

**Texas A&M University Central Texas**  
**PSYC 5380 CRN 10138**  
**Personality and Social Assessment**  
**Spring 2019**

**Instructor and Contact Information.**

Instructor: Dr. Matthew Williams  
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**Mode of instruction and course access.**

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

**Student-instructor interaction.**

Email (m.mwilliams@tamuct.edu) is the preferred communication method. Students can expect a 72 business hour response window under normal circumstances.

**Course Overview and description.**

Instruction and supervision in the assessment of emotional, motivational, interpersonal, and attitudinal characteristics of children and adults. Includes the administration, scoring, and interpretation of many widely-used tests.

**Course Objective.**

Graduate students will learn and apply the rules of ethical assessment and practical applications of assessment, use critical thinking effectively, demonstrate effective oral communication skills, demonstrate sensitivity to and appreciation of diversity. Students will demonstrate these computer skills: use basic software programs, search the Web, use proper etiquette and security safeguards when communicating through e-mail.

The instructional processes used in this course will include lecture, group discussion, interactive online technology, group presentations and response. Class meetings will include lectures, discussion, demonstrations, and other in-class exercises and activities. Lectures will include information covered in text as well as concepts and studies not discussed in the text. In-class exercises, demonstrations, and activities are included to help students understand and apply class material in innovative ways.

**Student Learning Outcomes.**

Upon successful completion of this course students will:

1. Demonstrate competency in test-giving behaviors, observations, and interviewing.
2. Demonstrate sensitivity to and appreciation of diversity.
3. Investigate the psychometric properties of tests, including reliability and validity.
4. Understand the advantages and disadvantages of current assessment tools/methods.
5. Understand and incorporate social, ethical, and legal considerations in psychological testing.

6. Be familiar with procedures for scoring and interpreting personality inventories.
7. Develop a basic framework for integrating multiple information sources for conducting an assessment, interpreting data and presenting data in report form that is usable to classroom teachers, service providers and/or parents.
8. Articulate and demonstrate the ability to accurately assess students from diverse backgrounds through consultation with other professionals and/or use of data collection systems using formal, informal, and standardized data.
9. Demonstrate computer skills; use basic software programs, search the Web, use proper etiquette and security safeguards when communicating through e-mail.
10. Demonstrate effective interpersonal communication skills and exhibit the ability to collaborate effectively.

This course addresses NASP Standards for Graduate Preparation of School Psychologists 2.1, 2.2, 2.3 and 2.4.

### 2.1 Data-Based Decision Making and Accountability

School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs

### 2.2 Consultation and Collaboration

School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.

As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

### 2.3 Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.

School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

### 2.4 Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health.

School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

## 2.6 Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

### **Required Reading - Textbooks:**

Morey, Leslie C. (2003). *Essentials of PAI assessment*. Hoboken, NJ: John Wiley and Sons Inc.

Nichols, David s. (2001). *Essentials of MMPI-2 assessment (2nd ed.)*. Hoboken, NJ: John Wiley and Sons Inc.

Sattler, J., M., & Hoge, R., D. (2006). *Assessment of children behavioral, social, and clinical foundations*. (5th ed). La Mesa CA: Jerome M. Sattler, Publisher, Inc.

### **Course Requirements.**

#### Attendance and Collaborative Participation (20 points)

Students are expected to attend all class meetings. The initial segment of each class meeting will involve lectures, discussion, demonstrations, and other in-class exercises and activities. Lectures will expand upon the texts by considering some topics in greater detail, and will also introduce concepts and studies not discussed in the texts. The second segment of each class meeting you will be used as lab time for hands-on training in the use of assessment tools. In addition in-class instruction and lab, you will participate in online discussions with the rest of the class. This class is very applied in nature, so your full participation is necessary if you wish to learn anything. We will cover a great deal of information, so missing any class time will make it extremely difficult to do well in this course.

Student participation and interaction is essential to the success of this course. Class participation is based upon student attendance, student readiness, participation in class discussions, and professionalism. Student's participation in class discussions will be determined by the student's ability to answer questions, provide input and relative current issues during discussions and demonstrated professionalism (See Collaborative Participation Assessment Rubric)

### Professionalism

Students demonstrate professionalism when they: (a) attend all classes on time, (b) remain in class/observation for the duration, (c) are prepared for class discussions, (d) attend to class discussion (online and in class), (e) meet time lines, (f) are flexible to schedule changes, (g) respect the opinion and rights of others, (h) refrain from inappropriate conversations with others, talking on cell phones or texting, during lectures and class exercises; (i) work collaboratively with colleagues, (j) and engage in ethical practices as defined in the student code of conduct and class rules related to informed consent, confidentiality, and sharing of information.

### Lab Assignments - Interviews (total 60 points)

Students will have the opportunity to work on clinical interview skills and hands on experience with tests during lab exercises. Examiners will conduct two interviews worth 30 points each. Examinees will role play as if they had a behavioral/emotional problem. Students are expected to come to class prepared with a fictitious examinee profile (demographic information, background information, referral/presenting problem). Student examiners will be expected to demonstrate the ability to observe and record observations during assessments. Students will be evaluated on the thoroughness of their questions, the appropriateness of demeanor during the interview, and ability to tailor the interview to the needs of the “client.”

### Associated Student Learning Outcomes:

1. Demonstrate sensitivity to and appreciation of diversity
2. Demonstrate competency in test-giving behaviors, observations, and interviewing.
3. Become familiar with procedures for scoring and interpreting personality inventories.

### Personality Assessment (5 points)

Students will complete the MMPI-2. Students will score their own results. Students will not be asked to divulge the results of your test; however, students must physically present your scored protocols in class.

### Associated Student Learning Outcomes:

1. Be familiar with procedures for scoring and interpreting personality inventories
2. Demonstrate sensitivity to and appreciation of diversity

### Interview Video (40 points)

You will practice your clinical interviewing skills with a colleague/friend of your choosing. This person should role play as if they had a behavioral/emotional problem OR as if they were the parent of a child with a behavioral/emotional problem. To keep us out of an ethical/legal quagmire, please be careful in selecting your actor and remind them that all information shared should be fictitious. The actor must be at least 18 years of age. You will record this interview on video in a format that is accessible to your instructor. The interview should last between 30 and 60 minutes. You will be evaluated on the thoroughness of your questions, the appropriateness of you demeanor during the interview, and your ability to tailor the interview to the needs of the “client.” Under no circumstances are videos to be uploaded to the internet or recorded using an internet service. The video will be transferred using a removable media device. Failure to protect the privacy and confidentiality of the participant will lead to a failing grade.

Associated Student Learning Outcomes:

1. Demonstrate competency in test-giving behaviors, observations, and interviewing.

Assessment Reports (120 pts)

Students will write two assessment reports without intellectual and achievement data.

Report Format

1. Date of administration (actual date(s) of administration of tests).
2. Demographic information (age, gender, grade [do not include date of birth]). (2 points).
3. Background Information (including sociological and language acquisition (5 points).
4. Developmental and health history (5 points).
5. Sources of Information (include tests administered) (3 points).
6. Behavioral observations-environmental setting (5 points).
7. Behavior during testing (5 points).
8. Results of testing (10 points).
9. Summary and Impressions.
  - i. Summary of data (5 points)
  - ii. Impressions (include implications for learning/educational setting [10 points]).
10. Recommendations and empirical intervention strategies (10 points).

Associated Student Learning Outcomes:

1. Become familiar with procedures for scoring and interpreting personality inventories.
2. Develop a basic framework for integrating multiple information sources when conducting an assessment and writing a report.

Research Paper (40 points)

To allow you the opportunity to explore in-depth assessment issues that are important/interesting to you, each student will be asked to write a 12 to 15 page APA-style research paper regarding the assessment of a particular phenomenon (e.g., autism, depression, aggression, shyness, ADHD, an instrument of interest not covered in this course). The number of references will depend on the topic, but the assignment must include enough information to adequately describe the topic of interest. The assignment will address the current approach to assessing the phenomenon of interest, how well current approaches work, and what controversies exist in the field regarding assessment of this phenomenon. The scholarly paper will be due on the last day of the semester.

Associated Student Learning Outcomes:

1. Investigate the psychometric properties of tests, including reliability and validity.
2. Develop a basic framework for integrating multiple information sources when conducting an assessment and writing a report.
3. Understand the advantages and disadvantages of current assessment tools/methods.
4. Understand and incorporate social, ethical, and legal considerations in psychological testing.
5. Demonstrate computer skills: use basic software programs, search the Web, use proper etiquette and security safeguards when communicating through e-mail.

### Group Presentations (15 points)

Each student will participate in a group presentation of an approved topic. The topic should relate to some aspect of psychological assessment. Presentations will be evaluated on dimensions described on the Peer Evaluation of Team Member Performance Rubric and Class Presentation Assessment Rubric.

### Online Participation (100 points)

Students will participate in a series of online dialogue sessions via TAMUCT Canvas concerning text themes, discussion material, and assessment information. Dates and times will be provided on Canvas and the syllabus calendar below. In addition to the original instructor posting, students will respond to the observations/reflections of other students creating a virtual conversation. The initial response to the discussion must be posted prior to class each week, and a response to at least one of your classmate's post is due on Sunday of the same week. Students are expected to provide honest, thoughtful responses that are reflective of readings, literature searches, and experiences. Students consider the differing opinions of others. If disputing an argument/idea/opinion, students must offer evidence to support their positions in addition to personal expertise and/or opinion. The Collaborative Assessment Rubric will be used for assessing discussion participation.

### Associated Student Learning Outcomes:

1. Demonstrate computer skills; use basic software programs, search the Web, use proper etiquette and security safeguards when communicating through e-mail.
2. Demonstrate sensitivity to and appreciation of diversity
3. Demonstrate effective interpersonal communication skills.

### Course Grades.

Attendance and Collaborative Participation	20 points
Lab Assignments-Interviews	60 points
Personality Assessment-MMPI-2	5 points
Interview Video	40 points
Assessment Reports	120 points
Research Paper	40 points
Group Presentation	15 points
Online Participation	100 points

### Final Grade:

360-400 pts.	A
320-359 pts.	B
280-319 pts.	C
240-279 pts.	D
Below 240 pts.	F

## Course Calendar.

Week/Date	Where	Online Assignment Due	Please Read in Text	Due In class
Week 1 1/16/2019	<b>Class Meets</b>	Post a brief personal introduction in Canvas		Topic: What is assessed (what data)? Why assess (uses of info)? How assess (review methods)?
Week 2 1/23/2019	<b>Class Meets</b>	Discussion Question: What is personality assessment? Respond based on your opinion. No references sources are necessary.	Sattler Chps 1 - 3  Nichols, Chp, 1	Topic: Interview methods Lab: MMPI-2
Week 3 1/30/2019	<b>Class Meets</b>		Sattler, Chps 5 & 6  Morey, Chp 1	Topic: Interviewing Lab: PAI
Week 4 2/6/2019	<b>Class Meets</b>		Sattler, Chps 8 & 10  Nichols Chp 2  Morey Chp 2	Topic: Observations, Lab: Interviews and observation of peer "client"
Week 5 2/13/2019	<b>Class Meets</b>		Sattler, Chapter 9  Nichols Chp 3 - 5	Topic: Observations Lab: Interviews and observation of "client"
Week 6 2/20/2019	<b>Class Meets</b>		Sattler, Chp 6 & 25  Morey Chp 3 - 5	Topic: Report Writing Lab: Interviews and observation of "client"
Week 7 2/27/2019	<b>Class Meets</b>	Canvas: Discuss the importance of one of the sections of a report.	Sattler Chp 13  Nichols Chp 6  Morey Chp 6	Topic: MMPI-2 Interpretation & Observational Methods
Week 8 3/6/2019	<b>Class Meets</b>		Nichols Chp 7  Morey Chp 7	Topic: PAI Interpretation & Functional Behavior Assessment <b>Turn in Assessment Report #1</b>
<b>3/13/2019</b>	<b>No Classes</b>	<b>Spring Break</b>	N/A	N/A
Week 9 3/20/2019	<b>Class Meets</b>	Canvas: Discuss the relationship between cognitive functioning and adaptive behavior in terms of assessment.	Sattler Chp 11, 16, 17, & 18  Nichols Chp 8  Morey Chp 8	Topic: Adaptive Behavior & Cognitive Disability/Learning Disorders
Week 10 3/27/2019	<b>Class Meets</b>		Sattler Chp 22  Nichols Chp 9  Morey Chp 9	Topic: Autism Spectrum Disorder

Week 11 4/3/2019	<b>Class Meets</b>		Sattler Chp 15 Nichols Chp 10 & 11 Morey Chp 10	Topic: ADHD
Week 12 4/10/2019	<b>Class Meets</b>	Canvas: Discuss one of the disorders identified by Sattler (Chapter 14) in regard to personality assessment.	Sattler Chp 14	Topic: Antisocial Behavior Disorders
Week 13 4/17/2019	<b>Class Meets</b>		Sattler Chp 14	Topic: Anxiety Disorders
Week 14 4/24/2019	<b>Class Meets</b>		Sattler Chp 14	Topic: Depressive Disorders
Week 15 5/1/2019	<b>Class Meets</b>	Canvas: Select an ethical principle concerning assessment and describe its importance.	Sattler Chp 4	Topic: Culturally and Linguistically Diverse Clients
Week 16 5/8/2019	<b>Class Meets</b>			<b>Turn in Assessment Report #2</b> <b>Interview Videos Due</b> Topic: Group Presentations <b>Research Paper Due</b>

## Absence and Late Work Policy

### Absence

Any absence, excused or unexcused, beyond one absence will result in a 15 point reduction in professionalism points. It is very important that you notify me prior to any absence when possible, and it will be your responsibility to make contact for missing information or assignments. Final examination cannot be made up.

### Late Work Policy

All assignments should be turned in on the date due by the beginning of class. A penalty of 10% of the full value of the assignment will be assessed for each day that the assignment is late. Exceptions to this will be made only in the event of catastrophic life events. The instructor reserves the right to determine whether an event qualifies as a catastrophic life event.

### What you can expect from me

- \* Feedback in the form of graded assignments within 72 hours in most cases.
- \* Return email within 24 hours except on weekends.
- \* I will be prepared for class, so I expect the same from you.
- \* Hands on learning.

\* Respect and professionalism.

This class will be what you make of it. It is my hope that you will use this time to research, learn, grow, and engage the content to the fullest. The pace is rigorous, expectations high, but you will learn, if you are open to it.

**Posting of Grades:**

Grades will be posted in Canvas.

**911 Cellular/Emergency Warning System for Texas A&M University-Central Texas:**

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

In an effort to enhance personal safety on the Texas A&M University – Central Texas (TAMUCT) campus, the TAMUCT Police Department has introduced Warrior Shield by 911 Cellular. Warrior Shield [<https://www.tamuct.edu/police/911cellular.html>] can be downloaded and installed on your mobile device from Google Play or Apple Store.

Connect at 911Cellular [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

**UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

**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>]

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

**UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES****Drop Policy.**

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

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://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](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 at (254) 519-5797. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion web page [<https://www.tamuct.edu/student-affairs/access-inclusion.html>].

**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 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.

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 FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

**University Writing Center.**

Located in 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-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](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>].

While this syllabus represents the direction and scope of this course, it is subject to change.