

# ENGL 3330-110: Advanced Composition

Texas A&M University–Central Texas, Fall 2020

## Course Information

Dates: Aug 24–Dec 11, 2020

Type: Online Asynchronous

## Instructor and Contact Information

Instructor: Dr. Stephanie Tavera

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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.

Advanced Composition (WI) enhances students' proficiency in critical reading and thinking, rhetorical concepts/awareness, the writing process, academic argument, scholarly research, and productive revision practices. Through intensive writing and revision workshops, as well as critical engagement with a variety of



interdisciplinary texts, students hone their writing abilities to meet the demands and expectations for different writing contexts with a particular focus on writing for academic audiences.

**Expected Learning Outcomes/Course Objectives.** Like other disciplines, composition 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 close reading, writing, and revision skills. By the end of the semester, students who have successfully completed the assignments should be able to:

1. Demonstrate close reading skills and critical analysis of a variety of texts.
2. Evaluate research as it makes and supports academic arguments.
3. Introduce coherent arguments in writing through strong thesis statements.
4. Develop clear and consistent academic paragraph structure and essay organization.
5. Present a thorough review of the scholarship and literature about an academic subject.
6. Prepare and produce a documented academic essay (seminar paper) on a defined topic relevant to social issues in the humanities using primary and secondary sources.

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

1. Watching brief online lectures, and participating in online discussions using the Discussions application in Canvas as a form of small group conversation.
2. Participating in various stages of the writing process during class and beyond class for homework including brainstorming exercises, outlining activities, multiple drafts of each writing assignment, and peer review of penultimate drafts prior to submitting the final version.
3. Submitting finalized writing projects to assess knowledge and mastery of the material including: **one** issue proposal, **one** annotated bibliography, **one** mapping project with presentation and literature review, and **one** final researched seminar paper.

### Required Texts.

Wood, Nancy V. and James S. Miller. Perspectives on Argument, Eighth or Ninth Edition.  
<https://www.amazon.com/Perspectives-Argument-8th-Nancy-Wood/dp/0321964268>

Graff, Gerald and Cathy Birkenstein. *They Say I Say: The Moves That Matter in Academic Writing*, Third or Fourth Edition. <https://www.amazon.com/They-Say-Matter-Academic-Writing/dp/1469028611>

**Course Schedule.** Assignments 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 Video Lecture and Discussion Board:

Introductions. Review Syllabus & Meet Your Peers.

**Discussion Board #1 (due 8/26 at 11:59 pm):** Introduce Yourself! Some of you I know, as I have had you in class before. Others I have yet to have the pleasure of meeting. Likely, some of you know one another but perhaps not all of the members of this class. **Write a 250-word paragraph of introduction** that discusses your declared major and a current social issue (or two!) that has been on your mind lately. **Please post your initial paragraph by Monday, August 24 at 11:59 PM.** Once you are finished posting your paragraph, greet two of your classmates by writing a short response to each of them that asks a question or makes a comment on their initial post. You might find that you have shared interests! **Please write your responses by Wednesday, August 26 at 11:59 pm.** In the spirit of collaboration, I will also join in the conversation.

**W 8/26** Video Lecture: What is Argument?

#### Readings:

*Perspectives*, Ch. 1 (“A Perspective on Argument”); *TSIS*, Intro and Ch. 1 (“They Say”)

**M 8/31** Video Lecture: How to Analyze a Text.  
Close Reading Strategies Handout.

#### Readings:

*Perspectives*, Ch. 3 (“Reading, Thinking, and Writing about Issues”); *TSIS*, Ch. 4 (“Yes/No/Okay, But”)

**Discussion Board #2 (due 9/2 at 11:59 pm):** Conduct a close reading on one of the articles from Canvas using the “review” button in Microsoft Word to create comments and the highlighting and underlining function. Then, write a brief 250+/- summary of your findings (e.g. trends in your marginal notes, questions you have for further research or clarification, etc.). Attach your MS Word document containing your close reading at the same time as your summary of findings submission. 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.

**W 9/2** Video Lecture: Choosing an Issue and Assign Issue Proposal.

#### Readings:

*Perspectives*, Ch. 11 (“The Research Paper: Planning...”) and Ch. 1 (Box 1.3, p. 39)

**Discussion Board #3 (due by 9/7 at 11:59 pm):** Brainstorm possible issues of interest to you and choose one to vet through the “Twelve Tests of an Arguable Issue” (p. 39). On a scratch sheet of paper, respond Y or N to each of the twelve tests. Does your issue pass? If not, how can you modify it so that it will pass? When you are finish, write and post a 250+/- word

summary of your findings: If your chosen issue passed all twelve tests the first time, explain why you think it passed and why it's a good issue. If it did *not* pass all twelve tests the first time, then explain what modifications you made so that it will pass and why you think it is now a good issue. After you have posted, **respond to one of your peers' posts with a 150-word response**. In your response, provide feedback on the issue in terms of how the writer might narrow, which directions the writer might take the issue, and/or any foundational or experiential knowledge you might have about the issue. 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, Sep. 7 at 11:59 pm. I advise completing the initial post by Saturday, Sep. 5 at 11:59 pm so that you have time to formulate a response. Both initial post and response are required for full credit.**

**M 9/7** Video Lecture: Understanding the rhetorical situation. Source Bias Chart.

**Readings:**

*Perspectives*, Ch. 2 ("The Rhetorical Situation") and Ch. 6 ("Types of Proof")

**Discussion Board #4 (due by 9/9 at 11:59 pm):** Using the same article that you chose to complete Discussion Board #2 (on close reading), write a 250-500 word analysis of the rhetorical situation in the article. As part of your analysis, explain who the audience is, what is the claim the author makes, whether the author(s) is credible and how you know, and what kind of logical and emotional appears the author makes to support his claim. After you have posted, **respond to one of your peers' posts with a 150-word response**. In your response, provide feedback on their rhetorical analysis, ask questions about the writer's address of the issue, and/or discuss any constraints the author might have in making their argument. You do not have to read the same article to respond to your peer's post. 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, Sep. 9 at 11:59 pm. I advise completing the initial post by Tuesday, Sep. 8 at 11:59 pm so that you have time to formulate a response. Both initial post and response are required for full credit.**

**W 9/9 Complete Online Assignment** and Send Results to Dr. Tavera: The Amazing Library Race. Writing a Research Question **Handout**. Do's and Don'ts of a Research Question Handout. **Video Lecture:** How to Use WarriorCat.

**Readings:**

*Perspectives*, Ch. 12 ("The Research Paper: Using Sources...")

**M 9/14 Complete Online Assignment** and Send Results to Dr. Tavera: The Amazing Library Race 2. **Video Lecture:** How to Use WarriorQuest, Part I and Part II.

**Discussion Board #5 (due by 9/14 at 11:59 pm):** Write a brief rhetorical analysis of one of the articles you found in the TAMUCT Library databases, e.g. WarriorCat or WarriorQuest. In your analysis, discuss **three** or more of the following: exigence, audience, claim (thesis), support (logos, pathos), ethos of the writer, or constraints. Prior to or after your rhetorical analysis, explain how you found the article. The full entry containing your rhetorical analysis and research process **should be 250-500 words**. Although **not** required for this assignment, do feel free to comment upon one another's posts. However, note that you must post your

summary before you can read and respond to your peers' summaries. ***Our embedded librarian Margaret Dawson will be popping in this discussion board to answer any questions you might have about finding sources.*** From this week forward, there will be a dedicated Discussion Board where you can ask questions and discuss with her directly.

**W 9/16** Video Lectures: Using Google Effectively and Citational Practice. Web Literacy Infographic.

**Readings:**  
Hayot, "Citational Practice" (Canvas); *TS/S*, Ch. 2 ("The Art of Summarizing")

**M 9/21** Write-On-Own: Draft Issue Proposal. Contact me with questions or concerns.

**W 9/23** Video Lecture: Peer Review of Issue Proposal.

**Due: Draft of Issue Proposal**

**M 9/28** Video Lecture: Revising Your Work.

**Readings:**  
*TS/S*, Ch. 11 ("Using the Templates to Revise")  
**Due: Proposal Peer Review**

**W 9/30** Video Lecture: Creating the Annotated Bibliography and How to Cite.

**Readings:**  
Review *TS/S*, Ch. 2; Review Purdue OWL Website.  
**Due: Final Issue Proposal**

**M 10/5** Write-On-Own: Draft Annotated Bib.

**Discussion Board #6 (due 10/5 at 11:59 pm):** Submit one of your entries from your Annotated Bibliography to this discussion board post (you can simply copy and paste from your Annotated Bibliography draft). This will give me an opportunity to see how you are coming along with your Annotated Bibliography. In a brief paragraph of 250+/- words, explain how and where you found the source in your entry. Although ***not*** required for this assignment, do feel free to comment upon one another's posts. However, note that you must post your summary before you can read and respond to your peers' summaries. ***Our embedded librarian Margaret Dawson will be popping in this discussion board to answer any questions you might have about finding sources.***

**W 10/7** Write-on-Own: Draft Annotated Bib. Contact me with questions or concerns.

**M 10/12** Video Lecture: Warranting Claims and Finding Common Ground.

**Readings:**  
"The Logic of Your Argument: Warranting Claims and Reasons" (Canvas)  
**Due: Annotated Bibliography**

**W 10/14** Write-on-Own: Warranting Claims and Finding Common Ground.

**Readings:**  
*TS/S*, Ch. 10 ("The Art of Metacommentary") and Ch. 7 ("So What? Who Cares?")

**Discussion Board #7 (due 10/14 at 11:59 pm):** Write a comparison paragraph of two of your articles. In that paragraph, you should compare the claims, warrants, and at least one type of support (ethos, pathos, logos) between the two articles. In addition, explain how and where

you found the source. The full entry containing your comparison and research process **should be 250-500 words**. Although **not** required for this assignment, do feel free to comment upon one another's posts. However, note that you must post your summary before you can read and respond to your peers' summaries. **Our embedded librarian Margaret Dawson will be popping in this discussion board to answer any questions you might have about finding sources.**

**M 10/19** Video Lecture: How to Create Your Mapping Presentation.

**W 10/21** Write-on-Own: Mapping Presentation

**M 10/26** Video Lecture: Assign the Literature Review and Features of a Literature Review.

**Due:** Upload Mapping Presentation to Canvas. Then, reflect on two of your peers' videos and offer written feedback in the comments.

**W 10/28** Write-on-Own: Draft Literature Review. Contact me with questions or concerns.

**Readings:**  
TS/S, Ch. 3 ("The Art of Quoting")

**M 11/2** Write-on-Own: Peer Review of Literature Review.

**Due:** Draft of Literature Review

**W 11/4** Write-on-Own: Constructing Claims and Reasons. Thesis Statements Handout.

**Readings:** TS/S, Ch. 5 ("And Yet")  
**Due:** Peer Review of Literature Review

**Discussion Board #8 (due 11/4 by 11:59 pm):** Apply the formula thesis = claim + reasons to your own argument. You can do this by writing out your claim in an "I believe" statement and listing your reasons in numbered order underneath your claim. Then, in a brief paragraph of 250+/- words following your formula, explain how the claim and reasons support one another. After you have posted, **respond to one of your peers' posts with a 150-word response**. In your response, provide feedback on their claim and reasons: Do they support one another or is there a gap in the relationship that needs clarified? 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, Nov. 4 at 11:59 pm. I advise completing the initial post by Tuesday, Nov. 3 at 11:59 pm so that you have time to formulate a response. Both initial post and response are required for full credit.**

**M 11/9** Write-on-Own: Creating an Outline. Creating and Outline Handout.

**Due:** Final Literature Review

**Discussion Board #9 (due 11/9 by 11:59 pm):** Using the Sample Outline on Canvas (which is posted to the Discussion Board #9 assignment instructions), students should create an outline for their own Final Research Paper in a Microsoft Word document. Upload your completed outline to the Discussion Board using the attachment function. You do not need to post any kind of summary of initial post when you submit your outline to the Discussion Board. Read and offer feedback on two of your peers' outlines. If the argument and/or support is not clear from the outline, ask questions of your peer. Explain to them what you understand and what you are missing as a reader. Please try to avoid commenting on a post that already has

two response posts. **Both initial post (i.e. document upload of outline) and response should be posted by Monday, Nov. 9 at 11:59 pm. I advise completing the initial post by Saturday, Nov. 7 at 11:59 pm so that you have time to formulate a response. Both initial post and response are required for full credit.**

**W 11/11 No Class:** Veteran's Day

**M 11/16** Video Lecture: Drafting the Research Paper. Logical Fallacies Handout.

**Readings:**

TS/S, Ch. 8 ("Connecting the Parts") and Ch. 7 ("Skeptics May Object")

**W 11/18** Write-on-Own: Research Paper

**M 11/23** Peer Review of Research Paper

**Due: Draft of Research Paper**

**W 11/25 No Class:** Thanksgiving

**M 11/30** Mandatory Conferences with Dr. Tavera via Phone or WebEx

**Due: Peer Review of Research Paper**

**W 12/2** Mandatory Conferences with Dr. Tavera via Phone or WebEx

**M 12/7** Mandatory Conferences with Dr. Tavera via Phone or WebEx

**W 12/9 Due: Final Research Paper**

**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 nine 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:

Issue Proposal	15%	Peer Reviews (3 total)	10%
Annotated Bibliography	10%	Discussion Boards (9) + the	
Mapping Presentation	10%	Amazing Library Race	
Literature Review	15%	submissions (2) + Mapping	
Final Research Paper	25%	Reflection (1) + Mandatory	
		Conference (1) [13 total]	15%

## **INSTRUCTOR POLICIES**

**Posting of Grades.** All grades for both major and minor assignments will be posted in the Gradebook on Canvas. I generally grade minor writing assignments (like peer reviews) within one week of submission date and major writing assignments (like the Issue Proposal) 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 nine 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](mailto: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](mailto: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](mailto: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.ashx?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/departments/compliance/titleix.php) [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, 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](mailto: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](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) [http://tamuct.libguides.com/index].

In this course, we will have an embedded librarian joining us on Discussion Boards periodically to answer your questions about conducting research, generally and in the TAMUCT Library. Our embedded librarian is Margaret Dawson, the Outreach and Instruction Librarian. Her email address is: [madawson@tamuct.edu](mailto:madawson@tamuct.edu). Her phone number is: (254) 519-5740. Her on-campus home is: Library Administrative Offices, WH 205J. Please feel free to contact her for additional support beyond the expectations of this course. She is happy to work one-on-one with students during WebEx conferences.

**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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