

ENGL 3356-120: Literary Authors Emily Dickinson

Texas A&M University–Central Texas, Fall 2020

Course Information

Dates: Aug 24–Dec 11, 2020
Day/Time: MW 12:30-1:45 PM
Type: Web-Enhanced/Online

*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.

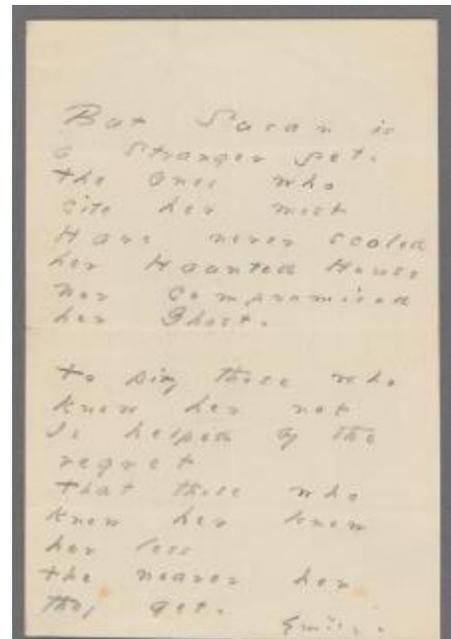
Instructor and Contact Information

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

Course Overview and Description. This course offers an in-depth focus of one or more significant authors from literary history. This course is not a biographical study of the author, rather it emphasizes thematic and genre-based developments in the author's writing throughout his/her life. This semester, we will explore themes and social issues represented in Emily Dickinson's poetry such as environmental awareness, scientific discourse, gender and sexuality, and the Civil War. Students may repeat this course for credit when the topic varies.

Expected Learning Outcomes/Course Objectives. Students will examine trends in Emily Dickinson's poetry including her use of nature, representation of animals, and theoretical ideas concerning gender and sexuality, as well as the multiple genre forms her poetry takes such as letter-poems and fascicles. As part of our exploration, we will engage with scholarly voices in the field of American studies—and Emily Dickinson experts in particular—to challenge the myths of Dickinson, the person and character, as well as frame and re-frame her texts within multiple social, cultural, and historical lenses. By the end of the semester, students who have successfully completed the assignments should be able to:

1. Analyze, interpret, and explicate a poem carefully by employing close reading skills with an eye towards themes in nature, environmental issues, animal studies, gender and sexuality studies, poetic form, and historical context, among others.
2. Engage in a conversation with scholarly texts from the field of American studies by reading, annotating, and responding to the ideas presented therein with one's own critical perspective using the literary text (poem) as a foundation for response.
3. Express their ideas and readings of a text in clear, logical, organized, concise, and persuasive ways, in both written and oral forms.
4. Perform independent research, using the MLA bibliography and other methods.
5. Use 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: **eight** short explications of poetry (on Discussions app), **three** analysis papers that engage with a poem and a scholarly text each time, **one** seminar research paper that develops from the revision of an analysis paper, and **one** presentation of the seminar research paper argument.

The goal of these assessments is to gain skills in close reading and textual (poetic) analysis; to explore, examine, and engage with multiple themes significant to the author and her period; 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.

Franklin, R.W., ed. *The Poems of Emily Dickinson*. By Emily Dickinson. Cambridge, MA: Belknap Press of Harvard University Press, 1999 or 2005. ISBN-13: 978-0674018242. https://www.amazon.com/Poems-Emily-Dickinson-Reading/dp/0674018249/ref=tmm_pap_swatch_0?_encoding=UTF8&qid=1588715587&sr=1-8 **Note: Students MUST use one of these editions, edited by Franklin.**

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

- *The Emily Dickinson Journal*: <https://muse.jhu.edu/journal/56>
- *Emily Dickinson Archive*: <https://www.edickinson.org/>
- *Dickinson Electronic Archives*: <http://www.emilydickinson.org/>
- *Emily Dickinson Papers*: https://www.flickr.com/photos/boston_public_library/sets/72157604466722178/
(Letters to/from Thomas Wentworth Higginson only)
- Letter to Susan Huntington Dickinson, 1854: <https://poets.org/text/letter-susan-huntington-dickinson>
- Emily Dickinson Museum: <https://www.emilydickinsonmuseum.org/>

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

Discussion #1 (due 8/24 by 11:59 pm): Watch the video lecture on “FRACTIONS Analysis.” Then, choose ANY one of the poems from *The Poems of Emily Dickinson* and write a 250-500 word paragraph that conducts and explains your FRACTIONS Analysis.

W 8/26 Read-on-Own: How to Read a Poem

Readings:

Vendler, Chapter 1, “The Poem as Life” from *Poems, Poets, Poetry* (Canvas)

M 8/31 WebEx: How to Read a Poem

Discuss Vendler Ch1 & 2

Readings:

Vendler, Chapter 2, "The Poem as Arranged Life" from *Poems, Poets, Poetry* (Canvas)

W 9/2 Watch Video Lecture: Assignment Instructions for Explications and Poetry Analysis.

M 9/7 No Class: Labor Day

W 9/9 WebEx: How to Read Dickinson

Discuss Vendler and hold Q&A on Explications and Poetry Analysis Papers.

Readings:

Vendler, 240 from *Dickinson: Selected Poems and Commentaries* (Canvas)

M 9/14 Read-on-Own: Nature Poems:

F457, F519, F721, F741, and F803

Discussion #2 (due 9/14 by 11:59 pm): Choose one of the poems we read for today. Explicate the poem in a 250-500 word paragraph. Consider using FRACTIONS to help you brainstorm for this explication. Be sure to follow the advice, conventions, and tips offered by Vendler on how to explicate a poem. When you finish writing your explication, read one of your peers' explications and offer feedback prior to our next WebEx meeting on Wed. at 12:30 pm.

W 9/16 Watch Video Lecture: Understanding Scholarship and the *Emily Dickinson Journal*

Readings:

Hayot, "Citational Practice" (Canvas)

M 9/21 WebEx: Nature Poems

Discuss Nature Poems and Gerhardt and hold Q&A over *Emily Dickinson Journal*

Readings:

Gerhardt, Christine, "Often Seen but Seldom Felt," from *EDJ* 15.1 (2006)

W 9/23 Read-on-Own: Form, Genre, Matter

Poems: F1150, F1312, and F1323
Study the *Emily Dickinson Archive*:
<https://www.edickinson.org/>

Readings:

"Bound – a – Trouble": The Emily Dickinson Archive from the *DEA* 2:
<http://www.emilydickinson.org/bound-a-trouble>

Discussion #3 (due 9/23 by 11:59 pm): Choose one of the poems we read for today. Explicate the poem in a 250-500 word paragraph. Consider using FRACTIONS to help you brainstorm for this explication. Be sure to follow the advice, conventions, and tips offered by Vendler on how to explicate a poem. When you finish writing your explication, read one of your peers' explications and offer feedback prior to our next WebEx meeting on Mon. at 12:30 pm.

M 9/28 WebEx: Form, Genre, Matter

Discuss "Scrap" Poems and Kreider

Readings:

Kreider, Kristin, "Strap, Flap, Strip, Stain, Cut," from *EDJ* 19.2 (2010)

W 9/30 No Class: Poetry Analysis #1 Due**M 10/5 Read-on-Own: Form, Genre, Matter**

Fascicle 33: F700, F701, F702, F703, F704, F705, F706, F710, F283, F711, F712, F713, and F714

Discussion #4 (due 10/5 by 11:59 pm): Reflect on the fascicle: What trends do you see across the poems? Is there an overarching theme? Why do you think Dickinson arranged and sewed these thirteen poems together in this particular order?

W 10/7 WebEx: Form, Genre, Matter

Discuss Fascicle 33 and Pears

Readings:

Pears, Sean, "I, Grown Shrewder Scan the Skies," from *EDJ* 26.1 (2017)

M 10/12 Read-on-Own: Epistolary Poems

F700 (review), F519, F1433, and F1489

Readings: Letter to Susan Huntington

Dickinson, 1854:

<https://poets.org/text/letter-susan-huntington-dickinson>

Discussion #5 (due 10/12 by 11:59 pm): Choose one of the poems we read for today. Explicate the poem in a 250-500 word paragraph. Consider using FRACTIONS to help you brainstorm for this explication. Be sure to follow the advice, conventions, and tips offered by Vendler on how to explicate a poem. When you finish writing your explication, read one of your peers' explications and offer feedback prior to our next WebEx meeting on Wed. at 12:30 pm.

W 10/14 WebEx: Epistolary Poems

Discuss Epistolary Poems and Esdale

Readings:

Esdale, Logan, "Dickenson's Epistolary Naturalness," from *EDJ* 14.1 (2004)

M 10/19 Read-on-Own: Sexual Poetics

F221, F269, F387, F656, F837, and F1275

Discussion #6 (due 10/19 by 11:59 pm): Choose one of the poems we read for today. Explicate the poem in a 250-500 word paragraph. Consider using FRACTIONS to help you brainstorm for this explication. Be sure to follow the advice, conventions, and tips offered by Vendler on how to explicate a poem. When you finish writing your explication, read one of your peers' explications and offer feedback prior to our next WebEx meeting on Wed. at 12:30 pm.

W 10/21 WebEx: Sexual Poetics

Discuss Sexual Poetics and Caci

Readings:

Caci, Ursula, "Interchangeability and Mutuality," from *EDJ* 23.2 (2014)

M 10/26 No Class: Poetry Analysis #2 Due**W 10/28 Read-on-Own: Animal Poetics**

F370, F604, F1407, and F1703

Discussion #7 (due 10/28 by 11:59 pm): Choose one of the poems we read for today. Explicate the poem in a 250-500 word paragraph. Consider using FRACTIONS to help you brainstorm for this explication. Be sure to follow the advice, conventions, and tips offered by

Vendler on how to explicate a poem. When you finish writing your explication, read one of your peers' explications and offer feedback prior to our next WebEx meeting on Mon. at 12:30 pm.

M 11/2 Read-on-Own: Animal Poetics

Readings:

Shakleford, Aaron, "Animals and Anthropomorphism," from *EDJ* 19.2 (2010)

W 11/4 WebEx: Animal Poetics

Discuss Animal Poems, Shakleford, and Fraser

Readings:

Fraser, Alison, "Buccaneers of Buzz': Dickinson's Humanimal Poetics" from *DEA2*:
<http://www.emilydickinson.org/emily-dickinson-lyrical-ecologies-forays-into-the-field/buccaneers-of-buzz-dickinson-s-humanimal-poetics>

M 11/9 Read-on-Own: Science & Poetics

F117, F359, F1285, and F1297

Discussion #8 (due 11/9 by 11:59 pm): Choose one of the poems we read for today. Explicate the poem in a 250-500 word paragraph. Consider using FRACTIONS to help you brainstorm for this explication. Be sure to follow the advice, conventions, and tips offered by Vendler on how to explicate a poem. When you finish writing your explication, read one of your peers' explications and offer feedback prior to Mon., 11/16 at 12:30 pm.

W 11/11 No Class: Veteran's Day

Watch Video Lecture: Final Research Paper Instructions and Brainstorming the Paper

M 11/16 WebEx: Science & Poetics

Discuss Scientific Poems and Kirkby

Readings:

Kirkby, "Darwinizing with Emily Dickinson," from *EDJ* 19.1 (2010)

W 11/18 WebEx: Science & Poetics

Discuss Loeffelholz and Q&A over final papers

Readings:

Loeffelholz, Mary, "We send the Wave to find the Wave': Dickinson's Wave-Particle Duality" from *DEA2*:
<http://www.emilydickinson.org/emily-dickinson-lyrical-ecologies-forays-into-the-field/we-send-the-wave-to-find-the-wave-dickinson-s-wave-particle-duality>

M 11/23 No Class: Poetry Analysis #3 Due

W 11/25 No Class: Thanksgiving

M 11/30 Watch Video Lecture:

Using the Library Databases
Individual Conferences (optional)

W 12/2 Individual Conferences (optional)

M 12/7 WebEx: Presentations

W 12/9 WebEx: Presentations**Final Research Paper Due on or before 12/11 at 11:59 pm**

Discussion #9 (due 12/9 by 11:59 pm): After all presenters have given their presentations via WebEx, students will write a brief reflection on what was gained from two of the presenters' talks. For each of two presentations, students should briefly answer the following questions in 200-250 words *per presentation (400-500 words total)*: (1) What did you learn from your peers' presentation (e.g. content)? (2) Why is the subject significant from your perspective (e.g. why bother reading/discussion, so what address)?

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 myself or their peers.

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:

Poetry Analyses (three; 15% each)	45%
Discussion Boards (9 total)	20%
Final Research Paper	30%
Presentation	5%

INSTRUCTOR POLICIES

Posting of Grades. All grades for both major and minor assignments will be posted in the Gradebook on Canvas. I generally grade 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 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 or paper 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>]. 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) [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](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.

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.

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 [WCOnline](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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