

ENGL 3305-110: Critical Analysis of Literature

Texas A&M University–Central Texas, Fall 2020

Course Information

Dates: Aug 24–Dec 11, 2020
Day/Time: MW 9:30-10:45 AM
Type: Web-Enhanced/Online

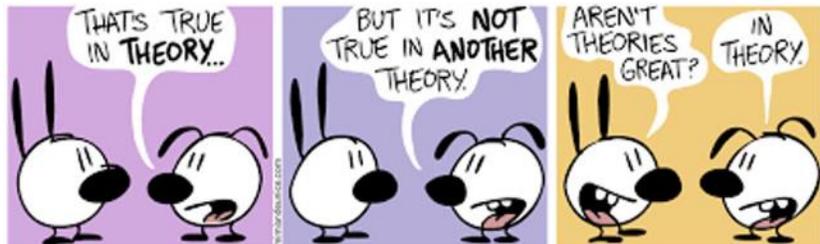
Instructor and Contact Information

Instructor: Dr. Stephanie Tavera
Email: stavera@tamuct.edu
Office Phone: (254) 519-5773
Office: Heritage Hall 204M

*I will not be in my office this fall due to social distancing measures encouraged by the state of Texas and the TAMUCT system. Office hours will be offered via **WebEx** on an appointment-only basis. Please email me for an appt day and time.

Course Overview and Description.

This course teaches students how to analyze literary texts using various methods of theoretical interpretation such as deconstruction, feminist theory, postcolonial theory, ecocriticism, and disability theory. In exploring these theoretical approaches to reading, we will discuss several issues regarding the interpretation and the creation of meaning: What do we do when we read? How do we arrive at an interpretation of a text's "meaning"? Can a text have more than one "meaning"? Why does interpretation matter? How do you translate an interpretive *reading* into a piece of analytic *writing*? In this course, we will examine these questions and issues related to them through an introduction to some of the key concepts in English studies.



Expected Learning Outcomes/Course Objectives. Like other disciplines, English Studies has its own vocabulary and methodology, which have to be learned in order to undertake literary analysis at the college level (and beyond). It is the purpose of this course to teach you these methods by introducing you to various schools of interpretation, including psychoanalytic, poststructuralist, feminist, Marxist, postcolonial, and ecocritical criticisms, and to show you how to use these methods to interpret different forms of literature. By the end of the semester, students who have successfully completed the assignments should:

1. Demonstrate an informed understanding of the many different approaches to analyzing and interpreting texts. Students should be able to explain the similarities and differences of those approaches as well as their benefits and limitations.
2. Demonstrate an informed understanding of the different modes of inquiry and research within English studies.
3. Analyze and interpret texts, employing close reading skills as well as a variety of other theories and methods introduced.
4. Perform independent research, using the MLA bibliography and other methods.
5. Express their ideas in clear, logical, organized, concise, and persuasive ways, in both written and oral forms.
6. Define many terms within English studies and explain the significance of those terms.
7. Respond critically to all course material, using synthesis, analysis, comparison, contrast, critique and evaluation.
8. Use web-based scholarly sources in an effective manner.

Means of Achieving Course Goals. Students will achieve the above course goals by:

1. Attending WebEx meetings during our scheduled class time, watching brief online lectures, and participating in online discussions using the Discussions application in Canvas as a form of small group conversation.
2. Submitting writing projects to assess knowledge and mastery of the material including: **one** Summary-Response Paper, **one** Cultural Studies Paper, and **one** Literary Analysis Paper.

The goal of these assessments is to gain skills in close reading and textual analysis; to apply theoretical concepts learned and practiced through the semester in a recursive, or repetitive, manner; and to understand writing and meaning-making of literature as a process by which knowledge is gained through trial-and-error.

Disclaimer: *Due to its subject matter, some of the following material will contain mature content—some of which may contain sexual references or innuendos.*

Required Texts.

Parker, Robert Dale. *How to Interpret Literature: Critical Theory for Literary and Cultural Studies*. Fourth Edition. Oxford: Oxford University Press, 2020. <https://www.amazon.com/How-Interpret-Literature-Critical-Literary/dp/019085569X>

Winterson, Jeannette. *The Stone Gods*. <https://www.amazon.com/Stone-Gods-Jeanette-Winterson/dp/0156035723>

Additional Texts. Students will need regular access to the following electronic sources:

- Butler, Judith. Excerpt from *Gender Trouble*.
- Foucault, Michel. “Panopticism.”
- Foucault, Michel. “Las Meninas.”
- Haraway, Donna. “A Manifesto for Cyborgs.”
- Hanlon, Aaron. “What is an English Professor?”
- Hayot, Eric. “Citational Practice.”
- Irigaray, Luce. “This Sex Which is Not One.”

Course Reading Schedule. Assignments and readings are due on the day they are listed. *As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Dr. Tavera*

M 8/24 WebEx: Introduction
Syllabus & Meet Your Peers

Guest Speaker: Dr. Bruce Bowles, Writing Center Director, and one of his tutors

W 8/26 Read-on-Own: What Is Theory?
Watch Video Lecture: Theoretical Movements.

Readings:
Parker, Introduction
Hanlon, “What is an English Professor?”

Discussion #1 (due 8/31 by 11:59 pm): In 250-500 words, reflect on Parker’s Introduction and Hanlon’s “What is an English Professor?,” looking for points of intersection between the two: What is theory? What is literature? How does Parker define each of these terms? What does one use theory for when reading a text? How do these definitions of “theory” and “literature” further help clarify what an English professor does when s/he studies a text? When you finish writing your reflection, read one of your peers’ reflections and offer observations. **Please post your initial paragraph by Monday, August 31 at 11:59 PM.** Although **not** required for this assignment, do feel free to comment upon one another’s posts. However, note that you must post your summary with document attachment before you can read and respond to your peers’ summaries.

M 8/31 Read-on-Own: Winterson

Readings:
Winterson, "Planet Blue"

W 9/2 Read-on-Own: New Criticism

Readings:
Parker, New Criticism

M 9/7 No Class: Labor Day

W 9/9 No Class: Complete Discussion #2

Discussion #2 (due 9/9 by 11:59 pm): Conduct a close reading of Winterson's "The Planet Blue" section by a single theme in the text and explaining how that theme is addressed. In order to do this effectively, you will need to provide evidence from the text to prove that the theme exists and then interpret the meaning of that theme by breaking down and explaining the evidence that you presented. Do not use any outside sources in order to do this! Close reading is a useful skill introduced by the New Critics, which has become foundational for good literary criticism in every theoretical field. Once you have posted your close reading, response to one of your peers' posts with a 150-word response. In your response, state whether you made a similar observation or learned something new from their analysis. Note that you must post your summary before you can read and respond to your peers' summaries. ***Both initial post and response should be posted by Wednesday, September 9 at 11:59 pm. Both initial post and response are required for full credit.***

M 9/14 Read-on-Own: Structuralism

Readings:
Parker, Structuralism

W 9/16 No Class: Complete Discussion #3

Discussion #3 (due 9/16 by 11:59 pm): Structuralists believe that paying attention to the structure of a text on the level of sentences and paragraphs will help us interpret the larger meaning of the text. In particular, Saussure focuses on the arbitrariness of language and how a sign is produced by a signifier (word) and signified (image) [Parker, 46]. Using this logic, apply one or more Structuralist ideas to ***one specific scene or passage*** from Winterson's "Planet Blue" in an analysis paragraph of 500+/- words. After you have posted, respond to one of your peers' posts with a 150-word response. In your response, state whether you agree or disagree with your peers' argument, made a similar observation, learned something new from their analysis, etc. Please try to avoid commenting on a post that already has two response posts. Note that you must post your summary before you can read and respond to your peers' summaries. ***Both initial post and response should be posted by Monday, September 16 at 11:59 pm. Both initial post and response are required for full credit.***

M 9/21 Read-on-Own: Deconstruction
Watch Video Lecture: Summary-
Response Paper Instructions.

Readings:
Parker, Deconstruction

W 9/23 No Class: Complete Discussion #4

Discussion #4 (due 9/23 by 11:59 pm): Deconstructionists took the beliefs of their predecessors, the Structuralists, and showed how the arbitrariness of language unravels a text into multiple—sometimes contradictory—meanings. Derrida demonstrates how this multiplicity is possibility through the use of binaries. Using one or more major concepts from the movement, apply Deconstructionist ideas to ***one specific scene or passage*** from Winterson's "Planet Blue" in an analysis paragraph of 500+/- words. After you have posted, respond to one of your peers' posts with a 150-word response. In your response, state whether you agree or disagree with your peers' argument, made a similar observation, learned something new from

their analysis, etc. Please try to avoid commenting on a post that already has two response posts. Note that you must post your summary before you can read and respond to your peers' summaries. **Both initial post and response should be posted by Wednesday, September 23 at 11:59 pm. Both initial post and response are required for full credit.**

M 9/28 WebEx: Citational Practice and Review Theories. Paper Instructions Q&A. **Workshop:** Jordan Emilson, Writing Center Tutor.

Readings:
Hayot, "Citational Practice" (Canvas)

W 9/30 No Class: Summary-Response Paper Due

M 10/5 Read-on-Own: Psychoanalysis
Watch Video Lecture: Literary Analysis Paper Instructions.

Readings:
Parker, Psychoanalysis

W 10/7 WebEx: Freud, Lacan, and Irigaray.
Paper Instructions Q&A.

Sigmund Freud's Psychoanalytic Theory Explained: <https://www.youtube.com/watch?v=IT4wQ02sALE>
Lacan, "The Mirror Stage" Video: <https://www.youtube.com/watch?v=agTYUU4gTOo>
Irigaray, "This Sex Which is Not One" excerpt (Canvas)

Readings/Videos:
Freud Macat Video, "An Introduction to the Interpretation of Dreams":
<https://www.voicetube.com/videos/45357>

M 10/12 Read-on-Own: (New) Historicism

Readings:
Parker, Historicism and Cultural Studies

W 10/14 Read-on-Own: Winterson

Readings:
Winterson, "Easter Island"

M 10/19 WebEx: Foucault.

Foucault's Interpretation of Las Meninas Video:
<https://www.youtube.com/watch?v=-OPTgiaHQsQ&feature=youtu.be>

Readings:
Foucault, "Panopticism" and "Las Meninas" (Canvas)

W 10/21 WebEx: Workshop: Jordan Emilson, Writing Center Tutor. Bring one paragraph analysis using Freud, Lacan, Irigaray, or Foucault.

Watch Video Lecture: Conducting Historical and Cultural Research

M 10/26 No Class: Complete Discussion #5

Discussion #5 (due 10/26 by 11:59 pm): This week, you should conduct research in the TAMUCT Library databases and find your own scholarly text that either helps you place Winterson's "Easter Island" in historical context or helps you conduct a character analysis of a single character from Winterson's "Planet Blue" or "Easter Island." Once you have found your scholarly artifact, write a 250-500 word post that summarizes your article. After you have posted, respond to one of your peers' summaries with a 150-word post that asks questions, finds points of similarity with your own article, or shares your observations on their findings. Note that you must post your summary before you can read and respond to your peers'

summaries. **Both the summary and response should be posted by Monday, October 26 at 11:59 pm.** Both summary and response is required for full credit.

W 10/28 No Class: Literary Analysis Paper Due

M 11/2 Read-on-Own: Winterson

Readings:

Winterson, "Post-3 War" and "Wreck City"

W 11/4 Read-on-Own: Feminism

Watch Video Lecture: Cultural Studies Paper Instructions.

Readings:

Parker, Feminism

M 11/9 WebEx: Butler and Irigaray. Paper Instructions Q&A.

Butler Interview segment, "Your Behavior Creates Your Gender":

<https://www.exploring-economics.org/en/discover/your-behavior-creates-your-gender/>

Readings/Videos:

Butler, "Gender Trouble" (Canvas)

Butler Macat Video: [https://www.exploring-economics.org/en/discover/an-introduction-to-judith-butlers-gender-troubles-/](https://www.exploring-economics.org/en/discover/an-introduction-to-judith-butlers-gender-troubles/)

Revisit Irigaray, "This Sex which is Not One" (Canvas)

W 11/11 No Class: Veteran's Day

M 11/16 Read-on-Own: Environmental

Studies and Disability Studies

Watch Video Lecture: Intersections in Cultural Studies

Readings:

Parker, Environmental Studies and Disability Studies

W 11/18 WebEx: Haraway.

Colebrook and Wolfe, "Is the Anthropocene a Doomsday Device?":

<https://www.anthropocene-curriculum.org/contribution/is-the-anthropocene-a-doomsday-device>

Readings:

Haraway, "A Manifesto for Cyborgs" (Canvas)

The Anthropocene (Info Video):

<https://www.youtube.com/watch?v=yS5v1whmt90>

M 11/23 WebEx: Workshop: Jordan Emilson, Writing Center Tutor. Bring one paragraph analysis using Irigaray, Butler, Haraway, or Colebrook and Wolfe.

W 11/25 No Class: Happy Thanksgiving!

M 11/30 No Class: Complete Discussion #6

Discussion #6 (due 11/30 by 11:59 pm): Judith Butler not only wrote a seminal text in the field of feminist theory; she also functions as a lynchpin for the intersection of multiple sub-fields of cultural studies including but not limited to queer theory and disability theory. Similarly, Donna Haraway represents the field of posthumanism, but her interdisciplinary work can be applied in different cultural studies contexts including new materialism (environmental studies), disability studies, and queer studies. Using one or more of the major concepts from their

respective writings, apply either Butler's or Haraway's ideas to **one specific scene or passage** from Winterson's *The Stone Gods* (any section or cross-sections) in an analysis paragraph of 500+/- words. After you have posted, respond to one of your peers' posts with a 150-word response. In your response, state whether you agree or disagree with your peers' argument, made a similar observation, learned something new from their analysis, etc. Please try to avoid commenting on a post that already has two response posts. Note that you must post your summary before you can read and respond to your peers' summaries. **Both initial post and response should be posted by Monday, November 30 at 11:59 pm.**

W 12/2 No Class: Complete Discussion #7

Watch Video Lecture: Critiquing Theory, or Criticism of other Critics.

Discussion #7 (due 12/2 by 11:59 pm): This week, you should conduct research in the TAMUCT Library databases and find your own theoretical or scholarly text that performs two functions: (1) critiques either Irigaray, Butler, or Haraway from a feminist, queer, ecocritical, or disability studies angle, (2) and further helps you interpret Winterson's *The Stone Gods* using the specific theoretical sub-field of cultural studies with which you have chosen to engage. Once you have found your theoretical or scholarly text, write a 250-500 word post that summarizes your article. After you have posted, respond to one of your peers' summaries with a 150-word post that asks questions, finds points of similarity with your own article, or shares your observations on their findings. Note that you must post your summary before you can read and respond to your peers' summaries. **Both the summary and response should be posted by Wednesday, December 2 at 11:59 pm.** Both summary and response is required for full credit.

M 12/7 No Class: Cultural Studies Paper Due

Participation Policy and Attendance. Your active, informed participation is crucial to the success of the course and your individual success in this class. Discussion Board posts will serve as your attendance and participation grade for this course. There will be no other form of attendance or participation calculated as part of your overall grade for this course beyond the seven Discussion Board posts. As such, carefully prepare for and contribute to "class" via Discussion Board posts by reading in a rigorous, inquisitive manner and responding to your classmates thoughtfully and in a considerate manner. I will penalize students who engage in disrespectful discourse with their peers or myself.

Grade Distribution. Final grades for this course are A, B, C, D, and F. Final grades will be calculated as follows: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=59%-and below. Your final grade for this course will consist of the following:

Discussion Board (7 total)	25%
Summary-Response Paper	20%
Literary Analysis Paper	25%
Cultural Studies Paper	30%

INSTRUCTOR POLICIES

Posting of Grades. All grades for both major and minor assignments will be posted in the Gradebook on Canvas. I generally grade major writing assignments within two weeks of submission date. Please do not contact me asking about your grade for an assignment until this personal grading deadline has expired.

Discussion Board Posts. The prompt for each of seven discussion board posts is provided in detail in Canvas. Please answer the prompt as fully and completely as possible to earn full credit for the assignment. The content of *all* posts should be related to the week's reading and should seek to use correct grammar, sentence structure, and mechanics. Although they are more informal, even minor assignments like discussion board posts are writing assignments and should be treated as such. Please allow a 24- to 48 hour-response time after the deadline has passed for the grading of discussion board posts.

Incompletes. Students who are struggling to complete the course due to extenuating circumstances may qualify for a grade of incomplete. However, per departmental policy, a grade of incomplete may only be awarded (1) if the course drop date has already passed and (2) the student can provide documented evidence of extenuating circumstances such as an unplanned and unexpected medical condition or health emergency, etc. Please be advised that students awarded an incomplete must submit all unfinished work prior to the end of the next long semester in order to receive a grade for the course.

Plagiarism and Paper Reuse Policy. Please note that plagiarism is a serious offense and will be punished to the full extent. In my course, you are not allowed, under any circumstances, to reuse papers from prior classes in this course or any other course that you have taken at any institution. Reusing papers does not demonstrate any advance in knowledge or skill, and so would not be helpful for you either in terms of your learning this semester, or for me in terms of assessing this learning. If you feel your situation constitutes a clear or significant exception to this rule, you must discuss this with me prior to the due date. Otherwise, paper reuse will be reported as a collusion offense and will also be punished to the full extent per university policy. Similarly, students who plagiarize on an assignment will receive a zero for the assignment for the first offense and be reported to the Behavioral Intervention Team (BIT) for remedial instruction on avoiding plagiarism. A second plagiarism offense may result in failure of the course.

Turning in Assignments to Canvas. All major writing projects will be submitted to Canvas. *I will not accept any assignments via e-mail unless accommodation arrangements were made in conversation with me prior to the assignment deadline.* All assignments submitted to Canvas must be saved as a .doc, .docx, or .pdf file to ensure that I am able to open them on my computer (please no Google docs). It is your responsibility to ensure that all of your work is saved in this way and submitted in the correct format. If you submit work in the wrong format, then you may receive a zero for the assignment.

Late Submissions. Students who contact me *in advance for an extension* and provide legitimate rationale detailing extenuating circumstances may be granted an extension within a reasonable and negotiated deadline. ***Do not make the assumption that I will grant you an extension—contact me first!*** For those who do not contact me in advance, and simply fail to submit or submit late: I will accept late submissions *for major writing projects only* (e.g. NOT homework, classwork, or discussion board posts) with a deduction of 10 points for each day that the submission is late.

Student-Instructor Interaction. The best way to contact me is via email, as I check it regularly both on- and off-campus. Do allow for a 24- to 48-hour turn-around time for emails as I do not sit at my email all day, rather I check it during specific times once or twice per day. If your situation is an emergency, I advise contacting the Interim Chair of the Humanities Department, Dr. Luke Nichter: luke_nichter@tamuct.edu or (254) 519-5735. If it is **not** an emergency, but concerns the English Program, I advise contacting the Chair of the Humanities Department, Dr. Allen Redmon: allen.redmon@tamuct.edu or (254) 519-5750. Please note that Dr. Redmon is on leave during the Fall 2020 semester and may not be responding to emails regularly.

Communication Etiquette. Students should use a professional and respectful tone with fellow learners and myself (the instructor) in all forms of communication including, but not limited to, Discussion Board posts and responses, and emails. I reserve the right to censor (via deletion and warning to the student) any post or response that is not appropriate for the assignment or on task. Additionally, I expect the use of Standard English rather than popular online abbreviations and regional colloquialisms in all forms of written communication. In emails, please use a salutation (i.e. “Dear Dr. Tavera” or “Hi Dr. Tavera”) at the opening of your email and a signature (i.e. “Best” or “Sincerely”) at the close of your email.

Technology Requirements. This course will use the A&M-Central Texas Instructure Canvas learning management system (aka Canvas). OIT strongly recommends the latest version of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer. 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 (same password as used for MyCT email and MyCT Warrior Web).

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. They are available 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>]

UNIVERSITY PROCEDURES AND GUIDELINES

Drop Policy. If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web: [<https://dynamicforms.ngwebsolutions.com/casAuthentication.aspx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2Fform%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty 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. *Please note: Oftentimes, students feel the need to drop a course because they are overwhelmed by personal or professional responsibilities. As your instructor, I humbly request that you make an appointment or drop by during office hours to speak with me about your concerns before dropping my course.*

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://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html]. If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations. At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, 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://tamuct.instructure.com/courses/717) 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 [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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.

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/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

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, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. 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 254-501-5800.

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.

COVID-19 SAFETY MEASURES. To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- Face Coverings—Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.

If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.

- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

Campus Carry. Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <https://www.tamuct.edu/police/campus-carry.html>. Per university policy, concealed handguns should not be visible during class and are prohibited in the A&M-Central Texas Counseling Center, including the co-located Community Counseling and Family Therapy Center.

UNIVERSITY RESOURCES

Tutoring. Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@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 online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center. The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering 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. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. 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-to-one session with a trained and experienced writing tutor by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. 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].

Accessibility Statement. TAMUCT is committed to web accessibility as part of their Universal Design Initiative. Please visit their university's accessibility statement concerning online courses and web pages here: <https://www.tamuct.edu/about/accessibility.html>. As part of this initiative, TAMUCT is partnered with Instructure to provide a quality learning content management system. The following language contains Instructure's Accessibility Statement:

Instructure is committed to ensuring its products are accessible to users with disabilities. The Canvas LMS strives for WCAG 2.1 Level A/AA and Section 508 conformance. Regular testing (both internal and by a third party) is conducted to identify conformance issues, with processes in place for timely remediation of accessibility issues that are identified. Canvas is a complex and broad system. The statements below are accurate as of the date indicated. Canvas has been evaluated by Instructure and WebAIM according to WCAG 2.1 standards. Testing is regularly conducted using automated tools, assistive technology (such as screen readers, keyboard testing, etc.), and coding best practices. Third party accessibility evaluation occurs semi-annually with internal audits conducted with each release. Mechanisms are in place for logging and fixing accessibility defects.

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