

**EDUC 5370.110 Techniques of Research  
Spring 2021  
Texas A&M University-Central Texas**

**COURSE DATES, MODALITY, AND LOCATION**

EDUC 5370 is 16-week course starting on January 19, 2020 and ending on May 14, 2021. This is a 100% online course and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Jason Hewitt, Ed.D.

**Phone:** 512-581-8505

**Email:** [jason.hewitt@tamuct.edu](mailto:jason.hewitt@tamuct.edu)

**Office Hours**

Virtual office hours are available by appointment. Students will visit the Canvas WebEx virtual office to meet. Please sign up and be prepared. I am an adjunct professor, and my availability is on-line, email, and text.

**Student-instructor interaction**

As your professor, my role is to facilitate in your learning and help assist you in your college journey. Please take advantage of the office hours provided – they are your time to visit. I will do my best to help you in any way. I will be checking email daily. My response time will be returned within 72 hours. When sending an email, please put the course name in the subject line. For the body of the email, remember to address me as Dr. Hewitt, include your detailed information with a possible solution, if needed, and include a salutation with your W#. Professional communication is always expected.

**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**

Explore fundamental concepts and tools of research applied to psychological and educational problems. Study rationale of research, analysis of problems, library skills, sampling, appraisal instruments, statistical description, and inference, writing the research report, and representative research designs.

### **Course Objective or Goal**

Techniques of Research is a required course for all options in the Master of Education degree. It is an introductory course designed to assist the beginning graduate student in the acquisition of an understanding of research process and methodology. It is important for teachers and administrators to have a knowledge and understanding of the basic theories and principles related to curriculum development and to be able to use this information in planning and implementing instruction in the classroom. Special attention is given to the development of high-level skill for locating, evaluating, and documenting library materials. Students are provided opportunities for the development of their abilities for analytical methodology and to demonstrate their understanding of the research process through the development of a research proposal on an approved topic. Students will analyze, synthesize, and evaluate professional literature and present the research proposal.

### **Student Learning Outcomes:**

1. Identify the principles of research by recognizing and comparing the characteristics of the following models of quantitative and qualitative research models: survey, correlation, causal-comparative, experimental, case study, ethnographic and action.
2. Describe the advantages of the scientific method compared to other approaches of gaining knowledge. Identify and describe the major steps involved in conducting a scientific research study by developing a research study (i.e., research question(s), sample, method of data collection and analysis, and major findings and conclusions).
3. Using electronic and institutional resources, conduct library research to design and present an original research proposal for conducting a potential study using (with instructor guidance) the manuscript guidelines established according to the Publication Manual of the American Psychological Association (APA).
4. Write a research proposal that includes: the development of an appropriate research topic, specific research questions, a critical review of literature, the research model, sample selection, procedure for collection and analysis of data, and procedures to ensure the validity and reliability of the findings.
5. Develop problem-solving, analytic, interpersonal, project management and academic writing skills as part of the learning process.
6. Develop a formal video presentation of their research proposal.

### **Required Reading and Textbook(s)**

McMillan, J. H. (2015). *Fundamentals of educational research* (7th ed.). Pearson.

### **Recommended**

American Psychological Association. (2019). *Publication manual of the American Psychological Association*.

### **Helpful Websites**

1. Grammarly:  
[www.grammarly.com](http://www.grammarly.com)
2. Owl Purdue:  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

3. Citation Machine: <https://www.citationmachine.net/apa/cite-a-book>

### **COURSE REQUIREMENTS**

- |   |                    |            |
|---|--------------------|------------|
| • Critical Analyses (2 x 50 points each)                      | SLO's (1, 2)       | 100 Points |
| • Chapter Quiz (15 x 10 points each)                          | SLO's (1, 2)       | 150 Points |
| • Discussion Post and Reply (15 x 10 points)                  | SLO's (1, 2)       | 150 Points |
| • Research Vocabulary Test                                    | SLO's (1, 2)       | 100 Points |
| • Research Paper  | SLO's (3, 4, 5, 6) | 350 Points |
| ○ Part I: RQ, Introduction (100 points)                       |                    |            |
| ○ Part II: Literature Review (100 points)                     |                    |            |
| ○ Part III: Final Draft (100 points) Presentation (50 points) |                    |            |

### **GRADING CRITERIA RUBRIC AND CONVERSION**

Grades will be assigned at the end of the semester on the following basis:

- A = 850 – 761 points
- B = 760 – 676 points
- C = 675 – 591 points
- F = 506 < points

### **Posting of Grades**

Grades will be posted on the Canvas Grade book where students can monitor their status. Turn-around time for grades to be posted are within 2 weeks. Larger projects may take more time. If you have any questions or concerns, please do not hesitate to email me.

### **Grading Policies**

All assignments must be submitted on time to receive full credit. Any late assignment submitted will have an automatic 25% deduction or not accepted per the instructor's decision. Note: Arrangements in exceptional circumstances (hospitalization, catastrophe, etc.) are the responsibility of the student. This means you must meet with the instructor to discuss the situation and provide documentation. If you are having technology difficulties, email the assignment to yourself and print in the library. Paper copies and/or Canvas copies of assignments are necessary to receive a grade. \*\*Students must complete and submit ALL assignments. No student can earn an "A", regardless of the mathematical outcome, if they are missing any assignment.

### **ASSIGNMENTS**

#### **Critical Analysis**

Each student is required to prepare and submit two critical analyses (or evaluation) of a study reported in the research literature (i.e., published in a peer-reviewed journal). The purpose of the evaluation is to comment upon the adequacy of the article as a research report by analyzing each component of the study. Students will complete one analysis from a qualitative study and one analysis from a quantitative study.

#### *Quantitative Study Guidelines*

Use the outline below as a guide in your analysis. For items 2-16, you are to state whether the research report provides adequate information or whether the procedure used in the research study was adequate. It is **required** that you use a five-point Likert rating scale\* (very good to very poor) to indicate the overall adequacy of each item. You must **justify your position** on each item. The last three items (17-19) should reflect your overall opinion about the article.

The date of publication for the peer-reviewed quantitative research article must be within the past **three** years. You must submit a copy of the article with the critical analysis. The critical analysis should be from 3-5 pages in length, and it must be double-spaced with standard margins and font style. \*Create your own Likert Scale.

#### Items to Include in the Critical Analysis:

1. APA style reference
2. Title
3. Description of the Problem
4. Significance of the Problem
5. Analysis of Literature Relevant to the Problem
6. Identification of Independent Variables and Dependent Variables
7. Statement of Operational Research Question(s) or Hypotheses
8. Definition of Terms
9. Population and Sampling Procedures
10. Data Sources and Data Collection Procedures
11. Instrumentation or Measurement Devices – Validity and Reliability Information
12. Data Tables and Data Analysis
13. Presentation and Interpretation of Findings
14. Conclusions and Recommendations
15. Summary or Abstract of the Study
16. Suggestions for Further Research in the Problem Area
17. Strengths of the Study (your opinion)
18. Weaknesses of the Study (your opinion)
19. Suggestions for Improving the Study (your opinion)

#### *Qualitative Study*

Use the outline below as a guide in your analysis. Qualitative research is a type of scientific research. In general terms, scientific research consists of an investigation that seeks answers to a question, systematically uses a predefined set of procedures to answer the question, collects evidence, produces findings that were not determined in advance and produces findings that are applicable. Additionally, qualitative research seeks to understand a given research problem or topic from the perspectives of the local population it involves. It is **required** that you use a five-point Likert rating scale\* (very good to very poor) to indicate the overall adequacy of each item. You must **justify your position** on each item. The date of publication for the peer-reviewed quantitative research article must be within the past **three** years. You must submit a copy of the article with the critical analysis. The critical analysis should be from 3-5 pages in length, and it must be double-spaced with standard margins and font style. \*Students will create their own Likert scale.

#### Items to include in the critical analysis

1. APA style reference
2. Title
3. Description of the Problem
4. Significance of the Problem
5. Analysis of Literature Relevant to the Problem
6. Is the research question posed in a manner that resonate with the qualitative paradigm?
7. What are the results?
8. Are the results valid?
9. Was the choice of participants explicit and comprehensive?
10. Was data collection sufficiently comprehensive and detailed?
11. Were the data analyzed appropriately and the findings corroborated adequately?
12. Does the study adequately address potential ethical issues, including reflexivity?
13. Can I transfer the results of this study to my own setting?

### **Chapter Readings**

Depending on the week, students will read one to two chapters from the assigned readings.

### **Chapter Quizzes**

Depending on the week, students will read one to two chapters from the assigned readings. Upon completion of reading each chapter, students will take a timed quiz on Canvas over the chapter content. All questions will be multiple choice.

### **Discussion Questions**

Depending on the week, students will read one to two discussion questions related to the chapter readings, lecture presentations, and or topics relevant to research techniques. Students are required to post a response and reply to at least one peer.

### **Research Vocabulary Test**

Near the end of the semester, students will take a vocabulary test on the key words in educational research. Format may include multiple choice, matching, T/F and/or fill in the blank. All vocabulary is chosen from chapter readings, lecture presentations, and or topics relevant to research techniques.

### **Research Paper**

This is split into three components. Part one focuses on the development of an actual research problem that hopefully will remain the focus of your work in the Qualitative or Quantitative research class and for a project/thesis. This includes narrowing a topic of interest, developing research questions, and writing an introduction. The second part focuses on developing a review of literature. Students will meet with the embedded librarian, Michelle Shae, to utilize the library resources to locate 15 current studies dating no later than 2018. All parts build upon each other, offering multiple opportunities for feedback as you refine. Part three includes combining part one and two with a complete draft. Students will meet with their Writing Center tutor at least once to get assistance in writing in APA 7<sup>th</sup> ed. style as well as revising and editing. Peer conference will also be utilized in Collaborations in Canvas. The end product will be presented to class using Studio to showcase the research paper and discuss the process.

## **Part I: Research Problem Development**

*Research Questions:* Develop 2 potential research questions. For each, explain why you are interested in exploring the topic or why the topic is important to study. The questions could relate to each other in some way, or they could be completely independent of each other. The purpose of this exercise is to help you identify researchable questions. I will provide feedback regarding the plausibility of the question, and perhaps give you some tips to help you get started.

*Background Outline:* The outline includes a research question (or questions), and an outline of the information you plan on including in the introduction, statement of the problem, and significance of the study sections of the document. This should be an outline only, using phrases to indicate only the nature of the content. The purpose of this assignment is to force you to consider how to build the initial sections of your document in a way that provides background to the reader and a justification for your study.

*Background Draft:* Using the outline you developed, write a draft of the document's background sections (introduction, statement of the problem, significance of the study, and research questions). All in-text citations should be in APA format. You will submit one copy of the draft to Canvas for my general review, and you will be assigned to a small group in Canvas that will provide feedback for each group member's work. The purpose of the assignment is for you to compose your thoughts early enough to make meaningful revisions based on peer feedback.

*Background:* This should be a refined version of the background sections, including a complete reference list in APA format. The document must be no more than 7 double-spaced pages in length, plus references.

## **Part II: Review of Literature**

*Review of Literature:* Research always includes a review of the literature related to the area of interest. This provides the researcher with perspective and knowledge. The review serves as an overview of what is known about the topic and leads to a justification for the particular study. Students will first locate 15 scholarly articles related to their topic and complete the Research Chart. Then, using the chart, begin the narrative with a brief introduction and end with a summary. In between, you will discuss the results of previous related research in narrative format. You must determine the order of what articles to discuss and when to support your paper (i.e., chronologically, importance). Additionally, research is typically based upon a theory or theories that help to explain the underlying foundation behind the issue. It is important to recognize how theories explain the phenomena being explored. You will identify at least two theories related to your topic and incorporate them throughout your review.

### **When looking for articles you need to adhere to the following guidelines:**

- Use scholarly journals rather than popular magazines, newspaper articles, or the internet. Rely on the educational literature. If you are unsure whether an article or journal is included in the discipline, ask your embedded librarian or I will look at it.
- In general, select recent articles (i.e., 2018 or later). However, if an article written in 1952, for example, is extremely pertinent to your proposal, then use it.

**Choose only research articles (qualitative or quantitative research) for the literature review. Do not include theoretical works, editorials, book reviews, program reports, etc.** If you are unsure about an article, ask your embedded librarian or I will gladly look at it.

**Your task is to:**

- Briefly restate your research topic in an opening paragraph. Provide a short introduction about what question(s) you are trying to answer, why this is **educationally** interesting, and why you chose it. Also, provide a brief overview of the topics you will cover in your literature review.
- Divide the literature that you have into sections of like studies. Then, for each section, write an essay summarizing the studies. Be sure to state the **research purpose, method(s), and findings ONLY** for the studies that are paramount to your study. [NOTE: Use transitions within your essay so that it flows and does not appear like disjointed blocks of information.]
- Write a concluding paragraph that summarizes the articles. For example, how will these articles inform your research?
- DO NOT PLAGIARIZE.

**Part III: Final Draft- Written Paper and Presentation**

Students will combine all the writing assignments together to create a single paper. APA style headings, format and style must be included.

Students will use Studio to create a video of their research discussion and paper to present to the class not to exceed 15 minutes.

**Research Discussion Questions for Presentation:**

1. Topic, research questions
2. Why did you choose this topic?
3. Is this topic timely? Why?
4. What did you find in the literature – how many studies matched?
5. Is this topic culturally relevant?
6. Can this topic be used across grades, disciplines, etc?
7. General findings in the literature
8. Assumptions
9. Implications

## COURSE OUTLINE AND CALENDAR

Date	Topic/Readings	Assignments/Quizzes
Week 1: 1/19-1/22	Read Chapter 1 Introduction to Research	<ol style="list-style-type: none"> <li>1. Take timed Quiz 1</li> <li>2. Post response to discussion question(s) and reply to at least 1 posting from a peer.</li> <li>3. Schedule appointment with educational librarian, Michelle Shae</li> <li>4. Schedule an appointment with Dr. Hewitt</li> </ol>
Week 2: 1/23-1/29	Read Chapter 2: Ethical Issues, Principles and Practices.	<ol style="list-style-type: none"> <li>1. Take timed Quiz 2</li> <li>2. Post response to discussion question(s) and reply to at least 1 posting from a peer.</li> </ol>
Week 3: 1/30-2/5	Read Chapter 3: Research Problems and Questions	<ol style="list-style-type: none"> <li>1. Take timed Quiz 3</li> <li>2. Post response to discussion question(s) and reply to at least 1 posting from a peer.</li> <li>3. Complete Writing Assignment: Critical Analysis, Quantitative</li> </ol>
Week 4: 2/6-2/12	*Read Chapter 4: Locating and Reviewing Related Literature	<ol style="list-style-type: none"> <li>1. Take timed Quiz 4.</li> <li>2. Post response to discussion question(s) and reply to at least 1 posting from a peer.</li> </ol>
Week 5: 2/13-2/19	Read Chapter 5: Participants and Sampling	<ol style="list-style-type: none"> <li>1. Take timed Quiz 5.</li> <li>2. Post response to discussion question(s) and reply to at least 1 posting from a peer.</li> </ol>
Week 6: 2/20-2/26	Read Chapter 6: Foundations of Educational Measurement	<ol style="list-style-type: none"> <li>1. Take timed Quiz 6.</li> <li>2. Post response to discussion question(s) and reply to at least 1 posting from a peer.</li> <li>3. Complete Writing Assignment: Critical Analysis, Qualitative Analysis</li> </ol>

Week 7: 2/27-3/5	Read Chapter 7: Quantitative Data Collection Techniques	<ol style="list-style-type: none"> <li>1. Take timed Quiz 7.</li> <li>2. Post response to discussion question(s) and reply to at least 1 posting from a peer.</li> </ol>
Week 8: 3/6-3/12	Read Chapter 8: Nonexperimental Quantitative Research Designs	<ol style="list-style-type: none"> <li>1. Take timed Quiz 8.</li> <li>2. Post response to discussion question(s) and reply to at least 1 posting from a peer.</li> </ol>
Week 9: 3/20-3/26	*Read Chapter 9: Experimental Research Designs	<ol style="list-style-type: none"> <li>1. Take timed Quiz 9.</li> <li>2. Post response to discussion question(s) and reply to at least 1 posting from a peer.</li> <li>3. Complete Research Paper Part 1</li> </ol>
Week 10: 3/27-4/2	Read Chapter 10: Understanding	<ol style="list-style-type: none"> <li>1. Take timed Quiz 10.</li> <li>2. Post response to discussion question(s) and reply to at least 1 posting from a peer.</li> </ol>
Week 11: 4/3-4/9	Read Chapter 11: Qualitative Research Designs	<ol style="list-style-type: none"> <li>1. Take timed Quiz 11.</li> <li>2. Post response to discussion question(s) and reply to at least 1 posting from a peer.</li> </ol>
Week 12: 4/10-4/16	Read Chapter 12: Qualitative Data Collection, Analysis, and Credibility	<ol style="list-style-type: none"> <li>1. Take timed Quiz 12.</li> <li>2. Post response to discussion question(s) and reply to at least 1 posting from a peer.</li> <li>3. Complete Research Paper Part II</li> </ol>
Week 13: 4/17-4/23	Read Chapter 13: Mixed Methods Designs	<ol style="list-style-type: none"> <li>1. Take timed Quiz 13.</li> <li>2. Post response to discussion question(s) and reply to at least 1 posting from a peer.</li> <li>3. Take Vocabulary Quiz</li> </ol>
Week 14: 4/24-4/30	Read Chapter 14: Action Research	<ol style="list-style-type: none"> <li>1. Take timed Quiz 14.</li> <li>2. Post response to discussion question(s) and reply to at least 1 posting from a peer.</li> <li>3. Schedule appointment with Writing Center tutor</li> </ol>

Week 15: 5/1-5/7	Read Chapter 15: Discussions and Conclusions	<ol style="list-style-type: none"> <li>1. Take timed Quiz 15</li> <li>2. Post response to discussion question(s) and reply to at least 1 posting from a peer.</li> <li>3. Complete Research Paper Part III – (written)</li> </ol>
Week 16: 5/8-5/14		<ol style="list-style-type: none"> <li>1. Complete Research Paper Part III – (video presentation)</li> </ol>

## **Important University Dates**

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

## **TECHNOLOGY REQUIREMENTS AND SUPPORT**

This course is 100% online. Students must have access to a computer, Microsoft Office (Word) and internet to access the library. Successful completion of this course means to have the technology requirements and submit all assignments online to Canvas by the due date.

### **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. 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. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. 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**

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to

help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WConline](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 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 workspaces, 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 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, who are exhibiting concerning behaviors, or individuals causing a significant disruption to our community, 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**

### **Communication**

It is the expectation that all students use and check daily their TAMUCT email account for class updates and university notices. Communication is vital in an online class and therefore, an expectation to be successful. Please utilize both your student email and Canvas email for interactions with your Professor.

### **Expected Quality of Work**

1. Papers: Use of a computer and printer to produce all written assignments
2. 8.5 x 11 paper, no legal paper
3. APA citation style (<http://owl.english.purdue.edu/owl/resource/560/01/>)
4. Proofread paper for grammatical, mechanical, and spelling errors.
5. Both content and quality of the student's writing will be considered. Quality of writing includes clarity of expression, appropriate use of references and correct grammar, spelling and punctuation.

### **Responsibility**

You are responsible for verifying dates, expectations, and quality of work. If there is something you do not understand, please ask. Assigned readings and tasks should be completed before class for discussion, reflection, and evaluation.

### **E-mail**

If you have questions or need to send a document for review, please send through my TAMUCT account [jason.hewitt@tamuct.edu](mailto:jason.hewitt@tamuct.edu).

### **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.