

READ 3310-110, 10775, Foundations of Literacy

Spring 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 through Microsoft Teams on Mondays and Wednesdays from 12:30 pm - 1:45 pm. Each class day you will login to Canvas and access Microsoft Teams through your university email.

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Chelsea Herndon, Ph.D.

Office: Warrior Hall 322E

Phone: 205-447-0653

Email: Chelsea.Herndon@tamuct.edu- Please contact me by email instead of Canvas messages.

Office Hours: I will be holding virtual office hours on Mondays and Wednesdays from 10:00am-12:00pm. Because they are virtual, we can meet through Microsoft Teams or talk on the phone. You may email me anytime to make an appointment outside of office hours.

Student-instructor interaction

I am usually very quick to respond to emails. However, I still reserve the right to respond within 24 hours during weekdays. Many times, it is easier for me to clarify questions over the phone. If you prefer to contact me via phone, you may call or text my cell phone between 8:00am-5:00pm Monday-Friday. When leaving a message, please leave your name and question.

WARRIOR SHIELD

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

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

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

COVID-19 SAFETY MEASURES

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety 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.
 - o 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.

COURSE INFORMATION

Course Overview and description

(WI) This course provides an overview of foundational concepts, principles, and best practices related to the science of teaching reading. Includes a survey of the cognitive, socio-cultural, linguistic, and motivational influences on literacy and language development. Presents the key scientifically-based reading research foundations needed to understand how reading develops from early childhood through adolescence.

This writing instructive (WI) course fosters students’ development of written communication

via discourse, reflection, and revision of written drafts through peer conferencing and instructor feedback. This course includes topics such as understanding reading research, cognitive psychology's contributions to understanding the reading process, language development, the sequence of learning to read, the essential components of reading instruction, and an introduction to the most effective approaches to teaching reading across the grade bands.

The goal of this course is to prepare teacher candidates to become effective teachers in the classroom. Faculty and students will complete a Dispositions form at the mid-term and end-of-term to evaluate and discuss dispositional skills needed to be successful teachers in today's classroom.

Student Learning Outcomes

The learner will:

1. Describe the history of reading instruction.
2. Compare and contrast the reading models and how they are used to understand reading development, instructional needs, and reading concerns.
3. Identify the essential components of reading instruction and the effective instructional elements involved with each area of reading.
4. Distinguish the phases of reading development.
5. Define the key terms used for literacy.

Competency Goals Statements (certification or standards)

https://tea.texas.gov/sites/default/files/tx293_final_framework_3.2020.pdf

Comp. 1. Foundations of the Science of Teaching Reading. Understand foundational concepts, principals, and best practices related to the science of teaching reading.

Required Reading and Textbook(s)

Dewitz, P., Graves, M., Graves, B., & Juel, C. (2019). *Teaching Reading in the 21st Century: Motivating All Learners* (6th ed.). Pearson.

*You don't need the My Lab part of the textbook.

Wolf, M. (2008). *Proust and the Squid: The Story and Science of the Reading Brain*. Harper Perennial.

COURSE REQUIREMENTS

Proust and the Squid Reflections

150 points (50 points each)

Literature circles provide students with many opportunities to use reading strategies in authentic contexts. During a literature circle, students meet and discuss a novel. Students summarize what they have read, clarify difficult vocabulary words, and make inferences (Dewitz, Graves, M., Graves, B., & Juel, 2019).

This semester we will read *Proust and the Squid: The Story and Science of the Reading Brain* by Maryanne Wolf and discuss the chapters in the format of a literature circle. You will be required to write a reflective essay for each of the three parts of the novel: Part I-How the Brain Learned to Read, Part II-How the Brain Learns to Read Over Time, and Part III-When the Brain Can't Learn to Read.

The purpose of this assignment is for you to synthesize the required readings, podcasts, and discussions that include the key scientifically-based reading research foundations needed to understand how reading develops from early childhood through adolescence. Additionally, you will reflect on your learning and experience.

Additional components must include the use of appropriate references, peer review, and instructor feedback. Use the rubric and resources provided on Canvas to guide your thinking. **(SLO 1, 2, 3, 4, 5)**

Text Complexity Analysis

100 points (50 points each)

The CCSS defined text complexity in three ways. First, text complexity can be determined with quantitative criteria (sentence length, number of syllables, word length, word frequency). Second, texts should be evaluated qualitatively using criteria such as the depth of ideas, the text organization, and language characteristics. Third, teachers should consider a reader-task analysis and determine what texts to use for what purposes (Dewitz, Graves, M., Graves, B., & Juel, 2019).

The purpose of this assignment is for you to analyze the complexity of two texts of your choice (1 narrative and 1 informational) that can be used in a first through fifth grade classroom. Additional components must include the use of appropriate references, critical reflection, and peer review. Use the rubric and resources provided on Canvas to guide your thinking. **(SLO 3, 4, 5)**

History of Reading Essay

100 points (25 outline, 25 rough draft, 50 final draft)

Understanding the history of the United States and its schools will help you understand the present and perhaps avoid the pitfalls of the past (Dewitz, Graves, M., Graves, B., & Juel, 2019).

The purpose of this assignment is for you to summarize the history of reading by outlining the key tenets as well as the most recent developments in reading instruction.

Additional components must include use of appropriate references, graphic organizer (pre-write), rough draft, peer review, final draft, and instructor feedback. Use the rubric and resources provided on Canvas to guide your thinking. **(SLO 1, 2, 3, 4, 5)**

Literacy Word Wall

50 points

This semester you will be introduced to a wealth of terminology relating to scientifically-based reading research foundations and literacy and language development. According to Graves et al. (2014) defining a word and using the word in context, provides multiple exposures to the word, and involves students in discussion and active processing of the word's meaning. It also helps students review the words in various contexts over time.

The purpose of this assignment is for you to create an interactive word wall using Padlet.com and include key literacy terms from the required readings, podcasts, and discussions that include the key scientifically-based reading research foundations needed to understand how reading develops from early childhood through adolescence. Use the rubric and resources provided on Canvas to guide your thinking. **(SLO 5)**

Quizzes

130 points (10 points each)

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. Completing each content literacy guide, provided to you on Canvas, will help you understand the most important ideas from each chapter and guide your thinking. 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. All content literacy guides are posted to Canvas on the content literacy guide page. To submit your guide, upload it as an attachment at the end of your quiz. **(SLO 1, 2, 3, 4, 5)**

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

(multiple choice, true-false, and matching questions) and brief essay items. You can best prepare for the final by reviewing previous Canvas quizzes and content literacy guides. **(SLO 1, 2, 3, 4, 5)**

Extra Credit

Extra credit is educationally beneficial when designed as opportunities of enrichment. To obtain 10 extra credit points, you may read either of the listed books. To obtain 5 extra credit points, you may watch either of the listed documentaries. You must then submit a reflective essay to Canvas. Your reflection must include information about what you learned, how you relate to what was mentioned, and how what you have learned has impacted your journey as a future educator. Use the provided rubric on Canvas to guide your thinking. All extra credit assignments must be submitted before the final exam.

Books (10 points) (SLO 1, 5)

- Esquith, R. (2007). *Teach like your hair's on fire: The methods and madness inside room 56*. New York: Viking.
- Burgess, D. (2012) *Teach like a pirate: Increase student engagement, boost your creativity, and transform your life as an educator*. San Diego, CA: Dave Burgess Consulting, Inc.

Documentaries (5 points) (SLO 1, 5)

- *American Teacher* (2011) co-directed by Vanessa Roth and Brian McGinn
- *Waiting for "Superman"* (2010) directed by Davis Guggenheim

Grading Criteria Rubric and Conversion

Grading		
Assignments	Points	Student Learning Outcomes
Text complexity analysis	100	3,4,5
Proust and the Squid Reflections	150	1,2,3,4,5
Literacy Word Wall	50	5
History of Reading Essay	100	1,2,3,4,5
Quizzes (10 points each)	130	1,2,3,4,5
Final Exam	100	1,2,3,4,5
Total Points	630	

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, do make a comment on the grade on the Canvas assignment but please also email me.

COURSE OUTLINE AND CALENDAR

READ 3310, Foundations of Literacy Spring 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
12:30pm-1:45pm

Symbol Key	
Assigned reading 📖	Quiz 🗳️
Written assignments 📝	Podcast 🎧
Watch 📺	
Teaching Reading in the 21 st Century	
Proust and the Squid	
Article	

January 2021

Week	Monday	Tue	Wednesday	Thur	Friday	Sat	Sun
Week 1	18 🎧 Hard Words: Why Aren't Our Kids Being Taught to Read? 🎧 Behind the scenes of the National Reading Panel: Tim Shanahan	19	20 📖 Chapter 1: Reading and Learning to Read 🎧 Marianne Wolf	21	22 🗳️ Chapter 1	23	24
Week 2	25 📖 Chapter 1: Reading Lessons from Proust and the Squid	26	27 📖 Chapter 2: Reading Instruction 🎧 A conversation with Daniel Willingham	28	29 🗳️ Chapter 2	30	31

February 2021

Week	Monday	Tue	Wednesday	Thur	Friday	Sat	Sun
Week 3	1 📖 Chapter 2: How the Brain Adapted Itself to Read: The First Writing Systems	2	3 📖 Chapter 7: Emergent Literacy 🎧 Why We Stopped Teaching Children How to Read	4	5 🗳️ Chapter 7	6	7
Week 4	8 📖 Chapter 3: The Birth of an Alphabet and Socrates' Protests	9	10 📖 Chapter 8: Word Recognition	11	12 🗳️ Chapter 8 📝 Part I: How the Brain Learned to Read (1 st draft)	13	14
Week 5	15 📖 Chapter 4: The Beginnings of Reading Development, or Not	16	17 📖 Chapter 3: Motivation and Engagement 📖 Chapter 4: Organizing Instruction So All Will Succeed	18	19 🗳️ Chapters 3 and 4 📝 Part I: How the Brain Learned to Read (Final draft)	20	21
Week 6	22 📖 Chapter 5: The "Natural History" of Reading Development: Connecting the Parts of the Young Reading Brain	23	24 📖 Chapter 6: Choosing Texts for Reading Instruction 🎧 Decodable Text, Leveled Text, and All the Rest	25	26 🗳️ Chapter 6	27	28

March 2021

Week	Monday	Tue	Wednesday	Thur	Friday	Sat	Sun
Week 7	1 📖 Chapter 6: The Unending Story of Reading's Development	2	3 📖 Chapter 9: Fluency and Independent Reading	4	5 🗳️ Chapter 9 📝 Text Complexity Analysis	6	7
Week 8 Midterm	8 🎧 A conversation with Tim Rasinski	9	10 📖 Chapter 5: Classroom Assessment	11	12 🗳️ Chapter 5 📝 Part II: How the Brain Learns to Read Over Time (1 st draft)	13	14
Spring Break	15	16	17	18	19	20	21
Week 9	22 📖 Chapter 7: Dyslexia's Puzzle and the Brain's Design	23	24 📖 Chapter 10: Vocabulary Development 🎧 A conversation with Freddy Hiebert	25	26 🗳️ Chapter 10 📝 Part II: How the Brain Learns to Read Over Time (Final draft)	27	28
Week 10	29 📖 Chapter 11: Teaching Reading Comprehension: Focusing on Narrative Text	30	31 🎧 A conversation with Tim Shanahan				

April 2021

Week	Monday	Tue	Wednesday	Thur	Friday	Sat	Sun
Week 10				1	2 🗳️ Chapter 11	3	4
Week 11	5 📖 Chapter 8: Genes, Gifts, and Dyslexia	6	7 📖 Chapter 12: Comprehending Informational Text	8	9 🗳️ Chapter 12	10	11
Week 12	12 📖 Chapter 9: Conclusions: From the Reading Brain to "What Comes Next"	13	14 📖 Chapter 13: Writing and Reading	15	16 🗳️ Chapter 13 📝 Part III: When the Brain Can't Learn to Read (1 st draft)	17	18

Week 13	19 📖 Chapter 14: Reading Instruction for English Language Learners	20	21 SEE CANVAS	22	23 📖 Chapter 14 ✍️ Part III: When the Brain Can't Learn to Read (final draft) ✍️ History of Reading Essay (pre-write)	24	25
Week 14	26 SEE CANVAS	27	28 SEE CANVAS	29	30 ✍️ History of Reading Essay (1 st draft)		

May 2021

Week	Monday	Tues	Wednesday	Thur	Friday	Sat	Sun
Week 15	3 Final Exam Review	4	5 Final Exam Review	6	7 ✍️ History of Reading Essay (final draft)	8	9
Week 16	10 ✍️ Word Wall	11	12	13	14 Final Exam	15	16

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

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. 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 [WCOonline](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.

OPTIONAL POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

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

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively

create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/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](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) 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.

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