

Course number, Course CRN, COURSE TITLE

MFT 5350, Marriage and Family Therapy Research Methods

Fall 2020

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

August 24, 2020- December 11, 2020

This is a 100% online course with 25-30% synchronous face-to-face **online** classroom meeting times (see class schedule for times) and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Paula Boros, Ph.D., LMFT-S, AAMFT Approved Supervisor

Office: NA

Phone: 352-209-5090 (please leave voicemail)

Email: pboros@tamuct@edu or canvas inbox (preferred).

Office Hours

I am available to discuss and resolve class-related issues during office hours. Office hours are by appointment only. Students can contact instructor via email or canvas inbox to make an appointment. Appointments can be conducted by email, phone, or video and would be at the student's preference.

Student-instructor interaction

Instructor will be checking and replying to student's emails and other forms of communication within 48 hours.

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) [<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.
- o 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.

COURSE INFORMATION

Course Overview and description

Learn research methodology, data analysis and the evaluation of research in couple and family therapy. Study how research informs, Marriage and Family Therapy common factors, and evidence based practice.

Course Objective or Goal

Student Learning Outcomes

Course Learning Outcomes – this course targets two of the MFT program's Student Learning Outcomes:

1. Students will demonstrate knowledge of current trends and research methods in the field of marriage and family therapy. (SLO-7)
2. Students will demonstrate knowledge and appropriate application of classical and postmodern MFT theories. (SLO-1)

Competency Goals Statements (certification or standards)

Marriage and Family Therapy Research Method targets these SLO's through the following Course Learning Outcomes:

1. **2.1 Students will demonstrate knowledge of the extant MFT literature, research, and evidence-based practices. (SLO-1)**

2. **2.2 Students will understand the legal, ethical, and contextual issues involved in the conduct of clinical research and program evaluation. (SLO-7)**
3. **2.3 Students will recognize opportunities for therapist and clients to participate in clinical research (SLO-1 & SLO-7)**
4. **2.4 Students will learn APA style writing. (SLO-7)**

Required Reading and Textbook(s)

American Psychological Association (2020) Publication manual of the American Psychological Association (7th ed.) Washington, DC: American Psychological Association. ISBN- 978-1433832161

Sprenkle, D. H. & Piercy, F. P. (Ed.). (2005). Research methods in family therapy (2nd ed.). NY: The Guilford Press. ISBN-978-1-57230-960-9

Williams, L., Patterson, J., & Edwards, T. M. (2014). Clinician's guide to research methods in family therapy: Foundations of evidence-based practice. Guilford Press. ISBN 978-1-4625-3606-1

COURSE REQUIREMENTS

All writing submitted to the instructor should be a final draft, free of spelling, grammatical, stylistic, and typographical errors. Students are encouraged to allow ample time for writing, keeping in mind the frequency of computer glitches. Students are encouraged to use the writing center to assist with writing. It is expected that you put forth effort in writing your research paper. If you choose not to put in effort and plagiarize material from other sources, you will either receive an F for the assignment or the course. You may also be reported to the Office of Student Conduct for Academic Dishonesty. Please see the Academic Integrity policy

Assignments

1. **NIH/CITI training Certificate:** Students will complete NIH/CITI training Certificate [<https://www.tamuct.edu/research/irb.html>] (Addresses Course Learning Outcome 2.2 & 2.3). Total 10 points.
2. **Research Topic:** Students will create a research topic to help them explore an area in which they are going to research throughout this class. Topic needs to be approved by instructor. (Addresses Course Learning Outcome 2.1 & 2.4). Total 5 points.
3. **Quantitative Article Analysis Review:** Students will review a quantitative article on their topic and write a two-page summary of the article. (Addresses Course Learning Outcome 2.1 & 2.4). Total 5 points.
4. **Qualitative Article Analysis Review:** Students will review a qualitative article on their topic and write a two-page summary of the article. (Addresses Course Learning Outcome 2.1 & 2.4). Total 5 points.
5. **Conference Proposal:** Students will prepare all requirements for a conference proposal to AAMFT's national conference or TAMFT's conference. (Addresses Course Learning Outcome 2.1, 2.2, 2.3, & 2.4). Total 10 points.
6. **Research Presentation:** Students will present their research topic and papers as if they were selected to present at a conference. (Addresses Course Learning Outcome 2.1, 2.2, 2.3, & 2.4). Total 15 points.
7. **Research Paper:** Students will complete their final research paper on their approved topic to include literature review, methods, conclusion, and references. The references for the paper must be published within the last 10 years unless it is a critical historical article for the topic. The paper should be between 15-25 pages in APA style, and include at least 15 references. (Addresses Course Learning Outcomes 2.1, 2.2, 2.3, & 2.4). Total of 50 points.

Grading Criteria Rubric and Conversion

Points and Conversion

Assignment	Point Values	Point to Letter Grade Conversion
NIH/CITI Training Certificate	10 points	A = 90-100
Research Topic	5 points	B = 80-89
Quantitative Article Analysis Review	5 points	C = 70-79
Qualitative Article Analysis Review	5 points	D = 60-69
Research Paper	50 points	F = 0-59
Research Presentation	15 points	
Conference Proposal	10 points	

Grading Rubrics

Research Presentation

Section	Goal(s)	Max Possible Points (100)
		5 Excellent
		4 Very Good
Abstract	Presents the key points made by each section of the presentation.	3 Good
		2 Average
		1 Below Avg
	Clearly identifies the objective of your Research	5 Excellent
Statement of Thesis to be Presented and Supported by the Research	presentation. Uses Language that is acceptable in most research communities and journals, and also states other possible frames of reference for understanding the topic at hand. A well stated Hypothesis statement makes clear the rationale for the entire research study as well as the chose	4 Very Good
		3 Good
		2 Average
		1 Below Avg
	research methodology.	
	Describes the general issues in question, and how different researchers have in the past looked at such issues in both theoretical and/or empirical terms. Uses current, professionally credible and generally acceptable reference sources, such as citations from referred, peer reviewed	20 Excellent
Literature Review		16 Very Good
		12 Good
	professional journals. Citations from sources that are general information or popular media based (i.e. Wikipedia, Yahoo Search, etc.) sources should be used sparingly and when necessary to make a specific important point	8 Average
		4 Below Avg
Reference Section	Accurately in APA format lists all of the relevant resources utilized within the presentation. This includes any electronic resources and how they can be accurately retrieved in the future. Any sources that the presenter comes across but	10 Excellent
		8 Very Good
		6 Good
		4 Average
	does not use in the paper or presentation may be listed in a separate "annotated bibliography" if they believe	2 Below Avg

that such sources might be useful to members of the audience.

Handout	If PowerPoint slides or other electronic presentation materials are utilized, do these materials help the audience to follow the logic and arguments put forth by the presenter? Are these materials well thought out, well-constructed, presented logically and orderly, and help shape the overall narrative of the presentation? Are copies of these materials made available to members of the audience in either hard copy or easily accessible electronic format?	10 Excellent
Materials / Audience		8 Very Good
		6 Good
Takeaway Section	Do audience members “come away” with something new that they did not know or understand before the presentation?	4 Average
		2 Below Avg

Research Paper/ Qualitative Analysis Review/ Quantitative Analysis Review

Section	Goal(s)	Max Possible Points (100)
Title Page	Clearly identifies the subject of your paper.	5 Excellent
	Complies with the directions outlined in the Publication Manual of the American Psychological Association (APA, 2020) Sections 2.3, 2.4, 2.5, 2.6, 2.8 (i.e., includes a header with page number, a running head, the title of the paper, the author’s name, and the author’s affiliation)	4 Very Good
		3 Good
		2 Average
		1 Below Avg
Abstract	In 120 words or less presents the key points made in each major section of the paper. Complies with the directions outlined in the Publication Manual of the American Psychological Association (APA, 2020) Sections 2.9, 2.10.	10 Excellent
		8 Very Good
		6 Good
Methodology	Describe the (a) relevant methodological issues regarding the topic or issue under discussion. Talk about how the issue(s) of methodology contribute to either clearer or more conflicted understanding of the issue from various researchers’ points of view.	4 Average
		2 Below Avg
		10 Excellent
Conclusion / Summary and Reference Section / Appendices	Concluding thoughts and implications for future research efforts. Inclusion of an APA appropriate reference section which includes properly referenced citations for all cited literature in the body of the manuscript.	8 Very Good
		6 Good
Grammar, spelling, sentence structure, and scholarly manner.	Paper is written with little to no errors, and has the required number of references, while written in a scholarly manner.	4 Average
		2 Below Avg
		10 Excellent
		8 Very Good

6 Good

4 Average

2 Below Avg

Conference Proposal

Section	Goal(s)	Max Possible Points (100)
Title Page	Clearly identifies the subject of your paper.	5 Excellent
	Complies with the directions outlined in the Publication Manual of the American Psychological Association (APA, 2020) Sections 2.3, 2.4, 2.5, 2.6, 2.8 (i.e., includes a header with page number, a running head, the title of the paper, the author's name, and the author's affiliation)	4 Very Good
		3 Good
		2 Average
		1 Below Avg
Abstract	In 120 words or less presents the key points made in each major section of the paper. Complies with the directions outlined in the	10 Excellent
	Publication Manual of the American Psychological Association (APA, 2020) Sections 2.9, 2.10.	8 Very Good
		6 Good
Proposal	Describe the (a) relevant methodological issues regarding the topic or issue under discussion. Talk about how the issue(s) of	4 Average
	methodology contribute to either clearer or more conflicted understanding of the issue from various researchers' points of view.	2 Below Avg
		10 Excellent
Section		8 Very Good
		6 Good
		4 Average
		2 Below Avg
Grammar, spelling, sentence structure, and scholarly manner.	Paper is written with little to no errors, and has the required number of references, while written in a scholarly manner.	10 Excellent
		8 Very Good
		6 Good
		4 Average
		2 Below Avg

Qualitative Analysis Review/ Quantitative Analysis Review

Section	Goal(s)	Max Possible Points (100)
Title Page	Clearly identifies the subject of your paper.	5 Excellent
	Complies with the directions outlined in the Publication Manual of the American Psychological Association (APA, 2020) Sections 2.3, 2.4, 2.5, 2.6, 2.8 (i.e., includes a header with page number, a running head, the title of the paper, the author's name, and the author's affiliation)	4 Very Good
		3 Good
		2 Average

		1 Below Avg
		10 Excellent
Abstract	In 120 words or less presents the key points made in each major section of the paper. Complies with the directions outlined in the	8 Very Good
		6 Good
	Publication Manual of the American Psychological Association (APA, 2020) Sections 2.9, 2.10.	4 Average
		2 Below Avg
Assessment of the accuracy and completeness of the Literature Review	Assesses the completeness, accuracy, relevancy, rhetoric, persuasion, and use of contrary findings to establish the credibility of the author(s) with regard to setting the context for the research findings presented in the study.	5 Excellent
		4 Very Good
		3 Good
		2 Average
		1 Below Avg
		5 Excellent
Assessment and Identification of the Independent Variable(s)	Correctly and Accurately Identify the Independent Variable(s) Utilized by the Author(s) in the Research Article. Assess whether or not the I.V. is adequately operationally defined and replicable.	4 Very Good
		3 Good
		2 Average
		1 Below Avg
Assessment and Identification of the Dependent Variable(s)	Correctly and Accurately Identify the Dependent Variable(s) utilized by the Researcher(s) in the article. Assess whether or not the D.V.'s are adequate and accurate measures of the construct that is being tested. Assess exactly what kind of data collected by each instrument, and whether or not such data is suitable to the kind of analysis that is subsequently run on it.	5 Excellent
		4 Very Good
		3 Good
		2 Average
		1 Below Avg
Assessment and Identification of the Research Methodology	Assess whether or not the research methodology as described is (a) adequate for testing the hypothesis in question, (b) commensurate with the level(s) of data being collected, (c) plausibly accurate in its assessment of the relationship between the data and the analysis being conducted.	5 Excellent
		4 Very Good
		3 Good
		2 Average
		1 Below Avg
		10 Excellent
Grammar, spelling, sentence structure, and scholarly manner.	Paper is written with little to no errors, and has the required number of references, while written in a scholarly manner.	8 Very Good
		6 Good
		4 Average
		2 Below Avg

Posting of Grades

All student grades will be posted in the Canvas Gradebook. Students should monitor their grade status through this tool. Grades and additional feedback will be submitted no later than two weeks after the assignment has been turned in or after the due date not to exceed the two weeks after submission of the assignment's due date.

Grading Policies

Students will lose 5 points for every day an assignment is turned in late. After an assignment has lost all points from being turned in late due to the late assignment policy, the instructor will not grade and provide additional feedback to turned in assignment. For example: if the conference proposal was turned in 3 days late, the instructor will put a "0" in the grade book and not provide any additional feedback into the gradebook for the student even though it was turned in. It is vitally important that the student turns in assignments on time to receive feedback and can make the corrections necessary to enhance their learning.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

Week	Date	Topic	Reading	Assignment
1	Aug 25, 2020 (online face-to-face meeting)	Introduction to Course/ Research Topic		Start thinking about your research topic
2	Sept 1, 2020	History of Research in MFT	Wampler, Blow, McWey, Miller, & Wampler (2019)	
3	Sept 8, 2020	Types of Research & Theories	W,P,&E Ch. 1 APA Ch. 1 S&P Ch. 1 & 2	Research topic needs to be approved by Friday, Sept 11, 2020, 11:59 pm CST.
4	Sept 15, 2020 (online face-to-face meeting)	Research Paper Structure/ Article Critique	APA Ch. 2 W,P,&E Ch. 14	
5	Sept 22, 2020	Using Human Subjects in Research	See Canvas for details W,P,&E Ch. 8	CITI/NIH Certificate by Friday, Sept 25, 2020, 11: 59 pm CST.
6	Sept 29, 2020	Statistics	W,P,&E Ch. 9, 10, & 11 APA Ch. 6 p. 181-188 S&P Ch. 16 &17	
7	Oct 6, 2020	Quantitative Methods	APA Ch. 3 p.77-93	
8	Oct 13, 2020	Quantitative Methods	S&P Ch. 19 & 20 S&P Ch. 6, 7, & 10	Quantitative Article Analysis Review due by Oct 23, 2020, 11:59 pm CST.
9	Oct 20, 2020	Qualitative Methods	W,P,&E Ch. 6 APA Ch. 3 p. 93-105	
10	Oct 27, 2020	Qualitative Methods	S&P Ch. 3, 4, &5	
11	Nov 3, 2020	Academic Journals	W,P,&E Ch. 12 & 13	Qualitative Article Analysis Review

				due by Nov 6, 2020, 11:59 pm CST.
12	Nov 10, 2020	Being a Research Informed Clinician	W,P,&E Ch. 15 & 16	
13	Nov 17, 2020	Being a Research Informed Clinician	W,P,&E Ch. 17 & 18	Conference Proposal due by Nov 20, 2020, 11:59 pm CST.
14	Nov 24, 2020	APA Formatting	APA Ch 4-9	
15	Dec 1, 2020 (online face-to-face meeting)	Presentations (students will be randomly assigned presentation dates to present)	Presentations	Presentations are due at the end of the class in which the student presents their assignment.
16	Dec 8, 2020 (online face-to-face meeting)	Presentations (students will be randomly assigned presentation dates to present)	Presentations	Research paper due by Dec 4, 2020, 11:59 pm CST. Presentations are due at the end of the class in which the student presents their assignment.

Important University Dates

The university Academic calendar can be found at: <https://www.tamuct.edu/registrar/academic-calendar.html>

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions 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

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.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

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

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

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

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

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete 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. Once you submit the completed 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, working with others in an unauthorized manner, 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 referred 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>].

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 [Student Affairs](#) [<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, 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 [WOnline](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].

For Fall 2020, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

OPTIONAL 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/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](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) 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.

OTHER POLICIES

Instructor Policies

Instructor has the right to update or change the syllabus at any time. Students will be notified if any changes in syllabus have occurred via canvas and/or by student's TAMUCT email. It is the student's responsibility to check for updates in canvas and their student's email often for changes and to be up to date with campus information and policies. Instructor will communicate with students via student email or thru canvas only, no personal emails.

Research can be a fun process but not a quick process. The process itself involves several tasks such as reading, thinking, writing, editing, to name a few. Then you do those things all over again. Sometimes in the same order, sometimes in different orders. It all just depends because each person's process as it comes to research is different. It is always in your best interest to start the process of beginning to read journal articles for your research early. Another best practice would to allow for completion of your research paper at least 3 days (more if possible) before it is due to leave it for a day to come back to it and be able to reread it with fresh eyes and a clear mind to catch any grammatical mistakes. Let the researching begin!

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