

**AVSC 3350: Technical & Professional Communications for Aviation Maintenance Managers  
Fall 2021  
Texas A&M University - Central Texas**

**COURSE DATES, MODALITY, AND LOCATION**

August 23, 2021 to December 10, 2021.

This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor: Mr. Kelly M. Filgo**

**Office: Remote**

**Phone: 254-519-5776**

**Email: [kelly.filgo@tamuct.edu](mailto:kelly.filgo@tamuct.edu)**

**Office Hours:**

Readily accessible through Canvas Message, which is forwarded to my email address. I will respond as soon as I am able, but that might not be immediately. Be sure to allow plenty of lead time prior to a due date if you are asking about an assignment.

**Mode of instruction and course access:** This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>]. It is 100% online.

**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 **COVID-19 SAFETY MEASURES**

A&M-Central Texas continues to monitor the state of the ongoing COVID pandemic as we prepare to welcome our Warriors back to campus for the Fall 2021 semester. Per Governor Abbott's Executive Order No. GA-36, the University does not require face coverings. However, recent guidance from the US Centers for Disease Control and Prevention (CDC) recommends the use of face coverings by both vaccinated and unvaccinated individuals while indoors in areas of "substantial" or "high" transmission, due to concerns associated with the Delta variant. Bell County is currently categorized as "high transmission"

As our community prepares for the fall semester, we encourage all our Warriors to continue practicing safe habits for the health and wellbeing of you and those around you. These include:

1. Wear a face covering when recommended
2. Continue social distancing where possible
3. Get vaccinated
4. Avoid crowds and poorly ventilated spaces
5. Wash your hands often
6. Practice proper cough and sneeze etiquette
7. Clean and disinfect high touch surfaces
8. Monitor your health daily

To report potential COVID-19 exposure or a positive COVID-19 test, visit <https://redcap.tamhsc.edu/surveys/?s=N38DRD4EMK>

To sign up for a free COVID-19 test, available on campus after August 17, visit <https://tamus.curativeinc.com/welcome>

Additional resources provided by the CDC can be found online at <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>

Combined with existing environmental improvements on campus; such as touchless entry, UV treatments in the HVAC system, and enhanced cleaning schedules, consistently practicing these recommendations will help keep our Warrior community healthy.

Future updates will be posted online and sent via email as it becomes available. We look forward to seeing all our Warriors this fall semester.

## COURSE INFORMATION

### Course Overview and description:

This course covers the technical communication principles and practices used in the workplace. Students learn the technical writing of reports and correspondence using electronic information retrieval and presentation. Prerequisite: junior classification.

### Course Objective or Goal:

Provide opportunities for the student to enhance skills in creating professional communication, reports, and proposals relevant to aviation maintenance.

### Student Learning Outcomes (SLOs)

Upon completion of this course, the student will be able to:

1. Discuss information literacy and ethical writing considerations
2. Plan and complete a writing project
3. Recognize various types of professional communication and know their appropriate uses
4. Design appropriate graphics useful in reports and business communication
5. Create a proposal designed to influence its intended audience

### Competency Goals Statements (certification or standards)

The course will be considered successfully completed when the student has demonstrated, through posted assignments and quizzes, that they have developed a skillset useful in creating reports and proposals for the aviation maintenance industry.

### Required Textbook:

Technical Writing, Simplified (Fourth edition) (2017)

Nell Johnson and Mary Sylwester

ISBN 978-1543268485

## COURSE REQUIREMENTS /SPECIFICATIONS

### Point based grade components:

Three Quizzes	15% (SLOs 1-5)
Weekly Projects	25% (SLOs 1-5)
Proposal Planning Project	10% (SLOs 1 and 2)
Graphics Project	10% (SLOs 1 and 4)
Process Description Project	10% (SLOs 1 and 3)
Proposal Project	30% (SLOs 1-5)

**Total 100%**

**Three Quizzes:** There will be three quizzes during the semester. Each quiz covers only the material presented during the previous weeks, plus a selection of grammar rules and professional terminology. There is no final comprehensive test at the end of the semester.

**Weekly Projects:** On weeks with a discussion post, the student will submit their work relevant to the week’s learning objective. The instructor will provide assignment information that will involve the completion of a mini-project or exercise. **Your first draft is due by 8:00am on the Saturday of the assigned week. I will post a video review of your work, with suggested edits or changes by Noon on Saturday. You will have until 11:59PM on Sunday to make any changes before I grade your work.** Your weekly efforts will be graded for writing ability, quality of content, and mastery of the weekly lesson objectives. Your weekly project will receive a grade (0-30 points) as follows:

**AVSC 3350 Weekly Projects Rubric**

Points	10	7	3	0
<b>Quality of Writing (see Resources – Grammar)</b>	<ul style="list-style-type: none"> <li>Reflects care in writing</li> <li>Clearly edited to include proper grammar and spelling</li> </ul>	<ul style="list-style-type: none"> <li>Well written</li> <li>Only a few grammatical and spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>Poor use of grammar and spelling</li> </ul>	<ul style="list-style-type: none"> <li>No project</li> </ul>
<b>Quality of Content</b>	<ul style="list-style-type: none"> <li>Project content clearly relates to the assignment</li> <li>Fully integrates objectives of previous projects</li> <li>Presents creative approaches to the assignment</li> </ul>	<ul style="list-style-type: none"> <li>Project content relates to the assignment</li> <li>Builds on previous course material</li> <li>Presents clear ideas</li> </ul>	<ul style="list-style-type: none"> <li>Project content does not relate to the assignment</li> <li>Submission demonstrates minimum effort.</li> </ul>	<ul style="list-style-type: none"> <li>No project</li> </ul>
<b>Demonstrates Mastery of Weekly Lesson</b>	<ul style="list-style-type: none"> <li>Project clearly demonstrates the ability to apply the learning objectives effectively in a practical way</li> </ul>	<ul style="list-style-type: none"> <li>Project includes all relevant elements of the lesson, but does not apply objectives fully</li> </ul>	<ul style="list-style-type: none"> <li>Project lacks critical elements of the weekly lesson objective</li> </ul>	<ul style="list-style-type: none"> <li>No project</li> </ul>

**Proposal Planning Project:** Students will select their Proposal Project topic early in the semester and create a plan to execute the project using what they learn about the writing process (chapter 2).

**AVSC 3350 Proposal Planning Rubric**

Points	10	7	3	0
<b>Choice of Proposal Topic</b>	<ul style="list-style-type: none"> <li>Proposal topic is ambitious, complex, and beneficial to the organization</li> </ul>	<ul style="list-style-type: none"> <li>Proposal topic is productive and likely to have a positive impact in the organization</li> </ul>	<ul style="list-style-type: none"> <li>Proposal topic has little chance of creating meaningful change in the organization</li> </ul>	<ul style="list-style-type: none"> <li>No proposal topic presented</li> </ul>
<b>Choice of Format</b>	<ul style="list-style-type: none"> <li>Format chosen is clearly the best choice for communicating the proposal and will capture the attention of the intended audience</li> </ul>	<ul style="list-style-type: none"> <li>Format chosen is useful for the proposal and would be taken seriously by the intended audience</li> </ul>	<ul style="list-style-type: none"> <li>Format chosen does not support the ideas proposed and/or will not be of interest to the intended audience</li> </ul>	<ul style="list-style-type: none"> <li>No choice of format documentation</li> </ul>
<b>Appropriate Audience Worksheet</b>	<ul style="list-style-type: none"> <li>The intended audience has been considered and individuals identified and researched</li> </ul>	<ul style="list-style-type: none"> <li>The intended audience has clearly been considered, but no specific people in that audience identified</li> </ul>	<ul style="list-style-type: none"> <li>Minimum effort given to understand the audience</li> </ul>	<ul style="list-style-type: none"> <li>No worksheet or write-up</li> </ul>
<b>Gantt Chart with Document Cycle Planning</b>	<ul style="list-style-type: none"> <li>Chart reflects thoughtful consideration of the writing cycle and leaves ample room for unexpected events</li> </ul>	<ul style="list-style-type: none"> <li>Chart marks a way to complete the final project on time</li> </ul>	<ul style="list-style-type: none"> <li>Minimum effort given to the writing cycle</li> <li>Elements missing or not considered</li> </ul>	<ul style="list-style-type: none"> <li>No planning cycle chart</li> </ul>

**Graphics Project:** Students will utilize proper page layout and appropriate graphics (chapters 4 and 7) to support the visual communication of ideas by selecting one of three sets of data and creating a one page graphic report telling the information story. Students will also submit a professional memo describing the choices they made and why they made them.

**AVSC 3350 Graphics Project Rubric**

Points	10	7	3	0
<b>Selection of Graphics</b>	<ul style="list-style-type: none"> <li>Graphics chosen make the ideas</li> </ul>	<ul style="list-style-type: none"> <li>Graphics chosen are appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Graphics chosen are not useful</li> </ul>	<ul style="list-style-type: none"> <li>No graphics</li> </ul>

	and data easy to understand	for the selected ideas or data	for selected ideas or data	
<b>Quality of Final Product</b>	<ul style="list-style-type: none"> <li>The quality of the graphics and layout allow the reader to quickly understand, and draw conclusions from, the ideas and data</li> </ul>	<ul style="list-style-type: none"> <li>The quality of the graphics and layout used present the ideas and data adequately</li> <li>The reader may have to spend time digesting the information</li> </ul>	<ul style="list-style-type: none"> <li>Graphics are poorly suited to the ideas or data</li> <li>Graphics are poorly executed</li> </ul>	<ul style="list-style-type: none"> <li>No graphics</li> </ul>
<b>Justification Memo</b>	<ul style="list-style-type: none"> <li>Memo gives a vivid defense of design choices made and reflects on the creation process</li> </ul>	<ul style="list-style-type: none"> <li>Memo gives a detailed account of design choices made and the creation process</li> </ul>	<ul style="list-style-type: none"> <li>Memo poorly explains design choices made or the thought processes of the designer</li> </ul>	<ul style="list-style-type: none"> <li>No memo</li> </ul>

**Process Description Project:** Students will create a Process Description Document for a process they are familiar with (chapter 9). The project will include a well-designed cover sheet, table of contents, written overview of the selected process, process flow chart, and a detailed set of user instructions for one of the steps in the process (chapter 8).

**AVSC 3350 Process Description Project Rubric**

Points	10	7	3	0
<b>Overall Look of the Project</b>	<ul style="list-style-type: none"> <li>Reflects care in writing</li> <li>Clearly edited to include proper grammar, spelling, and page layout</li> </ul>	<ul style="list-style-type: none"> <li>Well written</li> <li>Good page layout</li> <li>Only a few grammatical and spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>Responds with minimum effort</li> <li>Poor formatting</li> <li>Multiple grammar and spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>No project</li> </ul>
<b>Written overview of the process</b>	<ul style="list-style-type: none"> <li>Overview gives a very clear and succinct presentation of the process</li> <li>Reader would be able to easily explain the process to another person</li> </ul>	<ul style="list-style-type: none"> <li>Overview gives a detailed account of the chosen process</li> <li>Reader would likely be able to perform the process</li> </ul>	<ul style="list-style-type: none"> <li>Overview does not adequately explain the chosen process</li> <li>Reader is left confused</li> </ul>	<ul style="list-style-type: none"> <li>No overview</li> </ul>

<b>Process flow chart</b>	<ul style="list-style-type: none"> <li>Flowchart is neatly designed and clearly shows how portions of the process relate</li> </ul>	<ul style="list-style-type: none"> <li>Flowchart is adequate to visually represent the process</li> </ul>	<ul style="list-style-type: none"> <li>Flowchart does not conform to standard format</li> </ul>	<ul style="list-style-type: none"> <li>No flowchart</li> </ul>
<b>Detailed set of user instructions for one of the steps</b>	<ul style="list-style-type: none"> <li>Instructions use good writing and layout principles to make the document very clear and readable</li> </ul>	<ul style="list-style-type: none"> <li>Instructions are clear and can be followed with some degree of effort</li> </ul>	<ul style="list-style-type: none"> <li>Instructions are not clear</li> <li>User likely to be frustrated or confused</li> </ul>	<ul style="list-style-type: none"> <li>No instructions</li> </ul>

**Proposal Project:** Students will write a proposal for something they think their company should start or stop doing that will have a meaningful and positive impact on the organization. Students will use all of the elements learned in this course to create a comprehensive and compelling case to take the proposed action (chapter 10). Points will be given for participation in a peer review of submitted rough drafts the week before the project is due. Students will follow the checklist on page 239 of the text for all required components of the project. Additional consideration will be made for project design, use of graphics, writing skill, and overall impression of the project.

**AVSC 3350 Proposal Project Rubric**

Points	10	7	3	0
<b>Submitted Rough Draft</b>	<ul style="list-style-type: none"> <li>Turned one in and gave useful feedback to multiple peers</li> </ul>	<ul style="list-style-type: none"> <li>Turned one in and gave useful feedback to one peer</li> </ul>	<ul style="list-style-type: none"> <li>Turned one in and gave no or poor feedback to peers</li> </ul>	<ul style="list-style-type: none"> <li>No rough draft</li> </ul>
FOLLOWS CHECKLIST ON TEXTBOOK PAGE 239				
<b>Start with 50 points for including all sections</b>	<ul style="list-style-type: none"> <li>Subtract 5 points for each missing component not well documented in a memo to the instructor</li> </ul>			
ADDITIONAL CONSIDERATIONS				
<b>Proposal Design (see Chapter 4)</b>	<ul style="list-style-type: none"> <li>Excellent use of page design to influence the audience and help them quickly review the document</li> </ul>	<ul style="list-style-type: none"> <li>Acceptable level of best practices</li> <li>Material is visually separated to provide clarity</li> </ul>	<ul style="list-style-type: none"> <li>Minimal attempt to apply course materials</li> <li>Numerous errors in formatting</li> </ul>	<ul style="list-style-type: none"> <li>Poorly designed</li> <li>Confusing layout</li> <li>No attempt to apply course materials</li> </ul>

<b>Appropriate Use of Graphics (see Chapter 7)</b>	<ul style="list-style-type: none"> <li>The quality of the graphics and layout allow the reader to quickly understand, and draw conclusions from, the ideas and data</li> </ul>	<ul style="list-style-type: none"> <li>The quality of the graphics and layout used present the ideas and data clearly</li> <li>The reader may have to spend time digesting the information</li> </ul>	<ul style="list-style-type: none"> <li>Graphics are poorly suited to the ideas or data</li> <li>Graphics are poorly executed</li> </ul>	<ul style="list-style-type: none"> <li>No graphics</li> </ul>
<b>Quality of Writing (see Resources – Grammar)</b>	<ul style="list-style-type: none"> <li>Reflects care in writing</li> <li>Clearly edited to include proper grammar and spelling</li> </ul>	<ul style="list-style-type: none"> <li>Well written</li> <li>Only a few grammatical and spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>5-15 mistakes in grammar and spelling</li> </ul>	<ul style="list-style-type: none"> <li>More than 15 mistakes in grammar and spelling</li> </ul>
<b>Overall Impression</b>	<ul style="list-style-type: none"> <li>Proposal makes a compelling case for change</li> <li>Professional presentation</li> </ul>	<ul style="list-style-type: none"> <li>Proposal makes a clear case for change</li> <li>Well-presented</li> </ul>	<ul style="list-style-type: none"> <li>Proposal is poorly crafted</li> <li>Unprofessional presentation</li> </ul>	<ul style="list-style-type: none"> <li>Proposal is irrelevant to the organization</li> <li>Sloppy presentation</li> </ul>

**COURSE OUTLINE AND CALENDAR**

**Week 1 Aug 23-29**

- Assigned Text Book Reading - Chapter 1: Professionalism and Ethics
- Weekly Project: Information Literacy

**Week 2 Aug 30-Sep 5**

- Assigned Text Book Reading - Chapter 2: The Writing Process (pp 21-30)
- Weekly Project: Discuss your proposal topic and use the class as a focus group

**Week 3 Sep 6-12**

- Assigned Text Book Reading - Chapter 2: The Writing Process (pp 31-39)
- Weekly Project: Write a proposal requesting participation in a company project you want to direct

**Week 4 Sep 13-19**

- Assigned Text Book Reading - Chapter 2: The Writing Process (pp 40-48)
- Weekly Project: No project this week - use this time to work on your Proposal Planning Project
- FIRST PROJECT DUE: Proposal Planning Project due at 11:59PM on Sunday

**Week 5 Sep 20-26**

- Assigned Text Book Reading - Chapter 3: Short Communications



- Weekly Project: Use the checklists to evaluate an email, a memo, and a letter
- QUIZ 1 (Chapters 1-2, plus rules of grammar and professional vocabulary)

**Week 6 Sep 27-Oct 3**

- Assigned Text Book Reading - Chapter 4: Page Design
- Weekly Project: Find a poorly designed communication article and give recommendations on how it can be improved

**Week 7 Oct 4-10**

- Assigned Text Book Reading - Chapter 5: Summaries
- Weekly Project: Select from three recent articles and write an executive summary of one of them.

**Week 8 Oct 11-17**

- Assigned Text Book Reading - Chapter 6: Short Reports
- Weekly Project: Using the information given, write an appropriate report to the unit manager
- QUIZ 2 (Chapters 3-5, plus rules of grammar and professional vocabulary)

**Week 9 Oct 18-24**

- Assigned Text Book Reading - Chapter 7: Graphics
- Weekly Project: No project this week - use this time to work on your Graphics Project

**Week 10 Oct 25-Oct 31**

- Assigned Text Book Reading – No assigned readings
- Weekly Project: No project this week - use this time to work on your Graphics Project
- SECOND PROJECT DUE: Graphics Project due at 11:59PM on Sunday

**Week 11 Nov 1-7**

- Assigned Text Book Reading – Chapter 8: User Instructions
- Weekly Project: Write a set of user instructions for a non-work related task you are very skilled in

**Week 12 Nov 8-14**

- Assigned Text Book Reading – Chapter 9: Process Descriptions
- Weekly Project: No project this week - use this time to work on your Process Descriptions Project
- QUIZ 3 (Chapters 6-8, plus rules of grammar and professional vocabulary)

**Week 13 Nov 15-21**

- Assigned Text Book Reading – No assigned readings
- Weekly Project: No project this week - use this time to work on your Process Descriptions Project
- THIRD PROJECT DUE: Process Descriptions Project due at 11:59PM on Sunday

**Week 14 Nov 22-28**

- Assigned Text Book Reading – Chapter 10: Proposals
- Weekly Project: No project this week - use this time to work on your Proposal Project Rough Draft

**Week 15 Nov 29-Dec 5**

- PROPOSAL PROJECT ROUGH DRAFT DUE:
  - Turn in rough draft by midnight on Thursday
  - Peer reviews due by midnight on Sunday
  - Feedback will be provided by the Associate Lecturer

**Week 16 Dec 6-10**

- FINAL PROJECT DUE: Proposal Project is due Sunday night at midnight

## TECHNOLOGY INFORMATION

### Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system.

We strongly recommend the latest versions of Chrome or Firefox browsers. *Canvas no longer supports any version of Internet Explorer.*

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

### Canvas Support

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

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

### Online Proctored Testing

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

### **Other Technology Support**

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

24 hours a day, 7 days a week

Email: [helpdesk@tamu.edu](mailto: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.*

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## **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

### **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) [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, 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](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.

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](mailto: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 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](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

**University Library:**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

**OPTIONAL POLICY STATEMENTS****A Note about Sexual Violence at A&M-Central Texas:**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

**Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can

complete the [referral](#) online  
[[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=2](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2)].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) website for more information [<https://www.tamuct.edu/student-affairs/bat.html>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

### **INSTRUCTOR POLICIES**

Life happens. As such, if a student realizes that a posting, quiz or assignment will be late due to unforeseen emergency or special circumstance, please notify the instructor as soon as is practical to assess the impact on the course. The instructor may grant extra time to complete an assignment within the confines of the 16-week course. However, if it becomes apparent that this policy is abused, or that the request was fraudulent, the instructor reserves the right to place an unfavorable grade for incomplete work.

### **Copyright Notice**

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1001 Leadership Place, Killeen, TX 76549; 254-519-5776; Fax 254-519-5781; [kelly.filgo@tamuct.edu](mailto:kelly.filgo@tamuct.edu)