ENGL 3330-110: Advanced Composition
Texas A&M University–Central Texas, Fall 2021

Course Information
Dates: Aug 23–Dec 10, 2020
Type: Hybrid (Mondays on campus, Wednesdays online)
Room: FH 312
Day/Time: MW 11:00 AM-12:15 PM

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. Advanced Composition enhances students' proficiency in critical reading and thinking, rhetorical concepts, the writing process, academic argument, scholarly research, and productive revision practices. Through intensive writing and revision workshops, as well as critical engagement with a variety of

interdisciplinary texts, students hone their writing abilities to meet the demands and expectations for different writing contexts with a particular focus on writing for academic audiences.

Expected Learning Outcomes/Course Objectives. Like other disciplines, rhetoric and composition studies has its own vocabulary and methodology, which have to 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 close reading, writing, and revision skills. *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 close reading skills and critical analysis of a variety of texts.
2. Evaluate research as it makes and supports academic arguments.
3. Introduce coherent arguments in writing through strong thesis statements.
4. Develop clear and consistent academic paragraph structure and essay organization.
5. Present a thorough review of the scholarship and literature about an academic subject.
6. Prepare and produce a documented academic essay (seminar paper) on a defined topic relevant to social issues in the humanities using primary and secondary sources.

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

1. Watching brief online lectures, and participating in online discussions using the Discussions application in Canvas as a form of small group conversation.
2. Participating in various stages of the writing process during class and beyond class for homework including brainstorming exercises, outlining activities, multiple drafts of each writing assignment, and peer review of penultimate drafts prior to submitting the final version.
3. Submitting finalized writing projects to assess knowledge and mastery of the material including: **one** discourse community profile, **one** issue proposal, **one** mapping project with presentation and literature review, and **one** final researched argument paper.

Required Texts.
Wardle, Elizabeth and Doug Downs. *Writing about Writing*, Fourth Edition.
  https://www.macmillanlearning.com/college/us/product/Writing-about-Writing/p/1319195865
Graff, Gerald and Cathy Birkenstein. *They Say I Say: The Moves That Matter in Academic Writing*,
  Fifth Edition. https://wwnorton.com/books/9780393538700/about-the-book/table-of-contents

Course Schedule. Assignments 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
M 8/23 On Campus	Review syllabus; Writing Center Director visit to discuss services.		
W 8/25 Online		Wardle and Downs, Chapter 1: "Investigating Writing: Threshold Concepts" (p. 3)	Submit DB #1: When and why we write (Activity 1.8 [p. 17] and Activity 1.9 [p. 19]) by **Wed, Aug. 25 at 11:59 pm**.
M 8/30 On Campus	Class Discussion: Writing as a conversation.	Wardle and Downs, Chapter 2: "Readers, Writers, and Texts: Understanding Genre and Rhetorical Reading" (p. 30-49); *TSIS*, "Introduction: Entering the Conversation"	
W 9/1 Online	Watch Virtual Lecture: What is Argument?	Alexander, Michelle, "The New Jim Crow'" (Canvas); and *TSIS*, Chapter 1: "They Say: Starting with What Others Say" and Chapter 4: "Yes/No/Okay, But: Three Ways to Respond"	Submit DB#2: Summarize the exigence, the context, and the "they say" and "I say" of Alexander's argument. Due **Wed, Sep. 1 by 11:59 pm**.
M 9/6 On Campus	Class Discussion: What is rhetoric? How do argument and rhetoric differ?	Wardle and Downs, Chapter 6: "Rhetoric" (p. 366-368); and Grant-Davie, Keith, "Rhetorical Situations and Their Constituents" (in *WaW*, p. 396-411)	
W 9/8 Online	Watch Virtual Lecture: Understanding the Rhetorical Situation		Submit DB#3: Describe the audience of Alexander's essay. How do you know who they are? Provide evidence of audience based upon text. Due **Wed, Sep. 8 by 11:59 pm**.

M 9/13 **On Campus**	Class Discussion: What is a discourse community? How do we identify and describe audiences?	Swales' "Reflections on the Concept of Discourse Community" (in *WaW*, p. 544-557); Johns' "Discourse Communities and Communities of Practice" (in *WaW*, p. 560-579)	
W 9/15 **Online**	Watch Virtual Lecture: Discourse Community Profile Instructions	Lamott's "Shitty First Drafts" (in *WaW*, p. 87-91)	
M 9/20 **On Campus**	Class Discussion: SFDs and the Peer Review Process. Review recurring peer review assignment instructions.		Submit SFD of Discourse Community Profile by **Sun, Sep. 19 at 11:59 pm**. Bring a copy to class.
W 9/22 **Online**			Submit Peer Review by **Wed, Sep. 22 at 11:59 pm**. Send a copy to your partner via Canvas messaging.
M 9/27 **On Campus**	Class Discussion: Choosing an Issue to explore for a semester-long project. Handout: "The Twelve Tests of an Arguable Issue."	*TSIS*,Chapter 14: "What's Motivating this Writer?: Reading for the Conversation"	
W 9/29 **Online**	Watch Virtual Lecture: Proposal Instructions		Submit Revision of Discourse Community Profile by **Wed, Sep. 29 at 11:59 pm**.
M 10/4 **On Campus**	Class Discussion: How to Write a Research Question. Handout: "Do's and Don'ts of a Research Question." Source Bias.	Wardle and Downs, Chapter 3: "Participating in Conversational Inquiry about Writing" (p. 54-72).	
W 10/6 **Online**	Watch Virtual Lectures: How to Use Warrior Cat. How to Use Warrior Quest. Complete Amazing Library Race and Google Tutorial.		Submit evidence of completed Amazing Library Race 1 & 2 and evidence of completed Google tutorial by **Wed, Oct. 6 at 11:59 pm**.
M 10/11 **Online**	Proposal Peer Review. Check Canvas for list of partners.		Submit SFD of Proposal by **Sun, Oct. 10 at 11:59 pm**. Send a copy to your partner using Canvas messaging.
W 10/13 **Online**	Watch Video Lecture: Revising and Editing	*TSIS*, Chapter 11: "As Some Claim Contend: Revising Substantially"	Submit Peer Review by **Sun, Oct. 13 at 11:59 pm**. Send a copy to your partner via Canvas messaging.

M 10/18 **On Campus**	Class Discussion: Genre conventions of the literature review.	*TSIS*, Chapter 15: But as Several Sources Suggest: Research as Conversation"	
W 10/20 **Online**	Watch Video Lecture: Mapping Presentation and Literature Review Instructions	**There are a couple of sample student mapping presentations from previous times I have taught this course that I recommend watching.	Submit Revision of Proposal by **Wed, Oct. 20 at 11:59 pm**.
M 10/25 **On Campus**	Class Discussion: What is a warrant? The process of finding common ground.	"The Logic of Your Argument: Warranting Claims and Reasons" (Canvas) [Use Alexander's essay to identify warrant.]	
W 10/27 **Online**	Warranting Claims and Finding Common Ground.	*TSIS*, Chapter 2: "Her Point Is: The Art of Summarizing" and Chapter 3: "As He Himself Puts It: The Art of Quoting"	Submit DB#4: Write a one-paragraph comparison of the claims and warrants of two of your sources. Due **Wed, Oct. 27 by 11:59 pm**.
M 11/1 **On Campus** ***Spring 2022 Course Registration Begins on Mon, Nov. 1st**	Before class, watch videos on "Citational Practice" and "How to Cite." Class Discussion: Citational practice.	Hayot's "Citational Practice (Canvas)	
W 11/3 **Online** ***Course Drop Deadline is Fri, Nov. 5th**			Upload your Mapping Presentation to the Discussion Board on Canvas by **Wed, Nov. 3 at 11:59 pm**. Then, reflect on two your peers' videos and offer written feedback no later than **Friday, Nov. 5 at 11:59 pm**.
M 11/8 **On Campus**	Class Discussion: Getting better at responding to others' writing. Literature Review Peer Review.	Straub's "Responding – Really Responding – to Other Students' Writing" (*WaW*, p. 217-228)	Submit SFD of Literature Review by **Sun, Nov. 7 at 11:59 pm**. Send a copy to your peer review partner via Canvas messaging.
W 11/10 **Online**			Submit Peer Review by **Wed, Nov. 10 at 11:59 pm**. Send a copy to your partner via Canvas messaging.

M 11/15 **On Campus**	Class Discussion: How to put in your oar. Constructing claims and reasons.	*TSIS*, Chapter 5: "And Yet: Distinguishing What You Say from What They Say"	Submit Revision of Literature Review by **Sun, Nov. 14 at 11:59 pm**.
W 11/17 **Online**	Watch Video Lecture: Drafting.	Kantz's "Helping Students Use Textual Sources Persuasively" (p. 452-469); and *TSIS*, Chapter 8: "As a Result: Connecting the Parts"	
M 11/22 **Online**	Watch Video Lecture: Using Metacommentary and the Naysayer to Nuance Your Argument	*TSIS*, Chapter 6: "Skeptics May Object" and Chapter 10: But Don't Get Me Wrong: The Art of Metacommentary"	
W 11/24	No Class: Thanksgiving Break		
M 11/29 **Online**	Individual Consultations with Dr. Tavera via WebEx		Submit SFD of Research Paper by **Sun, Nov. 28 at 11:59 pm**.
W 12/1 **Online**	Individual Consultations with Dr. Tavera via WebEx		
M 12/6 **Online**			Upload the final version of your Research Paper with Audience Analysis by **Mon, Dec. 6 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:

Discourse Community Profile 15%
Proposal 15%
Mapping Presentation 5%
Literature Review 15%
Research Paper 25%
Audience Analysis 5%

Peer Reviews (3 total) 10%
Workshops [12 total] 10%
- Discussion Boards (4)
- the Amazing Library Race (2)
- Google Tutorial (1)
- Mapping Reflection (1)
- Mandatory Conference (1)
- Drafts (3)

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) 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]

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.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612].

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

Academic Integrity. Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly

conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action. For more information regarding the Student Conduct process, [https://www.tamuct.edu/student-affairs/student-conduct.html]. If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations. At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such. For more information please visit our Access & Inclusion Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students. Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit Student Affairs [https://www.tamuct.edu/student-affairs/index.html]. 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.

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].

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 WCOnline 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 WCOnline 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].

Accessibility Statement. TAMUCT is committed to web accessibility as part of their Universal Design Initiative. Please visit their university's accessibility statement concerning online courses and web pages here: https://www.tamuct.edu/about/accessibility.html. As part of this initiative, TAMUCT is partnered with Instructure to provide a quality learning content management system. The following language contains Instructure's Accessibility Statement:

Instructure is committed to ensuring its products are accessible to users with disabilities. The Canvas LMS strives for WCAG 2.1 Level A/AA and Section 508 conformance. Regular testing (both internal and by a third party) is conducted to identify conformance issues, with processes in place for timely remediation of accessibility issues that are identified. Canvas is a complex and broad system. The statements below are accurate as of the date indicated. Canvas has been evaluated by Instructure and WebAIM according to WCAG 2.1 standards. Testing is regularly conducted using automated tools, assistive technology (such as screen readers, keyboard testing, etc.), and coding best practices. Third party accessibility evaluation occurs semi-annually with internal audits conducted with each release. Mechanisms are in place for logging and fixing accessibility defects.

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