

## **READ 3311-110, 80803, Literacy Instruction I**

### **Fall 2021**

Texas A&M University-Central Texas

### **COURSE DATES, MODALITY, AND LOCATION**

This is a 16-week, 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>]. The course meets synchronously (face-to-face) through Microsoft Teams on Mondays 11:00am-12:15pm and at Oak Creek Academy on Wednesdays from 11:00am-12:15pm to work with students. Each class day you will login to Canvas and access Microsoft Teams through your university email. If you are unable to attend Oak Creek Academy, contact me as soon as possible for alternative arrangements.

### **INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Chelsea Herndon, Ph.D.

**Office:** Warrior Hall 322F

**Phone:** 254-519-5464

**Email:** [Chelsea.Herndon@tamuct.edu](mailto:Chelsea.Herndon@tamuct.edu)- Please contact me by email instead of Canvas or Microsoft Teams.

**Office Hours:** I will be holding virtual office hours by appointment. Sign up for an appointment on the Calendly website. You can access Calendly by clicking the icon on the Canvas home page. Times and dates may appear based on my availability that week. After selecting an available time, you will be sent a Microsoft Teams meeting link that will appear on your Outlook Calendar.

#### **Student-instructor interaction**

A Canvas discussion board will be utilized for all students to post questions and answers to their peers. I typically respond through Canvas in an announcement or on the discussion board to clarify questions and/or concerns for the entire class. I am usually quick to respond to emails. However, I still reserve the right to respond within 24 hours during weekdays from 9:00am-5:00pm.

### **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://www.tamuct.edu/police/911cellular.html) [<https://www.tamuct.edu/police/911cellular.html>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

## **COURSE INFORMATION**

### **Course Overview and description**

This course addresses the theory and practice of teaching early reading. Takes into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. Study characteristics of typical and atypical reading development in the emergent/early learner, explore materials, procedures, assessments and instructional methods.

### **Overview**

Topics include reading instruction, assessment, instructional strategies, foundational reading skills, theories of learning, oral language, writing, strategy building, comprehension, vocabulary, word identification, reading difficulties, second language acquisition, phonological and phonemic awareness.

### **Student Learning Outcomes (SLOs)**

The learner will:

- (1) demonstrate understanding of applicable Texas Essential Knowledge and Skills (TEKS) and *Texas Prekindergarten Guidelines* pertaining to reading and literacy.
- (2) describe stages of oral language development, including second language acquisition; and, analyze the role of phonological and phonemic awareness in the development of reading.
- (3) discuss the necessity of word identification skills and effective strategies/instructional methods for decoding and word study; print awareness; explicit, systematic, sequential, strategic phonics instruction; and vocabulary development.
- (4) use developmentally appropriate research and evidence-based assessment and instructional practices to promote development of grade-level reading fluency and comprehension.

### **Competency Goals Statements (certification or standards)**

[https://tea.texas.gov/sites/default/files/tx293\\_final\\_framework\\_3.2020.pdf](https://tea.texas.gov/sites/default/files/tx293_final_framework_3.2020.pdf)

Comp. 2. Science of Teaching Reading: Foundations of Literacy Assessment

Comp. 3. Science of Teaching Reading: Oral Language Foundations of Literacy Development

Comp. 4. Science of Teaching Reading: Phonological and Phonemic Awareness

Comp. 5. Science of Teaching Reading: Print concepts and Alpha Knowledge

Comp. 6. Science of Teaching Reading: Phonics and Other word identification skills

Comp. 7. Science of Teaching Reading: Syllabication and Morphemic Analysis Skills  
Comp. 8. Science of Teaching Reading: Reading Fluency

**Required Reading and Textbook(s)**

Moates, L. (2020). *Speech to print: Language essentials for teachers* (3rd ed.). Brookes Publishing.

Honig, B. (2018). *Teaching reading sourcebook* (3rd ed.). Academic Therapy Publications.

**Materials for Tutoring**

1. Plastic tiles with lower and uppercase letters of the alphabet
2. Trifold board
3. First grade lined paper

**COURSE REQUIREMENTS**

**Pre-Assessment Form**

*10 points*

During the first week of tutoring, you will use various research and evidence-based assessments to assess your first-grade student's reading ability. The purpose of this assignment is for you to analyze and interpret the pre assessment data that you collect to determine your student's reading level and instructional needs. You will then use this information to drive your future reading instruction for the following weeks. Use the rubric and resources provided on Canvas to analyze your assessments and guide your thinking. (SLOs 2, 3, 4)

**Reflection and Plan**

*25 points each x 9 = 225*

Each week you will reflect on your tutoring experience by writing a reflection using the 5R Model for Reflection. The weekly prompts will be provided to you and align with instructional objectives. Additionally, you will submit a plan for the next week's lesson. A peer review will automatically be assigned to you on the due date. Refer to Canvas for peer review due dates. After my initial grade, you may resubmit your assignment for additional 50% credit. Use the rubric and resources provided on Canvas to guide your thinking (SLOs 2, 3, 4)

**Literacy Report**

*50 points*

To conclude your tutoring experience, you will administer posttests on the last week of tutoring. You will use the pre and post assessment data to develop a literacy report detailing your student's progress and current instructional needs. The literacy report must include instructional teaching suggestions for the teacher and future tutors. Use the rubric and resources provided on Canvas to guide your thinking. (SLOs 2, 3, 4)

**Letterbox Lesson**

*10 points*

To demonstrate the relation of theory to practice, you will film and submit two exemplary lessons (letter box lesson and scaffolding oral reading). Use the rubric and resources provided on Canvas to and guide

your thinking. (SLOs 3, 4)

### **Scaffolding Oral Reading**

*10 points*

To demonstrate the relation of theory to practice you will film and submit two exemplary lessons (letter box lesson and scaffolding oral reading). Use the rubric and resources provided on Canvas to guide your thinking. (SLOs 3, 4)

### **Phonemic Awareness Presentation**

*50 points*

The best predictor of reading readiness is a child's phonemic awareness, followed by alphabet recognition. Phonemic awareness is the ability to identify that spoken words consist of a sequence of sounds and the ability to hear, identify, and manipulate individual sounds in spoken words. The purpose of this assignment is for you to create a video presentation using Studio presenting creative ways to teach the approximately 44 phonemes in the English language. Use the rubric and resources provided on Canvas to guide your thinking. (SLOs 1, 2,3)

### **Growing Fluency Lesson**

*25 points*

In this course we will examine Chall's (1996) six stages of reading development framework. You will design lessons to meet the needs of students in the first three stages. During stage 2, confirmation and fluency, children are developing the ability to read familiar text with increasing fluency (accuracy, rate, and expression) with their sight word vocabulary.

The purpose of this assignment is for you to develop a growing fluency lesson for a child in Chall's confirmation and fluency stage (appropriate for the second grade-third grade classroom). Additional components must include the use of appropriate assessment, and peer review. Use the rubric and resources provided on Canvas to develop your lesson and guide your thinking. A peer review will automatically be assigned to you on the due date. Refer to Canvas for peer review due dates. You may then make corrections to your lesson plan and resubmit it to Canvas for final grading. (SLOs 1,2,3)

### **Decodable Text**

*25 points*

Decodable text is often used with beginning readers and provides practice with specific vowel correspondence patterns that were previously taught in a sequential order. The purpose of this assignment is for you to create a decodable book that could be used in a beginning reading lesson. Use the rubric and resources provided on Canvas to develop your book and guide your thinking. A peer review will automatically be assigned to you on the due date. Refer to Canvas for peer review due dates. You may then make corrections to your lesson plan and resubmit it to Canvas for final grading. (SLOs 1, 2,3)

### **Quizzes**

100 Points

Brief online Canvas quizzes are designed to assess your comprehension of each reading. Each quiz consists of ten objective questions (multiple choice, true-false, and matching questions) equaling ten points total. You will have 15 minutes to complete each quiz. The Canvas quizzes use the Proctorio secure proctor tool in Canvas. This service is provided for you at no additional cost. Technology requirements include 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. This service is provided for you at no additional cost.

Completing each content literacy guide, provided to you on Canvas in the content literacy guide section, will help you understand the most important ideas and terminology from each chapter as well as guide your thinking. Content literacy guides are only provided for chapters that align to an assigned quiz. You may use the completed guide while taking the quizzes, but not for the final exam. A completed guide will count for 5 points on a floor scale grading system. To submit your guide, upload it as an attachment at the end of your quiz. \*See Canvas for information about asynchronous module quizzes. (SLOs 1, 2, 3, 4)

| Floor Scale   |       |
|---------------|-------|
| Amount Missed | Score |
| 1             | 10    |
| 2-3           | 9     |
| 4-5           | 8     |
| 6-7           | 7     |
| 8-9           | 6     |
| 10            | 5     |

**Final Exam**  
100 points

The final exam will be based on both class work and readings. The primary emphasis of the exam comes from the assigned text chapters. The exam will feature both objective questions and brief essay items. You will have 2 hours to complete the exam. The final exam uses the Proctorio secure proctor tool in Canvas. Technology requirements include 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. This service is provided for you at no additional cost. You can best prepare for the final by reviewing previous Canvas quizzes and content literacy guides. We will review for the exam during class the week prior to the exam. (SLOs 1, 2, 3, 4)

**Grading Criteria Rubric and Conversion**

| Grading                                   |        |                           |
|---|--------|---------------------------|
| Assignments                               | Points | Student Learning Outcomes |
| Pre assessment Form                       | 10     | 2,3,4                     |
| Reflection and Plans (25 points each x 9) | 225    | 2,3,4                     |
| Letterbox Lesson Video                    | 10     | 3,4                       |
| Scaffolding Oral Reading Video            | 10     | 3,4                       |

|                                 |            |         |
|---------------------------------|------------|---------|
| Literacy Report                 | 50         | 2,3,4   |
| Phonemic Awareness Presentation | 50         | 1,2,3   |
| Decodable Book                  | 25         | 1,2,3   |
| Growing Fluency Lesson          | 25         | 2,3,4   |
| Quizzes                         | 90         | 1,2,3,4 |
| Asynchronous Activities         | 34         | 1,2,3,4 |
| Final Exam                      | 100        | 1,2,3,4 |
| <b>Total Points</b>             | <b>673</b> |         |

### **Posting of Grades**

All assignments will be graded on Canvas. I usually grade assignments very quickly. However, some assignments will take me much longer to grade and provide adequate constructive feedback. Rest assured that I am viewing your assignments in a longer and more thoughtful manner. If you have a question about a graded assignment, make a comment on the grade on the Canvas assignment but please also email me.

### **Grading Policies**

All assignments must be submitted on time to receive full credit. Any late assignment submitted will have an automatic 10% deduction. Arrangements in exceptional circumstances are the responsibility of the student. Grade changes to reflect bonus points or content literacy guides may not occur until the end of the semester. If you are having a problem submitting an assignment, contact the IT department.

### **COURSE OUTLINE AND CALENDAR**

# READ 3310, Foundations of Literacy Fall 2021 Semester Calendar.

Readings are to be completed *before* the class for which they are assigned.

Comprehension of most readings will be assessed by a brief quiz.

Assignments and due dates are subject to change.

Monday/Wednesday

11:00am-12:15pm

| Symbol Key                    |           |
|-------------------------------|-----------|
| Assigned reading 📖            | Quiz 🗳️   |
| Written assignments 📝         | Podcast 🎧 |
| Watch 📺                       |           |
| Optional 🟡                    |           |
| Speech to Print 🟠             |           |
| Teaching Reading Sourcebook 🟢 |           |
| Article 🟣                     |           |

## August

| Week   | Monday   | Tue | Wednesday        | Thur | Fri | Sat | Sunday |
|--------|--|-----|------------------|------|-----|-----|--------|
| Week 1 | 23<br>See Canvas   | 24  | 25<br>See Canvas | 26   | 27  | 28  | 29     |
| Week 2 | 30<br>📖 Chapter 2: Phonetics-The Sounds in Speech<br>🎧 All the sounds in all the languages - The International Phonetic Alphabet<br>🎧 Tracing Language Back Through Recorded History | 31  |                  |      |     |     |        |

## September

| Week   | Monday   | Tue | Wednesday  | Thur | Fri | Sat | Sunday   |
|--------|--|-----|--|------|-----|-----|--|
| Week 2 |  |     | 1<br>📖 Chapter 3: Phonology -The Speech Sounds in Use<br>📖 Chapter 5: Phonological Awareness (pages 116-127)<br>🎧 Sounds you can't hear - Babies, accents, and phonemes<br>🎧 Did Cavebabies Say Mama and Papa? | 2    | 3   | 4   | 5<br>🗳️ Chapter 1: Why Study Language?<br>🗳️ Chapter 2: Phonetics-The Sounds in Speech and Chapter 3: Phonology-The Speech Sounds in Use |
| Week 3 | 6<br>📖 Chapter 4: The Structure of English Orthography<br>🎧 Why do C and G come in hard and soft versions?<br>📖 English Spelling Is a Beautiful Mess<br>🎧 Why spelling is hard — but also hard to change | 7   | 8<br>📖 Chapter 6: Phonics (Page 161-189)<br>🎧 Schwa, the most versatile English vowel  | 9    | 10  | 11  | 12<br>🗳️ Chapter 4: The Structure of English Orthography<br>🗳️ Chapter 5: Phonological Awareness   |
| Week 4 | 13<br>📖 Chapter 6: Phonics (page 190-213)<br>🎧 Vowel Gymnastics  | 14  | 15<br>📖 Chapter 6: Phonics (page 214—239)<br>📖 The Science of Learning to Read Words: A Case for Systematic Phonics Instruction  | 16   | 17  | 18  | 19<br>🗳️ Chapter 6: Phonics<br>📝 Phonemic Awareness Presentation   |
| Week 5 | 20<br>Tour of Oak Creek Academy  | 21  | 22<br>FIRST DAY OF TUTORING  | 23   | 24  | 25  | 26<br>📝 Pretest assessment form<br>📝 Reflection and Plan 1   |
| Week 6 | 27<br>📖 Chapter 3: Print Awareness<br>📖 Chapter 4: Letter Knowledge  | 28  | 29<br>ASYNCHRONOUS MODULE  | 30   |     |     |  |

## October

| Week   | Monday  | Tue | Wednesday                | Thur | Fri | Sat | Sunday  |
|--------|---|-----|--------------------------|------|-----|-----|---|
| Week 6 |   |     |                          |      | 1   | 2   | 3<br>📝 Reflection and Plan 2<br>🗳️ Chapter 3: Print Awareness<br>🗳️ Chapter 4: Letter Knowledge                     |
| Week 7 | 4<br>📖 Chapter 5: Morphology for Reading, Spelling, and Vocabulary<br>🎧 Etymology of the English language<br>🎧 Learning parts of words - Morphemes and the wug test | 5   | 6<br>ASYNCHRONOUS MODULE | 7    | 8   | 9   | 10<br>📝 Reflection and Plan 3<br>📖 Decodable Book<br>🗳️ Chapter 5: Morphology for Reading, Spelling, and Vocabulary |

|         |    |  |    |    |                     |    |    |    |    |   |
|---------|----|--|----|----|---------------------|----|----|----|----|---|
| Week 8  | 11 | ASYNCHRONOUS MODULE  | 12 | 13 | ASYNCHRONOUS MODULE | 14 | 15 | 16 | 17 | ✍ Reflection and Plan 4   |
| Week 9  | 18 | 📖 See Canvas for article<br>🎧 <a href="#">Putting sounds into syllables is like putting toppings on a burger</a>   | 29 | 20 | ASYNCHRONOUS MODULE | 21 | 22 | 23 | 24 | ✍ Reflection and Plan 5   |
| Week 10 | 25 | 📖 Chapter 9: Fluency Assessment (page - 340-358)<br>📖 Chapter 10: Fluency Instruction (pages 360-390)<br>🎧 <a href="#">Effective Fluency Instruction</a> | 26 | 27 | ASYNCHRONOUS MODULE | 28 | 29 | 30 | 31 | ✍ Reflection and Plan 6<br>✍ Fluency Lesson<br>🟢 Chapter 9 and chapter 10 |

### November

| Week    | Monday  | Tue | Wednesday                              | Thur | Fri | Sat | Sunday   |
|---------|---|-----|--|------|-----|-----|--|
| Week 11 | 1   |     | 3                                      | 4    | 5   | 6   | 7  |
|         | 📖 Chapter 2: Structure of Spanish<br>📖 <a href="#">How is it that b and v are the same for Spanish speakers and different for English speakers? Who's right?</a><br>🎧 <a href="#">Phonics for English Learners?</a> |     | ASYNCHRONOUS MODULE                    |      |     |     | ✍ Reflection and Plan 7<br>🟢 Chapter 2: Structure of Spanish |
| Week 12 | 8   | 9   | 10                                     | 11   | 12  | 13  | 14   |
|         | Asynchronous Module   |     | ASYNCHRONOUS MODULE                    |      |     |     | ✍ Reflection and Plan 8                                      |
| Week 13 | 15  | 16  | 17                                     | 18   | 19  | 20  | 21   |
|         | 📖 See Canvas for article  |     | ASYNCHRONOUS MODULE                    |      |     |     | ✍ Reflection and Plan 9                                      |
| Week 14 | 22  | 23  | 24                                     | 25   | 26  | 27  | 28   |
|         | WORK ON FUTURE ASSIGNMENTS  |     | WORK ON FUTURE ASSIGNMENTS/NO TUTORING |      |     |     |  |
| Week 15 | 29  | 30  |  |      |     |     |  |
|         | Final Exam Review   |     |  |      |     |     |  |

### December

| Week        | Monday | Tue | Wednesday           | Thur | Fri            | Sat | Sunday   |
|-------------|--------|-----|---------------------|------|----------------|-----|--|
| Week 15     |        |     | 1                   | 2    | 3              | 4   | 5  |
|             |        |     | TUTORING POST TESTS |      |                |     | ✍ Letterbox Lesson Video<br>✍ Scaffolding Oral Reading Video |
| Finals Week | 6      | 7   | 8                   | 9    | 10             |     |  |
|             |        |     | ✍ Literacy Report   |      | Final Exam Due |     |  |



## Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>]

## TECHNOLOGY REQUIREMENTS AND SUPPORT

### 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.*

---

## UNIVERSITY RESOURCES, 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. Once you submit the completed 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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.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, 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](mailto: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: The University Writing Center (UWC) at Texas A&M University—Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Spring 2021 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday thru Thursday with satellite hours Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering 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. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. 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](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 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>].

### **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 Wellness and 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.

---

## **OTHER POLICIES**

### **Copyright Notice**

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

*Copyright. (2021) by (Chelsea Herndon) at Texas A&M University-Central Texas, (College of Education and Human Development); 1001 Leadership Place, Killeen, TX 76549; Phone: (254-519-5464); Fax (254- 519-5786); (Chelsea.Herndon@tamuct.edu)*