

**PSYC 4305-115 Social Psychology**  
**Fall 2022**  
Texas A&M University-Central Texas

**COURSE DATES, MODALITY, AND LOCATION**

August 22 – December 9, 2022

This course is an online asynchronous course, which will be conducted through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Madelynn Shell, Ph.D.

**Office:** Warrior Hall 318H

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

**Phone:** 254-501-5879

**Office Hours:** I am generally available for student meetings Tuesday through Friday 9-3.

Meetings will be held online via Microsoft Teams, unless arranged otherwise. You can sign up for a time that works for you at

<https://outlook.office365.com/owa/calendar/CounselingPsychologyDepartment@tamuct.onmicrosoft.com/bookings/s/jX5Q2lw7h0-e8vcUZVBBzA2> . Once you sign up, you will be emailed a link to the meeting. Please feel free to contact me via email if we need to arrange an alternate form of communication.

**Student-instructor interaction**

Learning is best fostered when open lines of communication are maintained among students and between students and the instructor. You are always encouraged to ask questions in class or may also contact me via email at [mshell@tamuct.edu](mailto:mshell@tamuct.edu). I will check for messages daily M-F. I will do my best to respond to you within 48 hours. I will also create a discussion board for you to pose general class questions to your colleagues. This is often a good place for students to help each other find the answers to course-relevant questions. Please remember to maintain appropriate decorum in these interactions. Meetings are generally scheduled via Microsoft Teams, but we can arrange to meet by phone or in person if necessary. If you need to meet with me outside of my office hours available via the link above, just let me know and we can find a time.

**Participation and Attendance**

In an asynchronous online class, you have flexibility as to when you choose to login to the class each week, but **you will be expected to log on at least once per week**, and generally will need to log on multiple times per week. This will keep you on track working your way through the course material, and ensures that you remain engaged in the course.

**How to succeed in this class**

Remember that in four credit a face to face class, you'd spend approximately 3 hours per week in class, plus at least two hours out of class for each hour in class on reading, assignments, or prep

work. The same is expected in an online course, which means that you should plan to spend at least 9 hours per week on this course.

In order to succeed in this online format you need to be sure to do several things. (1) **Stay on top of the material.** Do the readings and watch the lectures early so you have plenty of time to make sure you understand. (2) **Do the assignments!** These are there to help you and are a significant part of your grade. They are your opportunity to engage with the material as we would during class time in a face to face class. (3) **Ask questions (and read the answers)!** In addition to emailing me, there is a question forum designed to help you feel comfortable asking questions and to help you learn from others' questions. Check this often to help with challenges.

### **Technology requirements**

Integrating technology into academic training is important to help prepare you for the increasing demands in the educated workforce for individuals with technological proficiency. Because this is an online course, you will need to ensure you have access to the apps and programs listed below.

1. **CANVAS:** This course is conducted through the College's Learning Management System (LMS), called Canvas. To access the site, go to <https://tamuct.instructure.com/>.
2. **EMAIL:** You are *always* encouraged to contact me via e-mail with any questions or concerns that you may have. Monday through Friday, I will respond to emails within 48 hours. However, I do not respond on weekends, so please be sure to contact me with enough time to get a response before your assignment is due. In order to help me respond effectively and efficiently to your emails, I ask that you follow a few guidelines: (1) Please send email and reply to my e-mails from your TAMUCT account. Email from other accounts often go to my junk folder. (2) Check the syllabus and Canvas first to see if your question can be answered by resources already provided. (3) Please use appropriate etiquette when you email and I will do the same in return: (a) begin with a greeting; (b) state who you are and which class/section you are in; (c) end with an appropriate signature. <https://tamuct.onecampus.com/task/all/student-email>
3. **MICROSOFT TEAMS:** I will be using Microsoft Teams for all individual meetings, and may also schedule one or two optional live sessions throughout the semester via Teams. To facilitate this, I recommend that you download the program or app and ensure it is working on your device before classes start. <https://tamuct.onecampus.com/task/all/teams-microsoft> . Links to specific class meetings can be found on Canvas.
4. **MICROSOFT OFFICE 365:** In general I recommend using Microsoft Word for your word processing in order to facilitate formatting. For this class in particular, you will also need PowerPoint for your final project. TAMUCT provides students with free access to Microsoft Office 365 here: <https://tamuct.onecampus.com/task/all/office365-software>

**If you are experiencing trouble in the course:** Contact me immediately! If you are struggling with the early assignments, please take the initiative to talk to me about how to make things better. Do not be embarrassed – I am here to help you.

**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]
  - o [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/) [https://www.tamuct.edu/covid19/]

## **COURSE INFORMATION**

### **Course Overview and description**

Learn theory and phenomena of social psychology. Study the effect of social variables upon the behavior of individuals. Examine socialization, language and communication, prejudice, social attitudes, attitude change, aggression, prosocial behavior, and group behavior.

### **Course Learning Outcomes**

1. *Demonstrate knowledge of fundamental principles, generalizations, or theories regarding social psychology.* Students will read information regarding theoretical concepts underlying social psychological processes. Students will demonstrate their ability to identify and recognize concepts on the course exams, discussion forums, and the final project.
2. *Apply course material to improve thinking, problem solving, and decision making.* Students will apply course material to improve decision making in discussion forums which require the use of social psychological information to address issues that span a variety of topics. Students will also focus on the application of material in their final project.
3. *Analyze and critically evaluate ideas, arguments, and points of view.* Students will respond to others' writing (including that of peers and experts in the field) on social psychological topics and substantiate their points of view with theory and research from the field.
4. *Demonstrate skill in expressing oneself in writing.* Using appropriate APA style, students will write responses to a variety of assignments.

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

Baumeister, R. F. & Bushman, B. J. (2021). *Social Psychology and Human Nature* (5th ed.) Cengage. ISBN: 9780357122914.

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC. —**This book is optional, but students will be expected to follow APA guidelines in their writing.**

*\*\*A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore.\*\**

## COURSE REQUIREMENTS

### Assignments and Evaluations

(a) **Introductory quizzes (2 quizzes x 10 points each = 20 points):** In order to prepare for the semester, there are two introductory quizzes to be completed in the first week of class. One is a syllabus quiz in order to ensure that you have read the syllabus and understand the course expectations. The other is a pre-perspectives quiz, which we will refer back to throughout the course.

(b) **Discussion forum assignments (15 forums x 12 points each = 180 points):** You will have a total of 15 discussion forums (roughly one per chapter) in which you will reply to a prompt and then respond to your classmates' posts. These posts will provide evidence that you understand and have thought critically about the material. Forum posts should be at least 6-8 sentences. Many of the prompts have multiple questions. You must answer all of the questions completely in order to get full credit. In addition, you must substantively respond to at least two others' posts in a timely manner and engage in in-depth, multi-post discussions. You can earn up to 10 points for each initial post, and another 1 point for each response (up to 2 points). Posts will be graded on the rubric below (and it is also posted with each assignment).

Criteria	Poor	Good	Excellent
Thoroughly addresses all parts of the questions/assignments	1 points	3 point	4 points
Post clearly demonstrates reflection, critical thinking, and analysis of the topic.	1 points	3 point	4 points
Professional communication and etiquette. No spelling or grammatical errors.	0 points	1 point	2 points
Substantively responds to at least two others' posts in a timely manner and engages in in-depth, multi-post discussions	0 points	1 point	2 points

**Your initial posts will be due on Thursday at 11:59 pm.** This ensures that others will have time to read and respond to your posts. **Unless otherwise noted, responses are due on Sunday at 11:59 pm.** Late work will not be accepted.

(b) **Tests (4 tests x 50 points each = 200 points):** There will be four exams which will assess content knowledge and comprehension of the material, your ability to apply the concepts that you have learned to novel problems, and analytic and critical thinking skills about the theories and research that we have discussed. **Unless otherwise noted, tests will be due on Sunday at 11:59 pm.** Tests will cover reading and any additional materials on Canvas and will consist primarily of multiple choice questions, along with several essay questions. Please note that the tests are available on Canvas from the beginning of the semester, therefore there are no excuses for missing a test.

(c) **Final Project - Narrated Powerpoint (100 points):** Students will select a topic on which to do more in-depth research, then will develop a narrated powerpoint presentation on their topic. The presentation must include a primary thesis or argument (this can be something simple such as “persuasion tactics are frequently used in TV shows”), a definition of the topic and insightful overfull of research on the topic. The presentation should also include a discussion of real world application or cultural impact of the phenomenon being studied (i.e., it should be more than just a list of definitions of concepts). Example topics include things like confirmation bias and jury decisions, the influence of learned helplessness on test taking, or how attitude polarization can influence political extremism. Students will start with the concept (confirmation bias, learned helplessness, attitude polarization), review the social psychology literature on the topic, and then apply what they learned to the real world scenario.

The final presentation should be 8-10 slides and the recording should be approximately 10 minutes (no more than 12), and must include a minimum of 5 peer-reviewed journal articles. APA style should be used within the slides to cite your sources, and a final References slide with full citations should be included.

Throughout the course you will have several assignments leading up to this:

1. Topic proposal – 5 points
2. PDF copies of articles – 5 points
3. Annotated bibliography – 10 points
4. Narrated powerpoint – 80 points

**Table 1 Assignments and Point Values**

<b>Assignment</b>	<b>Number Due</b>	<b>Points Each</b>	<b>Points Total</b>	<b>Percentage</b>
Introductory Quizzes	2	10	20	4
Discussion Forum Assignments	15	12	180	38
Tests	4	50	200	40
Topic Proposal	1	5	5	1
PDF Articles	1	5	5	1
Annotated Bibliography	1	10	10	2
Narrated Powerpoint	1	80	80	16
			500	100%

## Posting of Grades

All students' grades will be posted in the Canvas Grade Center after the assignment due date has passed. On the writing assignments, the professor will begin reading, grading, and recording grades after they are due and will have all grades posted within approximately one week. Students should regularly monitor their grades in the Canvas Grade Center, and *students should not hesitate to ask the professor about any grade or concern.*

## Grading Scale

Grades are not 'given' in this course; they are earned. Students earn grades by actively utilizing course content to learn the material and by demonstrating their grasp of subject-matter content on written assignments. Grades are determined based on the percentage of points earned on each assignment and the assignment's weight toward the overall course grade.

Grade	University Definition	Percentage
A	Excellent	90-100
B	Good	80-89
C	Fair	70-79
D	Passing	60-69
F	Failing	59 or below

## Grading Policies

Students are responsible for meeting the course requirements as scheduled for each module in the course calendar. Assignments will generally be due Sunday evenings at 11:59pm, unless noted otherwise. If you turn in an assignment after the due date, you will receive a grade reduction of 10% for each day it is late (with a maximum reduction of 30%). However, no late work will be accepted for assignments turned in more than 7 days past its due date.

All assignments must be written in a student's own words. No credit will be awarded for quoted or plagiarized material on any assignment. **Quoting or paraphrasing that closely mirrors the source (textbook or other reference material) will receive no credit even if properly cited. Students must write original sentences conveying the information they have learned to the reader (i.e., paraphrasing) and properly cite the source of the information to receive credit for writing.** All assignments should be written in proper APA style. Students must follow the APA style guidelines provided in the Publication Manual and use online style resources provided by the American Psychological Association at [www.apastyle.org](http://www.apastyle.org)

## COURSE OUTLINE AND CALENDAR

This is a *rough outline* and it may vary for a number of reasons. I recommend that you read the chapter BEFORE completing the assignments. Initial forum posts are due Thursdays at 11:59, and all other assignments are due on Sundays at 11:59pm unless otherwise noted.

Week	Readings/Activities	Assignments Due
Week 1 <i>August 22 - August 28</i> <b>Welcome            The Mission and            the Method</b>	-Watch: Welcome and Introduction to Social Psychology -Review the Syllabus <b>-Read Chapter 1: The Mission and the Method</b> -Chapter 1 Powerpoint -Watch: Correlation Coefficient -Read: Replication Crisis in Psychology	-Syllabus Quiz -Pre-perspectives Quiz -Discussion Forum 1: Introduce Yourself and Research Methods
Week 2 <i>August 29 - September 4</i> <b>Culture and Nature</b>	<b>-Read Chapter 2: Culture and Nature</b> -Chapter 2 Powerpoint - Watch: The Marshmallow Test of Delay of Gratification - Review Money and Happiness -Watch: Purity Ball for Abstinence	-Discussion Forum 2: Culture Says Stop -EXTRA CREDIT: Q&A Discussion Forum 1
Week 3 <i>September 5 – September 11</i> <b>The Self</b>	<b>-Read Chapter 3: The Self</b> -Chapter 3 Powerpoint -Watch: Is there a real you? -Complete Chapter 3 Self questionnaires -Optional: Cross (2003) -Optional: Scheier (1985) -Optional Markus (1991) - More information on self construals and culture.	-Discussion Forum 3: Independent and Interdependent Self Construal
Week 4 <i>September 12 – September 18</i> <b>Choices and Actions</b>	<b>-Read Chapter 4: Choices and Actions</b> -Chapter 4 Powerpoint -Watch: Inducing Learned Helplessness -Watch: Are we in Control of our Decisions?	-Discussion Forum 4: Decision Making -Test 1 (Chapters 1-4)
Week 5 <i>September 19 – September 25</i> <b>Social Cognition</b>	<b>-Read Chapter 5: Social Cognition</b> -Chapter 5 Powerpoint -Watch: Daniel Kahneman Thinking Fast vs. Slow -Watch: Brain Tricks -Watch: Fundamental Attribution Error -Watch: Power of Mental Frames -Availability Heuristic - What should you really be afraid of?	-Discussion Forum 5: Fundamental Attribution Error

<p>Week 6 <i>September 26 – October 2</i> <b>Emotion and Affect</b></p>	<p><b>-Read Chapter 6: Emotion and Affect</b> -Chapter 6 Powerpoint -Physiological Components of Emotion -Cultural Influence on Emotion -Paul Ekman: Universal Expression of Emotion -Watch: The Strange Politics of Disgust -Political Sensitivity to Pandemic Threat Summary -OPTIONAL Samore 21 Pathogens Party Lines.pdf</p>	<p>-Discussion Forum 6: Political Sensitivity to Pandemic Threat -EXTRA CREDIT: Q&amp;A Discussion Forum 2</p>
<p>Week 7 <i>October 3 - October 9</i> <b>Attitudes, Beliefs and Consistency</b></p>	<p><b>-Read Chapter 7: Attitudes, Beliefs, and Consistency</b> -Chapter 7 Powerpoint -Watch: Cognitive Dissonance - Watch: Implicit Attitudes - How Common Threats Make Common Political Ground - Group Polarization - Implicit Association Test -Optional: Listen to Act 2: This American Life "Cops See It Differently - Part Two"</p>	<p>-Discussion Forum 7: Attitudes and Behaviors -Midsemester feedback</p>
<p>Week 8 <i>October 10 - October 16</i> <b>Social Influence and Persuasion</b></p>	<p><b>-Read Chapter 8: Social Influence and Persuasion</b> -Chapter 8 Powerpoint -Watch: Asch Conformity Experiment -Watch: Social Conformity -Attitude Inoculation: Bad News Game -Watch: How Cults Rewire the Brain -Optional: Watch The Jonestown Massacre: Paradise Lost -Optional: Watch Keep Sweet: Pray and Obey (on Netflix) -Optional : Watch LulaRich (on Prime)</p>	<p>-Discussion Forum 8: Cults and Persuasion -EXTRA CREDIT: Social Influence in Advertising -Test 2 (Ch 5-8)</p>
<p>Week 9 <i>October 17 – October 23</i> <b>Prosocial Behavior</b></p>	<p>-Watch: Final Project Requirements <b>-Read Chapter 9: Prosocial Behavior</b> -Chapter 9 Powerpoint -Watch: Milgrim Study -Watch: Obedience to Authority -Prisoner's Dilemma Game -Watch: Monkeys and Fairness -Watch: The Bystander Effect is Complicated - Here's Why -Watch: Bystander Effect in Real Life</p>	<p>-Discussion Forum 9: Engaging in an Act of Kindness -Final Project Topic Proposal</p>



<p>Week 10 <i>October 24 – October 30</i> <b>Aggression and Antisocial Behavior</b></p>	<p><b>-Read Chapter 10: Aggression and Antisocial Behavior</b> -Chapter 10 Powerpoint -Watch: The Psychology of Evil -Watch: The Surprising Decline of Violence -Watch: Let's Treat Violence Like a Contagious Disease</p>	<p>-Discussion Forum 10: Causes of Aggression -EXTRA CREDIT: Q&amp;A Discussion Forum 3</p>
<p>Week 11 <i>October 31 – November 6</i> <b>Interpersonal Attraction and Rejection</b></p>	<p>-Watch: Finding Research Articles at TAMUCT <b>-Read Chapter 11: Interpersonal Attraction and Rejection</b> -Chapter 11 Powerpoint -Watch: Attraction: The Matching Phenomenon -Watch: I Hacked OKCupid -Watch: Kip Williams on Ostracism Optional: Shell 2020 Friendship College Character and Context Blog</p>	<p>-Discussion Forum 11: Online Dating and Attraction -Final Project PDF Copies of 5 Articles</p>
<p>Week 12 <i>November 7 – November 13</i> <b>Close Relationships</b></p>	<p>-Read Final Project Articles <b>-Read Chapter 12: Close Relationships</b> -Chapter 12 Powerpoint -Watch The Brain in Love -Watch: The Gottman Love Lab -Watch: Four Negative Patterns that Predict Divorce -Gottman's Website -Take: Adult Attachment Questionnaire (use option B) -Watch: Romantic Attachment Styles</p>	<p>-Discussion Forum 12: Promoting Happy Relationships -Test 3 (Ch 9-12)</p>
<p>Week 13 <i>November 14 – November 20</i> <b>Prejudice and Intergroup Relations</b></p>	<p>-Read Final Project Articles -Watch: APA Style Basics <b>-Read Chapter 13: Prejudice and Intergroup Relations</b> -Chapter 13 Powerpoint - Watch: Can Prejudice Ever Be a Good Thing -Watch: I got 99 problems... palsy is just one -Watch: Shopping While Black -Watch: Reaction to Women Abusing Men in Public - Watch: Two Moneys Were Paid Unequally -Optional: Watch A Class Divided</p>	<p>-Discussion Forum 13: Social Privilege Scavenger Hunt -Final Project Annotated Bibliography</p>

<p>Week 14 November 21 – November 27 <b>Groups</b></p>	<p><b>-Read Chapter 14: Groups</b> -Chapter 14 Powerpoint -Watch: Stanford Prison Experiment -Watch: The Allure of Toxic Leaders -Typing Test -Least Preferred Coworker Scale</p>	<p>-Discussion Forum 14: Leadership at Work -EXTRA CREDIT: Q&amp;A Discussion Forum 4</p>
<p>Week 15 November 28 - December 4 <b>Applications</b></p>	<p>-Watch: Presentation Basics and Recording a Narrated Powerpoint <b>-Read Application Modules A-C</b> -Student Stress Scale</p>	<p>-Final Project Narrated Powerpoint</p>
<p>Week 16 December 5 – December 9 <b>Applications</b></p>	<p><b>-Read Application Modules D-E</b> -Read Van Bavel 2020 Social Science Pandemic Response</p>	<p>-Discussion Forum 15: Social Psychology in the Real World -Test 4 (Ch 13-14, application modules)</p>

## **TECHNOLOGY REQUIREMENTS AND SUPPORT**

### **Technology Requirements**

See page 2 of this document for more details on specific technology tools needed.

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

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

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

### **Canvas Support**

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

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

### **Online Proctored Testing**

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

### **Other Technology Support**

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week

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

Phone: (254) 519-5466

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

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

## **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

### **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?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlssso&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](mailto: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 Library & Archives**

The University Library & Archives 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 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>]

## **University Writing Center**

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/) [<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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

## **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](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.