PSYC 5305-110 RESEARCH-BASED TEACHING AND LEARNING (CRN 80217)
Fall 2022
Texas A&M University - Central Texas

COURSE DATES, MODALITY, AND LOCATION

This course is 100% online and uses the TAMUCT Canvas Learning Management System [https://tamuct.instructure.com]. The course is offered in the fall 2022 16-week semester, and the course date range spans August 22 through December 9, 2022 (inclusive). All course deadlines are based on the time zone of the physical location of the university, which is in the Central Standard Time (CST) zone, but Central Daylight Time (CDT) is observed in summer.

INSTRUCTOR AND CONTACT INFORMATION

Instructor:
Dr. Andria F. Schwegler
Office:
MS Teams, linked on the left menu bar in the course
Email:
Preferred email is through Canvas "Inbox" for course-related information. If correspondence is not related to the course, contact the professor via TAMUCT email (schwegler@tamuct.edu).

Office Hours:
The professor is available to meet with students via MS Teams. Scheduled office hours are 10:30-11:30am and 12:30-2:30pm CST on Tuesdays, Wednesdays, and Thursdays, and flexible office hours are available by appointment. Students can schedule appointments using this Bookings link: https://outlook.office365.com/owa/calendar/Examplecalendar@tamuct.onmicrosoft.com/bookings/ Appointment times are very flexible, and frequent interaction with the instructor is highly encouraged.

Student-Instructor Interaction:
The professor will logon to the course in Canvas every weekday (Monday through Friday) and will reply to email within two business days.
If students have course-related questions, these should be posted in Study Hall (discussion board) instead of sending the professor an email/message. When posted in Study Hall, a classmate may be able to reply to questions faster than the professor, and all students will have access to the information. Students are expected to logon to the course in Canvas daily to review and post assignments, read discussion boards, review Study Hall, check messages, etc.
The professor will provide feedback on assignments by marking grading rubrics and/or posting comments as needed in the Submission box or on attached documents. Students should review all assignments in the Grade Center when grades are posted to examine and apply the feedback on subsequent assignments.
Students can message the professor to schedule an appointment to talk via videoteleconference as needed.

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 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]
   o Android Phone / Tablet
     [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

COVID-19 Updates
For updated information, please monitor the University website [https://www.tamuct.edu/covid19/]

COURSE INFORMATION

Course Overview and Description:
Research-Based Teaching and Learning. (3 credit hours). Review up-to-date empirical research on learning and teaching in a variety of contexts. Apply concepts to the creation of an independent research proposal.

Student Learning Outcomes and Assessment:
1.   *Demonstrate comprehension and application of fundamental principles, generalizations, or theories*. Students will read and integrate information regarding theoretical and empirical concepts underlying teaching and learning. Students will demonstrate their ability to identify and recognize concepts on the module quizzes and the comprehensive final exam; students will demonstrate their ability to explain and apply information on module discussions posts.
2.   *Analyze and critically evaluate ideas, arguments, and points of view*. Students will read first-hand research articles in addition to the course textbook to gain access to multiple perspectives on topics in the area. Students will respond to others' writing (including that of peers and experts in the field) on teaching and learning topics and substantiate their points of view with theory and research. Students will demonstrate their ability to critically evaluate ideas on discussion replies, periodic integration essays, the research proposal, and peer reviews of classmates' proposals. Students will also write research predictions that are supported by existing research on the research proposal assignment.
3.   *Apply and synthesize course material to improve thinking, problem solving, and decision making*. Students will integrate and apply course material to improve problem solving and decision making by writing discussions that require the use of course information to address issues that span a variety of

topics. Students will demonstrate their ability to integrate materials by writing integration essays that require the consideration of multiple and sometimes conflicting perspectives. Students will incorporate their knowledge of research in the area by developing a proposal for a research project, and students will apply information on instruction using visualizations to create a presentation for their research proposals. Finally, students will apply course material to develop metacognitive thinking on the Weekly Reflections by reflecting on personal experiences with completing course assignments, documenting study time and rating the helpfulness of assignments, and creating and /or revising study strategies for upcoming lessons.

4.   *Demonstrate skill in expressing oneself in writing*. Using appropriate APA style, students will write responses to a variety of assignments including discussion posts and replies each week, periodic integration essays, and a series of assignments leading up to the final research proposal.

Required Reading and Textbook(s):

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. (ISBN: 978-1-4338-3216-1)

Mayer, R. E., & Alexander, P. A. (Eds.) (2017). *Handbook of research on learning and instruction* (2nd ed.). New York, NY: Routledge.

Research articles on e-Reserve in the University Library.

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer (Sec. 51.9705).

COURSE REQUIREMENTS

Course Assignments:

Class Participation (6.0% of Overall Course Grade). Active online participation in diverse learning activities delivered throughout the learning process is expected in this course. At the end of each module when students have finished all of the instructional activities, students are expected to complete the Weekly Reflection form. A student will receive full credit for the assignment if they complete the form in its entirety (i.e., do not leave any blank empty), regardless of the specific answers provided – within reason. Violations of 'reasonable' and 'good faith' efforts to complete the form honestly will not receive credit even if all blanks are completed. Bogus feedback violates the intent of the activity, which is to allow the student to develop metacognitive strategies and provide feedback to inform course revision. Careless feedback does not provide useful data for either the student or the professor. A grading scheme that considers only class participation and not potentially critical feedback is meant to elicit honest, useful data to improve student learning and course activities. It is not meant to encourage thoughtlessness or aggression.

Application Discussions and Replies (24.0% of Overall Course Grade). This weekly discussion forum provides in-class discussions of students' self-selected content or the professor's assigned prompts. Students are required to submit one post (approximately 250 words) as an explanation of a concept (i.e., research technique/result, topic, construct) and one reply (approximately 100 words each) to posts made by classmates. Though the specific content in each submission will vary weekly, students should use the following grading rubric to guide their writing. Each post

and reply will be graded according to the following standards for a total of 16 points on each Application Discussion each week.

Construct from Assigned Course Readings
    0 = none present
    1 = construct stated but not defined or cited
    2 = construct defined but not integrated into discussion of the concept; definition of construct is disconnected from discussion of topic; student does not clearly explain how definition and example/discussion are related
    4 = construct defined and integrated into discussion of concept; student clearly explains how construct is directly related to the example/discussion; construct is cited.

Independent Research on Construct with Citation of Source and Integration with Course Readings
    0 = none present; no in text citation is provided so independent research cannot be discerned; citation provided is not related to discussion topic, or citation is not from a reputable source, and/or information cited does not add new information to discussion topic (i.e., a citation for information that is also provided in the course materials will not earn credit; independent research must provide information that extends the content beyond the course materials, must come from a credible source, and must be written in proper APA style)
    1 = independent research is cited properly and is from a reputable source but adds little relevant information to the discussion topic (i.e., the information does little to enrich understanding and application of the content).
    3 = independent research is cited, is from a reputable source and adds much relevant information to the discussion topic to enrich understanding and application of the topic but some elements in post are unrelated to essay prompt or some elements of essay prompt are not addressed or are not thoroughly explained
    5 = independent research is cited, is from a reputable source and adds much relevant information to the discussion topic to enrich understanding and application of the topic, all elements in post are related to essay prompt, and all elements of essay prompt are addressed and are thoroughly explained.

Application of Construct (Personal and/or Professional)
    0 = none present
    1 = application stated but not explained
    2 = application explained but not integrated into definition of construct; explanation of application is disconnected from definition of construct; student does not clearly explain how example/discussion is related to the course construct
    4 = application explained and integrated into definition of construct; student clearly explains how application is a demonstration of and/or relevant to the construct

Reply Content:
    0 = no reply; reply merely states agreement with post content or indicates "good job;" reply contains inaccurate information
    1 = reply merely restates content of the original post but adds no new information
    3 = reply adds new information and extends the consideration of the concept beyond what has already been posted

Module Quizzes (15.0% of Overall Course Grade). Fifteen multiple choice quizzes (worth 10 points each) assessing material from the course readings are scheduled during the semester. All quizzes must be completed independently. The quizzes are designed to assess comprehension of material that students need to contextualize the more detailed information of the writing assignments.

Integration Essays (20.0% of Overall Course Grade). At regular intervals during the semester, essays that integrate concepts across module topics are due. Students will be provided prompts to which they will respond in their essays. Each essay will require that students integrate multiple sources of material to inform their discussion and evaluation of the prompt.

Research Proposal (27.5% of Overall Course Grade). Students will submit 7 cumulative assignments as they develop the project including a description of topic ideas (10 points), a summary of 4 research articles serving as background research on the approved topic (40 points), a summary of 4 additional research articles serving as background research on the topic (40 points), a working draft of the research hypotheses tested in the proposal with a full research plan (i.e., Method section, 40 points), and a final 15-page written research proposal that includes all suggestions and revisions for the project (80 points). The final proposal for the research project should read as a well-integrated paper with transitions leading the reader from one idea/topic to another instead of as a series of assignments. Each assignment is intended to assist students in creating explanations that should be integrated into the final manuscript. All prior assignments must be revised, and feedback from the professor must be integrated into the final proposal. After submission of the final proposal, students will create a presentation of their research plan (e.g., PowerPoint slides) to display in a discussion forum (45 points) and classmates will have an opportunity to provide peer reviews of the projects (20 points).

Comprehensive Final Exam (7.5% of Overall Course Grade). At the end of the semester, students will complete a comprehensive final exam that covers all topics discussed during the course of the semester. The exam will include multiple choice and written response sections. Students must complete the exam independently with no assistance from others. Students are encouraged to use their notes and other study materials they have developed during the semester for the exam.

Grading Criteria Rubric and Conversion

Assignment	# Due	Points Each	Points Total	Percent of Grade
Class Participation	15	4	60	6.0
Application Discussions & Replies	15	16	240	24.0
Module Quizzes	15	10	150	15.0
Integration Essays	5	40	200	20.0
Comprehensive Final Exam	1	75	75	7.5
Research Proposal Assignments				
Topics	1	10	10	1.0
Summaries of 4 Sources	1	40	40	4.0
Summaries of 4 Sources	1	40	40	4.0
Proposal Predictions & Plans	1	40	40	4.0
Research Proposal	1	80	80	8.0

Assignment	# Due	Points Each	Points Total	Percent of Grade
Proposal Presentation	1	45	45	4.5
Proposal Peer Reviews	2	10	<u>20</u>	<u>2.0</u>
			1000	100%

Table 1 Grading Criteria Rubric

Posting of Grades

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 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	Not Passing	60-69
F	Failing	59 or below

Table 2 Grading Scale

Grade Posting:

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 on the Monday they are due and will have all grades posted within 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 Policies

Students are responsible for meeting the course requirements as scheduled for each module in the course calendar. **Assignments submitted after the due date will not receive full credit**. A 25% penalty per day will be imposed on all assignments submitted after the deadline. Specifically, assignments submitted after the deadline on the due date will receive a 25% penalty, assignments submitted more than 24 hours after the deadline will receive a 50% penalty, assignments submitted more than 48 hours after the deadline will receive a 75% penalty, and assignments submitted more than 72 hours after the deadline will receive no credit though the professor will still provide feedback on the assignment.

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

As a graduate level course, it is expected that students are proficient in basic writing skills (e.g., proper English grammar, spelling, punctuation). If a student's written work fails to include these basic writing elements, points will be removed from the overall assignment grade. Minor errors (e.g., two errors per page on average for the assignment) such as misspellings, sentence fragments, and faulty grammar usage such as subject-verb disagreement will result in a half a letter grade point deduction for the assignment. More than two errors per page on average for the assignment will result in a one letter grade point deduction for the assignment. If students desire assistance with writing - from reviewing basic skills to crafting advanced arguments - students are strongly encouraged to utilize the University Writing Center.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

Table 3 Course Calendar

Week	Module	Instructional Activities	Assignments Due
August 18 (12:30pm) through August 22 (12:30am)	Getting Started (Complete before the semester begins.)	Log on to Canvas Establish library access from home Create a quiet study environment Resolve all computer difficulties Find 2 'back-up' computers w/internet	**All assignments are due by 8:00am CST on Mondays except for initial discussion posts which are due by the end of the day on Thursdays (i.e., 11:59pm CST) prior to the close of the Module.**
August 22 (12:30am) through August 29 (8:00am)	**Module 1:** Introduction to Research on Teaching and Learning	Read Pasquinelli (2012) Read Donoghue & Horvath (2016) Write Application Discussion Take Module Quiz Write Integration Essay Complete Weekly Reflection	Application Discussion 1 Module 1 Quiz Integration Essay 1 Weekly Reflection
August 26 (12:30am) through September 5 (8:00am)	**Module 2:** Learning to Write	Read M&A Chapters 1 and 3 Read Song & Ferretti (2013) Write Application Discussion Take Module Quiz Search Proposal Topics Complete Weekly Reflection	Application Discussion 2 Module 2 Quiz Weekly Reflection
September 2 (12:30am) through September 12 (8:00am)	**Module 3:** Learning Mathematics	Read M&A Chapter 4 Read Rattan et al. (2012) Write Application Discussion Take Module Quiz Submit Proposal Topics Complete Weekly Reflection	Application Discussion 3 Module 3 Quiz Proposal Topics Weekly Reflection
September 9 (12:30am) through September 19 (8:00am)	**Module 4:** Learning Science	Read M&A Chapter 5 Read Alfieri et al (2011) Write Application Discussion Take Module Quiz Write Integration Essay Complete Weekly Reflection	Application Discussion 4 Module 4 Quiz Integration Essay 2 Weekly Reflection

Week	Module	Instructional Activities	Assignments Due
September 16 (12:30am) through September 26 (8:00am)	**Module 5:** Learning History	Read M&A Chapter 6 Read Wiley & Voss (1999) Write Application Discussion Take Module Quiz Research/Write Proposal Summaries Complete Weekly Reflection	Application Discussion 5 Module 5 Quiz Weekly Reflection
September 23 (12:30am) through October 3 (8:00am)	**Module 6:** Learning to Think Critically	Read M&A Chapter 9 Read Mathan & Koedinger (2005) Write Application Discussion Take Module Quiz Submit 4 Proposal Summaries Complete Weekly Reflection	Application Discussion 6 Module 6 Quiz Proposal Summaries Set 1 Weekly Reflection
September 30 (12:30am) through October 10 (8:00am)	**Module 7:** Learning to Self-Monitor and Self-Regulate	Read M&A Chapter 11 Read Li et al. (2015) Write Application Discussion Take Module Quiz Write Integration Essay Complete Weekly Reflection	Application Discussion 7 Module 7 Quiz Integration Essay 3 Weekly Reflection
October 7 (12:30am) through October 17 (8:00am)	**Module 8:** Instruction Based on Feedback	Read M&A Chapters 13 and 14 Read Keith & Frese (2008) Write Application Discussion Take Module Quiz Research/Write Proposal Summaries Complete Weekly Reflection	Application Discussion 8 Module 8 Quiz Weekly Reflection
October 14 (12:30am) through October 24 (8:00am) **Deadline Graduation Participation Application October 28**	**Module 9:** Instruction Based on Examples	Read M&A Chapter 15 Read Wittwer & Renkl (2010) Write Application Discussion Take Module Quiz Submit 4 Proposal Summaries Complete Weekly Reflection	Application Discussion 9 Module 9 Quiz Proposal Summaries Set 2 Weekly Reflection

Week	Module	Instructional Activities	Assignments Due
October 21 (12:30am) through October 31 (8:00am)	**Module 10:** Instruction Based on Self-Explanation	Read M&A Chapter 16 Read Berthold et al. (2009) Write Application Discussion Take Module Quiz Write Integration Essay Complete Weekly Reflection	Application Discussion 10 Module 10 Quiz Integration Essay 4 Weekly Reflection
October 28 (12:30am) through November 7 (8:00am)	**Module 11:** Instruction Based on Peer Interactions and Cooperative Learning	Read M&A Chapters 17 and 18 Read Altermatt & Pomerantz (2005) Write Application Discussion Take Module Quiz Research/Write Prediction & Plan Complete Weekly Reflection	Application Discussion 11 Module 11 Quiz Weekly Reflection
November 4 (12:30am) through November 14 (8:00am)	**Module 12:** Instruction Based on Inquiry	Read M&A Chapter 19 Read Wirkala & Kuhn (2011) Write Application Discussion Take Module Quiz Submit Predictions & Research Plan Complete Weekly Reflection	Application Discussion 12 Module 12 Quiz Proposal Predictions & Plan Weekly Reflection
November 11 (12:30am) through November 21 (8:00am)	**Module 13:** Instruction Based on Discussion	Read M&A Chapter 20 Read Wu et al. (2013) Write Application Discussion Take Module Quiz Write Integration Essay Complete Weekly Reflection	Application Discussion 13 Module 13 Quiz Integration Essay 5 Weekly Reflection
November 18 (12:30am) through November 28 (8:00am)	**Module 14:** Instruction Based on Tutoring	Read M&A Chapter 21 Read Roscoe & Chi (2008) Write Application Discussion Take Module Quiz Submit Revised Research Proposal Complete Weekly Reflection	Application Discussion 14 Module 14 Quiz Research Proposal Weekly Reflection
November 25 (12:30am) through December 5 (8:00am)	**Module 15:** Instruction Based on Visualizations	Read M&A Chapter 22 Read Mayer et al. (2008) Write Application Discussion Take Module Quiz Complete Weekly Reflection	Application Discussion 15 Module 15 Quiz Proposal Presentation Weekly Reflection
December 5 (**8:00am**) through December 9 (**11:59pm**)	**Module 16:** Final Reflections and Exam	Read Bjork & Bjork (2011) Complete Comprehensive Final Exam	Presentation Peer Reviews Final Exam

The professor reserves the right to amend this syllabus at any time. If revisions are necessary, the professor will make every effort to provide as much advanced notice as possible.

Important University Dates
Students should reference the [university academic calendar](#) to verify they do not miss deadlines: http://catalog.tamuct.edu/undergraduate_catalog/general-information/academic20calendars20and20final20exam20schedule/

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
To participate in this online course, students will need reliable and frequent access to a computer and to the Internet. Students will also need a headset with a microphone (or speakers and a microphone) to listen to online resources, meet with the professor, and conduct other activities in the course.

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
       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?PartnerIdpId=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 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/]. 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.

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

Course Calendar
Carefully examine the Course Calendar. Note that each Module will be available to students for 10 days with the exception of Module 1, which opens on the first day of the semester. Each Module (except Module 1) opens on a Friday at 12:30am CST, and Module assignments are due 10 days later on Monday morning by 8:00am CST with the exception of initial discussion posts which are due before the end of day on Thursdays. Students should have all assignments submitted for each Module well before the deadlines.

When planning study time, students should realize that the upcoming Module opens before the current Module closes, so a portion of the 10 days that each Module is available overlaps with another Module. Students should plan accordingly and realize they do not have 10 days to devote to each Module exclusively. However, a 10-day period of availability, instead of a one-week period, allows students greater flexibility to plan their coursework and still complete their assignments on time should an unexpected emergency arise.

Students should also realize that the professor will not be available on the weekends to answer questions. Therefore, students should not plan to complete and submit work on the weekend before it is due. Instead, students should begin each Module the first weekend it opens so that students can seek the professor's assistance during the week and submit accurate assignments well before the deadline.

To remind, assignments submitted after the due date will not receive full credit. A 25% penalty per day will be imposed on all assignments submitted after the deadline. Specifically, assignments submitted after the deadline on the due date will receive a 25% penalty, assignments submitted more than 24 hours after the deadline will receive a 50% penalty, assignments submitted more than 48 hours after the deadline will receive a 75% penalty, and assignments submitted more than 72 hours after the deadline will receive no credit though the professor will still provide feedback on the assignment.

Recommended Academic Strategies
1. Complete the 'Getting Started' tasks on the course calendar before the first day of class. The goal of this class is to learn the content, not to learn how to use a computer. Students should have two 'back-up' computers located before the course begins so they can concentrate on completing coursework even in the event of technical difficulties.
2. Be realistic about the time you must devote to the course. You should set aside a *minimum* of **9 hours each week for the next 16 weeks to devote to this course.**
   a. According to the federal definition of a credit hour and our accreditation requirements, students should spend "not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class…for one semester hour of credit" (http://www.sacscoc.org/subchg/policy/CreditHours.pdf). Because this is a 3-credit hour class, students should be spending at least 9 hours on coursework per week. Bear in mind that this guideline is for an average class. Some students may require *significantly more time* to grasp the concepts and complete the assignments.
   b. We know from research that spaced practice is better than massed practice when learning new information. Thus, spending 2 hours a day for 5 days a week on coursework is better for your learning and your grade than 'pulling an all-nighter.' Adjust your schedule accordingly.
   c. Begin each module the day it opens. The course requirements are too time-demanding and labor-intensive to wait until the last day assignments are due to begin work.
3. Follow the sequence of instruction. Gaining a full, independent understanding of the text is absolutely critical in an online course, and the sequence of instruction provides diverse activities based on sound educational practice to meet this goal.

4. Pay attention to the percentage of your grade each assignment is worth. Simply doing well on the exams will not allow you to pass the course. Students must submit all assignments every week to do well in the course.
5. Complete and submit course assignments on time. Find at least two 'back-up' computers with internet access if your primary computer "crashes" or you have connection difficulties. Save your work often and on multiple media (e.g., hard drive, jump drive), so you do not lose your work.
6. Stay focused. Just as in a face-to-face class, reduce as many distractions as possible when working on course assignments. Turn off all electronic devices such as cell phones, music players, gaming equipment, etc. Postpone business not related to the course until you have completed your assignments for the day.
7. Keep me informed. At the first sign of confusion or difficulty, request assistance in Study Hall. Unless I hear from you, I will not know how to help you.
8. Be professional and use proper netiquette (i.e., internet etiquette).
   a. Use standard English in all of your communications, and write all correspondence in complete sentences. Do not abbreviate or use texting shortcuts (e.g., OMG! R U kidding. ROFL!). Spell check, proofread, and revise your messages before sending them.
   b. Be polite and respectful of others. Do not use all UPPERCASE LETTERS, which is equivalent to shouting. Avoid sarcasm and irony because they are easily misinterpreted by the reader. Do not 'flame' others by sending negative or hurtful comments; though the reader cannot see you, you are not anonymous.
   c. Remember that you are individually accountable for all your messages and online actions. Treat Study Hall and your interactions with others in class as you would in your professional career.

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