EDUC 3300-110, CRN 10147, World Regional Geography for Educators
Summer 2019
Texas A&M University-Central Texas

Class location and time:
Location: WH Room 304
Dates/Time: Mondays and Wednesdays from 8:00am – 10:45am
Summer Semester: June 3 – July 26
This course meets face-face-to-face twice per week as shown above.
Supplemental materials may be accessed through the A&M – Central Texas Canvas Learning Management System (https://tamuct.instructure.com/).

INSTRUCTOR AND CONTACT INFORMATION
Instructor: Leticia G. Madrid, Ph.D.
Office: TBD
Phone: (432) 553-6228
Email: l.madrid@tamuct.edu

Office Hours:
Monday 10:45 – 12:00, Wednesday 10:45 – 12:00 and by appointment

Student-instructor interaction:
The instructor will upload assignment information and assessments pertinent to this course to Canvas and will keep in contact with students via e-mail and Canvas Inbox.

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

Connect to Warrior Shield by 911Cellular [https://portal.publicsafetycloud.net(Account/Login)] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION
Course Overview and description:
World Regional Geography for Educators, EDUC 300-110, is the study of major developing and developed regions of the world stressing their similarities and differences and their physical and cultural spatial interrelationships. Additional emphasis is the diversity of ideas, practices in those regions, and pedagogical comparisons.

Course Objective: This course enables students to understand the basic concepts of world regional geography such as: the physical and cultural realms of our world; human behavior in a special context; the cultural and social differences that make up the various regions of our world;
and the study of the various states that make up the regions of the world.

**Student Learning Outcomes:**
Upon completion of this course students will be able to:

1. Define basic geographic terminology.
2. Utilize maps and spatial data to interpret geographic phenomena.
3. Define and evaluate regions and the process of regionalization.
5. Describe and explain global interconnectedness.
6. Exhibit a basic understanding of the alignment between the approved Geography State Educator Standards and Texas Essential Knowledge and Skills.
7. Prepare students to teach K-12 Geography.
8. Understand the pedagogy of teaching Geography

**Competency Goals Statements (certification or standards):**

**TExES PPR Standards**

Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject area content.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

**Texas Content Standards and TEKS**

1. **EC-6 Generalist Approved State Educator Standard V**
   Texas Essential Knowledge and Skills EC-6
   The social studies teacher applies knowledge of people, places, and environments to facilitate students’ understanding of geographic relationships in Texas, the United States, and the world.

2. **Middle School 4-8 Generalist, 4-8 English Language Arts and Reading/Social Studies, and 4-8 Social Studies Approved State Educator Standard V**
   Texas Essential Knowledge and Skills EC-4 and grades 4-8
   The social studies teacher applies knowledge of people, places, and environments to facilitate students’ understanding of geographic relationships in Texas, the United States, and the world.
3. Secondary 8-12 and 7-12 Social Studies Approved State Educator Standard V

Texas Essential Knowledge and Skills EC-4, grades 4-8, 8-12 or 7-12
The social studies teacher applies knowledge of people, places, and environments to facilitate students’ understanding of geographic relationships in Texas, the United States, and the world.

**Texas Teacher Standards:**
Standard 1: Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.
Standard 2: Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.
Standard 3: Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.
Standard 4: Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.
Standard 5: Data-Driven Practice. Pre-service teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.
Standard 6: Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

**Texas Pedagogy and Professional Responsibilities Standards:**
Standard 1. The teacher designs instruction appropriate for all students that reflects an understanding of content and is based on continuous and appropriate assessment.
Standard 2. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
Standard 3. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
Standard 4. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

**Texas Technology Application Standards:**
Standard 1. All beginning teachers use technology-related terms, concepts, data input strategies,
and ethical practices to make informed decisions about current technologies and their applications.

Standard 2. All beginning teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

Standard 3. All beginning teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

Standard 4. All beginning teachers communicate information in different formats and for diverse audiences.

Standard 5. All beginning teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Standard 6. All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.

Standard 7. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

In TASC Core Teaching Standards

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, crossdisciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their
connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**ISTE Standards**

Standard 1: Learner. Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

Standard 2: Leader. Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.

Standard 3: Citizen. Educators inspire students to positively contribute to and responsibly participate in the digital world.

Standard 4: Collaborator. Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

Standard 5: Designer. Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

Standard 6: Facilitator. Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.

Standard 7: Analyst. Educators understand and use data to drive their instruction and support students in achieving their learning goals.

**Required Reading and Textbook(s):**


*No Author. (1014). Collins world atlas. (11th ed.). Harper Collins Publishers: Hong Kong*

**COURSE REQUIREMENTS**

Globalization Essay 10 Pts. Outcomes 4, 5, 6

Quizzes 70 Pts. Outcomes 1-8

Final Exam 10 Pts. Outcomes 2

Professional Grade 10 Pts.

Grades are based on 100 Pts., so students always know their standing grade wise.

**Evaluation & Assessment**

**Globalization Essay.** Students will write a two-page essay defining and discussing globalization based on Chapter 1. The essay should have a cover sheet and be written in New Times Roman, double spaced, and with 12-point font. You should go into a third page, so I do not have to count words. A rubric is provided (10 Points.).

**Map Quizzes.** There will be a quiz over each geographic region. Each quiz (total of 14) will be
worth five points for a total of 60 points (0 Pts.).

Final Exam. The final will be comprehensive and be 33 multiple choice questions. (10 Pts.).

Midterm Exam. The midterm exam will be a two to four-page essay. (10 Pts.).

Professional Grade. This includes the following: Attendance: Absences and being tardy.
Appropriate behavior in Class. Active and meaningful participation. Assignments turned in on
time. Papers typed. (10 Pts.).

ALL ASSIGNMENTS MUST BE COMPLETE TO RECEIVE A FINAL GRADE.

Posting of Grades:
Grades are posted on Canvas and an effort is made to provide grades as soon as possible. This
instructor believes very strongly in immediate feedback

COURSE OUTLINE AND CALENDAR

COURSE CALENDAR
The instructor reserves the right to modify the syllabus and assignments for this course.

<table>
<thead>
<tr>
<th>Date/Day</th>
<th>Assignments/Activities</th>
<th>Assessment/Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Discuss Textbook. Students take Pretest. Students Read Chapter 1 for class: Concepts of World Geography. Discuss Chapter 1. Student Read Chapter 2 for next class session.</td>
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</tr>
<tr>
<td>June 10</td>
<td>Discuss Chapter 14: Australia &amp; Oceania. Students Read Chapter 13 for next class: Southeast Asia.</td>
<td>Quiz 2: Chap 14, Australia &amp; Oceania (5 pts).</td>
</tr>
<tr>
<td>June 12</td>
<td>Discuss Chapter 13: Southeast Asia. Students Read Chapter 12 for next class: South Asia.</td>
<td>Quiz 3: Chap 13, Southeast Asia (5 pts).</td>
</tr>
<tr>
<td>June 17</td>
<td>Students Discuss Chapter 12, Southeast Asia in Class Students read Chapter 11, East Asia, for next Class.</td>
<td>Quiz 4: Chap 12, South Asia (5 pts).</td>
</tr>
<tr>
<td>June 19</td>
<td>Discuss Chapter 11, East Asia, in Class. Students Read Chapter 10, Central Asia, for</td>
<td>Quiz 5: Chap 11, East Asia (5 pts).</td>
</tr>
<tr>
<td>Date</td>
<td>Next Class</td>
<td>Quiz</td>
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| June 24   | Discuss Chapter 10, Central Asia, in Class.                               | Quiz 6: Chap 10, Central Asia (5 pts). | **June 3, 2019**  
Add, Drop, and Late Registration Begins for 10-, 8- and First 5-Week Classes. $25 fee assessed for late registrants. |
| June 26   | Discuss Chapter 9, The Russian Domain, in Class. Students Read Chapter 8, Eastern & Southern Europe & Western and Northern Europe, for Next Class. Quiz | Quiz 7: Chap 9, The Russian Domain (5 pts). | **June 3, 2019**  
Classes Begin for First 5-, 10-, and 8-Week Session |
| July 1    | Discuss Chapter 8, Eastern & Southern Europe and Northern & Western Europe, in Class. Read Chapter 7, Southwest Asia and North Africa, for Next Class. Quiz | Quiz 8: Chap 8, Eastern & Southern Europe (5 pts). Quiz Western & Northern Europe (5 pts). | **June 6, 2019**  
Deadline to Drop First 5-Week Classes with No Record |
| July 3    | Discuss Chapter 7, Southwest Asia, in Class. Students Read Chapter 6, Sub-Saharan Africa, for Next Class. | Quiz 9: Chap 7, Southwest Asia (5 pts). | **July 22, 2019**  
**Post Test** |
| July 8    | Discuss Chapter 6, Sub-Saharan African, in Class. Students Read Chapter 4, Latin America, for Next Class. | Quiz 10: Chap 6, Sub-Saharan Africa (5 pts). | **July 24, 2019**  
Final Exam | Final Exam. United States & Capitals (10 pts). |
<p>| July 10   | Discuss Chapters 4, Latin America, in Class. Students Read Chapter 5, The Caribbean, for Next Class. | Quiz 11: Chap 4, Latin America (5 pts). | **    | **    |
| July 15   | Discuss Chapter 5, The Caribbean, in Class. Students Read Chapter 3, North America, for Next Class. | Quiz 12: Chap 5, The Caribbean (5 pts). | **    | **    |
| July 17   | Discuss Chapter 3, North America, in Class.                               | Quiz 13: Chap 3, North America (5 pts). | **    | **    |
| July 22   | Review for Final Exam                                                     | **    | **    |
| July 24   | Final Exam                                                                | **    | **    |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>June 10, 2019</td>
<td>Deadline to Drop 8-Week Classes with No Record</td>
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<tr>
<td>June 18, 2019</td>
<td>Deadline to Drop 10-Week Classes with No Record</td>
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<tr>
<td>June 21, 2019</td>
<td>Deadline to Drop First 5-Week Classes with a Quit (Q) or Withdraw (W)</td>
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<tr>
<td>June 21, 2019</td>
<td>Student End of Course Survey Opens (First 5-Week Classes)</td>
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<tr>
<td>July 1, 2019</td>
<td>Deadline for Teacher Education and Professional Certification Applications (i.e. Principal, Reading Specialist, etc.)</td>
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<tr>
<td>July 4, 2019</td>
<td>Independence Day <em>(University Closed)</em></td>
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<tr>
<td>July 5, 2019</td>
<td>Classes End for First 5-Week Session</td>
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<tr>
<td>July 5, 2019</td>
<td>Deadline for Graduation Application for Summer Ceremony Participation</td>
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<tr>
<td>July 5, 2019</td>
<td>Deadline to Withdraw from the University for First 5-Week Classes</td>
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<tr>
<td>July 8, 2019</td>
<td>Add, Drop, and Late Registration Begins for Second 5-Week Classes. $25 fee assessed for late registrants.</td>
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<tr>
<td>July 8, 2019</td>
<td>Classes Begin Second 5-Week Session</td>
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<td>July 8, 2019</td>
<td>Student End of Course Survey Opens (First 5-Week Classes)</td>
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<tr>
<td>July 9, 2019</td>
<td>Deadline for Faculty Submission of First 5-Week Final Class Grades (due by 3pm)</td>
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<tr>
<td>July 11, 2019</td>
<td>Deadline to Drop Second 5-Week Classes with No Record</td>
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<tr>
<td>July 12, 2019</td>
<td>Deadline to Drop 8-Week Classes with a Quit (Q) or Withdraw (W)</td>
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<tr>
<td>July 12, 2019</td>
<td>Deadline for Final Committee-Edited Theses with Committee Approval Signatures to Office of Graduate Studies for Summer Semester</td>
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<tr>
<td>July 12, 2019</td>
<td>Student End of Course Survey Opens (8-Week Classes)</td>
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<tr>
<td>July 19, 2019</td>
<td>Deadline to Drop 10-Week Classes with a Quit (Q) or Withdraw (W)</td>
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<tr>
<td>July 26, 2019</td>
<td>Classes End for 8-Week Session</td>
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<tr>
<td>July 26, 2019</td>
<td>Deadline to Drop Second 5-Week Classes with a Quit (Q) or Withdraw (W)</td>
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<tr>
<td>July 26, 2019</td>
<td>Deadline to Withdraw from the University for 8-Week Classes</td>
</tr>
<tr>
<td>July 26, 2019</td>
<td>Student End of Course Survey Opens (10- and Second 5-Week Classes)</td>
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<tr>
<td>July 29, 2019</td>
<td>Student End of Course Survey Closes (8-Week Classes)</td>
</tr>
<tr>
<td>July 30, 2019</td>
<td>Deadline for Faculty Submission of 8-Week Final Class Grades (due by 3pm)</td>
</tr>
</tbody>
</table>
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]

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, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

**Important information for Pregnant and/or Parenting Students.**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education’s Office of Civil Rights, the Dean of Student Affairs’ Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit 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.

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

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students’ ideas and writing, our tutors highlight 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 WCOnline. 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].

OPTIMAL POLICY STATEMENTS:

A Note about Sexual Violence at A&M-Central Texas
Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don’t agree with their behaviors and tell survivors we will support them. Your actions matter. Don’t be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX webpage [https://www.tamuct.edu/departments/compliance/titleix.php].

Behavioral Intervention
Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the referral online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person’s behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at
INSTRUCTOR POLICIES.
Attendance Policy:
(Absences/tardiness)

Professional behavior is expected. Attendance and punctuality are required. Due to the nature of this course, **after two absences**, you must schedule a conference with the instructor.

**Student Contribution:**

1) Since you must be in class in order to be an active participant in the learning, your presence is important. Each student is expected to take an active role in the class and assume a self-directed approach to completing chapter readings, class work, and homework. Bring class materials and supplies to every class meeting.

2) On the fourth absence, you will fail the entire course. Each tardy (i.e., ½ class), will be counted as one absence.

3) Assignments are late if they are not turned in by the end of the due date; late or make-up work will not be accepted, unless the student makes prior arrangements with the instructor.

4) If you miss class, it is your responsibility to ask a classmate for class notes and handouts.

Being prepared, timely attendance, and participation is your commitment to becoming the best teacher you can be.

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