

Texas A&M University-Central Texas
LIBS 5300 Interdisciplinarity
M 6:00 p.m.-9:00p.m, Room 208, Founder's Hall

Instructor and Contact Information

Instructor: Dr. Cadra Peterson McDaniel

Office: Heritage Hall, 204 L

Office Hours: MW 3:00p.m.-5:00p.m. 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 a face to face course, with some online discussion sessions and some information posted on Canvas. Students will be submitting assignments via Canvas.

Student-Instructor Interaction

If students have any questions about 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. 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 an equal chance to have questions answered before the due date.

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) [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) [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.

COURSE INFORMATION

Course Description

This course allows students to assess and to discuss various topic(s) examined from an interdisciplinary approach. Emphasis is upon investigating the contributions of interdisciplinary research in academia. Prerequisite: Graduate standing.

Overall Course Objective

After successfully completing the course, students will be able to appraise various examples of interdisciplinary research and articulate the role of interdisciplinary studies in one's research.

Specific Course Objectives (Student Learning Outcomes)

After successfully completing the course, students will be able to

1. Analyze the meaning of the term *interdisciplinary* and the history of interdisciplinary studies
2. Evaluate the effectiveness of various examples of interdisciplinary scholarship with a focus on evaluating the author's arguments, methods, and sources
3. Judge the merits of the authors' use of the chosen disciplines and appraise whether or not the use of other disciplines would have better addressed the topic(s)
4. Develop a specific conception of interdisciplinary studies as it relates to one's research interests and areas of study

Required Texts

Anderson, Sheldon, Mark Allen Peterson, Stanley W. Toops, and Jeanne A.K. Hey. *International Studies: An Interdisciplinary Approach to Global Issues*. 3rd edition. Boulder, CO: Westview Press, 2015. ISBN 978-0813349329.

Geisler Michael E. Ed. *National Symbols, Fractured Identities: Contesting the National Narrative*. Lebanon, NH: Middlebury College Press, 2005. ISBN: 978-1584654377.

Gellately, Robert and Ben Kiernan. Eds. *The Specter of Genocide: Mass Murder in a Historical Perspective*. Cambridge: Cambridge UP: 2003. ISBN 978-0521527507.

Coupe, Laurence. Ed. *The Green Studies Reader: From Romanticism to Ecocriticism*. London: Routledge, 2008. ISBN: 978-0415204071.

Metz, Walter. *Engaging Film Criticism: Film History and Contemporary American Cinema*, vol. 2, *Contemporary Film, Television, and Video*. Edited by Joanne Hershfield. New York: Peter Lang Publishing, Inc., 2004. ISBN 978-0820474038.

Launius, Christie and Holly Hassel. *Threshold Concepts in Women's and Gender Studies: Ways of Seeing, Thinking, and Knowing*. New York: Routledge, 2015. ISBN 978-1138788800.

Johnstone, David. *An Introduction to Disability Studies*. 2nd edition. London: David Fulton Publishers, 2001. ISBN 978-1853467264.

Course Requirements

Article Analyses

Meaning of Interdisciplinary and History of Interdisciplinary Studies

At the beginning of the semester, students will analyze two (2) scholarly articles with a specific examination of the authors' use of the term interdisciplinary and the authors' discussion

of the origins and the growth of interdisciplinary studies. Students will select articles for this assignment from the database JSTOR on the TAMUCT Library Website. Each article analysis should be three (3) pages.

Students should include citations from the citation style guide used by their main area of emphasis (such as MLA, APA, or Chicago) to cite material from these articles. Links to Citation Style Guides are posted on Canvas. Any material taken from these articles, whether paraphrased or quoted, will need to be cited. Students should use one (1) inch margins and twelve (12) point Times New Roman Font. Students should use no more than one (1) quotation of ten (10) words or less. If students do not follow the quotation guidelines, then two (2) points will be deducted automatically from their grade. 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 three (3) page limit. Papers that are in excess of the page limit will result in the loss of three (3) points for that assignment. One of the objectives in graduate school is to be very specific and precise when expressing written ideas. Students should proofread their papers before the due date, and papers should be free generally of typographical errors and misspellings.

Article Analyses Rubric=12 points each

Examine authors' meaning of the term interdisciplinary=5 points

Examine the development of interdisciplinary studies=5 points

Clarity of writing and proper grammar=2 points

Book Analyses

During the semester, students will read works by authors who employ a variety of disciplines to examine their topics. Students will submit seven (7) analyses throughout the

semester. Each analysis should be two to three (2-3) pages. Students should use one (1) inch margins and twelve (12) point Times New Roman Font. This analysis should focus on whether or not the author's or authors' successfully used interdisciplinary approaches to address a topic(s). Also, students should include in their analyses whether or not a discussion of other disciplines could be useful for studying these topics. Students should justify the reasons for utilizing additional disciplines.

Students should not use any outside sources except for that day's assigned readings. Students do not need citations for these analyses since these analyses draw on the required books used in the course. In each analysis, students should use no more than two (2) quotations of ten (10) words or less. If students do not follow the quotation guidelines, then two (2) points will be deducted automatically from their grade. 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 two to three (2-3) page limit. Papers that are in excess of the page limit will result in the loss of two (2) points for that assignment. One of the objectives in graduate school is to be very specific and precise when expressing written ideas. Students should proofread their papers before the due date, and papers should be free generally of typographical errors and misspellings. Each analysis is worth six (6) points. **All the readings analyses' due dates are listed on the Course Schedule.**

Analyses Rubric=6 points each

Judge the author's or authors' successful use of interdisciplinary methods=2 points

Justify whether other disciplines would be useful in studying the topic=2 points

Proper use of grammar and clarity of writing=2 points

In-Class Discussions

Students will discuss each of the assigned readings, including the articles selected for the article analyses, in class. All students **MUST** participate in the discussion, and all students should have read the assigned readings thoroughly. It may be helpful for students to take notes as they read. Students should be sure to read the introduction and conclusion since often the author(s) will outline the thesis, research approaches, and/or sources used in these sections. Students should keep in mind that in each chapter, the author(s) is attempting to employ evidence to advance the thesis. Students who carefully read the material and take notes should be prepared for discussion and should be able to write an insightful analysis. **Students are welcome to take notes during class meetings, but there is NO recording of class discussions. Each opportunity for class discussion is worth four (4) points.**

In-Class Leading Discussion

Throughout the semester, students will be part of a group of two (2) students, who will lead discussion. For these meetings, each member of the group should come prepared with a list of ten (10) questions that cover the reading for the week. The students leading discussion will need to submit a copy of their discussion questions to the instructor before class begins. Questions for discussion will not be distributed to the class early. All students who are not leading discussion are expected to contribute to discussion. All students should bring a copy of that week's reading material to class and are free to refer to the text when answering questions. **Leading discussion in a group is worth ten (10) points.**

Critique Essays

At various points throughout the semester, students will submit three (3) essays that jointly critique several readings. These essays should be five to six (5-6) pages in length. Students should use one (1) inch margins and twelve (12) point Times New Roman Font. These

essays should focus on the authors' approaches to interdisciplinary research. In particular, the essays should analyze the authors' conceptions of the meaning of interdisciplinary studies and examine the similarities and differences employed by authors researching in various interdisciplinary fields. These essays should not be general overviews or summaries of the readings, but instead should refer to specific examples when addressing the points above.

In each critique, students should use no more than two (2) quotations of ten (10) words or less. If students do not follow the quotation guidelines, then two (2) points will be deducted automatically from their grade. 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 five to six (5-6) page limit. Papers that are in excess of the page limit will result in the loss of two (2) points for that assignment. One of the objectives in graduate school is to be very specific and precise when expressing written ideas. Students should proofread their papers before the due date, and papers should be free generally of typographical errors and misspellings. Each essay is worth eighteen (18) points. Students should refer to the course schedule for specific due dates.

Critique Essays Rubric=18 points each

Analyze specifically authors' conceptions of the meaning of interdisciplinary studies=6 points

Examine specific similarities and differences employed by authors researching in various interdisciplinary fields=6 points

Proper use of grammar and clarity of writing=6 points

Online Discussions

After the deadline for a critique essay has passed, students should begin posting their main critiques of the books examined in that essay. These posts of five to seven (5-7) sentences should vary to some extent from their submitted critique essay. Students should check the

discussion board frequently to respond to their classmates' posts. It is important that students contribute regularly and that their posts relate to the assigned readings to earn the total points possible for each post. Students may disagree with each other, but discussion posts **MUST** be civil. In addition, posts should be well written and use proper grammar, so that a student's ideas are clear to his/her classmates. Students will have five (5) days to post their discussion and to reply to their classmates' discussions. See the Course Schedule for specific due dates. **Each online discussion session is worth six (6) points.**

Presentations

Students will give a ten (10) minute presentation discussing their scholarly identity paper. Please see the section below for more details. Students will discuss the areas of interest they are pursuing in the MSLS as well as the expectations of their areas of study. Students should examine their reasons for selecting these areas of study. Moreover, students should discuss the types of research methods and sources employed in their areas of study.

Scholarly Identity Presentation Rubric=18 points

Clearly introduce areas of study and interests=6 points

Explanation of research methods and types of sources used in areas of study=6 points

Professional and clear delivery of material=6 points

Formation of Scholarly Identity Paper

Toward the end of the semester, students will compose a final paper of seven to eight (7-8) pages that addresses their scholarly identity. Students should use one (1) inch margins and twelve (12) point Times New Roman Font. In the paper, students should discuss their areas of study as well as analyze examples of scholarship from these areas. Students should begin the paper with a discussion of their areas of study and interests in the MSLS. Then, students should analyze at least four (4) examples of scholarly articles that relate to their areas of study in the MSLS. Students should examine these authors' utilization of an interdisciplinary approach in

their research and examine the sources and methods used. Students should also discuss these articles' influences upon their understanding or knowledge of the topic(s) covered in these articles.

Students should include citations when paraphrasing or quoting material from the scholarly articles. Students should use the citation style guide used by their main area of emphasis (such as MLA, APA, or Chicago) to cite material from these articles. Links to Citation Style Guides are posted on Canvas. Any material taken from these articles, whether paraphrased or quoted, will need to be cited. Students should use no more than two (2) quotations of ten (10) words or less. If students do not follow the quotation guidelines, then five (5) points will be deducted automatically from their grade. 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 seven to eight (7-8) page limit. Papers that are in excess of the page limit will result in the loss of at least five (5) points for the assignment. One of the objectives in graduate school is to be very specific and precise when expressing written ideas. Students should proofread their papers before the due date, and papers should be free generally of typographical errors and misspellings.

Formation of Scholarly Identity Paper=54 points

Discussion of their areas of study and interests=12 points

Examine authors' interdisciplinary approach, sources, and methods used=15 points

Authors' influences upon students' understanding or knowledge of their topic(s)=15 points

Clarity of writing and proper grammar=12 points

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.

Article Analyses=24 points
Book Analyses=42 points
In-Class Discussions=28 points
In-Class Leading Discussion=10 points
Critique Essays=54 points
Online Discussions=18 points
Presentations=18 points
Scholarly Identity Paper=54 points
Total Points=248 points

Posting of Grades

Grades will be posted online in Canvas and assignments returned via Canvas.

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 distributed to students and posted online through Canvas.

All assignments are due at 6:00p.m. on the due dates listed below, and ALL assignments must be submitted via Canvas. Assignments not submitted via Canvas will not be graded.

January 14: Introduction to Course

January 21: No Class, Martin Luther King, Jr. Day

January 28: Article Analyses Due for articles on the Meaning of Interdisciplinary and History of Interdisciplinary Studies and Discussion of Articles and Interdisciplinary Studies

February 4: Analysis due for Sheldon Anderson, Mark Allen Peterson, Stanley W. Toops, and Jeanne A.K. Hey. *International Studies: An Interdisciplinary Approach to Global Issues*

February 11: Analysis due for Michael E. Geisler Ed. *National Symbols, Fractured Identities: Contesting the National Narrative*

February 18: Analysis due for Robert Gellately and Ben Kiernan. Eds. *The Specter of Genocide: Mass Murder in a Historical Perspective*

February 25: Online Submission Critique Essay Due for *International Studies; National Symbols, Fractured Identities; and The Specter of Genocide*

February 25-March 1: ONLINE Discussion Week *International Studies; National Symbols, Fractured Identities; and The Specter of Genocide*

March 4: Analysis due for Laurence Coupe. Ed. *The Green Studies Reader: From Romanticism to Ecocriticism*

March 11: Spring Break Week

March 18: Analysis due for Walter Metz. *Engaging Film Criticism: Film History and Contemporary American Cinema, Vol. 2, Contemporary Film, Television, and Video*

March 25: Online Submission Critique Essay Due for *The Green Studies Reader and Engaging Film Criticism*

March 25-March 29: ONLINE Discussion Week *The Green Studies Reader and Engaging Film Criticism*

April 1: Analysis due for Christie Launius and Holly Hassel. *Threshold Concepts in Women's and Gender Studies: Ways of Seeing, Thinking, and Knowing*

April 8: Analysis due for David Johnstone. *An Introduction to Disability Studies*

April 15: Online Submission Critique Essay due for *Threshold Concepts in Women's and Gender Studies* and *An Introduction to Disability Studies*

April 15-April 19: ONLINE Discussion Week *Threshold Concepts in Women's and Gender Studies* and *An Introduction to Disability Studies*

April 22: Class Meeting and Discussion of Formation of Scholarly Identity Paper

April 29: Presentations on Scholarly Identity

May 6: Online Submission Formation of Scholarly Identity Paper due BEFORE 6:00pm. Students may submit the paper early. Students must turn in the paper on Canvas. Only in cases of documented extreme hardship will an extension be granted for the final paper.

Instructor and Course Policies

Absences and Make-Up Work

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 a class, 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 who submit work early but then miss class on the work's due date will also need to provide some form of documentation for the days missed. Otherwise, the work will not be accepted. Students cannot make up work or turn in late work or early work with unexcused absences. **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. Near the end of the semester, make-up work may be due in a shorter amount of time. No make-up work will be accepted after 6:00p.m. on May 6.

In this course, make-up work will take the form of a lengthier book analysis of five to seven (5-7) pages. These lengthier analyses will count as both the weekly analysis grade and the discussion grade.

Rubric for Make-up Book Critique=10 points each

Judge the author's or authors' successful use of interdisciplinary methods=4 points

Justify whether other disciplines would be useful in studying the topic=4 points

Proper use of grammar and clarity of writing=2 points

There is no make-up work for leading discussion. Students who miss that class period will receive a zero (0) for leading discussion. By leading discussion, students gain experience facilitating a discussion and responding to classmates' comments, which can only be demonstrated orally. Regarding a missed presentation, only in cases of documented extreme hardship will the student be allowed to have an excused absence for the presentation. In order to make up this assignment, students will need to include an additional five (5) pages of material to their final paper. In this instance, the final paper grade will include the twenty points (20) points for the presentation for a total of seventy-two (72) points. The paper is still due on May 6 before 6:00p.m.

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, Assignment Due Dates, and Important University 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 imitating the language, ideas, and thoughts of another individual(s) and submitting that work as one's own original work. This action will not be tolerated. All material taken from any source, including books, articles, journals, the Internet, or other sources, must be paraphrased (put in your own words), if quoted, set off in quotation marks, and cited correctly. Plagiarism will be discussed in detail on the first day of class. **Should students have any questions about paraphrasing, using quotations, citing material, or documenting sources, please ask questions before, during, or after class, or come by the instructor's office and discuss these concerns.**

Work that is deemed plagiarized will result in the grade of a zero (0) for the assignment. VeriCite on Canvas will be checking for plagiarism. Students will submit each assignment via Canvas, and each assignment will be checked for plagiarism. Students who receive a mark of fifty percent (50%) or more for plagiarism will earn a zero (0) for the assignment. Also, students will earn a failing grade (50% F or lower) for an assignment when there is evidence that the plagiarism is from a "purchased" paper or blatant copying of sources without paraphrasing. When there is evidence of plagiarism, students' papers will be submitted to the Division of Students Affairs for review.

Cheating

Cheating is assisting other students with completing class projects. 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

Phone: (254) 519-5466

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

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

University Resources, Procedures, and Guidelines

Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](#)

[https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

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].

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](https://www.tamuct.edu/student-affairs/index.html) 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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), 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.

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 [WOnline](#). In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks

and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

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].