

Texas A&M University-Central Texas
LIBS 5300 Interdisciplinarity
Eight (8) Weeks Online Class
Instructor and Contact Information

Instructor: Dr. Cadra Peterson McDaniel

Office: Heritage Hall, 204 L

Office Hours: M 11:30-12:30; W 4:00-5:00; Or by Appointment

Email cadra.mcdaniel@tamuct.edu (Please use this email address as the method of contact)

Phone 254-501-5932

Mode of Instruction and Course Access

This course is an online course with all information and assignments posted on Canvas.

Students will be submitting all assignments via Canvas.

Student-Instructor Interaction

If students have any questions regarding the class or assignments, they should contact the instructor. Please contact the instructor as soon as possible so that any concerns may be resolved before it becomes midpoint or later in the semester. Students may contact the instructor via email. The instructor will respond to all email in a timely manner, usually within one (1) business day. Email may not be checked on weekends. Also, students may come by the instructor's office during office hours, or students may make an appointment. Announcements for the class will be posted on Canvas under the Announcements section. Please check this section regularly. For all questions concerning upcoming assignments, please send all questions via email before 4:00p.m. the day before the assignment due date. The "cut-off" time for questions allows all students to have questions answered before the due date.

Warrior Shield

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](#)

[<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Description

This course allows students to assess and to discuss various topic(s) examined from an interdisciplinary approach. Emphasis is upon investigating the contributions of interdisciplinary research in academia. Prerequisite: Graduate standing.

Overall Course Objective

After successfully completing the course, students will be able to appraise various examples of interdisciplinary research and articulate the role of interdisciplinary studies in one's research.

Student Learning Outcomes

After successfully completing the course, students will be able to

1. Analyze the meaning of the term *interdisciplinary* and the history of interdisciplinary studies
2. Evaluate the effectiveness of various examples of interdisciplinary scholarship with a focus on evaluating the author's or authors' arguments, methods, and sources

3. Judge the merits of the author's or authors' use of the chosen disciplines and appraise whether or not the use of other disciplines would contribute to research on the topic(s)

4. Develop a specific conception of interdisciplinary studies as it relates to one's research interests and areas of study

Required Texts

Books are listed in the order of assignments.

Anderson, Sheldon, Mark Allen Peterson, Stanley W. Toops, and Jeanne A.K. Hey. *International Studies: An Interdisciplinary Approach to Global Issues*. 3rd ed. Boulder, CO: Westview Press, 2015. ISBN 978-0813349329.

Geisler Michael E., ed. *National Symbols, Fractured Identities: Contesting the National Narrative*. Lebanon, NH: Middlebury College Press, 2005. ISBN: 978-1584654377.

Metz, Walter. *Engaging Film Criticism: Film History and Contemporary American Cinema*. Vol. 2, *Contemporary Film, Television, and Video*. Edited by Joanne Hershfield. New York: Peter Lang Publishing, Inc., 2004. ISBN 978-0820474038.

Welters, Linda and Abby Lillethun. *Fashion History: A Global View*. Dress, Body, Culture Series. Series Editor Joanne B. Eicher. London: Bloomsbury Visual Arts, 2018. ISBN: 9781350105690.

Taylor, Ken and Jane L. Lennon, eds. *Managing Cultural Landscapes*. Key Issues in Cultural Heritage. Series Editors William Logan and Laurajane Smith. London: Routledge, 2012. ISBN: 9780415672252.

Patrikarakos, Patrick. *War in 140 Characters: How Social Media is Reshaping Conflict in the Twenty-First Century*. New York: Basic Books, 2017. ISBN: 9780465096145.

Course Requirements

Student Introductions

During the first week of class, students will need to introduce themselves on the discussion board. These introductions will aid in the formation of discussion groups, and these introductions should be two to three (2-3) sentences. In these introductions, students should include only information that relates to their scholarly interests. Students should not post personal information such as information about their families or hobbies. The instructor has introduced herself on the discussion board, and students should refer to her post as an example.

Posts need to be written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings.

Criteria for Student Introductions=3 points each

Discussion of scholarly interests=2 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=1 point

Article Analyses

Meaning of Interdisciplinary and History of Interdisciplinary Studies

At the beginning of the semester, students will analyze two (2) scholarly articles with a specific examination of the authors' use of the term interdisciplinary and the authors' discussion of the origins and the growth of interdisciplinary studies. Students will select articles for this assignment from the database JSTOR on the TAMUCT Library Website. Students will compose two (2) article analyses, and each article analysis should be two to three (2-3) pages.

Students should include citations from the citation style guide used by their main area of emphasis (such as MLA, APA, or Chicago) to cite material from these articles. Links to Citation Style Guides are posted on Canvas. Any material taken from these articles, whether paraphrased or quoted, will need to be cited. Students should use one (1) inch margins and twelve (12) point Times New Roman Font. Students should use no more than one (1) quotation of ten (10) words or less. If students do not follow the quotation guidelines, then two (2) points will be deducted automatically from their grades. The emphasis is that students paraphrase the material. When students paraphrase the material, they must engage critically with the material, which leads to a more thorough understanding of the text.

Any maps, charts, graphs, or other images should be in an Appendix and not within the text of the analyses. Students' analyses should be in paragraph format. There should not be

extensive lists of items, especially in column format, and there should not be extra space between paragraphs or anywhere in the analyses. Students should keep their analyses to the two to three (2-3) page limit. Analyses that exceed the length limit, that are under the minimum page requirement, or that do not follow all paper guidelines and requirements will reduce students' grades by four (4) points. Students should proofread their analyses before the due date, and analyses should be free generally of typographical errors and misspellings.

Criteria for Article Analyses=10 points each

Examine authors' or authors' meaning of the term interdisciplinary=4 points

Examine the development of interdisciplinary studies=4 points

Clarity of writing and proper grammar=2 points

Book Analyses

During the semester, students will read works by authors who employ a variety of disciplines to examine their topics. Students will submit six (6) book analyses throughout the semester. Each analysis should be two to three (2-3) pages. Students should use one (1) inch margins and twelve (12) point Times New Roman Font. These analyses should focus on whether or not the author or authors successfully used interdisciplinary approaches to address a topic(s). Also, students should include in their analyses whether or not a discussion of other disciplines could be useful for studying these topics. Students should justify the reasons for utilizing additional disciplines.

Students should not use any outside sources except for that week's assigned reading. Students do not need citations for these analyses since these analyses draw on the required books used in the course. In each analysis, students should use no more than two (2) quotations of ten (10) words or less. If students do not follow the quotation guidelines, then two (2) points will be

deducted automatically from their grades. The emphasis is that students paraphrase the material. When students paraphrase the material, they must engage critically with the material, which leads to a more thorough understanding of the text.

Students should keep their analyses to the two to three (2-3) page limit. Analyses that exceed the length limit, that are under the minimum page requirement, or that do not follow all guidelines and requirements will reduce students' grades by two (2) points. Any maps, charts, graphs, or other images should be in an Appendix and not within the text of the analyses. Students' analyses should be in paragraph format. There should not be extensive lists of items, especially in column format, and there should not be extra space between paragraphs or anywhere in the analyses. Students should proofread their analyses before the due date, and analyses should be free generally of typographical errors and misspellings.

Criteria for Book Analyses=8 points each

Judge the author's or authors' successful use of interdisciplinary methods=3 points

Justify whether other disciplines would be useful in studying the topic=3 points

Proper use of grammar and clarity of writing=2 points

Leading Discussion

For each book, students will participate in discussions regarding the book. Students will be part of a group of two to three (2-3) students who will lead discussion as a group for two (2) books. Each group will lead discussion twice this semester. The instructor will assign students to groups, and students will learn of their group assignments by the end of the first week of class. This information will be posted in the Announcement section on Canvas.

For the week that a group is leading discussion, each member of the group should submit, along with their analyses, a list of ten (10) questions that cover the reading for the week.

The questions for discussion will not be distributed to the class early. Questions should focus on the books' thesis and themes and may make connection to other readings assigned in this course. Students who are leading discussion need to check the discussion board at least once each day to respond promptly to their classmates' posts and to ask follow-up questions. Discussion leaders may ask follow-up questions that are not part of the original set of ten (10) questions. However, discussion leaders need to ask all of their original ten (10) questions and should not ask all these questions at once. Instead, these questions should be asked throughout the week's discussion period.

Criteria for Leading Discussion=10 points

Submission of ten (10) questions=3 points

Ask original ten (10) and follow-up questions and respond to classmates' and/or the instructor's posts throughout the entire discussion period=5 points

Questions and posts are written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=2 points

Weekly Discussions

After the deadline for an analysis has passed, students will begin responding to the questions posed by that week's discussion leaders and the instructor. Students' posts must be composed using correct grammar, punctuation, and spelling. Students should use specific evidence from the reading to support their comments made in their discussion posts. A student's initial post should include the student's original thoughts about the reading. Students must submit an initial post before they are able to view their classmates' posts. Posts should be at least one (1) paragraph of five to seven (5-7) sentences and may be longer. Having unclear posts, vague, or very short posts will cause a loss of points for that week's discussion. Also, posts need

to be written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings. If students agree or disagree with their classmates' posts, then they need to explain with specific information the reasons for this agreement or disagreement. All discussion posts MUST be civil.

To receive full credit for each week's discussion, students need at least three (3) posts that follow the guidelines noted in the above paragraph. Students should check the discussion board each day and respond to the discussion leaders' and the instructor's questions and posts. To earn the total points possible for each post, it is important that students contribute regularly throughout the week and that their posts relate to the assigned readings. Specific due dates are in the course schedule.

Criteria for Weekly Discussions=6 points each week

Use of specific evidence from the readings to support comments made in posts and inclusion of student's original analysis=4 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=2 points

Scholarly Identity Paper Presentation (18 points total)

Description of Paper

Toward the end of the semester, students will discuss the areas of interest they are pursuing in the Master of Science in Liberal Studies (MSLS) as well as the expectations of their areas of study in a scholarly identity paper. For more specifics about the paper, see the section Formation of Scholarly Identity Paper.

On March 2, students will post a one (1) paragraph description of their scholarly identity papers. A paragraph consists of at nine to twelve (9-12) sentences.

Criteria for Description of Paper=6 points

Discussion of areas of study being pursued in the MSLS=2 points

Discussion of two to three (2-3) methods and sources used in these areas of study=2 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=2 points

Questions to Classmates

On March 3, students will need to ask two (2) of their classmates each a question about their areas of study. These questions may focus on the reasons that students selected these specific areas of study and/or relate to the methods or sources utilized in these areas. Be sure to ask questions to two (2) different students who have not yet been asked questions.

Criteria for Questions to Classmates=6 points

Questions to two (2) classmates=3 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=3 points

Responses to Classmates' Questions

On March 4 and 5, students should respond to questions asked about their papers.

Depending on class size, students may be asked more than two (2) questions about their papers.

Students are only required to answer two (2) questions but may address all questions asked.

Responses should address the questions in as much detail as possible with specific examples.

Criteria for Responses to Classmates' Questions=6 points

Answers to classmates' questions using specific examples=3 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=3 points

Formation of Scholarly Identity Paper

Toward the end of the semester, students will compose a final paper of seven to eight (7-8) pages that addresses their scholarly identity. Students should begin their papers with a discussion of their areas of study and interests in the MSLS. Then, students should analyze at least four (4) examples of scholarly articles that relate to their areas of study in the MSLS. These articles must be peer-reviewed and can be found via JSTOR or EBSCOHOST. Peer-reviewed articles from other sources may be accepted but first should be submitted to the instructor for review. Students should examine these authors' utilization of an interdisciplinary approach in their research and examine the sources and methods used. Students should also discuss these articles' influences upon their understanding or knowledge of the topic(s) covered in these articles.

Students should use one (1) inch margins and twelve (12) point Times New Roman Font. Students should include citations when paraphrasing or quoting material from the scholarly articles. Students should use the citation style guide used by their main area of emphasis (such as MLA, APA, or Chicago) to cite material from these articles. Links to Citation Style Guides are posted on Canvas. Any material taken from these articles, whether paraphrased or quoted, will need to be cited. Students should use no more than two (2) quotations of ten (10) words or less. If students do not follow the quotation guidelines, then five (5) points will be deducted automatically from their grade. The emphasis is that students paraphrase the material. When students paraphrase the material, they have to engage critically with the material, which leads to a more thorough understanding of the text.

Students should keep their papers to the seven to eight (7-8) page limit. Papers that exceed the length limit, that are under the minimum page requirement, or that do not follow all

paper guidelines and requirements will reduce students' grades by ten (10) points. Also, any maps, charts, graphs, or other images should be in an Appendix and not within the text of the papers. Students' papers should be in paragraph format. There should not be extensive lists of items, especially in column format, and there should not be extra space between paragraphs or anywhere in the paper. Students should proofread their papers before the due date, and papers should be free generally of typographical errors and misspellings.

Criteria for Formation of Scholarly Identity Paper=70 points

Discussion of areas of study and interests=15 points

Examine authors' interdisciplinary approach, sources, and methods used=20 points

Authors' influences upon students' understanding or knowledge of their topic(s)=20 points

Clarity of writing and proper grammar=15 points

Class Grading Scale, Possible Points, and Conversion

This class follows TAMUCT's traditional grading scale of 100-90=A; 89-80=B;

79-70=C; 69-60=D; and 59 and below=F.

Article Analyses=20 points

Book Analyses=48 points

Online Discussions=27 points

In-Class Leading Discussion=20 points

Presentation=18 points

Scholarly Identity Paper=70 points

Total Points=203 points

Students may determine their grades by taking the total number of points earned and dividing by the total number of points possible.

Posting of Grades

Grades will be posted online in Canvas and assignments returned via Canvas.

Assignments are graded usually within one (1) week of the due date.

Course Schedule (Course Outline and Calendar)

The instructor reserves the right to make modifications to the syllabus and the course schedule as needed based on time and other factors. Should this need occur, then an updated schedule will be distributed to students and posted online through Canvas.

All assignments are due at Noon (12:00 p.m.) on the due dates listed below, and ALL assignments must be submitted via Canvas. Assignments not submitted via Canvas will not be graded.

Week 1: January 13-January 17

January 13 through January 17: Introduction to Course; Student Introductions, due by Noon on January 17. Announcement posted regarding groups to lead discussion

January 17: Article Analyses due for Meaning of Interdisciplinary and History of Interdisciplinary Studies

January 13 through January 17: Read Anderson, Sheldon, Mark Allen Peterson, Stanley W. Toops, and Jeanne A.K. Hey. *International Studies: An Interdisciplinary Approach to Global Issues*.

Week 2: January 20 through January 24

January 21: Analysis due for Anderson, Sheldon, Mark Allen Peterson, Stanley W. Toops, and Jeanne A.K. Hey. *International Studies: An Interdisciplinary Approach to Global Issues*.

January 21 through January 24: Discussion of Anderson, Sheldon, Mark Allen Peterson, Stanley W. Toops, and Jeanne A.K. Hey. *International Studies: An Interdisciplinary Approach to Global Issues*.

January 20 through January 24: Read Geisler Michael E., ed. *National Symbols, Fractured Identities: Contesting the National Narrative*.

Week 3: January 27 through January 31

January 28: Analysis due for Geisler Michael E., ed. *National Symbols, Fractured Identities: Contesting the National Narrative*.

January 28 through January 31: Discussion of Geisler Michael E., ed. *National Symbols, Fractured Identities: Contesting the National Narrative*.

January 27 through January 31: Read Metz, Walter. *Engaging Film Criticism: Film History and Contemporary American Cinema*.

Week 4: February 3 through February 7

February 4: Analysis due for Metz, Walter. *Engaging Film Criticism: Film History and Contemporary American Cinema*.

February 4 through February 7: Discussion of Metz, Walter. *Engaging Film Criticism: Film History and Contemporary American Cinema*.

February 3 through February 7: Read Welters, Linda and Abby Lillethun. *Fashion History: A Global View*.

Week 5: February 10 through February 14

February 11: Analysis due for Welters, Linda and Abby Lillethun. *Fashion History: A Global View*.

February 11 through February 14: Discussion of Welters, Linda and Abby Lillethun. *Fashion History: A Global View*.

February 10 through February 14: Read Taylor, Ken and Jane L. Lennon, eds. *Managing Cultural Landscapes*.

Week 6: February 17 through February 21

February 18: Analysis due for Taylor, Ken and Jane L. Lennon, eds. *Managing Cultural Landscapes*.

February 18 through February 21: Discussion of Taylor, Ken and Jane L. Lennon, eds. *Managing Cultural Landscapes*.

February 17 through February 21: Read Patrikarakos, Patrick. *War in 140 Characters: How Social Media is Reshaping Conflict in the Twenty-First Century*.

Week 7: February 24 through February 28

February 25: Analysis due for Patrikarakos, Patrick. *War in 140 Characters: How Social Media is Reshaping Conflict in the Twenty-First Century*.

February 25 through February 28: Discussion of Patrikarakos, Patrick. *War in 140 Characters: How Social Media is Reshaping Conflict in the Twenty-First Century*.

Week 8: March 2 through March 6

March 2 through March 5: Presentations on Scholarly Identity Paper

March 2: Students post discussion relating to Scholarly Identity Paper.

March 3: Students ask two (2) questions about two (2) papers.

March 4 and 5: Students should respond to questions asked about their papers.

March 6: Due: Formation of Scholarly Identity Paper.

Instructor and Course Policies

Make-Up Work

Missed work or late work in graduate school is generally not acceptable. The instructor does understand that in some circumstances, such as a major illness, there may be missed classes.

Should students miss class, then they need to contact the instructor as soon as possible.

Unexcused absences will affect negatively students' grades. Only excused absences are

allowed. Should students miss a class, make-up assignments will be allowed only for excused

absences. Students must email the instructor written documentation, such as a note from their doctor, which covers the days that they missed. ONLY with documentation will students be granted an excused absence and be able to make up work. Students cannot make up work or receive credit for work with unexcused absences.

Please note that there are make-up work policies for students who miss a week of discussion or who miss the weeks that he/she is leading discussion. However, because this is an eight (8) week class, it may be very hard for a student to stay on track and complete assignments successfully, should he/she have a week or more of absences.

ALL make-up work must be turned in no later than one (1) week after students return to class. No work will be accepted after the one (1) week period. Near the end of the semester, make-up work may be due in a shorter amount of time. No make-up work will be accepted after Noon (12:00p.m.) on March 6.

Make-up Work for the Article or Book Analyses

If a student has an excused absence for the day an analysis is due, then he/she may submit the article or book analyses within one (1) week of returning to class. The analyses length and guidelines do not change. Refer to the sections on Article and/or Book Analyses for specifics.

Make-Up work for Discussions When Not Leading Discussion

For a missed discussion week, when the student is not leading discussion, he/she will need to submit a lengthier book analysis of five to seven (5-7) pages. This lengthier analysis will count as both the analysis grade and the discussion grade. The analysis guidelines do not change. Refer to the section on Book Analyses for specifics.

Criteria for Make-up Book Analysis=22 points each

Judge the author's or authors' successful use of interdisciplinary methods=8 points

Justify whether other disciplines would be useful in studying the topic=8 points

Proper use of grammar and clarity of writing=6 points

Make-Up work When Leading Discussion

For a missed week, when the student is leading discussion, he/she will need to submit a lengthier book analysis. Make-up work for leading discussion will take the form of a lengthier analysis of eight to nine (8-9) pages. This analysis will count for both leading discussion and the analysis grade. The analysis guidelines do not change. Refer to the section on Book Analyses for specifics.

Criteria for Make-up Book Analysis=25 points each

Judge the author's or authors' successful use of interdisciplinary methods=9 points

Justify whether other disciplines would be useful in studying the topic=9 points

Proper use of grammar and clarity of writing=7 points

Incompletes

A grade of an Incomplete is granted rarely. Incompletes will be granted only after the last day to drop a course and will be granted only to students who have experienced a major catastrophic event. Students must provide some form of written documentation that provides evidence of the catastrophic event.

Withdrawal, Drop Dates, Assignment Due Dates, and Important University Dates

Students who feel that they need to drop the class must go to the Registrar's Office and complete the withdrawal forms. It is each student's responsibility to withdraw from a class. Also, it is each student's responsibility to be aware of all add and drop dates for classes and to be aware of all guidelines in the syllabus and due dates for class assignments. Students should refer

to the University Calendar for important dates, such as graduation deadlines. The calendar can be viewed at <https://www.tamuct.edu/>

Plagiarism

Plagiarism is copying or using the words or the ideas of another individual(s) and submitting that work as one's original work. Material taken from any source, including books, articles, journals, the Internet, or any other sources, must be paraphrased (put in your own words) and cited correctly (refer to individual assignment guidelines) and if quoted, set off in quotation marks, and cited correctly. Plagiarism will be emphasized on the first day of class. **Should students have any questions about paraphrasing, using quotations, citing material, or documenting sources, then students should ask questions via email or come by the instructor's office.**

Work that is deemed plagiarized will result in the grade of a zero (0) for the assignment. SimCheck in Canvas will be checking assignments for plagiarism. Students who receive a mark of fifty percent (50%) or more for plagiarism will earn a zero (0) for the assignment. Also, students will earn a failing grade (fifty percent (50% F) or lower) for an assignment when there is evidence that the plagiarism is from a purchased paper or when there is evidence of blatantly copying sources or material without paraphrasing. When there is evidence of plagiarism, students' papers will be submitted to the Division of Students Affairs for review.

Cheating

Cheating is assisting other students with completing class assignments. Also, cheating includes the use of any unauthorized materials to complete any assignments. **The penalty for cheating will be a zero (0) for the assignment.** When there is evidence of cheating, students' work will be submitted to the Division of Students Affairs for review.

Academic Integrity

For more information about Academic Integrity and each student's responsibilities regarding academic integrity, please review the information at <https://www.tamuct.edu/departments/studentconduct/academicintegrity.php>

Technology Requirements and Support Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **It is strongly recommended that students use 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.

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.

Course and University Procedures and Policies

Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](#)

[https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

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, 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, 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) 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. 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 thru 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].