

Texas A&M University-Central Texas
HIST 5342 Selected Topics in European History:
Spies and Resistance in Europe
W 6:00p.m.-9:00p.m. Online Synchronous Class Meetings

Instructor and Contact Information

Instructor: Dr. Cadra Peterson McDaniel

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Office Hours: By Appointment via WebEx

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Phone: 254-501-5932

Mode of Instruction and Course Access

This course is an online course with regularly scheduled synchronous class meetings on Wednesday from 6:00p.m. to 9:00p.m. Students must attend these meetings. Students will submit assignments via Canvas.

Student-Instructor Interaction

If students have any questions about the class or assignments, they should contact the instructor. The students should contact the instructor as soon as possible so that any concerns may be resolved before it becomes midpoint or later in the semester. Students may contact the instructor via email. Students may schedule an appointment to meet with the instructor; however, the instructor may not be able to meet with students on the same day that the email is received. The instructor will respond to all email in a timely manner, usually within one (1) business day. Email may not be answered on weekends. Announcements for the class will be posted on Canvas under the Announcements Section. Students should check this section regularly. For all questions concerning upcoming assignments, students should send all questions via email before 4:00p.m. the day before the due date. The “cut-off” time for questions allows all students an equal chance to have questions answered before the due date.

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

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

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

Course Information

Course Overview and Description

Research and writing of papers on selected topics. May be repeated for credit when topics vary. This specific course will examine the actions of spies and resistance movements in Early Modern and Modern Europe.

Overall Course Objective

After successfully completing the course, students will be able to critique the significance of spies and resistance movements and construct a research paper that analyzes in detail a specific spy's or resistance movement's importance.

Student Learning Outcomes

After successfully completing the course, students will be able to:

1. Examine the motivations for spies' actions and for the development of resistance movements
2. Analyze the evolution of spy networks and resistance movements in Europe's Early Modern and Modern eras

3. Critique the roles of spies and resistance movements during decisive periods in European history
4. Conduct in-depth research, utilizing primary and secondary sources, to author a research paper analyzing a specific spy or resistance movement

Required Texts

Books

Books are listed in the order to be read.

- Alford, Stephen. *The Watchers: A Secret History of the Reign of Elizabeth I*. New York: Bloomsbury Press, 2014. ISBN: 978-1608193394.
- Szechi, Daniel. Ed. *The Dangerous Trade: Spies, Spymasters and the Making of Europe*. Dundee: University of Dundee, 2010. ISBN: 9781845860608.
- Bascomb, Neal. *The Escape Artists: A Band of Daredevil Pilots and the Greatest Prison Break of the Great War*. Boston: Houghton Mifflin Harcourt, 2018. ISBN: 9780544937116.
- Proctor, Tammy M. *Female Intelligence: Women and Espionage in the First World War*. New York: New York University Press, 2003. ISBN: 9780814766941.
- Jordan, Pamela A. *Stalin's Singing Spy: The Life and Exile of Nadezhda Plevitskaya*. Lanham, MD: Rowman & Littlefield, 2016. ISBN: 978-1442247734.
- Ginsberg, Benjamin. *How the Jews Defeated Hitler: Exploding the Myth of Jewish Passivity in the Face of Nazism*. Lanham, MD: Rowman & Littlefield, 2013. ISBN: 9781442252745.
- Werner, Emmy E. *A Conspiracy of Decency: The Rescue of the Danish Jews During World War II*. Boulder, CO: Westview Press, 2002. ISBN: 9780813342788.
- Richelson, Jeffrey T. *A Century of Spies: Intelligence in the Twentieth Century*. Oxford: Oxford UP, 1997. ISBN: 9780195113907.

Articles

- McKale, Donald. "The Kaiser's Spy': Max von Oppenheim and the Anglo-German Rivalry Before and During the First World War," *European History Quarterly*. Vol. 27. No 2. April 1997: 199-219. Available via EBSCOHOST on the TAMUCT University Website.
- Sacher, Ted. "Survival Over the Western Front." *Military History*. Vol. 13. No. 7. March 1997: 1-10. Available via EBSCOHOST on the TAMUCT University Website.

Course Requirements

Syllabus Acknowledgement Statement

Students need to submit a Syllabus Acknowledgment Statement indicating that they have read and understand the information in the syllabus. Students should submit the statement on Canvas. Students' acknowledgement of this statement is worth five (5) points. If students have any questions about the statement, then they should contact the instructor as soon as possible.

Importance of Writing

Often, written materials serve as the first form of introduction to colleagues or potential employers. While this writing may be in the form of a cover letter or resume, and not a traditional classroom assignment, the writing skills developed in graduate courses will aid students in constructing a well-organized and clear letter or resume so that they make a positive first impression.

When Leading Discussion

During the semester, students will read books and articles that examine the actions of spies and resistance movements. Students will take turns leading discussion twice, and students will lead discussion in groups of two to three (2-3) students. Students will sign up for leading discussion on the first night of class. On the night that students lead discussion, they need to come prepared with a list of twenty to twenty-five (20-25) questions about the reading(s). **This list of questions must be submitted on Canvas. Assignments submitted in any other format will not be accepted. The list of questions and leading discussion is worth ten (10) points.**

In addition, when students lead discussion, they will need to submit a critique for that week's reading assignment. Students only need to submit a critique when they are leading discussion. The critique is meant to aid students in preparing to lead a thorough discussion of the

text. The critique should be two to three (2-3) typed pages; be double spaced; be typed in twelve (12) point Times New Roman Font; and have one (1) inch margins. Students should not consult any outside sources for the critique, but instead only base their critiques on that week's assigned reading.

Criteria for Book and Article Critique=15 points

Introduce clearly the author's or authors' thesis=4 points

Evaluate the author's or authors' use of examples to support the thesis=4 points

Overall impression of the book which may include evaluating the strength of the thesis and evidence presented; intended audience; and effective use of maps and/or images=4 points

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

In the critique, no lengthy quotations will be accepted. Students may include only two (2) quotations in the critique, and each quotation should be ten (10) words or less. The emphasis is that students paraphrase the material. When students paraphrase the material, they must engage critically with the material, which leads to a more thorough understanding of the text. Also, students should keep their critiques to the two to three (2-3) page limit. One of the objectives in graduate school is to be very specific and precise when expressing written ideas. Critiques that exceed the length limit; that are under the minimum page requirement; or that do not follow all guidelines and requirements will reduce students' grades by seven (7) points. Students should proofread their critiques before the due date, and critiques should be free generally of typographical errors and misspellings.

For the critique, students should have a title page, which does not count toward the required number of pages. Also, should students quote material, then they need an endnote page,

which does not count toward the required number of pages. Endnotes come on a separate sheet of paper at the end of the book critique. Links are posted on Canvas which provide examples of a correct title page and correct endnotes according to the *Chicago Manual of Style*, 17th edition.

The critique must be submitted on Canvas. Assignments submitted in any other format will not be accepted.

When Not Leading Discussion

All students **MUST** participate in the discussions. Students who are not leading discussion will need to submit a list of fifteen to twenty (15-20) questions that address topics from that week's reading. **These lists of questions must be submitted on Canvas.**

Assignments submitted in any other format will not be accepted. Each week's participation is worth five (5) points, and each week's list of questions is worth five (5) points.

To prepare for each discussion, **ALL** students should have read thoroughly the assigned material. As students read the material, it may be helpful to make notes. Be sure to read the introduction and conclusion since many times the author(s) will outline the thesis in these sections. Then as students read each book's chapters or article's sections, they should keep in mind that in each chapter or section, the author(s) is attempting to advance the book's or article's argument. Careful reading and note taking will aid students with discussion and should prepare them for composing well-developed critiques. Students may take notes during class meetings, but there is **NO** recording of class discussions.

Research Paper Overview

A major component of the class will be a thorough study of a topic regarding spies and resistance in European history. Students are free to research any topic, but the topic must relate

to European history from the 1500s through the late 1900s. Students may select a topic that is covered in class but are not required to do so. Students may take notes during class meetings, but there is NO recording of class discussions.

Submission of Research Topic

Early in the semester, students will submit a possible paper topic(s) for their final research project. Students should consider topics that appeal to their historical interests. The discussion of research interests on the first day of class will aid students in selecting a topic.

Rubric for Research Topic=4 points

Submission of possible research topic(s)=4 points

Digital Polarization Project Tutorials

As more and more sources become available online, it is important to be able to judge the authenticity and validity of these sources. TAMUCT has opted to participate in the American Democracy Project's (ADP) initiative *Digital Polarization: A Project to Promote Online Civic Information Literacy*. The Digital Polarization Initiative, or "DigiPo", is ADP's national effort to build student civic, information, and web literacy by having students participating in a broad, cross-institutional project to fact-check, annotate, and provide context to the different news stories that show up in our Twitter and Facebook feeds. Students may refer to the ADP's website for more information, <http://www.aascu.org/AcademicAffairs/ADP/DigiPo/> As part of this class, students will complete four (4) digital literacy tutorials that will strengthen their abilities to assess and to critique online content. The completion of each module is worth two (2) points.

Links to the Tutorials are listed in the Course Schedule.

Students will be expected to utilize skills learned in these tutorials as well as other critical analytical skills to assess online content's varied approaches to their research paper's topic. In research papers, students will analyze the manner in which online content approaches their topics

and specifically focus on any distortions surrounding their topics. For more information, students should refer to the syllabus' section titled, **Research Paper**.

Rubric for Digital Polarization Tutorials=8 points

Completion of Each Tutorial=2 points each

Research Paper Outline and Annotated Bibliography

In early March, students will submit an outline of their entire research paper. The outline will need to address the entire paper and not solely focus on the initial sections of the paper. Examples of acceptable outline forms are posted on Canvas. Students should review these examples. Also, students will submit an annotated bibliography of fifteen to twenty (15-20) scholarly sources. Students should provide a brief description of two to three (2-3) sentences describing each source.

Rubric for Outline=25 points

Thorough outline of each part of the research project=25 points

Completed Annotated Bibliography=15 points

Individual Meetings

Students will have some class periods when they meet with the instructor on an individual basis to discuss their research progress. Students will sign-up for a meeting time in class. All meetings will take place during the class period, Wednesday, 6:00p.m.-9:00p.m. via WebEx. Students will receive a WebEx invitation for each individual meeting. The invitation will be sent to the students' TAMUCT email addresses.

It is important that students come to these meetings. Each unexcused absence for an individual meeting results in a ten (10) point deduction on the final paper. Though some scheduled individual meetings will occur toward the end of the semester, students should work on their paper throughout the semester. **At any time should students have questions about**

their papers, they should feel free to contact the instructor with any questions and feel free to schedule a meeting with the instructor.

Research Paper Presentation

At the end of the semester, students will give a ten (10) minute in class presentation of their research. The presentation should provide an overview of the major points in the paper.

Also, students may use PowerPoint. Students should begin with their topic, explain their thesis, and provide three to four (3-4) detailed points that support their thesis.

Final Paper Presentation Rubric=30 points

Clearly introduce topic and state thesis=10 points

Explanation of examples that support the thesis (including original analysis)= 10 points

Professional and clear delivery of material=10 points

Research Paper

The paper will be twenty to twenty-five (20-25) pages in length; will utilize primary and secondary sources; and rely on scholarly resources. The paper should have one (1) inch margins; be double spaced; be typed in twelve (12) point Times New Roman Font; and employ Chicago Style endnotes and a Chicago Style bibliography. Please be aware that endnotes are not at the bottom of the page. Instead, endnotes begin on a new page after the final page of the paper and before the bibliography.

All material that is either quoted or paraphrased MUST be cited using Chicago Style. Links to this material are posted on Canvas. The material provides examples from the *Chicago Manual of Style*, 17th edition. Students will need a title page, an endnote page(s), and a bibliography, which do not count toward the required twenty to twenty-five (20-25) pages.

Within students' analysis of their topics, they should review two or three (2 or 3) popular websites on their topic and judge the accuracy of the information presented on these websites. In particular, students should note whether the information presented on these websites reflects the information contained in historical sources or if the information has been distorted. If the information is distorted, students will want to consider the reasons for these distortions. This analysis of online content should be more no more than three (3) paragraphs and should come immediately before the paper's concluding paragraph(s).

Any maps, charts, graphs, or other images should be in an Appendix and not within the text of the papers. Students' papers should be in paragraph format. There should not be extensive lists of items, especially in column format, and there should not be extra space between paragraphs or anywhere in the papers. Students may use only four (4) quotations, and each quotation must be ten (10) words or less. The emphasis is that students paraphrase the material. When students paraphrase the material, then students must engage critically with the material, which leads to a more thorough understanding of the information.

It is important that students follow the paper guidelines closely. Not following the guidelines will lower students' grades. Papers that exceed the length limit; that are under the minimum page requirement; or that do not follow all paper guidelines and requirements will reduce students' grades by fifteen (15) points. Students should proofread their papers before the due date, and the papers should be free generally of typographical errors and misspellings.

Criteria for Research Project=150 points

Well-developed thesis clearly stated in the first paragraph=35 points

Use material from primary and secondary sources to support the thesis including students' original analysis=75 points

Clearly written, correct grammar, and be free generally of typographical errors and misspellings=20 points

Have all information cited properly using Chicago Style=20 points

Since this may be the first time that students have composed a history research paper at the graduate level, students have the entire semester to ask the instructor questions about their research papers. While the instructor will not read drafts of the papers, the instructor is more than willing to answer specific questions. Only in cases of documented extreme hardship will an extension be granted for the final papers.

Class Grading Scale, Grading Criteria, and Conversion

This class follows TAMUCT's traditional grading scale of 100-90=A; 89-80=B; 79-70=C; 69-60=D; and 59 and below=F.

Syllabus Acknowledgement Statement=5 points

Leading Discussion/Questions=20 points

Book Analysis=30 points

Book/Article Questions=35 points

Weekly Discussion=35 points

Paper Topic=4 points

Digital Polarization Tutorials=8 points

Paper Outline and Annotated Bibliography=40 points

Presentation of Research Paper=30 points

Research Paper=150 points

Total=357 points

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

Posting of Grades

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

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

Course Schedule

The instructor reserves the right to make modifications to the syllabus and the course schedule as needed based on time and other factors. Should this need occur, then an updated schedule will be posted on Canvas. **All assignments are due by 6:00p.m. on the due date.**

January 20: Introduction to Class

January 27: Stephen Alford. *The Watchers: A Secret History of the Reign of Elizabeth I.*

February 3: Paper Topic Due; Daniel Szechi (Editor). *The Dangerous Trade: Spies, Spymasters and the Making of Europe.*

February 10: Neal Bascomb. *The Escape Artists: A Band of Daredevil Pilots and the Greatest Prison Break of the Great War.*

AND Donald McKale. “‘The Kaiser’s Spy’: Max von Oppenheim and the Anglo-German Rivalry Before and During the First World War.”

AND Ted Sacher, “Survival Over the Western Front.”

February 17: Completion of Digital Polarization Project Tutorials Due; Individual Meetings

1: Introduction to Web Literacy: <http://tamuct.libsurveys.com/WebLiteracyIntroduction>

2: Investigate the Source: <http://tamuct.libsurveys.com/InvestigateSource>

3: Find the Original Source: <http://tamuct.libsurveys.com/FindOriginal>

4: Look for Trusted Work <http://tamuct.libsurveys.com/TrustedWork>

February 24: Tammy M. Proctor. *Female Intelligence: Women and Espionage in the First World War.*

March 3: Outline of Paper and Annotated Bibliography Due; Pamela A. Jordan. *Stalin’s Singing Spy: The Life and Exile of Nadezhda Plevitskaya.*

March 10: Individual Meetings

March 17: Spring Break, No Class

March 24: Benjamin Ginsberg. *How the Jews Defeated Hitler: Exploding the Myth of Jewish Passivity in the Face of Nazism.*

March 31: Individual Meetings

April 7: Emmy E. Werner. *A Conspiracy of Decency: The Rescue of the Danish Jews During World War II.*

April 14: Jeffrey T. Richelson. *A Century of Spies: Intelligence in the Twentieth Century.*

April 21: Individual Meetings

April 28: Individual Meetings

May 5: Presentations Due

May 12: Final Research Paper Due, Submit Online via Canvas, No Class Meeting

Instructor and Course Policies

Absences

Absences in graduate school are generally not acceptable. The instructor does understand that in some circumstances, such as a major illness, there may be missed classes. Should students miss class, then they need to contact the instructor as soon as possible. Unexcused absences will affect negatively students' grades. Only excused absences are allowed. Should students miss a class, make-up assignments will be allowed only for excused absences. Students, when they return, must email the instructor written documentation, such as a note from their doctor, which covers the days that they missed. **ONLY** with documentation will students be granted an excused absence and be able to make up work. Students who submit work early but then miss class on the work's due date will also need to provide some form of documentation for the day(s) missed. Otherwise, the work will not be accepted. Students cannot make up work or receive credit for work with unexcused absences **Should students miss an individual meeting, then they will need to meet with the instructor within one (1) week of returning to class.**

Make-Up Work When Leading Discussion

For an absence when students are leading discussion, they will need to submit a lengthier critique. Make-up work for leading discussion will take the form of a lengthier critique of six to eight (6-8) pages. This critique will count for both the leading discussion grade and the critique

grade. All guidelines as outlined in the previous section titled **Book or Article Critique** apply to make-up critiques. Students should refer to these guidelines and requirements or points will be lost.

Criteria for Make-up Book or Article Critique=25 points

Introduce clearly the author's or authors' thesis=5 points

Evaluate the author's or authors' use of examples to support the thesis=10 points

Overall impression of the book which may include evaluating the strength of the thesis and evidence presented; intended audience; and effective use of maps and/or images=5 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=5 points

Make-Up Work When Not Leading Discussion

For an absence when students are not leading discussion, make-up work will take the form of a lengthier weekly critique of three to four (3-4) pages. These lengthier critiques will count as both the question grade and the discussion grade. All paper guidelines as outlined in the previous section titled **Book and Article Critique** apply to make-up critiques. Students should refer to these guidelines and requirements or points will be lost.

Criteria for Make-up Book or Article Critique=10 points

Introduce clearly the author's or authors' thesis= 3 points

Evaluate the author's or authors' use of examples to support the thesis=3 points

Overall impression of the book which may include evaluating the strength of the thesis and evidence presented; intended audience; and effective use of maps and/or images=2 points

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

Make-Up Work for Missed Presentation

Should students miss the presentation, then in order to make up the presentation, students will need to include an additional three (3) pages of material to their research papers. In this instance, the final paper grade will include the eighteen (18) points for the presentation for a total of one hundred sixty-eight (168) points. The paper is still due on May 12 before 6:00p.m. Note that only in cases of documented extreme hardship will students be allowed to have an excused absence for the presentation.

Make-Up Work Due Dates

ALL make-up work must be turned in no later than one (1) week after students return to class. No work will be accepted after the one (1) week period. Toward the end of the semester, there may be a shorter amount of time for make-up work. No make-up work will be accepted after the Final Paper is due on May 12.

Incompletes

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

Withdrawal, Drop Dates, and Assignment Due Dates

Students who feel that they need to drop the class must go to the Registrar's Office and complete the withdrawal forms. It is the students' responsibility to withdraw from a class. Also, it is the students' responsibility to be aware of all add and drop dates for classes and to be aware of all guidelines in the syllabus and due dates for class assignments. Students should refer to the University Calendar for important dates, such as graduation deadlines. The calendar can be viewed at <https://www.tamuct.edu/>

Plagiarism

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

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

Cheating

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

Academic Integrity

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

Technology Requirements and Support

Technology Requirements

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

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.

COVID-19 Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety 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. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

Face Coverings— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.

If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.

Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.

Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

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. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university's Office of Student Conduct. Ignorance of the university's standards and expectations

is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html),
[<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.

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

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.-5:00 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 [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

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

On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

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

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index]. **For Spring 2021, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.**