

**Texas A&M University-Central Texas**  
**Fall 2019-LIBS 5310: Interdisciplinary Methods**  
**Online Course**

**Instructor and Contact Information**

**Instructor:** Dr. Cadra Peterson McDaniel

**Office:** Heritage Hall, 204 L

**Office Hours:** M 1:00-2:00; W 1:00-2:00, 4:00-5:00; or By Appointment

**Email:** cadra.mcdaniel@tamuct.edu (Please use this email address as the method of contact)

**Phone:** 254-501-5932

**Mode of Instruction and Course Access**

This course is an online course with all information and assignments posted on Canvas.

Students will be submitting all assignments via Canvas.

**Student-Instructor Interaction**

If students have any questions regarding the class or assignments, they should contact the instructor. Please contact the instructor as soon as possible so that any concerns may be resolved before it becomes midpoint or later in the semester. Students may contact the instructor via email. The instructor will respond to all email in a timely manner, usually within one (1) business day. Email may not be checked on weekends. Also, students may come by the instructor's office during office hours, or students may make an appointment. Announcements for the class will be posted on Canvas under the Announcements section. Please check this section regularly. For all questions concerning upcoming assignments, please send all questions via email before 4:00p.m. the day before the assignment due date. The "cut-off" time for questions allows all students to have questions answered before the due date.

## **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.

## **Course Information**

### **Course Description**

This course investigates interdisciplinary research methods and the application of these methods. Students research, write, and present projects on topic(s) related to their focus areas.

Prerequisite: Graduate standing.

### **Overall Course Objective**

After successfully completing the course, students will be able to utilize interdisciplinary research methods to author an interdisciplinary research paper based on scholarly research and original analysis.

### **Specific Course Objectives (Student Learning Outcomes)**

After successfully completing the course, students will be able to

1. Analyze examples of interdisciplinary scholars' research studies
2. Investigate and select the works of leading scholars in chosen interdisciplinary field(s)
3. Design an original paper that incorporates their chosen interdisciplinary field(s) and defend their choices

4. Author an original paper that demonstrates their ability to use interdisciplinary research methods to conduct an in-depth paper, which constructs a solid argument and is supported with scholarly evidence and original analysis

### **Required Text**

Lipson, Charles. *Cite Right: A Quick Guide to Citation Styles-MLA, APA, Chicago, the Sciences, Professions and More*. 3<sup>rd</sup> edition. Chicago: University of Chicago Press, 2018. ISBN: 9780226431109.

## **Course Requirements**

### **Submission of Research Topic(s)**

Early in the semester, students will submit a possible paper topic(s) for their final research paper. Students should consider topics that will be inherently interdisciplinary.

**Students need to select an aspect of a topic that they have not previously researched.**

Students are free select their research topic, but the topic must be approved by the instructor. The discussion of research interests during the first week of class will aid students in selecting a topic.

### **Criteria for Research Topic(s)= 3 points**

Submission of possible research topic(s) =3 points

### **Interdisciplinary Case Studies Analyses**

At the beginning of the semester, students will locate and read two examples of interdisciplinary scholarship relating to their areas of study. Students should rely on peer-reviewed articles, most commonly found on JSTOR or EBSCOHOST via the University Library, for these examples. If students are unfamiliar with accessing JSTOR or EBSCOHOST, they should contact University Reference Librarian, Ms. Lisa Hopkins, l.hopkins@tamuct.edu. Each analysis should examine the types of research methods used and the reasons that these methods proved successful. Moreover, students should examine the types of various sources used in these

studies. The analyses should be written clearly. Each analysis should be one (1) page. Students should use 12 point Times New Roman Font and have one (1) inch margins. No citations are needed. Assignments that exceed the length limit, that are under the minimum page requirement, or that do not follow all paper guidelines and requirements will reduce students' grades by four (4) points.

**Criteria for Analyses=6 points each (12 points total)**

Examine the author's or authors' research methods and reasons these methods proved successful=4 points

Examine the various types of sources used=4 points

Write clearly using correct grammar and punctuation and be free generally of typographical errors and misspellings=4 points

**Discussion Posts**

Throughout the semester, students will need to contribute to various discussion posts. See the course schedule for topics and due dates. During the first week of class, students will need to introduce themselves on the discussion board. These introductions will aid students in recognizing the variety of topics that can be explored through interdisciplinary research. These introductions should be two to three (2-3) sentences. In these introductions, students should include only information that relates to their scholarly interests. Students should not post personal information such as information about their families or hobbies. The instructor has introduced herself on the discussion board, and students should refer to her post as an example. For these introductory posts, students do not need to reply to their classmates' posts. Posts need to be written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings.

The other posts will focus on topics that relate to the research process and allow students to discuss their insights gained during the research process. See the course schedule for topics

and due dates. Posts on research topics should be two to three (2-3) sentences, and students should reply to at least one (1) of their classmate's posts. These replies should also be two to three (2-3) sentences. Posts need to be written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings.

**Criteria for Discussion Posts=3 points each (21 points total)**

Use specific information or examples to address a post's topic and to respond to posts=2 points

Write clearly using correct grammar and punctuation and be free generally of typographical errors and misspellings=1 point

**Digital Polarization Tutorials**

TAMUCT has opted to participate in the American Democracy Paper's (ADP) initiative *Digital Polarization: A Paper to Promote Online Civic Information Literacy*. The Digital Polarization Initiative, or "DigiPo", is ADP's national effort to build student civic, information, and web literacy by having students participating in a broad, cross-institutional paper to fact-check, annotate, and provide context to the different news stories that appear in Twitter and Facebook feeds. Students may refer to the ADP's website for more information, <http://www.aascu.org/AcademicAffairs/ADP/DigiPo/>

**As part of this class, students will complete four (4) digital literacy tutorials that will strengthen their abilities to assess and to critique online content.** The completion of each module is worth three (3) points for a total of twelve (12) points. When students begin each tutorial, they will be prompted to enter their email address. Students should enter their email address, so that a record of their answers will be emailed to them. Once students have completed ALL four (4) tutorials, they should then forward the four (4) emails containing their answers to the instructor. Please forward the emails to the instructor's email address listed on the first page of the syllabus.

Students will be expected to utilize skills learned in these tutorials as well as other critical analytical skills to assess online content's varied approaches to their research paper's topic. Students will be required to include in their final research paper an analysis that addresses the manner in which online content approaches their topic and specifically focus on any distortions surrounding their topic. For more information, students should refer to the syllabus' section describing the Final Research Paper.

**Criteria for Four (4) Digital Polarization Tutorials=12 points**

Completion of each tutorial=3 points

**Annotated Bibliography**

After examining interdisciplinary research studies and utilizing fact-checking tutorials, students will create an annotated bibliography of relevant works related to their research topic. This review will consist of at least fifteen (15) scholarly items that relate to students' chosen topic. Students should include at least eight (8) primary and seven (7) secondary sources. Students need to include at least eight (8) sources that they have not used previously in another class.

For the annotated bibliography, students should first cite each item's bibliographical information according to the scholarly citation style that is used in their area of emphasis. Then under each citation, students should compose a two to three (2-3) sentence analysis of the item's scholarly significance and relevance to their research paper. All items listed should conform to the citation style chosen by the student. Students are encouraged to select the scholarly citation style used by their main emphasis area. For examples of scholarly citation styles, students should refer to the text for the class, Charles Lipson. *Cite Right: A Quick Guide to Citation Styles-MLA, APA, Chicago, the Sciences, Professions and More*. 3<sup>rd</sup> edition.

If students have questions or need assistance in locating sources, they should contact the instructor or Ms. Lisa Hopkins, the University's Reference Librarian for Liberal Studies, who can assist students in locating materials. Please note the instructor and Ms. Hopkins are available to aid students in learning how to locate sources, but will not perform extensive research for students.

**Criteria for Annotated Bibliography=15 points**

Analyze each item's scholarly significance and relevance=15 points

**Research Paper Outline**

Following the submission of the annotated bibliography, students will submit an outline of their entire research paper. Students' outlines will need to address their entire paper and not solely focus on the initial sections of their paper. Examples of acceptable outline forms are posted on Canvas. Students should review these examples.

**Criteria for Outline=15 points**

Thorough outline of the research paper=15 points

**Research Progress Reports**

During the semester, students will be submitting research progress reports. Refer to the course schedule in the syllabus for due dates. These reports should be at least one paragraph five to seven (5-7) sentences, but no more than two paragraphs of five to seven (5-7) sentences each. These reports must include specific information detailing the students' progress on their research paper for that week. Examples of information to include could consist of, but is not limited to, discussion of locating new sources and the importance of new sources; or specific revisions made, such as strengthening specific sections of the paper. These reports are intended to aid students in working steadily on their paper. In these assignments, students have the opportunity

to ask questions and to receive feedback about specific aspects of their paper. Therefore, it is important that students submit these weekly reports.

**Please note: Students do not need to wait to submit progress reports to ask questions. Should students have any questions about the course or assignments, they should feel free to contact the instructor at any time. The instructor is available via email, during office hours, or by appointment.**

**Criteria for Progress Reports=5 points each (25 points total)**

Describe specifics regarding research progress=5 points

**Research Paper Presentation (18 points total)**

**Description of Paper**

Toward the end of the semester, students will share their research with their classmates via discussion posts in Canvas. On December 2, students will post a two (2) paragraph description of their research paper. A paragraph consists of at least five to seven (5-7) sentences.

**Criteria for Description of Paper=6 points**

Clear introduction of topic's importance and thesis=2 points

Discussion of two to three (2-3) examples=2 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=2 points

**Questions to Classmates**

On December 3 and 4, students will need to ask two (2) of their classmates a question about their research paper. These questions may be content-based or they may relate to the sources used in the paper. Please be sure to ask a question to two (2) different students who have not yet been asked questions.

### **Criteria for Questions to Classmates=6 points**

Questions to two (2) classmates=3 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=3 points

### **Responses to Classmates' Questions**

On December 5 and 6, students should respond to questions asked about their paper.

Depending on class size, students may be asked more than two (2) questions about their paper.

Students are only required to answer two (2) questions but may address all questions asked.

Responses should address the questions in as much detail as possible with specific examples.

### **Criteria for Responses to Classmates' Questions=6 points**

Answers to classmates' questions using specific examples=3 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=3 points

### **Final Research Paper**

The final component of each student's grade will be a thorough interdisciplinary study of a topic chosen at the beginning of the semester. **This topic is an aspect of a subject that students have not previously researched.** The paper will be twenty to twenty-five (20-25) pages in length, will utilize primary and secondary sources, and rely **ONLY** on scholarly resources. The paper should have one (1) inch margins; be double spaced; be typed in twelve (12) point Times New Roman Font; and employ proper citations.

A facet of this paper is to include an analysis of online content related to the student's topic. Students should analyze how two to three (2-3) online sources present this content.

Students should use their knowledge of their topic, drawn from their research, to analyze whether these online sources present factual or distorted information regarding their topic. This analysis

should be a separate section of the paper and should come immediately before the concluding paragraph(s). The analysis of online content should not exceed three (3) pages.

The paper is worth one hundred fifty (150) points. Students may use only four (4) quotations, and each quotation must be ten (10) words or less. All material that is either quoted or paraphrased **MUST** be cited using the students' selected citation style. Students are encouraged to use the style adopted by their main emphasis area. For examples of some scholarly citations styles, students should refer to the text for the class, Charles. Lipson. *Cite Right: A Quick Guide to Citation Styles-MLA, APA, Chicago, the Sciences, Professions and More*. 3<sup>rd</sup> edition. Also, students should be aware that any title pages or reference pages such as endnotes, appendices, bibliographies, works cited pages, or other reference pages do **NOT** count toward the required twenty to twenty-five (20-25) pages.

It is important that students follow the paper guidelines closely. Not following the guidelines will lower a student's grade. For example, the use of more than four (4) quotations or quotations of more than ten (10) words will reduce students' grades by fifteen (15) points. The emphasis is that students paraphrase the material. When students paraphrase the material, they have to engage critically with the material, which leads to a more thorough understanding of the text. Also, students should keep their papers to the twenty to twenty-five (20-25) page limit. One of the objectives in graduate school is to be very specific and precise when expressing written ideas. Students should proofread their paper before the due date, and the papers should be free generally of typographical errors and misspellings. Papers that exceed the length limit, that are under the minimum required number of pages, or that do not follow all paper guidelines or requirements will reduce students' grades by twenty (20) points.

### **Criteria for Research Paper=150 points**

Well-developed thesis clearly stated in the first paragraph=35 points

Use material from primary and secondary sources to support the thesis including an analysis of online content related to the topic=75 points

Clearly written, correct grammar, and be free generally of typographical errors and misspellings=20 points

Have all information cited properly using a scholarly citation method=20 points

**Since this may be the first time that students have composed a research paper at the graduate level, students have the entire semester to ask the instructor questions about their research paper. While the instructor will not read drafts of the papers, the instructor is more than willing to answer specific questions. Only in cases of documented extreme hardship will an extension be granted for the final paper.**

### **Class Grading Scale, Grading Criteria Rubric, and Conversion**

This class follows TAMUCT's traditional grading scale of 100-90=A; 89-80=B; 79-70=C; 69-60=D; and 59 and below=F.

Research Topic(s) =3 points

Interdisciplinary Case Studies Analyses=12 points

Discussion Posts=21 points

Digital Polarization Tutorials=12 points

Annotated Bibliography=15 points

Research Paper Outline=15 points

Research Progress Reports=25 points

Research Paper Presentation=18 points

Final Research Paper=150 points

Total Points Possible= 271 points

Students may determine their grade by taking the total number of points earned and dividing by the total number of points possible.

### **Posting of Grades**

Grades will be posted online in Canvas and assignments are returned via Canvas. All assignments are graded usually within one (1) week of the due date.

## **Course Schedule (Course Outline and Calendar)**

The instructor reserves the right to make modifications to the syllabus and the course schedule as needed based on time and other factors. Should this need occur, then an updated schedule will be posted online in Canvas. **All assignments are due at Noon (12:00p.m.) on the due dates listed below.** Please see the Course Schedule below for specifics.

### **Week 1: August 26-August 30**

**August 26 through August 30:** Introduction to the Course and Select Two Interdisciplinary Case Studies

**August 26 through August 30:** Student Introductions and Discussion of Interdisciplinary Research, **Due August 30**

### **Week 2: September 2-September 6**

**September 3:** Submission of Research Topic(s) and Analyses of Two (2) Interdisciplinary Case Studies, **Due September 3**

**September 3 through September 6:** Discussion of Two Interdisciplinary Case Studies, **Due September 6**

### **Week 3: September 9-September 13**

**September 10:** Completed Digital Polarization Paper Tutorials, **Due September 10**

1: Introduction to Web Literacy: <http://tamuct.libsurveys.com/WebLiteracyIntroduction>

2: Investigate the Source: <http://tamuct.libsurveys.com/InvestigateSource>

3: Find the Original Source: <http://tamuct.libsurveys.com/FindOriginal>

4: Look for Trusted Work <http://tamuct.libsurveys.com/TrustedWork>

**September 10 through September 13:** Utilizing the Information in the Tutorials, Read Two (2) Online Sources for Next Week's Discussion

### **Week 4: September 16 through September 20**

**September 17 through September 20:** Discussion of Incorporating Accurate Digital Information into Scholarship and Discussion of Sources Reviewed Using the Tutorials, **Due September 20**

**Week 5: September 23-September 27**

**September 24:** Annotated Bibliography, **Due September 24**

**Week 6: September 30-October 4**

**September 30 through October 4:** Continue working on paper as needed

**October 1 through October 4:** Discussion of Challenges of Locating and Vetting Sources, **Due October 4**

**Week 7: October 7-October 11:**

**October 8:** Outline of Research Paper, **Due October 8**

**Week 8: October 14-October 18:**

**October 15 through October 18:** Discussion of Evolution of Research Paper, **Due October 18**

**Week 9: October 21-October 25:**

**October 21 through October 25:** Continue working on paper as needed

**October 22:** Research Paper Progress Report, **Due October 22**

**Week 10: October 28- November 1:**

**October 28 through November 1:** Continue working on paper as needed

**October 29:** Research Paper Progress Report, **Due October 29**

**Week 11: November 4-November 8:**

**November 4 through November 8:** Continue working on paper as needed

**November 5 through November 8:** Discussion of Further Evolution of Research Paper, **Due November 8**

**Week 12: November 11-November 15:**

**November 11 through November 15:** Continue working on paper as needed

**November 12:** Research Paper Progress Report, **Due November 12**

**Week 13: November 18-November 22:**

**November 18 through November 22:** Continue working on paper as needed

**November 19:** Research Paper Progress Report, **Due November 19**

**Week 14: November 25-November 29:**

**November 25 through November 29:** Continue working on paper as needed

**November 26:** Research Paper Progress Report, **Due November 26**

**Week 15: December 2-December 6:**

**December 2 through December 6:** Final Paper Presentation-Three (3) Part Discussion Post

**-December 2:** Discussion Post-Description of Research Paper, **Due December 2**

**-December 3 and December 4:** Ask Two (2) Questions about Two (2) Papers,  
**Due December 4**

**-December 5 and December 6:** Classmates Should Respond to These Questions Asked  
about Their Papers, **Due December 6**

**December 2 through December 6:** Continue working on paper as needed

**Week 16: December 9-December 13**

**December 10:** All Final Research Papers, **Due December 10**

## **Instructor and Course Policies**

### **Absences**

Absences in graduate school are generally not acceptable. The instructor does understand that in some circumstances, such as a major illness, there may be missed classes. Should students miss class, then they need to contact the instructor as soon as possible. Unexcused absences will affect negatively students' grades. Only excused absences are allowed. Should students miss an assignment, make-up assignments will be allowed only for excused absences. Students, when they return, must give the instructor written documentation, such as a note from their doctor, which covers the days that they missed. ONLY with documentation will students be granted an excused absence and be able to make up work. Students cannot make up work or turn in late work with unexcused absences.

Only in cases of documented extreme hardship will students be allowed to have an excused absence for the presentation. In order to make up this assignment, students will need to include an additional three (3) pages of material to their final paper. In this instance, the final paper grade will include the eighteen (18) points for the presentation for a total of one hundred sixty-eight (168) points. The paper is still due on December 10 by Noon (12:00p.m.).

**ALL make-up work must be turned in no later than one (1) week after students return to class. No work will be accepted after the one (1) week period. Toward the end of the semester, there may be a shorter amount of time for make-up work. No make-up work will be accepted after the Final Paper is due at Noon (12:00p.m.) on December 10.**

### **Incompletes**

A grade of an Incomplete is granted rarely. Incompletes will be granted only after the last day to drop a course and will be granted only to students who have experienced a major catastrophic event. Students must provide some form of written documentation that provides evidence of the catastrophic event.

### **Withdrawal, Drop Dates, and Assignment Due Dates**

Students who feel that they need to drop the class must go to the Registrar's Office and complete the withdrawal forms. It is each student's responsibility to withdraw from a class. Also, it is each student's responsibility to be aware of all add and drop dates for classes and to be aware of all guidelines in the syllabus and due dates for class assignments. Students should refer to the University Calendar for important dates, such as graduation deadlines. The calendar can be viewed at <https://www.tamuct.edu/>

### **Plagiarism**

Plagiarism is copying or using the words or ideas of another individual(s) and submitting that work as one's own original work. All material taken from any source, including books, articles, journals, the Internet, or any other sources, must be paraphrased (put in your own words), cited correctly, and if quoted, set off in quotation marks, and cited correctly. Information regarding plagiarism will be posted in the Announcements section on the first day of class.

**Should students have any questions about paraphrasing, using quotations, citing material, or documenting sources, please ask questions via email or come by the instructor's office and discuss these concerns.**

Assignments will be checked for plagiarism using VeriCite. If students receive a mark of fifty percent (50%) or more for plagiarism from VeriCite, then they will receive a grade of a zero (0) for the assignment. This fifty percent from VeriCite will not count the bibliography, other source materials, or quoted materials as being plagiarized. Also, students will earn a failing grade of a zero (0) when there is evidence that the plagiarism is from a purchased paper or when there is evidence of blatantly copying sources without citations. When there is evidence of plagiarism, students' work will be submitted to the Division of Students Affairs for review.

### **Cheating**

Cheating is assisting other students with completing class papers. Also, cheating includes the use of any unauthorized materials to complete any assignments. **The penalty for cheating will be a zero (0) for the assignment.** When there is evidence of cheating, students' work will be submitted to the Division of Students Affairs for review.

## **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/>] 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.*

## **Course and University Procedures and Policies**

### **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.

For more [information regarding the Student Conduct process](#),

[<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](#) 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>]. Students may also contact the institution's Title IX Coordinator. If you

would like to read more about these [requirements and guidelines](#) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the 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 [WOnline](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].