

ENGL 3305-110: Critical Analysis of Literature

Texas A&M University–Central Texas, Fall 2021

Course Information

Dates: Aug 23–Dec 10, 2020
Type: Hybrid (Tuesdays online,
Thursdays on campus)
Day/Time: TR 11:00 AM-12:15 PM
Room: WH 305

Instructor and Contact Information

Instructor: Dr. Stephanie Tavera
Email: stavera@tamuct.edu
Office Phone: (254) 519-5773
Office: Heritage Hall 204M
WebEx Office Hours:
T/W 10:00-11:00 AM

Make an Appointment with Dr. Tavera:

<https://dr-tavera-office-hours.appointlet.com/b/stephanie-tavera>

Course Overview and Description.

This course teaches students how to analyze literary texts using various methods of theoretical interpretation. In exploring these theoretical approaches to reading, we will discuss several



issues regarding the interpretation and the creation of meaning: What do we do when we read? How do we arrive at an interpretation of a text's "meaning"? Can a text have more than one "meaning"? Why does interpretation matter? How do you translate an interpretive *reading* into a piece of analytic *writing*? In this course, we will examine these questions and issues related to them through an introduction to some of the key concepts in English studies.

Expected Learning Outcomes/Course Objectives. Like other disciplines, English studies has its own vocabulary and methodology, which must be learned in order to undertake literary analysis at the college level (and beyond). It is the purpose of this course to teach you these methods by introducing you to various schools of interpretation, including psychoanalytic, new historicism, feminist and queer theories, postcolonialism, critical race theory, affect theory, disability theory, and ecocriticism, and to show you how to use these methods to interpret different forms of literature. *This is a Writing-Instructive (WI) course*, which means that we will discuss and engage in the scholarly writing process at length. Importantly, we will focus on producing audience-specific texts. By the end of the semester, students who have successfully completed the assignments should be able to:

1. Demonstrate an informed understanding of the key concepts and theorists of each individual theoretical "camp," as well as identify and explain the similarities and differences across fields.
2. Analyze and interpret texts using key concepts from each theoretical field, employing close reading skills as well as other techniques and methods appropriate to the field.
3. Express ideas in clear, logical, organized, concise, and persuasive ways, in both written and oral forms.
4. Respond critically to all course material, using synthesis, analysis, comparison, contrast, critique and evaluation.
5. Use scholarly and theoretical sources in an effective manner, which includes using effective citational practices in the prose as well as constructing a bibliography.

Means of Achieving Course Goals. Students will achieve the above course goals by:

1. Attending on-campus meetings during our scheduled class time, watching brief online lectures, and participating in online discussions using the Discussions application in Canvas as a form of small group conversation.
2. Submitting writing projects to assess knowledge and mastery of the material including: **two** application papers, and **one** synthesis paper, as well as any minor assignments such as discussion board reflections and a presentation of your synthesis paper abstract.

The goal of these assessments is to gain skills in close reading and textual analysis; to apply theoretical concepts learned and practiced through the semester in a recursive, or repetitive, manner; and to understand writing and meaning-making of literature as a process by which knowledge is gained through trial-and-error.

Disclaimer: *Due to its subject matter, some of the following material will contain mature content—some of which may contain sexual references or innuendos.*

Required Texts.

Parker, Robert Dale. *How to Interpret Literature: Critical Theory for Literary and Cultural Studies*. Fourth Edition. Oxford: Oxford University Press, 2020. <https://www.amazon.com/How-Interpret-Literature-Critical-Literary/dp/019085569X>

Winterson, Jeannette. *The Stone Gods*. <https://www.amazon.com/Stone-Gods-Jeanette-Winterson/dp/0156035723>

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

- Butler, Judith, “Imitation and Gender Insubordination.”
- Chen, Mel Y. “Language and Mattering Humans” and “Following Mercurial Affect” from *Animacies*.
- Foucault, Michel, “Panopticism” from *Discipline and Punish: The Birth of the Prison*.
- -----. “Right of Death and Power over Life” for *The History of Sexuality, Vol. 1*.
- Halberstam, Judith, “Shadow Feminisms” excerpt from *The Queer Art of Failure*.
- Haraway, Donna. “A Manifesto for Cyborgs.”
- Hayot, Eric. “Citational Practice,” “The Uneven U,” and “Paragraphing.”

Course Reading Schedule. Assignments and readings are due on the day they are listed. *As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Dr. Tavera*

DATE	ACTIVITIES	READINGS	ASSIGNMENTS DUE
T 8/24 Online	Watch Video Lectures: (1) Meet Dr. Tavera, (2) What a Does a Literature Professor Do?	Syllabus Hanlon, Aaron, “What is an English Professor?” and Tompkins, Kyla Wazana, “We Aren’t Here to Learn What We Already Know”	Due Thu, Aug 26th by 10:59 am : DB #1: What are you curious about in relationship to what a professor does/not do? What questions do you have?

R 8/26 On Campus	Class Discussion: What Literary Theory Is, What It Isn't, and What It Does (Note: Bring Hanlon and Tompkins to class alongside Parker and Omokha. We will discuss them <i>all</i> .)	Parker, Introduction to <i>How to Interpret Literature</i> Omokha, Rita, "How Critical Race Theory Mastermind Kimberle Crenshaw is Weathering the Culture Wars"	
T 8/31 Online	Watch Video Lectures: (1) Theoretical Movements with Lemons	Revisit Parker. Halberstam, Judith, "Shadow Feminisms" excerpt from <i>The Queer Art of Failure</i>	Due Tue, Aug 31st by 11:59 pm : DB #2: Where do you think Halberstam's essay fits in the trajectory of theoretical development? Think about the theorists she cites and the keywords she uses to defend your conclusion.
R 9/2 On Campus	Class Discussion: The evolution of theory from Haraway to Halberstam...and back to Freud.	Haraway, Donna, "A Manifesto for Cyborgs"	
T 9/7 Online	Watch Video Lecture: (1) Cultural Studies Intersections	Haraway, Donna, "A Manifesto for Cyborgs"	Due Tue, Sep 7th by 11:59 pm : DB #3: Write a precis over Haraway's cyborg manifesto. What is her main argument? How does she make it? Where does she fit in the evolution of theory?
R 9/9 On Campus	Class Discussion: Apply Haraway's cyborg to "Planet Blue"	Winterson's "Planet Blue" section from <i>The Stone Gods</i>	
T 9/14 Online		Parker, Structuralism (p. 43-57, 65-74 only) and Deconstruction (all)	Due Tue, Sep 14th by 11:59 pm : DB #4: What are you curious about in terms of structuralism and/or deconstruction? Or the relationship between the two? What questions do you have?
R 9/16 On Campus	Class Discussion: From the "linguistic turn" to the "material turn." Language matters in theory.	Chen, Mel Y. "Language and Mattering Humans" from <i>Animacies</i>	

T 9/21 Online	Watch Video Lecture: (1) Application Paper Instructions	Begin reading Parker, <i>Psychoanalysis</i> (111-122, 137-144 only) and <i>Feminism</i> (all)	
R 9/23 On Campus	Class Discussion: How we turned from language to materiality in the field of feminist theory. Q&A over Application Paper.	Parker, <i>Psychoanalysis</i> (111-122, 137-144 only) and <i>Feminism</i> (all)	
T 9/28 Online	Watch Videos: (1) Judith Butler's Gender Trouble: A Short Introduction (2) Butler Interview, "Your Behavior Creates Your Gender"	Butler, Judith, "Imitation and Gender Insubordination"	Due Tue, Sep 28th by 10:59 am: DB #5: What are you curious about in relationship to either the videos about Butler or Butler's essay? What questions do you have?
R 9/30 On Campus	Class Discussion: The feminist cyborg and gender trouble. Applying Butler and Haraway to "Planet Blue."	Revisit "Planet Blue," Haraway's cyborg, and discuss Butler's gender insubordination	
T 10/5 Online			Submit Application Paper #1 by Tue, Oct 5th at 11:59 pm
R 10/7 On Campus	Class Discussion: How history helps us understand cultural behaviors and practices. Q&A on Application Paper.	Parker, <i>Historicism and Cultural Studies</i>	
T 10/12 Online		Winterson, "Easter Island" from <i>Planet Blue</i>	
R 10/14 On Campus	Class Discussion: The panopticon. Applying Foucault and Haraway to "Planet Blue" and/or "Easter Island."	Foucault, Michel, "Panopticism" from <i>Discipline and Punish: The Birth of the Prison</i>	
T 10/19 Online	Watch Video: (1) Foucault: The Lost Interview	Foucault, Michel, "Right of Death and Power over Life" for <i>The History of Sexuality, Vol. 1</i>	Due Tue, Oct 19th by 10:59 am: DB #6: What are you curious about in relationship to either the video about Foucault or Foucault's essay? What questions do you have?

R 10/21 On Campus	Class Discussion: What is biopolitics and biopower? Apply Foucault and Haraway to “Planet Blue” and/or “Easter Island.”	Revisit Foucault, all.	
T 10/26 Online		Revisit Foucault, all.	Due Tue, Oct 26th at 11:59 pm: DB #7: Revisit the cyborg. How might we redefine or reconceptualize it from the vantage point of feminist theory/Butler or New historicism/Foucault?
R 10/28 On Campus *Spring 2022 Course Registration Begins on Mon, Nov. 1st	Class Discussion: How cultural studies re-fract(ur)ed (You may wish to revisit the Cultural Studies Intersections Video Lecture from 9/7 class).	Parker, Queer Studies	
T 11/2 Online	(You may wish to revisit the Application Paper Instructions Lecture Video from 9/21 class.)	Winterson, “Post-3 War” and “Wreck City” from <i>Planet Blue</i>	Submit Application Paper #2 by Tue, Nov 2nd at 11:59 pm
R 11/4 On Campus *Course Drop Deadline is Fri, Nov. 5th		Parker, Ecocriticism and Disability Studies “Affect Theory and the New Age of Anxiety” from <i>The New Yorker</i>	
T 11/9 Online	Class Discussion: How cultural studies re-fract(ur)ed (You may wish to revisit the Cultural Studies Intersections Video Lecture from 9/7 class).	Chen, Mel Y. “Following Mercurial Affect” from <i>Animacies</i>	Due Tue, Nov 9th by 11:59 pm: DB #8: What are you curious about in terms of Chen’s concept of toxicity? What questions do you have?
R 11/11	No Class: Veteran’s Day.		
T 11/16 Online	Watch Video Lecture: (1) Synthesis Paper Instructions (2) How to Write an Abstract		Due Tue, Nov 16th by 11:59 pm: DB #9: (Re-) Write a precis over Haraway’s cyborg manifesto. What is her main argument? How does she make it? Where does she fit in the evolution of theory?

R 11/18 On Campus	Class Discussion: What does it mean to be toxic? Apply Haraway and Chen to Winterson. Q&A on Synthesis Paper and Abstract.	Revisit Haraway, Chen, and all four parts of Winterson's novella	
T 11/23	No Class: Thanksgiving Break		
R 11/25	No Class: Thanksgiving Break		
T 11/30 Online	Individual Consultations with Dr. Tavera via WebEx	Hayot, "Citational Practice"	
R 12/2 Online	Individual Consultations with Dr. Tavera via WebEx		Upload Your Abstract Presentation and your Synthesis Paper Draft by Thu, Dec. 2 at 11:59 pm
T 12/7 Online	Individual Consultations with Dr. Tavera via WebEx	Hayot, "The Uneven U" and "Paragraphing"	Remember to watch and write a reflection on two of your peers' presentations by Tue, Dec. 7 at 11:59 pm as part of DB #10 .
R 12/9 Online			Upload the final version of your Synthesis Paper by Thu, Dec. 9 11:59 pm

Grade Distribution. Final grades for this course are A, B, C, D, and F. Final grades will be calculated as follows: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=59%-and below. Your final grade for this course will consist of the following:

"Workshop" Assignments: Discussion Boards (10 total), Synthesis Paper Draft, and Required Individual Consultation with Dr. Tavera	20%
Application Paper (2 total)	50%
Synthesis Paper	25%
Abstract Presentation	5%

INSTRUCTOR POLICIES

Participation Policy and Attendance. Your active, informed participation is crucial to the success of the course and your individual success in this class. Carefully prepare for each class by reading in a rigorous, inquisitive manner—even if you are productively baffled. Every day you come to class, you should have something valuable to say and you should be prepared to participate in any activities I assign. There are twelve face-to-face class sessions scheduled this semester. Students are permitted four absences during the semester. However, I do request advance communication from students alerting me to your absence. If you acquire more than four absences, I will lower your course grade by one letter.

Discussion Board Posts. The prompt for each discussion board is provided in detail in Canvas. Please answer the prompt as fully and completely as possible to earn full credit for the assignment. The content of *all* posts should be related to the week's reading and should seek to use correct grammar, sentence structure, and mechanics. Although they are more informal, even minor assignments like discussion board posts are writing assignments and should be treated as such. Please allow a 24- to 48 hour-response time after the deadline has passed for the grading of discussion board posts.

Posting of Grades. All grades for both major and minor assignments will be posted in the Gradebook on Canvas. I generally grade major writing assignments within two weeks of submission date. Please do not contact me asking about your grade for an assignment until this personal grading deadline has expired.

Incompletes. Students who are struggling to complete the course due to extenuating circumstances may qualify for a grade of incomplete. However, per departmental policy, a grade of incomplete may only be awarded (1) if the course drop date has already passed and (2) the student can provide documented evidence of extenuating circumstances such as an unplanned and unexpected medical condition or health emergency, etc. Please be advised that students awarded an incomplete must submit all unfinished work prior to the end of the next long semester in order to receive a grade for the course.

Plagiarism and Paper Reuse Policy. Please note that plagiarism is a serious offense and will be punished to the full extent. In my course, you are not allowed, under any circumstances, to reuse papers from prior classes in this course or any other course that you have taken at any institution. Reusing papers does not demonstrate any advance in knowledge or skill, and so would not be helpful for you either in terms of your learning this semester, or for me in terms of assessing this learning. If you feel your situation constitutes a clear or significant exception to this rule, you must discuss this with me prior to the due date. Otherwise, paper reuse will be reported as a collusion offense and will also be punished to the full extent per university policy. Similarly, students who plagiarize on an assignment will receive a zero for the assignment for the first offense and be reported to the Behavioral Intervention Team (BIT) for remedial instruction on avoiding plagiarism. A second plagiarism offense may result in failure of the course.

Turning in Assignments to Canvas. All major writing projects will be submitted to Canvas. *I will not accept any assignments via e-mail unless accommodation arrangements were made in conversation with me prior to the assignment deadline.* All assignments submitted to Canvas must be saved as a .doc, .docx, or .pdf file to ensure that I am able to open them on my computer (please no Google docs). It is your responsibility to ensure that all of your work is saved in this way and submitted in the correct format. If you submit work in the wrong format, then you may receive a zero for the assignment.

Late Submissions. Students who contact me *in advance for an extension* and provide legitimate rationale detailing extenuating circumstances may be granted an extension within a reasonable and negotiated deadline. ***Do not make the assumption that I will grant you an extension—contact me first!*** For those who do not contact me in advance, and simply fail to submit or submit late: I will accept late submissions *for major writing projects only* (e.g. NOT discussion boards or précis) with a deduction of 10 points for each day that the submission is late.

Student-Instructor Interaction. The best way to contact me is via email, as I check it regularly both on- and off-campus. Do allow for a 24- to 48-hour turn-around time for emails as I do not sit at my email all day, rather I check it during specific times once or twice per day. If your situation is an emergency, I advise contacting the Chair of the Humanities Department, Dr. Allen Redmon: allen.redmon@tamuct.edu or (254) 519-5750.

Communication Etiquette. Students should use a professional and respectful tone with fellow learners and myself (the instructor) in all forms of communication including, but not limited to, Discussion Board posts and responses, and emails. I reserve the right to censor (via deletion and warning to the student) any post or response that is not appropriate for the assignment or on task. Additionally, I expect the use of Standard English rather than popular online abbreviations and regional colloquialisms in all forms of written communication. In emails, please use a salutation (i.e. “Dear Dr. Tavera” or “Hi Dr. Tavera”) at the opening of your email and a signature (i.e. “Best” or “Sincerely”) at the close of your email.

Technology Requirements. This course will use the A&M-Central Texas Instructure Canvas learning management system (aka Canvas). OIT strongly recommends the latest version of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal. Username: Your MyCT email address. Password: Your MyCT password (same password as used for MyCT email and MyCT Warrior Web).

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

Other Technology Support. For log-in problems, students should contact Help Desk Central. They are available 24 hours a day, 7 days a week. Email: helpdesk@tamu.edu Phone: (254) 519-5466 [Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

UNIVERSITY PROCEDURES AND GUIDELINES

Drop Policy. If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web: [<https://dynamicforms.ngwebsolutions.com/casAuthentication.aspx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2Fform%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits. *Please note: Oftentimes, students feel the need to drop a course because they are overwhelmed by personal or professional responsibilities. As your instructor, I humbly request that you make an appointment or drop by during office hours to speak with me about your concerns before dropping my course.*

Academic Integrity. Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a

student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action. For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [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.

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

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

Behavioral Intervention. Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you

have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](#) online: [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.

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.

COVID-19 SAFETY MEASURES. For the most recent campus information regarding COVID-19 see the Texas A&M University-Central Texas [Fall 2021 Return to Campus Plan](#) [https://www.tamuct.edu/covid19/]. To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. However, students are expected to participate in courses and course-related activities remotely during quarantine. Students should notify their instructors of the quarantine requirement.
- Face Coverings—Face coverings are recommended to be worn inside of buildings, especially in shared spaces such as lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces.
- Physical Distancing—When possible, please maintain physical distancing between students, instructors, and others in the course and course-related activities.
- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

Campus Carry. Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <https://www.tamuct.edu/police/campus-carry.html>. Per university policy, concealed handguns should not be visible during class and are prohibited in the A&M-Central Texas Counseling Center, including the co-located Community Counseling and Family Therapy Center.

UNIVERSITY RESOURCES

Tutoring. Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored

on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

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

University Writing Center. University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Fall 2021 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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 making an appointment via WCOOnline at <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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) at <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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams 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].

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