

Texas A&M University-Central Texas
LIBS 3300 Introduction to Liberal Studies
Eight (8) Weeks Online Class
Instructor and Contact Information

Instructor: Dr. Cadra Peterson McDaniel

Office: Heritage Hall, 204 L

Office Hours: By Appointment Only

Email: cadra.mcdaniel@tamuct.edu (Please use this email address as the method of contact)

Phone: 254-501-5932

Mode of Instruction and Course Access

This course is an online course with all information and assignments posted on Canvas.

Students will be submitting all 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 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 Description

(WI) Students are introduced to the major issues in interdisciplinary studies. Students research how their academic concentrations emerged as distinct disciplines and produce a research paper and presentation of their findings. Prerequisite(s): ENGL 1301.

This is a Writing Instructive (WI) course so writing will be an integral part of instruction and interactions. Writing will also be a fundamental way that students' mastery of course content is measured. WI means that students will have several opportunities to work on improving their writing skills. These opportunities are described in the assignment descriptions in the syllabus.

Overall Course Objective

After successfully completing the course, students will become familiar with examining topics from an interdisciplinary approach.

Student Learning Outcomes

After successfully completing the course, students will be able to

- 1) Discuss the value of applying interdisciplinary research to study a variety of topics.
- 2) Analyze the disciplinary insights gained through examining a topic from the perspective of at least two (2) disciplines.
- 3) Justify the reasons for adopting an interdisciplinary approach to examine a specific topic.

Required Texts

Repko, Allen F., Rick Szostak, Michelle Phillips Buchberger. *Introduction to Interdisciplinary Studies*. Second edition. Los Angeles: Sage, 2017. ISBN: 9781506346892.

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 syllabus, 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 undergraduate courses will aid students in constructing a well-organized and clear letter or resume so that they make a positive first impression.

Student Introductions and Week 1 Discussion

During the first week of class, students will need to introduce themselves on the discussion board. These introductions should be two to three (2-3) sentences. In these introductions, students should include only information that relates to their scholarly interests. Students should not post personal information such as information about their families or

hobbies. The instructor has introduced herself on the discussion board, and students should refer to her post as an example. Also, during Week 1, students should post a brief discussion of at least four (4) sentences that outlines the topics that they intend to study as they pursue their Bachelor of Science in Liberal Studies (BSLS) degree.

Criteria for Student Introductions and Week 1 Discussion=12 points

Discussion of scholarly interests and discussion of topics to be studied=10 points

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

Additional Discussion Posts

Throughout the semester, students will contribute to various discussion posts. The topics for each discussion post are outlined in the course schedule in the syllabus. For each discussion post, students should provide an initial post of a paragraph of five to seven (5-7) sentences that addresses the specific discussion topic. Moreover, as part of these posts, students will need to ask two (2) of their classmates each a question regarding their posts. Students should respond to at least one (1) of their classmates' questions.

Criteria for Discussion Posts=12 points each.

Initial posts that address the discussion topic= 3 points

Questions to two (2) classmates=3 points

Response to at least one (1) classmate's question=3 points

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

Article Summary

At the beginning of the semester, students will locate and summarize an article that addresses an interdisciplinary study of a real-world problem. This summary should note the article's thesis or argument as well as provide two to three (2-3) examples of evidence used to

support the thesis. Within the summary, students should link the article's content to key ideas in Repko's Chapters 1 and 2.

The article should be a peer-reviewed publication and may be accessed via JSTOR or EBSCOHost on the University Library website. Peer-reviewed publications may be accessible via other publication formats; however, the instructor needs to first review articles that are located through other publication formats. If students need assistance in locating a peer-reviewed article via JSTOR or EBSCOHost, they should contact the instructor or Lisa Hopkins l.hopkins@tamuct.edu the Subject Librarian for Liberal Studies. Both the instructor and librarian can assist students in locating materials. Please note that the instructor and librarian are available to aid students in learning how to locate sources but will not complete assignments and will not perform extensive research for students. If there are any questions about locating peer-reviewed articles outside of JSTOR or EBSCOHost, or if there are questions about the assignment, the students should contact the instructor via the email address listed on the first page of the syllabus.

The article summary should be one (1) complete page with one (1) inch margins; should be doubled spaced; and should use twelve (12) point Times New Roman Font. Within the summary, students should note the article's title, author(s), and publication information. Students will need to include citations from the citation style guide (such as MLA, APA, or Chicago) used in one of their areas of concentrations in the BSLS. Links to Citation Style Guides are posted on Canvas. Any material taken from the article will need to be cited. Material from the article must be paraphrased or put in students' own words. Students should not quote material, but instead paraphrase all material. When students paraphrase the material, they must engage critically with the material, which leads to a more thorough understanding of the text.

Any maps, charts, graphs, or other images should be in an Appendix and not within the text of the summaries. Students' summaries 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 summaries. Students should keep their summaries to the one (1) page limit. Summaries 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 three (3) points. Students should proofread their summaries, and summaries should be free generally of typographical errors and misspellings. Should students have any questions about the summary, the instructor will work with students on an individual basis. Though the instructor will not read drafts of the summary, students should feel free to ask questions about the assignment and to discuss specific aspects with the instructor.

Criteria for Article Summary=20 points

State the article's thesis and provide two to three (2-3) examples of evidence=8 points

Link ideas in the article to Repko's Chapter 2=8 points

Written clearly with correct grammar and punctuation and generally free of typographical errors and misspellings=4 points

Article Review

Midway through the semester, students will compose an article review that examines four (4) peer-reviewed articles. This review cannot include the previous article from the article summary assignment. Students should expand upon their knowledge of a topic discussed in Week 1 by selecting articles that examine this topic. Two (2) of these articles should examine the topic from one disciplinary approach while the other two (2) articles should examine the topic from another disciplinary approach. In the review, students should outline each article's thesis or argument; discuss the strongest example of evidence used by the author to support the

thesis; and analyze the types of sources used by the authors, thereby giving students' insight into the types of research and methods used within two different disciplines.

These articles should be peer-reviewed publications and may be accessed via JSTOR or EBSCOHost on the University Library website. Peer-reviewed publications may be accessible via other publication formats; however, the instructor needs to first review articles that are located through other publication formats. If students need assistance in locating peer-reviewed articles via JSTOR or EBSCOHost, they should contact the instructor or Lisa Hopkins l.hopkins@tamuct.edu the Subject Librarian for Liberal Studies. Both the instructor and librarian can assist students in locating materials. Please note that the instructor and librarian are available to aid students in learning how to locate sources but will not complete assignments and will not perform extensive research for students. If there are any questions about locating peer-reviewed articles outside of JSTOR or EBSCOHost, or if there are any questions about the assignment, the students should contact the instructor via the email address listed on the first page of the syllabus.

The article review should be two to three (2-3) pages with one (1) inch margins; should be doubled spaced; and should use twelve (12) point Times New Roman Font. Within the review, students should note each article's title, author(s), and publication information. Students will need to include citations from the citation style guide (such as MLA, APA, or Chicago) used in one of their areas of concentrations in the BSLS. Links to Citation Style Guides are posted on Canvas. Any material taken from these articles will need to be cited. Material from the articles must be paraphrased or put in students' own words. Students should not quote material, but instead paraphrase all material. When students paraphrase the material, they must engage critically with the material, which leads to a more thorough understanding of the text.

Any maps, charts, graphs, or other images should be in an Appendix and not within the text of the reviews. Students' reviews 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 reviews. Students should keep their reviews to the two to three (2-3) page limit. Reviews 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 five (5) points. Students should proofread their reviews, and reviews should be free generally of typographical errors and misspellings. Should students have any questions about the review, the instructor will work with students on an individual basis. Though the instructor will not read drafts of the review, students should feel free to ask any questions about the assignment and to discuss specific aspects with the instructor.

Criteria for Article Review=56 points

Outline each article's argument and provide the best example of evidence=24

Analyze the types of sources and methods used in each article=24

Written clearly with correct grammar and punctuation and generally free of typographical errors and misspellings=8 points

Literature Review

At the end of the semester, students will compose a literature review related to the topic they have examined throughout the semester. The literature review should include the most prominent scholars, who have examined their topic, and should include the most relevant articles or books. For the literature review, students should use a total of six (6) sources, which may be books and/or peer-reviewed articles. Students may use two (2) articles from previous assignments in this class. However, students will need to locate and to review four (4) new articles or books. In the literature review, students should outline each article's or book's thesis or argument, main themes, and key evidence. Moreover, in the concluding paragraphs of the

literature review, students should justify the reasons for adopting a scholarly interdisciplinary approach when studying this topic. This discussion should be tied to the discussion of important concepts in Repko's Chapters 10 and 11.

If students need assistance in locating sources, they should contact the instructor or Lisa Hopkins l.hopkins@tamuct.edu the Subject Librarian for Liberal Studies. Both the instructor and librarian can assist students in locating materials. Please note that the instructor and librarian are available to aid students in learning how to locate sources but will not complete assignments and will not perform extensive research for students. If there are any questions about locating peer-reviewed articles outside of JSTOR or EBSCOHost, or if there are any questions about the assignment, the students should contact the instructor via the email address listed on the first page of the syllabus.

The literature review should be seven to eight (7-8) pages with one (1) inch margins; should be doubled spaced; and should use twelve (12) point Times New Roman Font. Students will need to include citations from the citation style guide (such as MLA, APA, or Chicago) used in one of their areas of concentrations in the BSLS. Links to Citation Style Guides are posted on Canvas. Any material taken from these articles or books will need to be cited. Material from the articles or books must be paraphrased or put in students' own words. Students should not quote material, but instead paraphrase all material. When students paraphrase the material, they must engage critically with the material, which leads to a more thorough understanding of the text.

Any maps, charts, graphs, or other images should be in an Appendix and not within the text of the literature review. Students' reviews 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 reviews. Students should keep their reviews to the seven

to eight (7-8) page limit. Reviews 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 eight (8) points. Students should proofread their reviews, and reviews should be free generally of typographical errors and misspellings. Should students have any questions about the review, the instructor will work with students on an individual basis. Though the instructor will not read drafts of the review, students should feel free to ask any questions about the assignment and to discuss specific aspects with the instructor.

Criteria for Literature Review=100 points

State each article's or book's thesis or argument, main themes, and key evidence=40 points

Justify the reasons for adopting a scholarly interdisciplinary approach and link to important concepts in Repko's Chapters 10 and 11=40 points

Written clearly with correct grammar and punctuation and generally free of typographical errors and misspellings=20 points

Class Grading Scale, Possible Points, 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

Student Introductions and Week 1 Post=12 points

Discussion Posts=72 points

Article Summary=20 points

Article Review=56 points

Literature Review=100 points

Total Points=265 points

Students may determine their grades 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 (Course Outline and Calendar)

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 online through Canvas.

All assignments are due at Noon (12:00 p.m.) on the due dates listed below, and ALL assignments must be submitted via Canvas. Assignments not submitted via Canvas will not be graded.

Week 1: June 7-June 11 Student Introductions; Syllabus Acknowledgement Statement; and Discussion of students' areas of concentration in the BSLS Degree.

June 7-June 11 Read: Repko Chapters 1 and 2.

June 9: Assignments Due: Student Introductions and Syllabus Acknowledgement Statement

June 11: Assignment Due: Discussion of students' areas of concentration in the BSLS Degree.

Week 2: June 14-June 18: Discussion of the application of interdisciplinary studies in the real world and Repko Ch. 1 and 2; Article Summary for an article addressing a real-world problem.

June 14-June 18 Read: Repko Chapters 3, 4, and 5.

June 16 Assignment Due: Discussion Post providing a brief overview of the article and its merits in addressing a real-world problem.

June 17 and 18 Assignment Due: Discussion Continued: Ask a question to two (2) classmates regarding their posts from June 16. Students should respond to at least one question that has been asked of them.

June 18 Assignment Due: Article Summary

Week 3: June 21-June 25: Discussion of the development of interdisciplinary studies based on the readings in Repko Ch. 3, 4, and 5.

June 21- June 25 Read: Repko Chapters 6, 7, 8, and 9.

June 23 Assignment Due: Discussion Post regarding the merits of an interdisciplinary approach toward the study of a topic.

June 24 and 25 Assignment Due: Ask a question to two (2) classmates regarding their posts from June 23. Students should respond to at least one question that has been asked of them.

Week 4: June 28-July 2: Begin locating and reading four (4) articles that examine a topic from at least two (2) disciplinary perspectives.

June 30 Assignment Due: Discussion Post outlining two articles' arguments, an example of supporting evidence, and the types of sources used. Select an article from each disciplinary perspective. These discussion posts should reference concepts read in Repko Ch. 6, 7, 8, 9.

July 1 and 2 Assignment Due: Ask a question to two (2) classmates regarding their posts from June 30. Students should respond to at least one question that has been asked of them.

Week 5: July 5-July 9: Article Review of the four (4) articles from Week 4.

July 9 Assignment Due: Article Review

Week 6: July 12-July 16: Begin collecting six (6) articles or books for a Literature Review.

July 12-July 16 Read: Repko Chapters 10 and 11.

July 14 Assignment Due: Discussion Post outlining two (2) articles' and/or books' theses and insight into the topic under study.

July 15 and 16 Assignment Due: Ask a question to two (2) classmates regarding their posts from July 14. Students should respond to at least one question that has been asked of them.

Week 7: July 19-July 23: Continue working on the Literature Review.

July 23 Assignment Due: Literature Review

Week 8: July 26-July 30: Reflections on the merits of interdisciplinary research.

July 28 Assignment Due: Discussion Post analyzing the merits of interdisciplinary research as related to a specific topic and/or more generally to real-world problems.

July 29 and 30 Assignment Due: Ask a question to two (2) classmates regarding their posts from July 28. Students should respond to at least one question that has been asked of them.

Instructor and Course Policies

Make-Up Work

Since assignments are posted several weeks in advance of the due date, make-up work will be allowed only in cases of documented extreme hardships. Only excused absences are allowed. Students should 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. Without documentation, absences are considered unexcused absences. Students cannot make up work or turn in late work with unexcused absences. **ALL make-up work must be turned in no later than one (1) week from when the instructor receives the documentation. No work will be accepted after the one (1) week period. Near 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 Noon (12:00p.m.) on the final day of the course, July 30.**

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, Assignment Due Dates, and Important University 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 emphasized 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 via email or make an appointment to discuss concerns with the instructor.**

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

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.

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.*

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.

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.
[https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students,

faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct.

When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

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

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0),
[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required)
[https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist

students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive

online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

University Writing Center: The University Writing Center (UWC) at Texas A&M

University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. All services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday thru Thursday with satellite hours Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [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 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at

A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

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

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