

## **READ 5370-115, 60417, Literacy Development**

### **Summer 2021**

Texas A&M University-Central Texas

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

Course dates: June 7th-July 30th

Location: Online

Modality: Modules, Videos, quizzes, Peer Discussion

Students will engage in on-line activities for 100% of instruction. The module opens on Monday, June 7th and the course will end on July 30th. This course utilizes TAMUCT Canvas Learning Management System: [<https://tamuct.instructure.com>]. All course materials will be found online in course modules.

### **INSTRUCTOR AND CONTACT INFORMATION**

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

**Office:** Warrior Hall 322F

**Phone:** 254-519-5464

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

**Office Hours:** I will be holding virtual office hours on Mondays and Wednesdays from 10:00am-12:00pm through Microsoft Teams. Sign up for an appointment on the Calendly website. You can access Calendly by clicking the icon on the Canvas home page. Other times and dates may appear based on my availability that week. After selecting an available time, you will be sent a Microsoft Teams meeting link that will appear on your Outlook Calendar.

### **Student-instructor interaction**

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

### **WARRIOR SHIELD**

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

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

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

## **COURSE INFORMATION**

### **Course Overview and description**

Catalogue description: Models of the reading and writing processes. Includes characteristics of emergent, early, transitional, and fluent literacy; instructional strategies in reading and writing; phonics instruction and strategies for teaching English language learners; the essential knowledge and skills in the language arts curriculum.

Prerequisite: admission to the teacher certification program

Student Learning Outcomes:

1. Students will identify and describe the five pillars of reading.
2. Students will compare stages of literacy among typically developing readers and struggling readers from early childhood through 12<sup>th</sup> grade.
3. Students will analyze and synthesize emergent literacy development and best practices for supporting literacy among all students.
4. Students will identify components of literacy development and articulate effective literacy environments that support student learning at all EC-12 levels.

### **Texas Educator Standards and Student Learning Outcomes: English Language Arts and Reading Generalist EC-6:**

STANDARD I Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

STANDARD II Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

STANDARD III Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

STANDARD IV Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

STANDARD V Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

Standard VI Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

STANDARD VII Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

STANDARD VIII Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

STANDARD IX Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

STANDARD X Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

### **English Language Arts and Reading Generalist 4-8:**

STANDARD I Oral Language: Teachers of students in grades 4–8 understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for students to develop listening and speaking skills.

STANDARD II Foundations of Reading: Teachers of students in grades 4–8 understand the foundations of reading and early literacy development.

STANDARD III Word Analysis Skills and Reading Fluency: Teachers understand the importance of word analysis skills (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency.

STANDARD IV Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving their comprehension.

STANDARD V Written Language: Teachers understand that writing is a developmental process and provide instruction that helps students develop competence in written communication.

STANDARD VI Study and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills. STANDARD VII Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.

STANDARD VIII Assessment of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement instruction.

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

#### **Required**

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.

### **Recommended**

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

## **COURSE REQUIREMENTS**

### **Proust and the Squid Reflections**

150 points (50 points each)

*SLOs 1, 2, 3, 4*

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 through discussion board postings. 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 (for Part I and Part II only), and instructor feedback. Use the rubric and resources provided on Canvas to guide your thinking.

### **Proust and the Squid Discussion Boards**

50 points (10 points each)

*SLOs 1, 2, 3, 4*

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 and discuss your thoughts with your peers. Each post should answer the following required questions: key words and phrases, connections made, new ideas and thinking, remaining questions. Use the rubric and resources provided on Canvas to guide your thinking.

### **Phonemic Awareness Presentation**

50 points

### *SLO 3*

The best predictor of reading readiness is a child's phonemic awareness, followed by alphabet recognition. Phonemic awareness is the ability to identify that spoken words consist of a sequence of sounds and the ability to hear, identify, and manipulate individual sounds in spoken words.

The purpose of this assignment is for you to create a video presentation using Studio presenting creative ways to teach the 44 phonemes in the English language. Use the rubric and resources provided on Canvas to guide your thinking.

#### **Literacy Word Wall**

50 points

*SLOs 1, 2, 3, 4*

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

#### **Text Complexity Analysis**

100 points (50 points each)

*SLOs 3, 4*

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 (one narrative and one informational) that can be used in a first through fifth grade classroom. Use the rubric and resources provided on Canvas to guide your thinking.

#### **History of Reading Essay**

125 points (25 rough draft, 100 final draft)

*SLOs 1, 3, 4*

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, rough draft, peer review, review with the writing center, and final draft. Use the rubric and resources provided on Canvas to guide your thinking

### **Quizzes**

130 points (10 points each)

*SLOs 1, 2, 3, 4*

Brief online Canvas quizzes are designed to assess your comprehension of each reading. Each quiz consists of ten objective questions (multiple choice, true-false, and matching questions) equaling ten points total. You will have 15 minutes to complete each quiz. The Canvas quizzes use the Proctorio secure proctor tool in Canvas. This service is provided for you at no additional cost. Technology requirements include any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in. This service is provided for you at no additional cost.

Completing each content literacy guide, provided to you on Canvas in the content literacy guide section, will help you understand the most important ideas and terminology from each chapter as well as guide your thinking. Content literacy guides are only provided for chapters that align to an assigned quiz. You may use the completed guide while taking the quizzes, but not for the final exam. A completed guide will count for 5 points on a floor scale grading system. To submit your guide, upload it as an attachment at the end of your quiz. It must be submitted at the time of the quiz. Your grade change may not occur until the end of the semester.

### **Final Exam**

100 points

*SLOs 1, 2, 3, 4*

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. The final exam uses the Proctorio secure proctor tool in Canvas. This service is provided for you at no additional cost. Technology requirements include any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in. This service is provided for you at no additional cost.

### **Extra Credit**

*SLOs 1, 2, 3, 4*

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 five extra credit points, you may watch either of the listed documentaries. You must then submit a reflection 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. All extra credit assignments must be submitted before the final exam.

**Books (10 points)**

- 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)**

- 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
Proust and the Squid Reflections (50 points each)	150	1, 2, 3, 4
Phonemic Awareness Presentation	50	3
Literacy Word Wall	50	1
History of Reading Essay (rough draft and final draft)	125	1, 3, 4
Quizzes (10 points each)	130	1, 2, 3, 4
Discussion Board (10 points each)	50	1, 2, 3, 4
Final Exam	100	1, 2, 3, 4
<b>Total Points</b>	755	

**Posting of Grades**

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

**Grading Policies**

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

**COURSE OUTLINE AND CALENDAR**

**Complete Course Calendar**

# READ 5370, Literacy Development Spring 2021 Semester Calendar.

Assignments and due dates are subject to change.  
June 7<sup>th</sup>-July 30<sup>th</sup>

**Symbol Key**

Assigned reading 📖 Quiz 🗳️  
 Written assignments ✍️ Podcast 🎧  
 Watch 📺 Discussion 💬

☐  
Teaching Reading in the 21<sup>st</sup> Century  
Proust and the Squid  
Teaching Reading in the 21<sup>st</sup> Century  
Proust and the Squid

Week	Reading	Podcast	Videos	Assignments due
Week 1 June 7 <sup>th</sup> – June 13 <sup>th</sup>				
Module 1	📖 Chapter 1: Reading and Learning to Read 📖 Chapter 1: Reading Lessons from Proust and the Squid	-	📺 <a href="#">Marvonne Wolf</a>	🗳️ Chapter 1 🗳️ Chapter 2 ☐ Chapter 1
Module 2	📖 Chapter 2: Reading Instruction	🎧 <a href="#">Why we stopped teaching children to read</a> 🎧 <a href="#">Behind the scenes of the NRP</a>	📺 <a href="#">The Reading Wars Explained</a>	
Week 2 June 14 <sup>th</sup> – June 20 <sup>th</sup>				
Module 3	📖 Chapter 7: Emergent Literacy 📖 Chapter 8: Word Recognition	🎧 <a href="#">Deconstructing the Rope: Sight recognition with Dr. Bruce McCandliss</a>	📺 <a href="#">Emergent Literacy English Phonemes</a>	🗳️ Chapter 7 🗳️ Chapter 8 ☐ Chapter 2 and chapter 3
Module 4	📖 Chapter 2: How the Brain Adapted Itself to Read: The First Writing Systems 📖 Chapter 3: The Birth of an Alphabet and Socrates' Protests	🎧 <a href="#">What was the first language?</a> 🎧 <a href="#">All the sounds in all the languages - The International Phonetic Alphabet</a>		
Week 3 June 21 <sup>st</sup> – June 27 <sup>th</sup>				
Module 5	📖 Chapter 3: Motivation and Engagement 📖 Chapter 4: Organizing Instruction So All Will Succeed		📺 <a href="#">Mathew Effects in Reading</a> 📺 <a href="#">ZPD</a>	🗳️ Chapter 3 and 4 ✍️ Part I: How the Brain Learned to Read ☐ Chapter 4
Module 6	📖 Chapter 4: The Beginnings of Reading Development, or Not	🎧 <a href="#">The invisible language of nursery Rhymes</a>		
Week 4 June 28 <sup>th</sup> – July 4 <sup>th</sup>				
Module 7	📖 Chapter 6: Choosing Texts for Reading Instruction 📖 Chapter 5: Classroom Assessment	🎧 <a href="#">Decodable Text, Leveled Text, and All the Rest</a>	📺 <a href="#">Readability Formulas Lexile Level</a>	🗳️ Chapter 5 🗳️ Chapter 6 ☐ Chapter 5 and 6
Module 8	📖 Chapter 5: The "Natural History" of Reading Development: Connecting the Parts of the Young Reading Brain 📖 Chapter 6: The Unending Story of Reading's Development		📺 <a href="#">Ehri's phases</a> 📺 <a href="#">Challs stages</a>	
Week 5 July 5 <sup>th</sup> – July 11 <sup>th</sup>				

Module 9	<ul style="list-style-type: none"> <li> Chapter 9: Fluency and Independent Reading</li> <li> Chapter 10: Vocabulary Development</li> </ul>	<ul style="list-style-type: none"> <li> <a href="#">Etymology of the English language: Freddy Hiebert</a></li> <li> <a href="#">The importance of fluency instruction: Tim Rasinski</a></li> </ul>		<ul style="list-style-type: none"> <li> Chapter 9</li> <li> Chapter 10</li> <li> Part II: How the Brain Learns to Read Over Time</li> <li> Chapter 7 and 8</li> </ul>
Module 10	<ul style="list-style-type: none"> <li> Chapter 7: Dyslexia's Puzzle and the Brain's Design</li> <li> Chapter 8: Genes, Gifts, and Dyslexia</li> </ul>			
Week 6 July 12 <sup>th</sup> – July 18 <sup>th</sup>				
Module 11	<ul style="list-style-type: none"> <li> Chapter 11: Teaching Reading Comprehension: Focusing on Narrative Text</li> <li> Chapter 12: Comprehending Informational Text</li> </ul>	<ul style="list-style-type: none"> <li> <a href="#">Evidence-based literacy practice in the classroom: Tim Shanahan</a></li> </ul>		<ul style="list-style-type: none"> <li> Chapter 11</li> <li> Chapter 12</li> <li> History of Reading Essay (1<sup>st</sup> draft)</li> </ul>
Module 12	<ul style="list-style-type: none"> <li> Chapter 9: Conclusions: From the Reading Brain to "What Comes Next"</li> </ul> <p>*Work on upcoming assignments.</p>			<ul style="list-style-type: none"> <li> Phonemic Awareness</li> </ul>
Week 7 July 19 <sup>th</sup> – July 25 <sup>th</sup>				
Module 13	<ul style="list-style-type: none"> <li> Chapter 13</li> <li> Chapter 14</li> </ul>			<ul style="list-style-type: none"> <li> Chapter 13</li> <li> Chapter 14</li> </ul>
Module 14	History of Reading Essay Review			<ul style="list-style-type: none"> <li> Part III: When the Brain Can't Learn to Read</li> <li> Text Complexity Analysis</li> </ul>
Week 8 July 26 <sup>th</sup> – July 30 <sup>th</sup>				
Final Module	<ul style="list-style-type: none"> <li> History of Reading Essay (final draft)</li> <li> Word Wall</li> <li>Final exam</li> </ul>			

## Important University Dates

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

## TECHNOLOGY REQUIREMENTS AND SUPPORT

### Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

### Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

### Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

### Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*

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## UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

### Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

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

### **Academic Integrity**

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

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

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

### **Academic Accommodations**

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

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

### **Important information for Pregnant and/or Parenting Students**

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

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

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

### **Tutoring**

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing [studentsuccess@tamuct.edu](mailto:studentsuccess@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

### **University Writing Center**

University Writing Center: The University Writing Center (UWC) at Texas A&M University—Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Spring 2021 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday thru Thursday with satellite hours Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

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

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WConline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can

email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

### **University Library**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

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

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

### **OPTIONAL POLICY STATEMENTS**

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

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

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

#### **Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a

concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](#) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

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