

AVSC 3350: Technical & Professional Communications for Aviation Maintenance Managers

Fall 2022

Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: C. Daniel Prather, Ph.D., D.B.A., A.A.E., CAM

Office: Virtual

Email: *Prefer Canvas email. Also available at dprather@tamuct.edu*

Office Hours

Readily accessible through Canvas Message, which is checked daily during the week and once a day on weekends. Will respond within 24-36 hours during the week and within 36 hours on the weekend. Be sure to allow plenty of lead time prior to a due date if you are asking about an assignment.

Student-instructor interaction

All contact and assignment submissions will be made via Canvas. Mail is checked several times during a day. Weekend response may take longer, so allow extra time for me to reply to your emails.

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

SAFEZONE.

SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]

- [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)
[https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
- 2. Launch the app and enter your myCT email address (e.g., {name}@tamuct.edu)
- 3. Complete your profile and accept the terms of service

For updates on COVID information, please monitor the University website
[https://www.tamuct.edu/covid19/]

COURSE INFORMATION

Course Overview and Description:

This course covers the technical communication principles and practices used in the workplace. Students learn the technical writing of reports and correspondence using electronic information retrieval and presentation.

Prerequisite: junior classification.

Course Objective or Goal:

Provide opportunities for the student to enhance skills in creating professional communication, reports, and proposals relevant to aviation maintenance.

Student Learning Outcomes (SLOs)

Upon completion of this course, the student will be able to:

1. Discuss information literacy and ethical writing considerations
2. Plan and complete a writing project
3. Recognize various types of professional communication and know their appropriate uses
4. Design appropriate graphics useful in reports and business communication
5. Create a proposal designed to influence its intended audience

Competency Goals Statements (certification or standards)

The course will be considered successfully completed when the student has demonstrated, through posted assignments and quizzes, that they have developed a skillset useful in creating reports and proposals for the aviation maintenance industry.

Required Textbook:

Technical Writing, Simplified (Fourth edition) (2017)

Nell Johnson and Mary Sylwester

ISBN 978-1543268485

Point based grade components:

Discussion Posts	25%	(SLOs 1-5)
Three Quizzes	15%	(SLOs 1-5)
Minor Projects	30%	
Proposal Planning Project		(SLOs 1 and 2)
Graphics Project		(SLOs 1 and 4)
Process Description Project		(SLOs 1 and 3)
Proposal Project	30%	Proposal Topic(SLOs 1-5)
Total	100%	

Assignment Descriptions:

Discussion Posts: On weeks with a discussion post, the student will submit their work relevant to the week’s learning objective. The instructor will provide a writing prompt that will involve the completion of a mini-project or exercise. **Your first post is due by midnight on the Thursday of the assigned week. You must respond to a minimum of two other posts and answer at least one response to your own post by midnight on the Sunday of the assigned week.** Your weekly efforts will be graded for writing ability, original content, and contribution to the learning community. Posting beyond minimum requirements will enhance your grade. Your primary post will need to meet the objectives of the work assigned. Response posts should be long enough to communicate an understanding of the subject material and contribute to the discussion. Your body of posts for the week receive one grade (0-30 points) as follows:

AVSC 3350 Discussion Post Rubric

Points	10	7	3	0
Quality of Writing (see Resources – Grammar)	<ul style="list-style-type: none"> Reflects care in writing Clearly edited to include proper grammar and spelling 	<ul style="list-style-type: none"> Well written Only a few grammatical and spelling errors 	<ul style="list-style-type: none"> Poor use of grammar and spelling Responds with minimum effort. (e.g. "I agree with Dan") 	<ul style="list-style-type: none"> No submission
Quality of Content	<ul style="list-style-type: none"> Cites textbook and/or relevant external sources to support ideas Prompts further discussion of topic Presents creative approaches to topic 	<ul style="list-style-type: none"> Posts related to discussion content Builds on previous course material Clear ideas 	<ul style="list-style-type: none"> Posts topics which do not relate to the discussion content Responses are based solely on personal opinion 	<ul style="list-style-type: none"> No submission
Contribution to the Learning Community	<ul style="list-style-type: none"> Aware of needs of community 	<ul style="list-style-type: none"> Attempts to direct the discussion and to 	<ul style="list-style-type: none"> Does not make effort to participate in 	<ul style="list-style-type: none"> No submission

	<ul style="list-style-type: none"> • Attempts to motivate the group discussion • Interacts freely with the group by responding to far more than minimum requirements 	<p>present relevant viewpoints for consideration by group</p> <ul style="list-style-type: none"> • Contributes by exceeding minimum number of posts 	<p>learning community as it develops</p> <ul style="list-style-type: none"> • Submits minimum number of posts 	
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Three Quizzes: There will be three quizzes during the semester. Each quiz covers only the material presented during the previous weeks, plus a selection of grammar rules and professional terminology. There is no final comprehensive test at the end of the semester.

Proposal Planning Project: Students will select their Proposal Project topic early in the semester and create a plan to execute the project using what they learn about the writing process (chapter 2). Assignments will be evaluated on the choice of proposal topic, choice of the proposal forma, appropriate audience assessment, and a plan to complete the major project. See rubric for more information.

AVSC 3350 Proposal Planning Rubric

Points	10	7	3	0
Choice of Proposal Topic	<ul style="list-style-type: none"> • Proposal topic is ambitious, complex, and beneficial to the organization 	<ul style="list-style-type: none"> • Proposal topic is productive and likely to have a positive impact in the organization 	<ul style="list-style-type: none"> • Proposal topic has little chance of creating meaningful change in the organization 	<ul style="list-style-type: none"> • No proposal topic presented
Choice of Format	<ul style="list-style-type: none"> • Format chosen is clearly the best choice for communicating the proposal and will capture the attention of the intended audience 	<ul style="list-style-type: none"> • Format chosen is useful for the proposal and would be taken seriously by the intended audience 	<ul style="list-style-type: none"> • Format chosen does not support the ideas proposed and/or will not be of interest to the intended audience 	<ul style="list-style-type: none"> • No choice of format documentation
Appropriate Audience Worksheet	<ul style="list-style-type: none"> • The intended audience has been considered and individuals identified and researched 	<ul style="list-style-type: none"> • The intended audience has clearly been considered, but no specific people in that audience identified 	<ul style="list-style-type: none"> • Minimum effort given to understand the audience 	<ul style="list-style-type: none"> • No worksheet or write-up
Gantt Chart with Document Cycle Planning	<ul style="list-style-type: none"> • Chart reflects thoughtful consideration of 	<ul style="list-style-type: none"> • Chart marks a way to complete 	<ul style="list-style-type: none"> • Minimum effort given to the writing cycle 	<ul style="list-style-type: none"> • No planning cycle chart

	the writing cycle and leaves ample room for unexpected events	the final project on time	<ul style="list-style-type: none"> • Elements missing or not considered 	
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Graphics Project: Students will utilize proper page layout and appropriate graphics (chapters 4 and 7) to support the visual communication of ideas by selecting one of three sets of data and creating a PowerPoint presentation telling the information story, video recorded by the student. The video will be uploaded to YouTube and a link will be submitted in Canvas. Presentations shall not be more than 8 minutes in length. Students will also submit a professional memo describing the choices they made and why they made them. Assignments will be evaluated on the selection and quality of graphics, content presentation, and the justification memo. See rubric for more information.

AVSC 3350 Graphics Project Rubric

Points	10	7	3	0
Selection and Quality of Graphics	<ul style="list-style-type: none"> • Graphics chosen make the ideas and data easy to understand • The quality of the graphics and layout allow the reader to quickly understand, and draw conclusions from, the ideas and data 	<ul style="list-style-type: none"> • Graphics chosen are appropriate for the selected ideas or data • The quality of the graphics and layout used present the ideas and data adequately • The reader may have to spend time digesting the information 	<ul style="list-style-type: none"> • Graphics chosen are not useful for selected ideas or data • Graphics are poorly suited to the ideas or data • Graphics are poorly executed 	<ul style="list-style-type: none"> • No graphics
Content Presentation	<ul style="list-style-type: none"> • Slides allow for rapid grasp of the content • +0/-30 seconds on length • Voice is clear and pace is not rushed 	<ul style="list-style-type: none"> • Slides are clear and easy to read • +30/-60 seconds on length • Voice is mostly clear and pace is not rushed 	<ul style="list-style-type: none"> • Slides are cluttered or have too much information • >+30/<-60 seconds on length • Voice is unclear, too quiet/loud, and/or pace is rushed 	<ul style="list-style-type: none"> • No submission
Justification Memo	<ul style="list-style-type: none"> • Memo gives a vivid defense of design choices made and reflects on the creation process 	<ul style="list-style-type: none"> • Memo gives a detailed account of design choices made and the creation process • Well written 	<ul style="list-style-type: none"> • Memo poorly explains design choices made or the thought processes of the designer 	<ul style="list-style-type: none"> • No memo

	<ul style="list-style-type: none"> • Professionally written 		<ul style="list-style-type: none"> • Unprofessionally written 	
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Process Description Project: Students will create a Process Description Document for a process they are familiar with (chapter 9). The project will include a well-designed cover sheet, table of contents, written overview of the selected process, process flow chart, and a detailed set of user instructions for one of the steps in the process (chapter 8). Assignments will be evaluated on the overall look, the quality of the written overview, the process flow chart design, and the clarity of the detailed written instructions. See rubric for more information.

AVSC 3350 Process Description Project Rubric

Points	10	7	3	0
Overall Look of the Project	<ul style="list-style-type: none"> • Reflects care in writing • Clearly edited to include proper grammar, spelling, and page layout 	<ul style="list-style-type: none"> • Well written • Good page layout • Only a few grammatical and spelling errors 	<ul style="list-style-type: none"> • Responds with minimum effort • Poor formatting • Multiple grammar and spelling errors 	<ul style="list-style-type: none"> • No project
Written overview of the process	<ul style="list-style-type: none"> • Overview gives a very clear and succinct presentation of the process • Reader would be able to easily explain the process to another person 	<ul style="list-style-type: none"> • Overview gives a detailed account of the chosen process • Reader would likely be able to perform the process 	<ul style="list-style-type: none"> • Overview does not adequately explain the chosen process • Reader is left confused 	<ul style="list-style-type: none"> • No overview
Process flow chart	<ul style="list-style-type: none"> • Flowchart is neatly designed and clearly shows how portions of the process relate 	<ul style="list-style-type: none"> • Flowchart is adequate to visually represent the process 	<ul style="list-style-type: none"> • Flowchart does not conform to standard format 	<ul style="list-style-type: none"> • No flowchart
Detailed set of user instructions for one of the steps	<ul style="list-style-type: none"> • Instructions use good writing and layout principles to make the document very clear and readable 	<ul style="list-style-type: none"> • Instructions are clear and can be followed with some degree of effort 	<ul style="list-style-type: none"> • Instructions are not clear • User likely to be frustrated or confused 	<ul style="list-style-type: none"> • No instructions

Proposal Project: Students will write a proposal for something they think their company should start or stop doing that will have a meaningful and positive impact on the organization. Students will use all of the elements learned in this course to create a comprehensive and

compelling case to take the proposed action (chapter 10). Points will be given for participation in a peer review of submitted rough drafts the week before the project is due. Students will follow the checklist on page 239 of the text for all required components of the project. Additional consideration will be made for project design, use of graphics, writing skill, and overall impression of the project. See rubric for more information.

AVSC 3350 Proposal Project Peer Review Rubric

Points	10	7	3	0
Submitted Rough Draft	<ul style="list-style-type: none"> • Rough draft shows that the student is well on their way to a completed paper • Includes clear sections • Writing is organized • Multiple text citations 	<ul style="list-style-type: none"> • Rough draft shows initial effort towards a completed paper • Includes evidence of an attempt to organize thoughts • Some references to text 	<ul style="list-style-type: none"> • Little or no evidence that student has been working on the paper • Writing is disorganized • No references to text 	<ul style="list-style-type: none"> • No work submitted
Quality of Peer Reviews	<ul style="list-style-type: none"> • Two or more peer reviews submitted • Reviews are highly useful • Comments are constructive and professional 	<ul style="list-style-type: none"> • One peer review submitted • Review is generally useful • Comments are constructive 	<ul style="list-style-type: none"> • Peer review(s) are vague (Needs more oomph) • Comments are not useful (I like it) • Comments are destructive and/or unprofessional (this is terrible) 	<ul style="list-style-type: none"> • No work submitted

AVSC 3350 Proposal Project Rubric

FOLLOWS CHECKLIST ON TEXTBOOK PAGE 239				
Start with 60 points for including all sections	<ul style="list-style-type: none"> • Subtract 6 points for each missing section not well documented in a memo to the instructor 			
ADDITIONAL CONSIDERATIONS				
Points	10	7	3	0
Proposal Design (see Chapter 4)	<ul style="list-style-type: none"> • Excellent use of page design to influence the audience and help them 	<ul style="list-style-type: none"> • Acceptable level of best practices • Material is visually separated to provide clarity 	<ul style="list-style-type: none"> • Minimal attempt to apply course materials • Numerous errors in formatting 	<ul style="list-style-type: none"> • Poorly designed • Confusing layout • No attempt to apply course materials

	quickly review the document			
Appropriate Use of Graphics (see Chapter 7)	<ul style="list-style-type: none"> The quality of the graphics and layout allow the reader to quickly understand, and draw conclusions from, the ideas and data 	<ul style="list-style-type: none"> The quality of the graphics and layout used present the ideas and data clearly The reader may have to spend time digesting the information 	<ul style="list-style-type: none"> Graphics are poorly suited to the ideas or data Graphics are poorly executed 	<ul style="list-style-type: none"> No graphics
Quality of Writing (see Resources – Grammar)	<ul style="list-style-type: none"> Reflects care in writing Clearly edited to include proper grammar and spelling 	<ul style="list-style-type: none"> Well written Only a few grammatical and spelling errors 	<ul style="list-style-type: none"> 5-15 mistakes in grammar and spelling 	<ul style="list-style-type: none"> More than 15 mistakes in grammar and spelling
Overall Impression	<ul style="list-style-type: none"> Proposal makes a compelling case for change Professional presentation 	<ul style="list-style-type: none"> Proposal makes a clear case for change Well-presented 	<ul style="list-style-type: none"> Proposal is poorly crafted Unprofessional presentation 	<ul style="list-style-type: none"> Proposal is irrelevant to the organization Sloppy presentation

COURSE OUTLINE AND CALENDAR

Week 1

- Assigned Text Book Reading - Chapter 1: Professionalism and Ethics
- Discussion Post: Information Literacy

Week 2

- Assigned Text Book Reading - Chapter 2: The Writing Process (pp 21-30)
- Discussion Post: Discuss your proposal topic and use the class as a focus group

Week 3

- Assigned Text Book Reading - Chapter 2: The Writing Process (pp 31-39)
- Discussion Post: Write a memo requesting which portion of a group project you would want to be responsible for

Week 4

- Assigned Text Book Reading - Chapter 2: The Writing Process (pp 40-48)
- Discussion Post: No discussion this week - use this time to work on your Proposal Planning Project
- FIRST PROJECT DUE: Proposal Planning Project due at midnight on Sunday

Week 5

- Assigned Text Book Reading - Chapter 3: Short Communications
- Discussion Post: Use checklists to evaluate an email, a memo, and a letter
- QUIZ 1 (Chapters 1-2, plus rules of grammar and professional vocabulary)

Week 6

- Assigned Text Book Reading - Chapter 4: Page Design
- Discussion Post: Find a poorly designed communication article and give recommendations on how it can be improved

Week 7

- Assigned Text Book Reading - Chapter 5: Summaries
- Discussion Post: Select from three recent articles and write an executive summary of one of them

Week 8

- Assigned Text Book Reading - Chapter 6: Short Reports
- Discussion Post: Using the information given, write an appropriate report to the unit manager
- QUIZ 2 (Chapters 3-5, plus rules of grammar and professional vocabulary)

Week 9

- Assigned Text Book Reading - Chapter 7: Graphics
- Discussion Post: No discussion this week - use this time to work on your Graphics Project

Week 10

- Assigned Text Book Reading – No assigned readings
- SECOND PROJECT DUE: Graphics Project due at midnight on Sunday

Week 11

- Assigned Text Book Reading – Chapter 8: User Instructions
- Discussion Post: Write a set of user instructions for a non-work related task you are very skilled in

Week 12

- Assigned Text Book Reading – Chapter 9: Process Descriptions
- Discussion Post: No discussion this week - use this time to work on your Process Descriptions Project
- QUIZ 3 (Chapters 6-8, plus rules of grammar and professional vocabulary)

Week 13

- Assigned Text Book Reading – No assigned readings
- Discussion Post: No discussion this week - use this time to work on your Process Descriptions Project
- THIRD PROJECT DUE: Process Descriptions Project due at midnight on Sunday

Week 14

- Assigned Text Book Reading – Chapter 10: Proposals
- Discussion Post: No discussion this week - use this time to work on your Proposal Project Rough Draft

Week 15

- PROPOSAL PROJECT ROUGH DRAFT DUE:
 - Turn in rough draft by midnight on Thursday
 - Peer reviews due by midnight on Sunday
 - Feedback will be provided by the Instructor

Week 16

- FINAL PROJECT DUE: Proposal Project is due Sunday night at midnight

Important University Dates

August 22, 2022	Classes Begin for Fall Semester
September 7, 2022	Deadline to drop 16-week Classes with No Record (Census)
October 17, 2022	Advising Begins for Spring Semester
October 31, 2022	Deadline for Graduation Application for Fall Ceremony Participation
October 31, 2022	Registration Opens for Spring Semester
November 24-25, 2022	Thanksgiving
November 25, 2022	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
November 25, 2022	Student End of Course Survey Opens (16- and Second 8-Week Classes)
December 2, 2022	Priority Deadline for VA Certification Request (Spring)
December 9, 2022	Deadline to Withdraw from University for 16- and Second 8-Week Classes
December 9, 2022	Fall Semester Ends
December 9, 2022	Fall Commencement Ceremony Bell County Expo 7 pm

TECHNOLOGY REQUIREMENTS AND SUPPORT

This course requires the use of a computer of your choice that has the capability of capturing video and audio recording, internet access (recommend high-speed), and email functionality.

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

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.

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>]

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

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

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

Warrior Center for Student Success, Equity 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 Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

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>].

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

Drop Policy

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

[<https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdId=https://eis-prod.ec.tamuct.edu:443/samlSSO&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%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.

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, 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>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines 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, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit Tutor Matching Services [<https://tutormatchingservice.com/TAMUCT>] or visit the Tutoring Center in 111 Warrior Hall. Chat live with a remote 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

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University—Central Texas (A&M—Central Texas) is a free service open to all A&M—Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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. Schedule an appointment here [<https://tamuct.libcal.com/appointments/?g=6956>]. 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>].

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>].

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/bit>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

INSTRUCTOR POLICIES

Life happens. As such, if a student realizes that a posting, quiz or assignment will be late due to unforeseen emergency or special circumstance, please notify the instructor as soon as is practical to assess the impact on the course. The instructor may grant extra time to complete an assignment within the confines of the 16-week course. However, if it becomes apparent that this policy is abused, or that the request was fraudulent, the instructor reserves the right to place an unfavorable grade for incomplete work.

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