



Sustainable Business: A One-Planet Approach

MGMT 5302-110 (CRN 10280)

Spring semester 2020/16 week online

13 January – 8 May

CONTACT INFORMATION

Instructor: Dr. Anne Sluhan

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*Kindly always include **MGMT 5302** in the subject line of your email so that I can easily identify your message.*

College of Business Administration Department Information:

POC: Ms. Melanie Mason

COBA Department Main Phone Number: 254-519-5437

COBA Department Main Email: cobainfo@tamuct.edu

COBA Department Main Fax#: 254-501-5825

Office Hours:

Mondays/Wednesdays 11.00 – 14.00 and by appointment.

Mode of instruction and course access: This course meets online. The TAMUCT Canvas Learning Management System <https://tamuct.instructure.com> will be used for you to access all course materials (except textbook), assignments, activities, quizzes, and resource links. Online learning requires students to be very self-disciplined. It is my privilege to facilitate your access to the relevant course information and it is your responsibility to study and learn.

Student-instructor interaction: Emails are checked regularly and I endeavor to respond within a reasonable amount of time during weekdays. I am available to meet by appointment F2F, via phone, or online. Kindly send me an email to request a meeting and I will ensure we can book an appointment as soon as possible.

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.

COURSE INFORMATION

Broad overview of the definitions, theory, and leadership practices associated with strategizing, collaborating, innovating, organizing and managing the changes necessary to adopt a triple bottom line approach (people, planet, profit) for sustainable effectiveness into the organization's business functions: marketing, finance, operations, etc. This is a foundational course for the One Planet Masters program and is intended to provide a base level of sustainability literacy needed for successful completion of the associated graduate courses.

Textbook:

Jeanrenaud S., Jeanrenaud J., Gosling (2017). Sustainable Business: A One Planet Approach, John Wiley & Sons Ltd. ISBN 9781118522424.

Note: A student of this institution under no obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. Describe the environmental, social, and economic challenges facing business and society.
2. Identify the concepts, principles, processes, practices, and issues in the business functions that are necessary in leading a one-planet sustainable organization.
3. Demonstrate through written and oral presentations the competitive challenges of one-planet sustainability in a variety of industries and situations in the current and future global market.
4. Demonstrate how core values, socially responsible management, and ethical principles are critical to leading and managing a successful one-planet sustainable organization.
5. Describe the data and metrics used to measure one-planet sustainability.
6. Identify the risks and opportunities associated with collaboration between stakeholders.
7. Demonstrate how sustainability challenges can be turned into strategic competitive advantage.
8. Create one-planet sustainable strategic performance objectives that satisfy multiple stakeholder groups.
9. Describe the influence that investors and customers have on the strategic direction of a firm.
10. Identify the value of sustainability-oriented innovation as an imperative for leading a one-planet firm.
11. Demonstrate system thinking, analytical methodologies, and system-wide improvement techniques for developing breakthrough and incremental improvement in cross-organizational supply chains.
12. Describe market opportunities for sustainable products and services.
13. Identify the financial and accounting tools and techniques used in the context of one-planet sustainability.

COURSE REQUIREMENTS AND ASSESSMENTS**INDIVIDUAL COURSE COMPONENTS****Participation and contribution to the online class**

Regular participation in class discussions are assessed. Specifically, students are expected to comment on, question, and challenge their colleagues presenting discussion forum topics and case studies in class.

Discussion forum questions

There will be a total of 8 discussion topics. In each designated forum you must post at least one main message that answers the question(s) raised. You will also comment on at least two posts from your fellow learners, providing substantive feedback. In total, you are required to post a total of three messages per discussion topic in order to receive credit for each forum: one opening point of 150 to 200 words and two counterpoints of 100 to 200 words each. Be succinct and not repetitive with what others have written. Brevity and originality improve dialogue. Quality postings are more than "Good job!" or "I agree with you!". If you agree with a classmate, explain your reasoning. If you disagree with a classmate, provide reasons to support your position.

Each post to the forum should be a 1-2 well-written paragraph(s) per question. Do not use any attachments. I recommend typing your posts in a word document (this allows you to proofread) and then cut/paste questions/responses directly in a forum message. Be sure to restate the question you are answering. Effective messages get to the point, are clearly stated, and are limited to one screen. Once again proofread and ensure you spell correctly

use appropriate grammar. Messages should relate to the relevant subject matter. They should provide information, opinions, or questions about course concepts. Online discussions work best when interaction occurs. Reply messages should explore, explain, or expand on a concept. If a classmate replies or objects to a discussion, the message has served its purpose. A focused message that induces replies from fellow students moves the discussion forward and enhances learning. Relating the subject matter to personal experience is acceptable as long as the focus remains academic in nature. It is of utmost importance that you post and respond promptly, otherwise comments will seem out of context. Postings/insights on the discussion topic should:

- a. Apply course concepts,
- b. Articulate an analysis clearly,
- c. Integrate your colleagues' contributions, leading discussion to a deeper level of understanding, and
- d. Use references if you cite another author, your textbook, or any ideas that are not originally your own.

Case Studies

There will be short case studies in this course. Each student presents **one case** to the entire class for discussion. As a group, these case studies support all 13 SLOs (listed above). *Once you decide which cases are most interesting to you on the course schedule, email your instructor your top 3 case preferences. Assignments will be made on a first-come, first-served basis aiming to meet all preferences (when possible).*

Presenter/author

This case presentation will be uploaded for all participants to watch/hear and must be open for commentary/questions/discussion. All other colleagues will then submit questions and commentary to further the case discussion. All submissions – both the case presentation and participation—figure into final grades. After addressing the issues/questions raised by colleagues, the case presenters will then submit a written presentation of the case incorporating feedback they received. Each written presentation of the case study should be two pages in length, single spaced) using the following outline:

- I. Summary of case facts
- II. Statement of problem/issue
- III. Alternative solutions
- IV. Recommendation
- V. Implications/learning points/takeaways

Commentator/Discussant/Challenger role

All students are expected to actively participate with the case presentations. In the role as commentator/discussant/challenger, students will submit questions and commentary to further the discussion about the case that has been presented. In most cases, a primary discussant will be assigned to each case, and s/he will be the leader of the discussion with the presenter. However all colleagues will be judged by their active contribution to the online case discussion during that particular week. Much like the online discussion questions above, it is important to be clear, concise, and contextualized with your commentary. Remain curious about the case organization and try to guide the group towards a deeper level of understanding about the topic. Due to the dynamic nature of the online case discussions and the tight timeframe within which we must work, it is important that everyone schedules time to be active within the scope of the assigned week to participate in the online case discussion.

Article summaries: Review of literature

Each student will complete five (5) written thorough article reviews as you prepare your term paper.

As graduate students, it is vital for you to develop your skills to find, read, comprehend, and apply state-of-the-art research on a specific topic. In this course, you will review recent literature on a sustainability topic of your choosing. Each student will complete five written article summaries as s/he prepares for the team term paper submission and presentation. As a group, these five article summaries support all 13 SLOs listed in this syllabus. Articles must be **original research** published in **peer-reviewed journals**. Each written article summary should be two pages using the

following outline:

- I. Title
- II. Citation (APA format)
- III. Purpose
- IV. Constructs / Variables investigated
- V. Methodology
- VI. Results
- VII. Implications
- VIII. Suggestions for further research

Exam (100 points)

A midterm exam on material covered will be held (format: multiple choice, short answer, and essay questions).

GROUP COURSE COMPONENTS (300 points)

Team term paper (250 points)

Your team term paper (3-4 students) assignment is to choose a topic of your interest within sustainability and analyse it in a data-driven manner. For example, you could study a company and conduct a firm-level analysis. In this case, your team could assess various functional areas within the case firm, (e.g. finance, operations, marketing, etc.) and document the issues associated with one-planet sustainability for those functional areas and recommended a course of action for the future. The best topics of study usually emerge from the collective resources of your team. Therefore, your team should from the first meeting begin working to formulate your research question.

By deadline, submit team names and a **draft of your research question/problem formulation (50 points)**.

The finished report should be 30+ pages. The bibliography and citations should be in APA format. In addition to the 30+ pages, the report should have a cover sheet, table of contents, works cited, and an appendix, if needed, with appropriate exhibits at the end. The number of SLOs supported by the term paper—and the degree to which they are supported—will naturally vary by topic chosen, but nevertheless most of the SLOs listed in this syllabus will be supported as a matter of course.

Grading Polices/Guidelines

- **Student participation:** We learn from sharing our experience, reflections, and ideas while simultaneously listening to input from others. We all enter the classroom with a wealth of knowledge and it is vital to our learning that we maintain a respectful and civilized classroom. *Your contribution to class discussion is important and valued.*
- **Online participation:** Regular participation is critical for your understanding and mastery of the material as well as to your understanding of assignment and project requirements. If you must be inactive for legitimate reasons, please inform me in advance.
- **Individual Performance:** It is vital that you are active in the course and complete all work in a professional fashion. You are expected to read all assigned chapters as well as any relevant supplemental resources.
- **Quality Work:** All work submitted for grading must be upper level quality, demonstrating understanding and effort, clear and concise thinking, an appropriate depth of analysis, conveyed in a professional style.
- **Spelling, grammar, and writing skills for reports:** You will be evaluated on the content of all written assignments, provided that your spelling and grammar have no major issues. While a few spelling and grammar mistakes are

acceptable and will not affect your grade, I reserve the right to remove of up 10% of the points of a written assignment for excessively bad grammar and needless spelling mistakes. Students who proofread their work, use spelling and grammar checking tools, or obtain help from the University Writing Center (described above) should not be affected by this policy.

- **Submission nomenclature:** Submissions should use this format: **StudentLastName_Title_of_the_assignment**
- **Submission Style Requirements:** Submissions will be in accordance with The Publication Manual of the American Psychological Association, 6th ed. All written work must be submitted utilizing Microsoft Word in either a .doc or .docx format.
- **Due Dates and Late Submissions:** The assignment instructions and deadlines are clearly laid out in the syllabus. As such, it is expected that all work will be submitted on time, as timeliness is an important aspect of professional communications and behavior. If you encounter an issue, please let me know before the due date. Late submissions of written assignments will cost -20% of the grade per day.
- **Changes to Syllabus:** This syllabus serves as an instructional and study planning document. Although every effort will be made to maintain the schedule and activities presented herein, it may become necessary to make changes to the syllabus. Changes will be announced in writing as soon as possible.
- **Sundown rule:** Students have one week (from the date the grade is released) to enquire about a grade on any assignment. The exception to this is the last round of assignments and your final grade. Inquiries must be sorted soon as possible before final grades are submitted to the Registrar.

Grading Criteria Rubric and Conversion

A grading rubric will be available with the assignment instructions and submission locations in Canvas. Minimum points required for a specific course grade are noted on the table under grade computation in the next section. Minimum points required for a specific course grade will NOT be revised for any reason. Students should not expect/request rounding, curving, or extra credit. There are 1000 grading points available in this class, assigned as follows:

| Course Element | Points |
|--|-------------|
| Discussion forum participation – 8x20 points | 160 |
| Case study – presenter/author | 100 |
| Case study - commentator, discussant, challenger (x12 other cases) | 140 |
| Article summaries (literature review) 5x40 points | 200 |
| Exam | 100 |
| Research question/problem formulation for team term paper | 50 |
| Team term paper - written | 250 |
| Total points possible | 1000 |

| POINTS | EQUALS | LETTER GRADE |
|------------|--------|--------------|
| 900-1000 | = | A |
| 800-899.99 | = | B |
| 700-799.99 | = | C |
| 600-699.99 | = | D |
| Below 600 | = | F |

All grades will be posted on the Canvas Grade book and students should monitor their grading status there.

COURSE OUTLINE AND CALENDAR

NB! Assignments are due on Sundays of a corresponding week by 23:59 unless otherwise specified.

| Dates | Topic / Reading | Assignments |
|-------------------|------------------------------------|--|
| W1 Jan13-19 | Introduction Ch 1 Challenging | <ul style="list-style-type: none"> ✓ Read through syllabus in detail ✓ Read chapters 1 & 2 ✓ Discussion forum submission 1 ✓ <i>Case preferences due via email – kindly include top 3 preferences</i> ✓ Watch case study (1): Interface: Getting the social into the product p.27: Presenter A. Sluhan |
| W2 Jan 20-26 | Ch 2 Changing | <ul style="list-style-type: none"> ✓ Case Study (2): Ikea’s Sustainability strategy: People and planet positive p.62: Presenter Jon Greever; Discussant Anna Heinze ✓ Discussion forum submission 2 |
| W3 Jan27-Feb2 | Ch 3 Leading | <ul style="list-style-type: none"> ✓ Case Study (3): China and the circular economy p.72: Presenter A. Sluhan ✓ Article Review 1 |
| W4 Feb3-9 | Ch 4 Valuing | <ul style="list-style-type: none"> ✓ Case Study (4): Globally Responsible Leadership Initiative p.99: Presenter Anna Heinze; Discussant Justin Wallace ✓ <i>Deadline: send email w/team member names & preliminary research question</i> ✓ Discussion forum submission 3 |
| W5 Feb10-16 | Ch 5 Collaborating | <ul style="list-style-type: none"> ✓ Case study (5): Unilever sustainable living plan p.140: Presenter Heaven Leigh Griffin; Discussant Christina Garnes ✓ Article review 2 |
| W6 Feb17-23 | Ch 6 Strategizing | <ul style="list-style-type: none"> ✓ Discussion forum submission 4 |
| W7 Feb24-Mar1 | Ch 7 Organizing | <ul style="list-style-type: none"> ✓ Case study (6): Green and Black’s p.161: Presenter Shalanda Gaines; Discussant Quentin Sterling ✓ Article Review 3 |
| W8 Mar2-8 | Ch 8 Investing | <ul style="list-style-type: none"> ✓ Case study (7): The UN Global Compact p.164: Presenter Justin Wallace; Discussant Jazmin Ramirez ✓ Discussion forum submission 5 |
| Mar9-15 | Spring break | |
| W9 Mar16-22 | COVID19 week | Pivoting curriculum for remaining 7 weeks. No deadlines. |
| W10 Mar23-29 | Ch 9 Innovating Ch 10 Operating | <ul style="list-style-type: none"> ✓ Case study (8): Terracycle p.197: Presenter Gary West; Discussant Jon Greever ✓ Exam (published on CANVAS 26 March, deadline 29 March) ✓ Article review 4 |
| W11 Mar30-Apr5 | Ch 11 Marketing | <ul style="list-style-type: none"> ✓ Case study (9): Bayerische Motoren Werke AG: Presenter Jazmin Ramirez; Discussant Ian Bernard ✓ Discussion forum submission 6 |
| W12 Apr6-12 | Ch 12 Accounting | <ul style="list-style-type: none"> ✓ Case study (10): Titan p.211: Presenter Ian Bernard; Discussant Heaven Leigh Griffin ✓ Article review 5 ✓ Discussion forum submission 7 |
| W 13 Apr13-19 | Ch 13 Entrepreneurship | <ul style="list-style-type: none"> ✓ Case study (11): Desso p.275: Presenter Christina Garnes; Discussant Shalanda Gaines ✓ Discussion forum submission 8 |
| W 14 Apr20-26 | Ch 14 Transitioning | <ul style="list-style-type: none"> ✓ Case study (12): Tetra Pak Creating the triple bottom line p. 281: Presenter Quentin Sterling; Discussant Gary West |
| W15 Apr27-May3 | Ch 15 Conclusion | <ul style="list-style-type: none"> ✓ Submit final written team term paper by 3 May |
| W16 May4-8 | | FINAL reflections & evaluation |

This course schedule is subject to change. Should it change, a new syllabus with different date in the footer will be published on Canvas and students will be notified of the change.

Important university dates:

| | |
|-------------------|--|
| January 13, 2020 | Classes Begin for Spring Semester |
| January 13, 2020 | Add, Drop, and Late Registration Begins for 16- and First 8-Week. \$25 fee assessed for late registrants |
| January 15, 2020 | Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes |
| January 20, 2020 | Martin Luther King Jr. Day (University Closed) |
| January 21, 2020 | Deadline to Drop First 8-Week Classes with No Record |
| January 29, 2020 | Deadline to Drop 16-Week Classes with No Record |
| February 21, 2020 | Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W) |
| March 6, 2020 | Classes End for First 8-Week Session |
| March 9-12, 2020 | Spring Break (No Classes - Administrative Offices Open) |
| March 13, 2020 | Spring Break (University Closed) |
| March 16, 2020 | Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 fee assessed for late registrants |
| March 16, 2020 | Classes Begin for Second 8-Week Session |
| March 18, 2020 | Deadline for Add, Drop, and Late Registration for Second 8-Week Classes |
| March 23, 2020 | Class Schedule Published for Summer Semester |
| March 23, 2020 | Deadline to Drop Second 8-Week Classes with No Record |
| March 27, 2020 | Deadline for Graduation Application for Ceremony Participation |
| March 30, 2020 | Registration Opens for Seniors, Post-Bacc, and Graduate Students for Summer Semester |
| April 1, 2019 | Deadline for GRE/GMAT Scores to Graduate School |
| April 3, 2020 | Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W) |
| April 6, 2020 | Registration Opens for Summer Session |
| April 17, 2020 | Deadline for Final Committee-Edited Thesis with Committee Approval Signatures to Graduate School for Spring Semester |
| April 24, 2020 | Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W) |
| May 8, 2020 | Deadline for Degree Conferral Applications to the Registrar's Office \$20 Late Application Fee |
| May 8, 2020 | Deadline to Withdraw from the University for 16- and Second 8-Week Classes |
| May 8, 2020 | Spring Semester Ends |
| May 9, 2020 | Spring Commencement Ceremony |

TECHNOLOGY REQUIREMENTS AND SUPPORT

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before "@" in your MyCT e-mail address)

Password: Your MyCT password

Canvas Support

Use the Canvas Help link located at the bottom left-hand menu. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central - 24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

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

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

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](#). Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. **Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course.** Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://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.

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring will not offer writing support beginning August 1, 2019, but will continue to offer other tutoring support. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer. Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday through Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [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].

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, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the [referral](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.

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Utilizing third party websites to obtain information is also prohibited. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.