

PSYC 3307-125
Fall 2019
Texas A&M University-Central Texas
Face-to-Face Course
Monday & Wednesday 9:30am-10:45am
Warrior Hall Rm 306

COURSE DATES

August 26th-December 13th 2019

MODALITY

Face-to-Face course with supplemental materials made available on the A&M-Central Texas Canvas Learning Management System at [<https://tamuct.instructure.com/courses/4983>]

LOCATION, DAYS, AND TIMES

Warrior Hall rm 306

MON & WED

9:30am-10:45am

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Sandra Blackwell, MS

Office Hours: By appointment

Phone: Text @ 307hu to the number 81010 to send and receive updates for this class

Email: s.blackwell@tamuct.edu

DO NOT USE sb008@my.tamuct.edu I will not get an email message

Student-instructor interaction:

As the instructor, I will check emails several times per week. Students can expect a reply to an email within 48 business hours, and if needed, can set up appointments for phone conversations or meetings through Canvas.

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.

1.0 COURSE INFORMATION

Course Overview and description:

This course is an overview of human development from birth to death. Topics include history, theory, and research, genetic and environmental foundations in chronological order of human development. This course covers the physical, cognitive, emotional, and social development in each of the different age groups from prenatal through adulthood.

1.1 Course Objective:

Student Learning Outcomes (CO):

Upon satisfactory completion of this course, students will have

CO 1. Demonstrated content-specific knowledge of the field of human development across the lifespan.

CO 2. Employed, in several assignments, the developmental framework, including models and theories, for understanding human lives and developmental change.

CO 3. Described in several assignments how the three different areas of development -- physical, cognitive, and social -- interact to form the developing person.

CO 4. Also, related their understanding of human development to their own lives and careers.

2.0 REQUIRED READING AND TEXTBOOK(S):

American Psychological Association. (2009). *Publication manual of the American psychological association* (6th ed.). Washington, DC: Author. (ISBN: 978-1-4338-0561-5)

Berk, L. E. (2017). *Development through the lifespan* (6th Ed.). Boston: Pearson. ISBN-10: 0134419693

3.0 APA FORMAT

In July 2009, the American Psychological Association released the 6th edition of their publication manual. Although some students may not be familiar with APA format. The Professor will help the student become familiar with APA style writing, especially for references and citations. Therefore, this course requires ALL WORK to meet the standards of the 6th edition; all relevant grading rubrics will include an APA format component.

4.0 COURSE REQUIREMENTS

4.1 Syllabus Quiz (100 pts)

Hunt, through the syllabus, to find the answers to the first assignment. By doing so, students will alleviate all the unnecessary concern about what to expect from the course and get a heads up on assignment due dates. By participating in the scavenger hunt, the student will gain the tools necessary to be prepared for the course and be aware of the expectations the Professor has for the student.

4.02 Chapter PowerPoint Presentation Instruction Experience (150)

Each student will have the opportunity to instruct the class in a learning experience from a chapter of Berks Lifespan book. The chapter will be selected on the first day of class. The teacher will decide how the chapters will be allocated. The PowerPoint will be graded based on creativity, and how many of the significant points of the chapter are discussed. Each student will have 30-45 min to go over the chapter of the book. The Professor will go over the study guide after the presentation to help students gain an understanding of material possible missed in the presentation or not fully understood.

4.03 Chapter Quizzes (160 pts)

Chapter quizzes consisting of multiple-choice, true and false, or possibly essay questions will be scheduled throughout the semester (see Course Calendar for dates). The quizzes will cover content from the assigned readings listed in the Course Calendar. All quizzes must be completed independently with no assistance from others. If a student misses a scheduled quiz, a make-up quiz is available. The make-up quiz will be essay questions in line with the chapter.

4.04 Application Exercises (90 pts)

Application exercises allow students to select and integrate course content in ways that are meaningful to their own experiences. Students are required to submit three application exercises, which will be select from childhood, adolescences, or adulthood. One to two pages will suffice when writing about your childhood experience remember content is king more words do not mean better work. Use your life experience and relate it to what you have learned thus far. NO NEED

to follow APA guidelines for a personal experience application exercise. Be as creative as you would like in writing about your experiences. ***No credit will be awarded for plagiarized content. All content should be written in the student's own words according to their personal experiences***

4.05 Literature Review paper learning experience (100 pts)

Once the student has finished answering all the questions for each article review (which will be down in class), the student will be expected to put all the information into a literature review final paper using the questionnaires for each article summary. If the summaries were done correctly, and there was minimal to no plagiarism, the transition to a paper should be a smooth process with little work). The syllabus includes a shortlist of instructions.

- *For the paper, a rubric is included to outline APA style, spelling, grammar, written skill, and content of information, etc.*
- *The student learning outcome for the Literature Review Final Paper is to learn how to write a literature review paper on articles summarized in a logical manner using APA style writing and incorporating information from Berk's Lifespan book.*
- *The assignment will be evaluated using the rubric, so please refer to the rubric for help in writing the paper.*
- *This project is a learning experience and will be worked on the entire semester. Each time the student corrects suggestions made by the professor, the student can improve on their grade. Except for papers that have 100% plagiarism (word-for-word), an automatic zero will be given to the student.*

4.06 Comprehensive Final 100pts

The comprehensive final will cover all of the chapters of the book. It is up to the Professors transgression on whether the final will be multiple choice or essay-style questions.

4.07 Extra Credit

All students can earn extra credit points by visiting the Professor for guidance on any of the class assignments. The student will receive 3 points toward the final paper or the comprehensive exam whichever has the lower grade.

5.0 GRADING CRITERIA RUBRIC

Score Levels	Content	APA Format	Text	Organization
90-100 pts Excellent	<ul style="list-style-type: none"> • Is well thought out and supports the literature • Reflects critical thinking • Has a clear goal related to the topic. • The paper is pulled from three or more peer-reviewed journals and the Burk Lifespan book • Is precise 	<ul style="list-style-type: none"> • Cover page, References page, and all paragraphs cited and following APA rules for font size and spacing • Citations cited correctly according to APA rules • Running head correctly applied with page numbers 	<ul style="list-style-type: none"> • Few (1-3) spelling, grammatical, or punctuation errors • Clear syntax • Upper-level use of vocabulary words and choice of words 	<ul style="list-style-type: none"> • Information is clearly through • Information is constructed in a clear focused manner • Information is in a logical pattern to support the literature and the book
80-89 pts Good	<ul style="list-style-type: none"> • Is well thought out and supports the literature • Has the application of critical thinking that is apparent • Has a clear goal that is related to the topic 	<ul style="list-style-type: none"> • Cover page, References page, and some of the paragraphs missing citations 	<ul style="list-style-type: none"> • Few (3-5) spelling, grammatical, or punctuation errors, clear syntax 	<ul style="list-style-type: none"> • Information supports the literature • Information is constructed in a clear focused manner

	<ul style="list-style-type: none"> Is pulled from several journals and the book Is precise 	<ul style="list-style-type: none"> Citations cited adequately according to the rules for most of the paper Running head has a few errors 	<ul style="list-style-type: none"> Proper use of vocabulary and word choice 	<ul style="list-style-type: none"> The pattern is logical and supports the book
70-79pts Fair	<ul style="list-style-type: none"> Supports the literature Has some critical thinking that is apparent Has no clear goal 	<ul style="list-style-type: none"> Several items missing in the formatting of the paper Citations not cited properly through most of the paper No running head 	<ul style="list-style-type: none"> Minimal (5-7) spelling, grammatical, punctuation errors, possibly unclear syntax Low-level use of vocabulary and word choice 	<ul style="list-style-type: none"> The review has some focus but may stray from the main point of the study Information appears to have a pattern, but the pattern is not consistently carried out in the review Information loosely supports the literature and has no connection to Berk's Book
60-69pts Poor	<ul style="list-style-type: none"> Provides inconsistent information for the literature reviewed Has no apparent application of critical thinking Has no clear goal Is pulled from a few sources no Berk book included Has significant factual errors, misconceptions, or misinterpretations of information 	<ul style="list-style-type: none"> No consistency in following APA rules None of the APA formatting rules followed Missing citations Missing References page 	<ul style="list-style-type: none"> More than seven spelling, grammatical, punctuation errors, and or unclear syntax Poor use of vocabulary and word choice 	<ul style="list-style-type: none"> Content is unfocused and haphazard The information does not support the literature or Berk book and may challenge or question the point addressed The information has no apparent pattern

6.0 GRADING CRITERIA

Graded Assignments	Amount Due	Points Each	Point Total	% of Overall Graded
Syllabus Quiz	1	100	100	14%
Chapter Quizzes	19	10	190	27%
Chapter Instruction Presentations	1	150	150	21%
Application Exercises	2	30	60	10%
Literature Review Final Paper	1	100	100	14%
Final Comprehensive Exam	1	100	100	14%
Total			700	100%

Final course grades will follow the system below:

A = Excellent 100-90.00 total points, **B** = Good 80.00-89.99 points, **C** = Fair 70.00-79.99 points, **D** = Passing 60.00-69.99 points, **F** = Failing 59 or fewer points

Posting of Grades

All grades will be posted in the Canvas grade book where students can monitor their grades. All grades will be posted no later than a week after the turn in date.

7.0 RESEARCH EXPERIENCE REQUIREMENT

Research Experience Requirement: Students in selected psychology courses (PSYC 3307, PSYC 3309; PSYC 3330; PSYC 3312, PSYC 4320) are required to engage in research experience activities as part of the course. The research experience activity includes either writing summaries of peer-reviewed empirical research articles or participating in research studies directly related to psychology, or a combination of both.

Sign Up: To receive credit for a research experience activity, students must sign up to participate in a research study or write a research summary through the Counseling and Psychology Research Sign-Up System hosted by [SONA \(https://tamuct.sona-systems.com\)](https://tamuct.sona-systems.com). It is

the students' responsibility to ensure registration for Sona-Systems. Credits from previous semesters are not permitted to be transferred for current semester use.

Students that have not signed up for SONA will receive an email at their TAMUCT student email account from the SONA System Administrator [Melissa Sanchez \(ms057@my.tamuct.edu\)](mailto:ms057@my.tamuct.edu) when they have been registered to access the TAMUCT SONA system. Students must verify their account requests before being granted access to the system. Once the account is verified, students will be able to sign-up for research experience activities. A [tutorial video](#) is provided for using SONA (https://www.youtube.com/watch?v=_1OnT2ZU6QQ). Students who have problems signing up for SONA or have questions should contact the SONA System Administrator.

Credits: Students are required to complete three research experience credits in this course. The first research credit must be earned before the midterm of the course. Credit is allotted as follows and is determined by the researcher (not the course instructor) based on estimated participation time:

- **1 credit for each hour (60 minutes) of research participation (in-person or online)**
- **1/2 credit for each 1/2 hour (30 minutes) of research participation (in-person or online)**
- **One credit for each summary of a peer-reviewed, empirical research article.**

Students who drop a class after having earned research experience credit cannot apply for any accumulated credit from that class towards the next time they take the course; however, credits in SONA can be transferred from one course to another in the same semester.

Penalties: Any student who has not earned one research credit before the halfway point of the course (midterm) will be penalized one letter grade on the final course grade. Any student who has not earned all required research credits prior to the opening of the final exam period for the course will be penalized 1 letter grade on the final course grade for every research credit short of the required 3 research credits (e.g., missing 2 credits will result in a 2 letter grade reduction in the final course grade).

COURSE OUTLINE AND CALENDAR

8.0 COURSE OUTLINE

* Course Calendar is subject to change, depending on the number of students who are signed up for the Chapter Instruction Presentation

Human Lifespan

Week & Date	Class Topics	Instructional Activities Readings, & Assignments	Assignment Due Dates*	Extra Circular Activities
1 8/26	Class overview Syllabus Review Presentation by Dr. Green Student and Success	Receive Chapter for Chapter presentation Read Syllabus	All assignments are due by 11:59 PM (Sunday unless otherwise mentioned by Professor). 8/28 Syllabus Scavenger Hunt Know your syllabus to find the answers on Campus	Sign up for SONA (https://tamuct.sona-systems.com). Students should access the TAMUCT SONA website and request an account using their TAMUCT email account.

1 8/28	Review Chapter Presentations And Steps for Writing Article Reviews	Syllabus Scavenger Hunt Quiz		Get extra credit towards your final assignments by making an appointment for study skills or working on any class project.
2 9/2	Holiday NO CLASS			
2 9/4	Theories and topics for final papers	Read Berk Chapter 1		
3 9/9	<i>Part I</i> Theories and Research	Chapter 1 Presentation Read Chapter 2	Chapter 1 Quiz	*Sona Lab* be sure to check and see if there are research questionnaires to fill-out
3 9/11	<i>Part II</i> Foundations of Development	Chapter 2 Presentation Read Chapter 3	Chapter 2 Quiz	Remember to honor the men and women who lost their lives in the 9-11 attack on our Country
4 9/16	<i>Part II</i> Foundations of Development	Chapter 3 Presentation Read Chapter 4 Paper Ideas discussed	Chapter 3 Quiz	
4 9/18	<i>Part III</i> Infancy and Toddlerhood	Chapter 4 Presentation Read Chapter 5 Go over the different theories to discuss in final paper	Chapter 4 Quiz Pick out theory from book think about studies that will go along with the theory	
5 9/23	<i>Part III</i> Infancy and Toddlerhood	Chapter 5 Presentation Read Chapter 6	Chapter 5 Quiz *Turn-in Theory for paper	
5 9/25	<i>Part III</i> Infancy and Toddlerhood	Chapter 6 Presentation Read Chapter 7	Chapter 6 Quiz Work on Cover Page	

6 9/30	<i>Part IV</i> Early Childhood: Two to Six Years	Chapter 7 Presentation Read Chapter 8 Turn in Cover Pg	Chapter 7 Quiz	
6 10/1	<i>Part IV</i> Early Childhood: Two to Six Years	Chapter 8 Presentation Read Chapter 9 Go over Article Review expectations and any questions	Chapter 8 Quiz	
7 10/9	<i>Part V</i> Middle Childhood: Six to Eleven Years	Chapter 10 Presentation Read Chapter 11	Chapter 10 Quiz	
8 10/14	<i>Part VI</i> Adolescence: The Transition to Adulthood	Chapter 11 Presentation Read Chapter 12	Chapter 11 Quiz	First research 1.5 credit is Due for SONA do not lose a letter grade, please turn in or do SONA lab credits
8 10/16	<i>Part VI</i> Adolescence: The Transition to Adulthood	Chapter 12 Presentation Read Chapter 13	Chapter 12 Quiz	Get extra credit towards your final assignments by making an appointment for study skills or working on any class project.
9 10/21	<i>Part VII</i> Early Adulthood	Chapter 13 Presentation Read Chapter 14	Chapter 13 Quiz	
9 10/23	<i>Part VII</i> Early Adulthood	Chapter 14 Presentation Read Chapter 15	Chapter 14 Quiz	
10 10/28	<i>Part VIII</i> Middle Adulthood	Chapter 15 Presentation Read Chapter 16	Chapter 15 Quiz	
10 11/30	<i>Part VIII</i> Middle Adulthood	Chapter 16 Presentation Read Chapter 17	Chapter 16 Quiz	
11 11/4	<i>Part IX</i> Late Adulthood	Chapter 17 Presentation Read Chapter 18	Chapter 17 Quiz	

11 11/6	Part IX Late Adulthood	Chapter 18 Presentation Read Chapter 19	Chapter 18 Quiz participation points	
12 11/11	VETERNS DAY	NO CLASS		
12 11/13	Part X The End of Life	Chapter 19 Presentation	Chapter 19 Quiz participation points	
13 11/18	Practice working on interpreting articles	Extra Student Presentations		Get extra credit for visiting the Professor in the Tutoring Center for guidance on the final paper or study skills
13 11/20	Review all steps for final paper	Extra Student Presentations		
14 11/25	Jeopardy Final Exam Game	Jeopardy Final Exam Game	Finish all Application Exercises	
14 11/27	Missing presentations Video's Lecture	Library Visit		Have a wonderful Thanksgiving on the 28 th School may let out early on the 27 th
15 12/2	Video's Lecture	Jeopardy Final Exam game		
15 12/4	Videos Lecture	Final Comprehensive Exam in Class		*Make sure all Sona credits are done for the SONA lab. SONA is a University Requirement. The student will receive a loss of up to two letter grades if not completed by the end of the semester.
16 Dec 9-11	Wrapping up last week of class		All late work Due by Dec 11th by NOON no work accepted after that date!!!!	

9.0 COMPLETE COURSE CALENDAR

Important University Dates:

COURSE OUTLINE AND CALENDAR

Important University Dates:

August 26, Classes begin

August 28, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes

September 2, Labor Day, **CAMPUS CLOSED**

September 3, Last day to drop 1st 8-week classes with no record

September 11, Last day to drop 16-week classes with no record

October 4, Last day to drop a 1st 8-week class with a Q or withdraw with a W

October 4, Deadline to submit graduation

October 18, Last day to withdraw from the University (1st 8-week classes WF)

October 21, Add/Drop/Late Registration begins, 2nd 8-week classes

October 23, Add/Drop/Late Registration ends, 2nd 8-week classes

October 28, Last day to drop 2nd 8-week classes with no record

November 8, Last day to drop with a Q or withdraw with a W (16-week classes)

November 11, Veteran's Day (Observed), No Class

November 28-29, **Thanksgiving**

November 29, Last day to drop a 2nd 8-week class with a Q or withdraw with a W

December 13, Last day to withdraw from the University (16-week and 2nd 8-week classes)

December 13, Last day to file for Degree Conferral (Registrar's Office)

December 23 - January 1, WINTER BREAK University is closed

10.0 TECHNOLOGY REQUIREMENTS AND SUPPORT

Please use the listed resources for the requirements and support associated with an online course. If a student does not have Microsoft office go to MyCT at TAMUCT and click on the green icon labeled Office365 software. Please read technology requirements for further instruction on how to set up Office365 on your device.

10.01 Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Log on 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

10.02 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.

10.03 Other Technology Support

For log-in problems, students should contact Help Desk Central.
24 hours a day, seven days a week:
Email: helpdesk@tamu.edu
Phone: (254) 519-5466
[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

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

11.0 UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

11.01 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 a 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.

11.02 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://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel>].
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].

11.03 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/7117>]

11.04 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 the [Student Affairs](#) web page [<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](#) online, 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 based on sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas can 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.

11.05 Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects

tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring support. This tool provides tutoring in over 40 subject areas — access Tutor.com through Canvas.

11.06 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.-4:00 p.m. Monday thru Thursday with online-only hours Monday thru Thursday from 6:00-9:00 p.m.

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 how 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-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOonline](#). 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.

11.07 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 workspaces, 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].

12.0 OPTIONAL POLICY STATEMENTS:

12.01 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].

12.02 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.

13.0 INSTRUCTOR POLICIES.

Note that if there are assignments specifically late, please inform the professor so that arrangements are made for late work. Do not expect all assignments to stay the same if requesting to turn in late work. No late work is accepted passed the last day of class. All work should be completed individually without help from other students unless otherwise specified. If it is not clear which assignments allow you to work with others, be sure to check with the course instructor. It is best to treat the class like a job. In doing so, one will get the most out of their class. Come to class prepared each day and take responsibility for your work, therefore mark time out of each day to go over Canvas assignments and review for quizzes, and you will do fine in this course.

13.01 Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s).

Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.