



Class Location: Online

Professor: Roslyn Schoen, PhD

Office: HH 204B

Office Hours: Tuesdays and Thursdays 1-4 PM

Contact me: [roslyn.schoen@tamuct.edu](mailto:roslyn.schoen@tamuct.edu)

**Course Description:** This course is a study of non-human animals and their place in human society. Together we will explore why some animals are frightening while others are considered family. Course materials will focus on theories of the self and interaction, as well as symbols and culture, in order to shed light on the relationship between humans and nonhuman animals. Topics to be covered include the animal mind, animals as food, service animals, emotional support animals, animals and the law, and animals in popular culture.

**Course objectives:** By the conclusion of this course...

- Students will recognize the social construction of boundaries drawn around animal categories and between humans and nonhuman animals.
- Students will interrogate the relationship between humans, science, and nonhuman animals.
- Students will discuss various issues involving animals, including animal welfare, animals in captivity, service animals, and animals as food.
- Students will think critically about animal welfare and human-animal interactions.
- Students will be able to connect human treatment of nonhuman animals with our treatment of other humans.
- Students will be able to apply social theory to the real world using the empirical context of humans and nonhuman animals.

**Mode of instruction and course access:** This course is 100% online and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

CANVAS is where you will find 100% of the information related to this course, including discussions, quizzes, and notes. Monitor CANVAS for announcements every day, not just on the days things are due/assigned, since due dates occasionally may change due to unforeseen circumstances (ex: network outage).

**Contacting your professor:**

The best way to contact me is through email ([roslyn.schoen@tamuct.edu](mailto:roslyn.schoen@tamuct.edu)). I check email every day during the week and often on the weekends as well. I do not respond to email after 8 PM; if you email in the middle of the night, please look for my response the following day. I am on campus during my office hours should you need to talk to me in person. Also, the best way to refer to your professor in email or in person is as “Professor Schoen” or “Dr. Schoen,” pronounced SHANE.

### 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.

### Required reading materials:

- *Animals in Human Society: Amazing Creatures who Share our Planet* (2015), edited by Daniel Moorehead
- *Some We Love, Some We Hate, Some We Eat: Why it's so hard to think straight about animals* (2010), by Hal Herzog
- *American Zoo: A Sociological Safari* (2018), by David Grazian

Other required reading materials listed on the syllabus will be available on Canvas or through the course E-Reserve page. E-Res Password: *primate*

### Course requirements:

Below is a description of the five main activities for this online course. They include (1) reading assignments, (2) journal reflections, (3) participation on the course discussion board, (4) taking online quizzes, and (5) one final paper.

You will notice that most of your grade is based on weekly work, which means it is imperative that you keep up with readings and weekly assignments. Students who ignore the weekly assignments and attempt to “catch up” later in the semester have a very difficult time passing the course.

1. **Readings and other materials:** Readings for the course are listed in the schedule below. Students should complete the weekly readings before attempting to complete any assignment, including discussion boards. Additional readings will be available online in the course E-Reserves folder. E-Reserve readings are marked on the course schedule as “eRes” readings and are just as important as the readings from your book. **\*\*Our E-Reserve password is: primate** (all lower case)

Some weeks we will have a “reading check” wherein you will be asked to respond to a brief question or two to demonstrate that you are keeping up with the readings.

**Reading checks** are worth a total of 25 points, or 5% of your grade.

2. **Journal reflections:** In order to reflect on course materials in a space that is separate from peer discussions, students will compose three journal entries that reflect on the weekly topic. These journals will be private (i.e. can only be viewed by the student and instructor) and are your chance to analyze and reflect on the readings for the week. Journals should be approximately 500-900 words and should demonstrate that you have completed the readings and have engaged in thoughtful consideration of the themes contained within. **Journals are due on Sunday at 11:59 PM CST.** Each journal is worth 30 points, for a total of 90 points or 18% of your grade.
3. **Discussion Boards:** Students will participate on our course discussion board, with graded discussion taking place during 5 of the 16 weeks this semester. Participation on graded discussion boards is imperative and will constitute 32% of your grade, or a total of 160 points. Your primary/initial postings will address my weekly discussion question(s) and should be made by **midnight (11:59 PM CST) each Thursday.** Once several initial posts have been made, you will move on by reading and responding to at least two of your peers’ primary posts. Response posts commenting and reflecting upon the comments of your peers should be made by **midnight (11:59 PM CST) each Sunday. Late posts will not receive credit.**

**PLEASE READ A, B, C, AND D BELOW FOR INSTRUCTIONS:**

**A. Initial, Primary Response (10 pts)—due Thursdays at 11:59 PM CST**

Students are expected to read the assigned materials *prior* to responding to discussion threads. **The student should devote the first part of the week to reading and understanding the assigned reading. Note taking and outlining is recommended. You should be ready toward the middle of the week (Wednesday) to post your primary response.**

Early in the week (usually on Tuesday), the discussion question(s) will be made available. The student will respond to my question(s) by posting his/her response. This *initial, primary response* should reflect familiarity with the readings, and should answer the question as completely and thoughtfully as possible. **This response should be at least 250 words.** A response that is not at least a half page/250 words in length cannot receive full credit. Responses must demonstrate substance beyond the student’s agreement with a statement or the mere expression of opinions. **The student should support his/her responses in some way with references to the assigned readings or data from another scholarly source.**

**\*\*A note on outside sources:** Bringing in other sources beyond the syllabus is, for the most part, optional. For example, to make a specific discussion point you may find that looking at published US Census data is

helpful to illustrate your remark. That is an appropriate use of an outside source, and you should provide a link to help your classmates understand where you found the data. If you are unsure about what constitutes a scholarly source, please see the **introduction to scholarly sources** on Canvas under “Files.”

**\*\*A note on quotations: Quotations do not count toward your 250 word minimum; only your own words count.** You can assume everyone has done the readings, so there is no need to re-state large portions of the reading material in your posts. **Please use quotations sparingly, i.e., only to orient one another to specific passages in the readings (with page #s cited in parentheses).** Posts that include mostly quotations or lengthy quotations will not receive credit.

**B. Additional Secondary Response (10 pts each)—due Sundays at 11:59 PM CST**

After another student has made his/her own initial response, the student must make *a secondary response to what another student wrote*. **Do not be eager to post your secondary response. Wait to respond to a post that appears inadequate or incomplete in some way.** This secondary response need not be a half page in length, but it should entail at least a couple of sentences or more. This secondary response should be substantive, **and you should attempt to support your response in some way from the readings.** *Your response is primarily concerned with whether the student responded adequately to my original post.* Simply stating that you agree or disagree with someone is unacceptable: you must provide some reasons that are grounded in course materials. Remember that **your primary task is not to agree or disagree, but to analyze another’s post in a thoughtful, critical (and respectful) way.**

- After making three discussion posts for the week, you have complied with the requirements of the course. However, some topics are personally very interesting and so you may elect to continue posting responses to other students and keep discussions alive.
- **There are no makeups for discussions, because we have moved on after the deadlines.** We have a new topic to discuss, and there is no one left to read your posts and discuss anything with you from the previous week.
- Discussion board interactions should foster a critical evaluation and understanding of course concepts. In the absence of classroom discussion, this type of activity will provide a forum for the expression of ideas among a group of students.

**C. My Responses:** Dr. Schoen will frequently respond to selected posts and threads. It is the student’s responsibility to read her responses to these posts. Sometimes inaccurate information is presented by students that should be corrected, and the purpose of instructor replies is to alert the class to such information. I will occasionally post a summary document to help clarify tricky

content. These summaries will be essential for when you study for the final exam. You may ask relevant questions regarding my responses within the discussion to clarify information; however, **my intent is to make sure the concept has been covered adequately, not to engage in a debate on the topic.**

D. Netiquette: All students are expected to follow rules of common courtesy in all messages and threaded discussions. Students may refer to the Student Handbook (located under Student Affairs/Student Conduct on the Texas A&M University-Central Texas website) for further information along these lines. Please also see the note on appropriate communication located in the Course Information module on Canvas. **Inappropriate or offensive messages or remarks may result in expulsion from the course and/or separation from the institution.**

*Grading Criteria for Discussion Boards:* The following rubric outlines how discussion boards will be graded. Note that assessments will focus on the *quality* of your discussion posts and not the *quantity* (i.e. I am not looking for "good idea" or "Yeah, I agree."). Quality participation pertains to a student's responding in relevant, meaningful ways, **based upon the assigned readings for that week.**

Grading Criteria for Discussion Posts	Point Value (30)
<p><b>Meaningful Ideas Grounded in Course Materials:</b> Post explains issues, provide new perspectives, and meaningfully elaborate on the given topic. Post examines the topic from a perspective that contributes to group understanding. Posts demonstrate that you have <u>read and comprehended the sources</u> by engaging with the assigned materials. Posts should be scholarly, exhibit critical thought, and must be grounded in the empirical and theoretical sources assigned by the instructor. Students should strive to move beyond reliance on cliché, platitudes, or sound-bite ideas common in popular opinion or mainstream rhetoric. (Hint: If you saw it on Facebook, then it's likely neither critical nor scholarly.)</p>	6
<p><b>Message Coherence:</b> In order to meaningfully engage the topic, posts <b>MUST</b> be cited appropriately and written in clear, grammatically-correct, and properly-spelled English. Students must use complete sentences. Stream-of-consciousness posts will lose points.</p>	4
<p><b>Response Posts (2):</b> Responses elaborate, contradict, modify, or explain the original message and stay on topic, drawing on the readings and other course materials where appropriate.</p> <p>(Note: Response posts are worth 10 points each. If you only write a primary post, and no responses, the maximum points you can earn for the discussion is 10.)</p>	2 response posts @ 10 pts each

4. **Quizzes:** Students will take 5 quizzes throughout the course. Quizzes are each worth 25 points, or 125 points in total (25% of your grade). Quizzes will cover the readings and other material assigned for the same week. On weeks when you have a quiz, you should first complete the readings and take notes. Prepare and manage your time wisely; you will not be able to re-take a quiz, nor can you re-open a quiz once you have started it. Quizzes will be **available from Wednesday afternoon until Sunday at 11:59 PM CST. There are no makeup quizzes.**
  
5. **Final Paper:** There will be one final paper that asks you to integrate several of the readings we engaged with during the semester. Detailed instructions for this paper will be available under “Modules” on our course Canvas page. Total points = 100.

Coursework	Points	Points	Percent	Grade
Discussion board participation (1 @ 10 points, 5 @ 30 points)	160	446 - 500	90 – 100%	A
Journal reflections (3 @ 30 points)	90	396 - 445	80 - 89%	B
Quizzes (5 @ 25 pts)	125	346 - 395	70 – 79%	C
Reading checks (points will vary)	25	296 - 345	60 – 69%	D
Final paper	100	295 or below	0 – 59%	F
<b>Total:</b>	<b>500</b>			

**Posting of Grades:**

- All student grades will be posted using the Canvas grade book and students should monitor their grade status through this tool.
- Students should always refer to the syllabus for total points and points possible. The Canvas gradebook tool may misinform students from time to time.
- Grades will usually be posted within 7-10 days of due dates. Some assignments could require more time to read through and give individualized feedback. For such assessments, you may need to be patient.

**TECHNOLOGY REQUIREMENTS AND SUPPORT**

**Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

### Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

### Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

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

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

For issues related to course content and requirements, contact your instructor.

**Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.**

### COURSE SCHEDULE

Numbered chapters are from the Moorehead reader, *Animals in Human Society*. Readings not in your book are labeled “eRes.” These reading assignments are available on the course E-Reserves page. (eRes password: *primate*)

#### **Week 1. Jan 14-20**

Topics	Read	Complete
Course orientation	Syllabus ... yes, the syllabus will be included on quiz 1	<ul style="list-style-type: none"><li>• Quiz 1</li><li>• Discussion board introductions (10 pts)</li></ul>
Introduction	Beasts and Boundaries: And Introduction to Animals in Sociology, Science, and Society, by Pru Hobson-West (see Canvas week 1 module)	

#### **Week 2. Jan 21-27**

Topics	Read	Complete
Anthrozoology	Chapter 1: Ideology, Subjectivity and Mind in Animal Models and Human Infant Research, by Jessica Bell Herzog – Introduction and Anthrozoology (pgs. 1-36)	<ul style="list-style-type: none"><li>• Week 2 discussion board</li></ul>

**Week 3. Jan 28 – Feb 3**

Topics	Read	Complete
Creating boundaries and animal categories	Chapter 2: Institutionalizing Animal “Subject” Protection in Research, by Erin M. Evans Herzog – The Importance of Being “Cute” (pg.37-66)	<ul style="list-style-type: none"> <li>• Quiz 2</li> </ul>

**Week 4. Feb 4-10**

Topics	Read	Complete
Companion animals	Chapter 3: Considering the Emotional Support Animal: The “Pharmaceuticalization” of Companion Animals, by Andrea Laurent-Simpson Herzog - Pet-O-Philia (pg. 67-96)	<ul style="list-style-type: none"> <li>• Week 4 discussion board</li> </ul>

**Week 5. Feb 11-17**

Topics	Read	Complete
Using animals	Chapter 4: Human Supremacy, Post-Speciesist Ideology, and the Case for Anti-Colonialist Veganism, by Corey Wrenn Herzog – Friends, Foes, and Fashion Statements (pg. 97-128)	<ul style="list-style-type: none"> <li>• Journal 1</li> </ul>

**Week 6. Feb 18-24**

Topics	Read	Complete
The struggle is real	Chapter 5: Anthropocentrism and the Issues Facing Nonhuman Animals, by Andrew Woodhall Herzog – “Prom Queen Kills First Deer” (pg. 129-148)	<ul style="list-style-type: none"> <li>• Week 6 discussion board</li> </ul>

**Week 7. Feb 25 – March 3**

Topics	Read	Complete
Animal aesthetics	Chapter 6: Sea Otter Aesthetics in Popular Culture, by Richard Ravalli Herzog – In the Eyes of the Beholder (pg. 149-174)	<ul style="list-style-type: none"> <li>• Quiz 3</li> </ul>

**Week 8. March 4-10**

Topics	Read	Complete
Media and more	Chapter 7: Media Representations of Animals in Urban Canada, by Linda Kalof, Cameron Thomas Whitley, & Jessica Bell Herzog – Delicious, Dangerous, Disgusting, and Dead (pg. 175 – 204)	<ul style="list-style-type: none"> <li>• Journal 2</li> </ul>

**\*SPRING BREAK -- No classes March 11-17<sup>th</sup> – SPRING BREAK\***

**Week 9. March 18-24**

Topics	Read	Complete
Social class and values	Chapter 8: Rationalizing Natural Horsemanship: Bridging the Interspecies (and Subcultural) Divide through the Language of Equus, by Shawn McEntee Herzog – The Moral Status of Mice (pg. 204 – 236)	<ul style="list-style-type: none"> <li>• Quiz 4</li> </ul>

**Week 10. March 25-31**

Topics	Read	Complete
Boundaries revisited: moral ambiguity	Chapter 9: “Something to See Here” Looking at Road-killing and Road-killed Animals, by Stephen Vrla Herzog – The Cats in Our Houses, the Cows on Our Plates (pg. 237-262)	<ul style="list-style-type: none"> <li>• Week 10 discussion board</li> </ul>

**Week 11. April 1-7**

Topics	Read	Complete
Resolving moral conflicts	Chapter 10: Animals and the Law: Maintenance of the Status Quo, by Stuart M. Collis Herzog – The Carnivorous Yahoo Within Ourselves (pg. 263-279)	<ul style="list-style-type: none"> <li>• Journal 3</li> </ul>

**Week 12. April 8-14**

Topics	Read	Complete
Humans and nature	Grazian – Introduction, chapters 1 and 2	<ul style="list-style-type: none"> <li>• Reading check</li> </ul>

**Week 13. April 15-21**

Topics	Read	Complete
The Zoo is Us	Grazian – Chapters 3 and 4	<ul style="list-style-type: none"> <li>• Week 13 discussion board</li> </ul>

**Week 14. April 22-28**

Topics	Read	Complete
Competing interests	Grazian – Chapters 5 and 6	<ul style="list-style-type: none"> <li>• Quiz 5</li> </ul>

**Week 15. April 29 – May 5**

Topics	Read	Complete
Animal welfare and the future	Grazian – Chapters 7 and 8	• Reading check

**Week 16. May 6-10**

Topics	Read	Complete
Wrap up	No new readings. Paper due May 9 <sup>th</sup> .	<b>Papers due on May 9th</b>

**Commencement is Saturday, May 11<sup>th</sup> at 7 PM at the Bell County Expo Center.**

**Final Grades will be submitted on or before Tuesday, May 14<sup>th</sup>.**

**University Dates and Deadlines**

*For important university dates, please visit the TAMUCT Academic Calendar:  
<https://www.tamuct.edu/registrar/academic-calendar.html>*

**COURSE POLICIES**

**Make-up and late policies**

This is a 100% online course. You are responsible for managing your time to make sure you complete all assignments on time. **\*\*There are no make-ups for discussion posts, journals, or quizzes.\*\*** In the event that a student experiences an illness, injury, or other emergency that causes them to miss a discussion board or quiz, the student has the right to an alternative assignment to make up missed points. The instructor will choose the alternative assignment. In this case, the student must provide official documentation that includes their name and the dates of the illness or emergency (e.g. doctor's note, police report).

**Plagiarism policy**

Plagiarism on any assignment (discussion boards, quizzes, journals, etc) will not be tolerated. Students are responsible for understanding what constitutes plagiarism. If you are confused, please ask me. If an assignment is found to be plagiarized, the student will receive a zero for that assignment and a referral to Student Affairs. If the plagiarism is egregious, the student will receive an F for the course. See also: section below on Academic Integrity.

## UNIVERSITY POLICIES AND RESOURCES

### **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), [<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](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0)].

### **Academic Accommodations.**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

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

### **Copyright Notice.**

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law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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