

PSYC 5306-110 APPLIED PSYCHOLOGY (CRN 80607)

Fall 2022

Texas A&M University - Central Texas

COURSE DATES, MODALITY, AND LOCATION

This course is a 100% online course and uses the [TAMUCT Canvas Learning Management System](https://tamuct.instructure.com) [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 the summer.

INSTRUCTOR AND CONTACT INFORMATION

Instructor:

Dr. Andria 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](mailto:schwegler@tamuct.edu) (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](https://outlook.office365.com/owa/calendar/Examplecalendar@tamuct.onmicrosoft.com/bookings/) 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 video teleconference when 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](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

COVID-19 Updates

For updated information, please monitor the University [website](https://www.tamuct.edu/covid19/) [https://www.tamuct.edu/covid19/]

COURSE INFORMATION

Course Overview and Description:

Learn to use psychological science to address problems in contexts that are meaningful to you! This course surveys the foundations of applied psychology and its use in a variety of contexts including education, industry and organizations, health, marketing, forensics, and coaching. Students will explore career alternatives via first-hand research in a self-selected area.

Goals, Student Learning Outcomes, and Assessments:

1. *Comprehend and apply fundamental principles, generalizations, or theories regarding applied psychology.* Students will read information regarding assumptions underlying applied psychology and its utilization in a variety of fields and specializations including education, industry and organizations, health, marketing, forensics, and coaching. Students will demonstrate their ability to identify, recognize, compare, contrast, and summarize concepts on the Module Quizzes, Application Discussions, Applied Psychology Case Study, and comprehensive final exam.
2. *Express oneself in professional writing.* Using appropriate APA style, students will write responses to a variety of assignments including Application Discussions each week with two replies, summaries of existing research with critical reflection (Research Article Analyses), a professional interview and organizational case study, and a series of assignments to develop an Applied Project Proposal that brings research to bear in addressing a need related to the student's desired career path.
3. *Analyze and critically evaluate ideas, arguments, and points of view.* Students will respond to others' writing on the application of psychology to various fields and substantiate their points of

view with theory, research, and/or data from the area. Students will demonstrate their ability to analyze and critically evaluate ideas while writing the Applied Psychology Case Study, the Application Discussion Replies, Research Article Analyses, and peer reviews of the Applied Psychology Case Studies and Applied Project Proposals. In the Applied Project Proposals, students will identify a gap in knowledge to justify their project and write learning outcomes for it to guide the plan they create.

4. *Synthesize course material to improve thinking, problem solving, and decision making.* Students will apply course material to improve decision making by writing Application Discussions that require the use of psychological information to address issues that span a variety of topics. Students will also create an Applied Project Proposal to address a self-selected topic related to their future career path and integrate it into their Program Portfolio.

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)

Bayne, R., & Jinks, G. (2013). *Applied psychology: Research, training, and practice* (2nd ed.). Sage. (ISBN: 978-0-85702-834-1).

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:

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](http://www.apastyle.org) 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 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.

Module Quizzes (15% of Overall Course Grade). A multiple-choice quiz assessing material from the course readings is scheduled for each module. 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.

Application Discussions and Replies (18% of Overall Course Grade). The weekly discussion forums provide a context for class discussion of assigned or self-selected topics pertaining to applied psychology. Students are required to submit one post (approximately 200 words) as an explanation of the module discussion assignment and **two (2)** replies (approximately 75 words each) to posts made by classmates. Though the specific content in each submission will vary weekly, students should use the grading rubric attached to each discussion forum to guide their writing. Each post and reply (2 required) will be graded according to assigned rubric standards for a total of 12 points on each Application Discussion each week.

Research Article Analysis (10% of Overall Course Grade). Throughout the course of the semester, students will read first-hand reports of research and data analysis in applied psychology that are published in a variety of outlets. In addition to discussing the content of the articles in discussion board posts and as they apply to the applied project proposal, students will submit periodic summaries of the readings that include a critical analysis of the content.

Applied Psychology Case Study (23% of Overall Course Grade). Students will submit two written assignments consisting of an interview with a professional working in their field of interest (100 points total) and an analysis of the professional's organization (50 points). Students will also present their findings to their classmates (50 points). The target organization and individual for this assignment must be approved by the instructor. The interview should focus on the professional's job duties, unwritten expectations for employment, personal work philosophy, and applications of research to the workplace. The organization analysis should focus on the mission, administrative structure, goals, strengths, weaknesses, and needs. In addition to submitting the written reports, students will summarize their findings and present them to their classmates, expanding their exposure to applications of psychology in the workplace. Students will provide a peer review to at least three of their colleagues' case studies (30 points total).

Applied Project Proposal (24% of Overall Course Grade). Students will submit six cumulative assignments as they develop a project to address a self-selected real world issue, including a description of ideas (10 points), background research on the approved topic "problem" (50 points), research support for project "solutions" (50 points), a 15-page written proposal with all revisions implemented from the "problem" and "solutions" portions (50 points), a PowerPoint presentation of the proposal geared toward the target audience (50 points), and peer reviews of three proposals (30 points). Feedback from the professor must be integrated into the final paper and presentation to receive credit.

Final Exam (5% of Overall Course Grade). Students will write two essays for their comprehensive final exam. One essay will include a reflection describing the student’s identification of the most critical course content and its application to the student’s career goals. At least one essay will require integration across modules of the research read during the semester.

Program Portfolio Check (5% of Overall Course Grade). At the end of the semester, students will update their Program Portfolios with their final, revised Assessment Project draft.

Grading Criteria Rubric and Conversion

Table 1 Grading Criteria and Conversion

<u>Assignment</u>	<u>Number Due</u>	<u>Points Per</u>	<u>Points Total</u>	<u>Percentage</u>
Module Quizzes	15	10	150	15%
Application Discussions & Replies	15	12	180	18%
Research Article Analysis	4	25	100	10%
Applied Psychology Case Study				
Interview Questions	1	50	50	5%
Interview Summary	1	50	50	5%
Organization Analysis	1	50	50	5%
Presentation	1	50	50	5%
Peer Review	3	10	30	3%
Applied Project Proposal				
Ideas	1	10	10	1%
Research on “Problems”	1	50	50	5%
Research on “Solutions”	1	50	50	5%
Final Revised Proposal	1	50	50	5%
Presentation	1	50	50	5%
Presentation Peer Reviews	3	10	30	3%
Final Essay Exam	1	50	50	5%
Program Portfolio Check	1	50	50	5%
				100%

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 percentage of points earned on each assignment and the assignment’s weight toward the overall course grade.

Table 2 Grading Scale

<u>Grade</u>	<u>University Definition</u>	<u>Percentage</u>
A	Excellent	90-100
B	Good	80-89
C	Fair	70-79
D	Not Passing	60-69
F	Failing	59 or below

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.*

COURSE OUTLINE AND CALENDAR

Table 3 Course Calendar

<u>Week</u>	<u>Module</u>	<u>Instructional Activities</u>	<u>Assignments Due</u>
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 Introduce self in discussion forum	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: Applying Psychology	Read B&J Chapter 1 Take Module Quiz Write Application Discussion Write Case Study Ideas and Interview Questions	Module 1 Quiz Application Discussion 1 Case Study Ideas with Draft Interview Questions
August 26 (12:30am) through September 5 (8:00am)	Module 2: Research in Applied Psychology Contexts	Read B&J Chapter 2 Take Module Quiz Write Application Discussion Revise Interview Questions	Module 2 Quiz Application Discussion 2 Revised Interview Questions
September 2 (12:30am) through September 12 (8:00am)	Module 3: Research, Theory, and Practice	Read B&J Chapter 3 Take Module Quiz Write Application Discussion Conduct Interview	Module 3 Quiz Application Discussion 3 Interview Summary
September 9 (12:30am) through September 19 (8:00am)	Module 4: Clinical Psychology	Read B&J Chapter 4 Read Research Article Take Module Quiz Write Application Discussion Write Organization Analysis	Module 4 Quiz Application Discussion 4 Organization Analysis
September 16 (12:30am) through September 26 (8:00am)	Module 5: Educational and Child Psychology	Read B&J Chapter 5 Read Research Article Take Module Quiz Write Application Discussion Write Research Article Analysis	Module 5 Quiz Application Discussion 5 Research Article Analysis

<u>Week</u>	<u>Module</u>	<u>Instructional Activities</u>	<u>Assignments Due</u>
September 23 (12:30am) through October 3 (8:00am)	Module 6: Occupational Psychology	Read B&J Chapter 6 Read Research Article Take Module Quiz Write Application Discussion Create Case Study Presentation	Module 6 Quiz Application Discussion 6 Case Study Presentation
September 30 (12:30am) through October 10 (8:00am)	Module 7: Health Psychology	Read B&J Chapter 7 Read Research Article Take Module Quiz Write Application Discussion Write Case Study Peer Reviews	Module 7 Quiz Application Discussion 7 Case Study Peer Reviews
October 7 (12:30am) through October 17 (8:00am)	Module 8: Marketing Psychology	Read B&J Chapter 8 Read Research Article Take Module Quiz Write Application Discussion Write Project Proposal Ideas	Module 8 Quiz Application Discussion 8 Project Proposal Ideas
October 14 (12:30am) through October 24 (8:00am) Deadline Graduation Participation Application October 28	Module 9: Forensic Psychology	Read B&J Chapter 9 Read Research Article Take Module Quiz Write Application Discussion Write Research Article Analysis	Module 9 Quiz Application Discussion 9 Research Article Analysis
October 21 (12:30am) through November 31 (8:00am)	Module 10: Sport Psychology	Read B&J Chapter 11 Read Research Article Take Module Quiz Write Application Discussion Write Proposal "Problems"	Module 10 Quiz Application Discussion 10 Proposal "Problems"
October 28 (12:30am) through November 7 (8:00am)	Module 11: Counseling Psychology	Read B&J Chapter 12 Read Research Article Take Module Quiz Write Application Discussion Write Research Article Analysis	Module 11 Quiz Application Discussion 11 Research Article Analysis
November 4 (12:30am) through	Module 12: Cognitive Psychology	Read B&J Chapter 14 Read Research Article Take Module Quiz	Module 12 Quiz Application Discussion 12 Proposal "Solutions"

<u>Week</u>	<u>Module</u>	<u>Instructional Activities</u>	<u>Assignments Due</u>
November 14 (8:00am)		Write Application Discussion Write Proposal "Solutions"	
November 11 (12:30am) through November 21 (8:00am)	Module 13: Coaching and Coaching Psychology	Read B&J Chapter 16 Read Research Article Take Module Quiz Write Application Discussion Write Research Article Analysis Revise & Integrate Project Proposal	Module 13 Quiz Application Discussion 13 Research Article Analysis
November 18 (12:30am) through November 28 (8:00am)	Module 14: Careers Guidance and Psychology	Read B&J Chapter 17 Read Research Article Take Module Quiz Write Application Discussion Write Applied Project Proposal	Module 14 Quiz Application Discussion 14 Applied Project Proposal
November 25 (12:30am) through December 5 (8:00am)	Module 15: The Professional Academic	Read B&J Chapter 18 Read Research Article Take Module Quiz Write Application Discussion Create Proposal Presentation	Module 15 Quiz Application Discussion 15 Proposal Presentation
December 5 (8:00am) through December 9 (11:59pm)	Module 16: Final Exam	Peer Review Proposal Presentations Write Final Essay Exam	Proposal Peer Reviews Final Exam Portfolio Check

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](http://catalog.tamuct.edu/undergraduate_catalog/general-information/academic20calendars20and20final20exam20schedule/) to verify they do not miss deadlines:
http://catalog.tamuct.edu/undergraduate_catalog/general-information/academic20calendars20and20final20exam20schedule/

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements:

Students must be able to perform basic computer skills such as access the internet; log on to websites that require usernames and passwords; navigate tabs and links on web pages; open and send emails; create and send attachments; download and view attachments including Microsoft Word documents and PowerPoint slideshows; open and view streaming video; input and save information entered into

online questionnaires; create, save, and upload files in widely-accessible formats (e.g., .rtf, .pdf, or .docx), and create folders on personal computers to organize and save completed work. 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 and conduct other activities in the course.

This course will use the A&M-Central Texas Instructure Canvas learning management system. 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

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](https://tamuct.instructure.com/courses/717) 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), [<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), [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/samlso&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) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

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

Tutoring

Tutoring is available to all A&M-Central Texas students, 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) [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) [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) [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 [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, 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) [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 except for initial discussion posts which are due on Thursdays by 11:59pm CST. 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. 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, 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 find this to be a difficult course, so you may require *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 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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