only Human, But Your Kids Could Be So Much More" (in <i>Perspectives</i> , p. 436-439); CRISPR video (in class)
3	TUE 9/9	<i>Choosing an Issue: Is It Arguable?</i>	Readings: <i>Perspectives</i> , Ch. 3, 11 (p. 303-305 only), 1 (p. 34)
3	THU 9/12	<i>Choosing an Issue: Writing a Research Question</i>	Readings: <i>Perspectives</i> , Ch. 11 (all pages) Due: Rhetorical Analysis Paper
4	TUE 9/17	<i>Writing a Proposal: Issue Proposal Instructions</i>	Readings: Bring your own article; <i>TSIS</i> , Ch. 1
4	THU 9/19	<i>Writing a Proposal: Knowing the Rhetorical Situation for your Issue</i>	Readings: Bring your own article; <i>TSIS</i> , Ch. 4
5	TUE 9/24	<i>Peer Review of Issue Proposal</i>	Readings: <i>TSIS</i> , Ch. 11 Due: Draft of Research Proposal
5	THU 9/26	<i>Finding Sources: Using Google Effectively</i>	Readings: Review <i>Perspectives</i> , Ch. 11 Due: Proposal Peer Review
6	TUE 10/1	<i>Revising Your Work: Sample Issue Proposal</i>	Readings: None.

6	THU 10/3	<i>Creating the Annotated Bibliography: Citing Sources</i>	Readings: <i>TSIS</i> , Ch. 2; Review Purdue OWL Website. Due: Final Research Proposal
7	TUE 10/8	<i>Finding Common Ground: Warranting Claims</i>	Readings: <i>Perspectives</i> , Ch. 4
7	THU 10/10	<i>Mapping the Literature: Mapping Project Workshop</i>	Readings: <i>Perspectives</i> , Ch. 9; Reading Cluster Handout (in-class)
8	TUE 10/15	<i>Writing the Literature Review: Instructions and Outline</i>	Readings: Review <i>Perspectives</i> , Ch. 4, 9 Due: Annotated Bibliography
8	THU 10/17	<i>Writing the Literature Review: Workshop</i>	Readings: None.
9	TUE 10/22	<i>Peer Review of Literature Review</i>	Readings: Review <i>TSIS</i> , Ch. 11 Due: Draft of Literature Review
9	THU 10/24	<i>Mapping Presentations (8)</i>	Readings: Review <i>Perspectives</i> , Ch. 12 (p. 333-334) Due: Mapping Project for Assigned Presenters Due: Lit Review Peer Review
10	TUE 10/29	<i>Mapping Presentations (8)</i>	Readings: None. Due: Mapping Project for Assigned Presenters
10	THU 10/31	<i>Mapping Presentations (8)</i>	Readings: None. Due: Mapping Project for Assigned Presenters
11	TUE 11/5	<i>Writing Claims: Constructing a Thesis</i>	Readings: <i>Perspectives</i> , Ch. 5; <i>TSIS</i> , Ch. 4 Due: Final Literature Review
11	THU 11/7	<i>Writing Claims: Developing Your Reasons</i> Please Note: Nov. 8th is the last day to withdraw from the course with a "W."	Readings: <i>Perspectives</i> , Ch. 5; <i>TSIS</i> , Ch. 4 Due: Presentation Reflection
12	TUE 11/12	<i>Supporting Your Claims: LPE and Writing Workshop</i>	Readings: <i>Perspectives</i> , Ch. 6, <i>TSIS</i> , Ch. 5
12	THU 11/14	<i>Supporting Your Claims: LPE and Writing Workshop</i>	Readings: <i>Perspectives</i> , Ch. 6, <i>TSIS</i> , Ch. 5
13	TUE 11/19	<i>Planting a Naysayer and Writing Workshop</i>	Readings: <i>TSIS</i> , Ch. 6

13	THU 11/21	<i>Peer Review of Research Paper</i>	Readings: Review <i>TSIS</i> , Ch. 11 Due: Draft of Research Paper
14	TUE 11/26	<i>No Class: Required conferences with me during class hours</i>	Due: Research Paper Peer Review (by 11:59 pm)
14	THU 11/28	<i>No Class: Thanksgiving Break</i>	
15	TUE 12/3	<i>No Class: Required conferences with me during class hours</i>	
15	THU 12/5	<i>No Class: Final Research Paper Due on Dec 5th by 11:59 PM. There will be no class held during finals week.</i>	

DESCRIPTION OF MAJOR ASSIGNMENTS

Rhetorical Analysis Paper (3-4 pages) Students will write a rhetorical analysis of a chosen article from the *Perspectives* textbook as a form of diagnostic essay. Since I am the audience for this paper, you should utilize key terms, ideas, and phrases from the field of composition and rhetoric (e.g. claim, reasons, evidence, etc), though you are not expected to define those terms since we—as a class—are all members of the same discourse community. Students are expected to analyze the following required elements of the chosen article using whatever organization makes the most rhetorical sense for your paper: (1) Purpose, (2) Audience, (3) Claim (or Thesis), (4) Reasons, (5) Evidence (Logos, Pathos, and Ethos), and (6) Naysayer (or Counterargument). Students should provide an example for each of the above required elements as well as explain the rhetorical effectiveness of those elements for the intended audience. The final version should be typed in Times New Roman 12-point font with double spacing and one-inch margins. Students are expected to write a minimum of three full-pages (leading onto the fourth page), but absolutely no more than four full-pages. Maximum page limits are just as significant as minimum limits, as it requires students to use concise and careful language.

Research Proposal (3-4 pages) Students will begin their semester-long research project by conducting preliminary research on an arguable contemporary social issue that is related to the theme of the course: ***the Science of Bodies***. Feel free to interpret this theme broadly by researching an arguable scientific issue related to human or non-human bodies (e.g. animals, robotics, gene-alterations), or the intersections therein. Please note that once you have decided on a research topic for this semester and submitted your final, revised research proposal, you cannot change research topics! Choose wisely! I highly advise choosing an issue of personal or professional (e.g. related to your major) interest to you, so that you are invested in the research for the duration of the semester.

In the proposal, students should discuss what they know on the subject thus far by first describing what they have learned from preliminary research, referencing at least three sources by name in their prose (no formal citations necessary). Students should also discuss their future plan for research, including their current research questions guiding their search, the possible databases and resources that may help students find answers to those research questions, and any keywords or phrases for the search that may help. Finally, students should provide a brief rhetorical analysis of the discourse based upon preliminary research: Who are the audiences for this conversation? Why are they interested in this conversation? In other words, what is at stake for them? What claims and counterclaims are they making so far? Students should remain completely neutral in this rhetorical analysis and refrain from giving preference to one audience or another, one claim versus another. The final version should be typed in Times New Roman 12-point font with double spacing and one-inch

margins. Students are expected to write a minimum of three full-pages (leading onto the fourth page), but absolutely no more than four full-pages. Maximum page limits are just as significant as minimum limits, as it requires students to use concise and careful language.

Annotated Bibliography Students will continue the next phase of their research project by collecting a minimum of five sources and creating an annotated bibliography of those collected materials. For each source, students should provide a full bibliographic entry in MLA, APA, or Chicago style (your choice). Beneath each bibliographic entry, students should provide a 250-500 word annotation that summarizes the main claims that the source is making, analyzes the audience and purpose for that source, and indicates how you might use that source in your final research paper. The final version should be typed in Times New Roman 12-point font with double-spacing and one-inch margins, and each source should be alphabetized. Please provide a word-count in parenthesis at the end of each source annotation.

Literature Review (3-5 pages) and Mapping Project Students will create a map of 3-5 sources that represent a minimum of three different perspectives on their chosen research issue. Consider this map a creative project. You may use poster board, a Prezi, or some other material or digital rendition of a map. However, you must show clear, readable associations among each source and perspective. There are several examples on Canvas that may help you with this visual rendering. Please bring the final brainstorm map to class (NOT uploaded to Canvas) on your assigned presentation date. Once you have created your map, students should use this as a foundation for their presentation (see below) and literature review paper.

In the literature review paper, students will scaffold the conversation surrounding their issue for an academic audience by completing the following tasks: (1) Summarize the general claims for each of three perspectives; (2) Paraphrase one or more representative sources for each perspective; and (3) compare and contrast the sources and their claims, indicating points of agreement and disagreement. Students are expected to cite their sources using parenthetical and bibliographic references per the same style utilized in the annotated bibliography assignment (e.g. MLA, APA, or Chicago). The final version of the literature review should be typed in Times New Roman 12-point font with double-spacing and one-inch margins. Students are expected to write a minimum of three full-pages (leading onto the fourth page), but absolutely no more than five full-pages. Maximum page limits are just as significant as minimum limits, as it requires students to use concise and careful language. These page requirements do NOT include the required bibliography page.

Presentation (5 minutes) and Presentation Reflection (500-words) Students will present their brainstorming maps and the highlights from their literature review paper in a five-minute presentation for the class. As in the literature review paper, students should briefly offer a review of the significant perspectives for the issue as well as points of agreement and disagreement across the representative sources. While each individual is presenting, students in the audience should take notes on the presenters. After all presenters have given their talk, students will write a brief reflection on what was gained from two of the presenters' talks. For each of two presentations, students should briefly answer the following questions in 250-words per presentation: What did you learn about the issue? Why is the issue significant? How might you use or relate to this issue in the future? The reflection should be typed in Times New Roman 12-point font with double-spacing.

Final Research Paper (7-10 pages) Students should review all of the material from this semester—the proposal, annotated bibliography, brainstorm map, and literature review—as a foundation for outlining, drafting, and revising the final research paper. In other words, the final research paper brings this work together as you utilize your sources to argue a position on your chosen issue. Students must address a relevant audience for their chosen issue and tailor the claim, reasons, and evidence to that audience for the intended purpose (e.g. convince, compromise, inform). Your final, revised version of the paper should be seven-to-ten pages, double-spaced with one-inch margins and formatted in Times New Roman 12-point font. Once again, students are expected to write a minimum of seven full-pages

(leading onto the eighth page), but absolutely no more than ten full-pages. Maximum page limits are just as significant as minimum limits, as it requires students to use concise and careful language. These page requirements do NOT include the required bibliography page. Each paper should be submitted to Canvas by the assigned due date. **Late papers** for the Final Research Paper **only** will be penalized **10 points each day** they are late.

Peer Reviews (3 total; no more than one-page single-spaced) For each of the three major writing assignments (Research Proposal, Literature Review, and Final Research Paper), students will complete a peer review assignment that provides feedback on specific elements of the assignment itself. Students will be expected to write a letter or memo to their partner that describes what works and what needs revision on various elements of the peer's draft such as thesis sentence, organization of the body paragraphs, source references, etc. Students should write their peer review responses in complete sentences and in response to the prompt provided during class.

Participation Policy and Attendance. Successful college students in my course come to class and participate regularly. Excused absences include official university activities, military service, and/or religious holidays, as well as medical appointments, caregiver responsibilities, and other necessary accommodations for students with disabilities. *Even if you are requesting permission to make up a participation grade for an excused absence, I require students to inform me (the instructor) in writing in a timely manner, within one week prior to or immediately following the absence.* In terms of lecture notes, should you miss class (even with an excused absence), I will not supply what you miss by email or phone. It is your responsibility to conference with a peer to get this material and/or make an appointment to see me in person.

Your attendance grade is calculated as a series of participation grades which are assessed holistically through the semester (e.g. 100 or zero). Since this is a writing intensive course, many of those participation grades will be tied to activities conducted during in-class workshops such as writing a thesis sentence (which I will then check toward the end of class) or creating an outline for your paper. At the end of the semester, students will be assessed a numerical grade for participation based upon the number of submissions received:

11-12 submissions = 100%,	4 submissions = 40%
9-10 submissions = 90%	3 submissions = 30%
8 submissions = 80%	2 submissions = 20%
7 submissions = 70%	1 submission = 10%
6 submissions = 60%	0 submissions = 0%
5 submissions = 50%	

If I happen to collect more than twelve participation grades during the duration of this course, extra work may replace a missed assignment from earlier in the semester. The point is to attend as much and as regularly as possible, and to communicate with me if and when you must miss class for reasonable absences.

Grade Distribution. Final grades for this course are A, B, C, D, and F. Final grades will be calculated as follows: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=59%-and below. Your final grade for this course will consist of the following:

Rhetorical Analysis Paper	5%	Presentation Reflection	5%
Research Proposal	15%	Final Research Paper	25%
Annotated Bibliography	10%	Peer Reviews (3)	15%
Mapping Presentation	5%	Classwork/Participation	5%
Literature Review	15%		

INSTRUCTOR POLICIES

Posting of Grades. All grades for both major and minor assignments will be posted in the Gradebook on Canvas. I generally grade minor writing assignments within one week of submission date and major writing assignments within two weeks of submission date. Please do not contact me asking about your grade for an assignment until these personal grading deadlines have expired. I do not post individual grades for participation or classwork. If you are missing an assignment due to one or more absences, and have received a zero on the missed assignment, this will be reflected in your overall participation grade in Canvas. Please check the participation policy grading scale and the course schedule to verify missed assignments before contacting me with questions or concerns.

Incompletes. Students who are struggling to complete the course due to extenuating circumstances may qualify for a grade of incomplete. However, per departmental policy, a grade of incomplete may only be awarded (1) if the course drop date has already passed and (2) the student can provide documented evidence of extenuating circumstances such as an unplanned and unexpected medical condition or health emergency, etc. Please be advised that students awarded an incomplete must submit all unfinished work prior to the end of the next long semester in order to receive a grade for the course.

Plagiarism and Paper Reuse Policy. Please note that plagiarism is a serious offense and will be punished to the full extent. In my course, you are not allowed, under any circumstances, to reuse papers from prior classes in this course or any other course that you have taken at any institution. Reusing papers does not demonstrate any advance in knowledge or skill, and so would not be helpful for you either in terms of your learning this semester, or for me in terms of assessing this learning. If you feel your situation constitutes a clear or significant exception to this rule, you must discuss this with me prior to the due date. Otherwise, paper reuse will be reported as a collusion offense and will also be punished to the full extent per university policy. Similarly, students who plagiarize on an assignment will receive a zero for the assignment for the first offense and be reported to the Behavioral Intervention Team (BIT) for remedial instruction on avoiding plagiarism. A second plagiarism offense may result in failure of the course.

Turning in Assignments to Canvas. All major writing projects will be submitted to Canvas. *I will not accept any assignments via e-mail or paper unless accommodation arrangements were made in conversation with me prior to the assignment deadline.* All assignments submitted to Canvas must be saved as a .doc, .docx, or .pdf file to ensure that I am able to open them on my computer (please no Google docs). It is your responsibility to ensure that all of your work is saved in this way and submitted in the correct format. If you submit work in the wrong format, then you may receive a zero for the assignment.

Student-Instructor Interaction. The best way to contact me is via email, as I check it regularly both on- and off-campus. Do allow for a 24- to 48-hour turn-around time for emails as I do not sit at my email all day, rather I check it during specific times once or twice per day. If your situation is an emergency, I advise contacting the Chair of the Humanities Department, Dr. Allen Redmon: allen.redmon@tamuct.edu or (254) 519-5750.

Technology Requirements. This course will use the A&M-Central Texas Instructure Canvas learning management system (aka Canvas). 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 (same password as used for MyCT email and MyCT Warrior Web).

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. They are available 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>]

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 their 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.

UNIVERSITY 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. *Please note: Oftentimes, students feel the need to drop a course because they are overwhelmed by personal or professional responsibilities. As your instructor, I humbly request that you make an appointment or drop by during office hours to speak with me about your concerns before dropping my course.*

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].

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.

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].

Campus Carry. Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <https://www.tamuct.edu/police/campus-carry.html>. Per university policy, concealed handguns should not be visible during class and are prohibited in the A&M-Central Texas Counseling Center, including the co-located Community Counseling and Family Therapy Center.

UNIVERSITY RESOURCES

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, but will continue to offer other tutoring support. 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.

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 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.

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