PSYC 3409-130 Writing in 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
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/CounseilngPsychologyDepartment@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. 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 <u>at least</u> 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. In addition, there will be required meetings with me several times throughout the semester. You may select the meeting time that best works for you.

<mark>**How to succeed in this class**</mark>
Remember that in four credit a face to face class, you'd spend approximately 4 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 12 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.

If you are experiencing trouble in the course: Contact me immediately! You will be working on a big cumulative final project, so missing assignments throughout the semester will ultimately set you behind. 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.

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:* We will have several required individual meetings throughout the semester, which will happen on Microsoft Teams. 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:* We will be doing a lot of writing in this class, and you will need to submit papers in .doc or .docx formats to ensure that your formatting is correct and you are able to receive feedback. TAMUCT provides students with free access to Microsoft Office 365 here: https://tamuct.onecampus.com/task/all/office365-software

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

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

COURSE INFORMATION
Course Overview and Description

(WI) Examine advanced technical communication in psychology. Study and use the current edition of the Publication Manual of the American Psychological Association for formal research reports, literature reviews, grant proposals, and professional articles. Learn to write professional psychological reports. Prerequisite(s): PSYC 2301, ENGL 1301, and ENGL 1302, or permission of Departmental Chair.

Writing Instructive Couse Designation (WI)
This is a Writing Instructive (WI) course, so writing will be an integral part of instruction and interactions. Writing will also be a fundamental way student mastery of course content is measured. WI means that students will have several opportunities to work on improving writing skills. Successful completion of this course fulfills one of the two required upper-level institutional writing instructive courses within the Psychology major for a Baccalaureate Degree (http://catalog.tamuct.edu/registration-records/requirements-bachelors-degree/).

As a Writing Instructive course, a significant portion of the course grade is based on writing assignments. Many of these assignments will require that students submit multiple drafts of their work and revise it based on instructor feedback. Students will demonstrate their ability to present scientific and theoretical concepts in clear, precise language in class assignments and the final paper.

Course Learning Outcomes

By the end of the course, students will be able to

1. Utilize knowledge of relevant publication formats and rules of the American Psychological Association to effectively interpret professional writing in psychology related fields.
2. Apply information literacy skills while utilizing library and online resources to identify scholarly work on psychological topics to complete literature reviews based on evidence.
3. Summarize and critically analyze psychological research articles in written assignments.
4. Utilize ethical writing practices, including summarizing and paraphrasing accurately, citing sources, and avoiding plagiarism.
5. Discuss psychological research studies, write a literature review and other professional documents; create and deliver a presentation of the literature review that includes spoken and visual components.
6. Write and deliver peer reviews; utilize available resources (e.g., UWC) and apply feedback to work projects (e.g., literature reviews).

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)

Landrum, R. E. (2021). *Undergraduate writing in psychology: Learning to tell the scientific story* (3rd edition). American Psychological Association.

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

COURSE REQUIREMENTS

Assignments and Evaluations

<u>*Class*</u>: The class portion of this course will review the basics of grammar, APA style, and writing skills and techniques. This portion will involve recorded lectures, activities, and assignments to provide practice with the material.

(a) Class assignments (14 assignments x 10 points each = 140 points): Students are expected to participate in class each week. As part of this, students will turn in a series of assignments that are designed to assess their knowledge of the content and apply what they have learned. Note that these assignments take the place of quizzes or tests, so students are expected to demonstrate their knowledge of the lecture and reading material in the assignments. All assignments will be submitted via Canvas and will be due on Sunday nights at 11:59pm (unless otherwise noted). In order to ensure that I can read and understand assignments, and to practice good writing habits, students should make sure to proofread their work before turning it in. (LO 1, 2, 3, 4)

(b) Reflection paper (50 points): At the end of the semester students will revisit all of their work and write a 3-4 page paper reflecting on how their writing has improved, what worked and what did not work, and what they still need to improve on. This reflection is designed to help students track how their writing has progressed and set goals for future work. (LO 6)

Lab: The lab portion of the course will involve applying the material students have learned in class to a larger final paper. There will be a series of scaffolded smaller assignments, as well as regular meetings with Dr. Shell.

(c) Individual meetings (5 meetings x 12 points each = 60 points): In order to make sure that students stay on track and are making progress on their final paper, there will be seven mandatory individual meetings throughout the semester. Meeting signups will be available on Canvas the week prior, and all meetings will be held online. Past students have reported that these one on one meetings are most helpful in their writing, so they are essential to progress. Students are always welcome to schedule a meeting with me outside of the assigned meetings as well. (LO 5, 6)

(d) Final Project (250 points): Throughout the semester students will be working on and applying the skills they learn to a final APA style persuasive literature review on a topic of their choosing in psychology. The paper will include at least 10 academic references, and the final paper will be 9-11 pages, including a title page, abstract, and references. Students will have deadlines throughout the semester (see schedule below). The final paper grade will be made up of the following assignments. (LO 2, 3, 5, 6)

1. PROJECT Free Write: Topic – 2 points
2. PROJECT Topic Approval Form – 2 points
3. PROJECT Submit 7 Sources – 10 points
4. PROJECT References List First Draft – 2 points
5. PROJECT Revised References – 10 points
6. PROJECT First 5 Article Summaries – 5 points
7. PROJECT Remaining 5 Article Summaries – 5 points
8. PROJECT Updated Topic and Thesis Statement – 2 points
9. PROJECT Synthesizing Sources – 10 points
10. PROJECT Outline – 20 points
11. PROJECT "They say, I say" Section – 20 points
12. PROJECT Draft for Peer-review – 10 points
13. PROJECT Peer Review – 20 points (2 x 10 points each)
14. PROJECT University Writing Center Visit – 2 points
15. PROJECT Draft for Dr. Shell – 10 points
16. PROJECT Presentation – 20 points
17. PROJECT Completed Paper – 100 points

Table 1 Assignments and Point Values

Assignment	Number Due	Points Each	Points Total	Percentage
Class Assignments	14	10	140	28
Reflection Paper	1	50	50	10
Individual Meetings	5	12	60	12
PROJECT Free Writes and approval	3	2	6	1.2
PROJECT Submit 7 Sources	1	10	10	2
PROJECT References List First Draft	1	2	2	.4
PROJECT Revised References	1	10	10	2

PROJECT Article Summaries	2	5	10	2
PROJECT Synthesizing Sources	1	10	10	2
PROJECT Outline	1	20	20	4
PROJECT "They say, I say" Section	1	20	20	4
PROJECT Draft for Peer-review	1	10	10	2
PROJECT Peer Review	2	10	20	4
PROJECT UWC Visit	1	2	2	.4
PROJECT Draft for Dr. Shell	1	10	10	2
PROJECT Presentation	1	20	20	4
PROJECT Completed Paper	1	100	100	20
			500	100%

Research Experience Requirement: Students in selected psychology courses (PSYC 3307, PSYC 3409, PSYC 3312, PSYC 3430, PSYC 4320) are required to engage in research experience activities as part of the course. The research experience activity involves writing summaries of peer reviewed research articles that are related to the course content. Faculty will identify which articles can be reviewed for their course, and article reviews can be submitted directly to the faculty for evaluation.

If students choose not to write article summaries, they can complete an alternative research experience by participating in research studies directly related to psychology to gain this experience.

Sign Up for Alternative Research Experience: To receive credit for this alternate research experience activity, students must create an account in SONA. The university SONA account (https://tamuct.sona-systems.com) is where students will sign up to participate in research projects (https://tamuct.sona-systems.com). Students should view the introductory tutorial video before using SONA (https://www.youtube.com/watch?v=_1OnT2ZU6QQ) and be sure to use their university email when signing up. Students who have problems signing up for SONA or have questions should contact the professor of the course.

Credits: Students are required to complete 3 research experience credits in this course. Credit is allotted as follows:

- 1 credit for each summary of a peer-reviewed, research article OR 1 credit for each hour (60 minutes) of research participation (in-person or online)
- 1⁄2 credit for each 1⁄2 hour (30 minutes) of research participation (in-person or online)

Students can use a combination of article summaries and alternative research assignments to earn their credits. There is no guarantee that there will be sufficient research participation opportunities for students to earn 100% of their credits from this alternative research experience.

Students who drop a class after having earned research experience credit cannot apply any accumulated credit from that class towards future semesters without the documented approval of the department chair; however, credits in SONA can be transferred from one course to another in the same semester. Credits from previous semesters are not permitted to be transferred for current semester use.

Penalties: Students should earn at least 1 research credit before the midterm of the course (October 16, 2022). Any student who has not earned all required research credits prior to the end of the semester will be penalized 1 letter grade on the final course grade (December 9, 2022).

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

COURSE OUTLINE AND CALENDAR

This is a *rough outline* and it will vary for a number of reasons. I recommend that you read the chapter BEFORE you come to class. Assignments are due on Sundays at 11:59pm unless otherwise noted.

Week	Section	Readings/Activities	Assignments Due
Week 1 *August 22 - August 28* **Welcome and Research Design**	Class	Watch START HERE Welcome to Writing in Psychology Review the syllabus Read Landrum Ch 1: Why psychology students (not just English majors) have to write Watch Week 1 Introduction and Research Methods Lecture Review Week 1 Introduction Powerpoint Watch Reading a Journal Article Read Van Ouytsel et al., 2014	A1. Syllabus quiz A2. Pre-test A3. Introduce Yourself Forum A4. Van Ouytsel et al. (2014) Discussion
	Lab	Begin considering final paper topics	
Week 2 *August 29 - September 4* **Grammar and Style**	Class	Read APA Manual Ch 4: Writing Style and Grammar Read APA Manual Ch 5: Bias-Free Language Guidelines Optional: APA Manual Ch 6: Mechanics of Style Watch Week 2 Grammar and Style Lecture Review Week 2 Grammar and Style Powerpoint Review grammar resources Read Schellenberg, 2004	A5. Write "Psychology is a terrible major, change my mind" A6. Schellenberg (2004) Discussion
	Lab	Watch Final Project Expectations Review Final Paper Grading Rubric	Final project topic free write
Week 3 *September 5 – September 11* **Formulating Ideas and Ethical Writing**	Class	Read Landrum Ch 2: Starting your paper: Finding the thread of your story Read APA Manual Ch 1 Watch Week 3 Lecture Formulating Ideas and Ethical Writing Review Week 3 Formulating Ideas and Ethical Writing Powerpoint Review Plagiarism Infographic Play Plagiarism Game	A7. Plagiarism tutorial
	Lab	Review ideas for potential paper topics	Topic approval form

Week 4 September 12 – September 18 **Finding and Citing Sources**	**Class**	Read Landrum Ch 3: Extracting the useful nuggets from a literature search (p. 33-38, to "Select a Paper Topic") Read APA Manual Ch 9: Reference List Review APA Manual Ch 10: Reference Examples Watch Week 4 Finding and Citing Sources Review Week 4 Finding and Citing Sources powerpoint Review Purdue OWL APA References Complete Web Literacy Tutorial Library presentation TBA	A8. Web Literacy Discussion
	Lab	Meeting 1 with Dr. Shell (discuss Topic Approval Form)	Submit PDF copies of 7 academic sources Post your References List to the Discussion forum
Week 5 September 19 – September 25 **Reading and Summarizing Research Articles**	**Class**	Watch Using Track Changes in Microsoft Word Read Landrum Ch 3: Extracting the useful nuggets from a literature search (p. 38-47, "Select a Paper Topic" to end) Watch Week 5 Reading and Summarizing Research Review Week 5 Reading and Summarizing Articles powerpoint	
	Lab	Meeting 2 with Dr. Shell (discuss articles)	Review peers' references list and post on forum (DUE THURSDAY, SEPTEMBER 22) Revise and resubmit references list First 5 article summaries
Week 6 September 26 – October 2 **APA In-text Citations and Using Evidence**	**Class**	Read Landrum Ch 4: How to write your psychology paper with style: General tips Read APA Manual Ch 8: Works Credited in the Text Watch Week 6 APA In-text citations and using evidence	A9. APA Style Practice Assignment

		Review Week 6 APA In-text Citations and using evidence powerpoint	
	Lab	Optional meeting if need to discuss literature, direction of paper	Remaining 5 article summaries (10 total) Updated topic and thesis statement
Week 7 *October 3 - October 9* **Synthesizing Sources**	**Class**	Read Landrum Ch 5: Bringing the audience up to speed with literature reviews Watch Week 7 Synthesizing Sources Review Week 7 Synthesizing Sources powerpoint	Midsemester Feedback
	Lab	Review Example Synthesizing Sources Worksheet	Synthesizing Sources Worksheet
Week 8 *October 10 - October 16* **Outlining**	**Class**	Watch Week 8 Outlining and Paragraphs Review Week 8 Outlining and Paragraphs powerpoint	Research Experience Requirement (1 credit)
	Lab	Meeting 3 with Dr. Shell (discuss Synthesizing Sources) Review sample outline	Outline Worksheet
Week 9 *October 17 – October 23* **Supporting Your Arguments**	**Class**	READ "They Say, I Say" Chapter 1 READ "They Say, I Say" Chapter 4 Watch Week 9 Supporting Your Arguments Review Week 9 Supporting Your Arguments powerpoint	A10. Persuasive Writing Discussion
	Lab	Meeting 4 with Dr. Shell (discuss outline)	"They say, I say" Section
Week 10 *October 24 – October 30* **Writing and APA Formatting**	**Class**	READ Landrum Ch 7: The rest of the story: Title, abstract, references, and tables Read APA Manual Ch 2: Paper Elements and Format Watch Week 10 Writing APA Format Review Week 10 Writing and APA formatting powerpoint Review Citation Hamburger REVIEW APA 7 Example Paper Annotated	
	Lab	Optional meeting if need to discuss "They say, I say"	Completed Draft for Peer Review

Week 11 October 31 – November 6 **Peer Review**	**Class**	Watch Completing a Peer Review on Canvas	
	Lab	Review Rubric for Peer Review Sign up for meeting at University Writing Center next week	Complete two Peer Reviews
Week 12 November 7 – November 13 **Professional Development**		READ Landrum Ch 8: Reshaping your story for different audiences: Other types of writing in psychology Watch Week 12 Professional Development Review Week 12 Professional Development Powerpoint Review Sample Personal Statement	A11. Personal Statement
		Make revisions based on peer feedback Bring your final paper to the University Writing Center for Review	Visit UWC, submit client report form
Week 13 November 14 – November 20 **Writing an Empirical Research Paper**	**Class**	Read Landrum Ch 6: Telling an original story through a research paper Read APA Manual Ch 3.3-3.8: Common Reporting Standards Across Research Designs; Reporting Standards in Quantitative Research Watch Week 15 Writing a Research Paper Review Week 15 Writing a Research Paper Powerpoint	A12 Research Proposal Discussion
	Lab	Make revisions based on peer and UWC feedback	Completed draft for Dr. Shell's review
Week 14 November 21 – November 27 **Grant Writing**	**Class**	Watch Week 14 Grant Writing Review Week 14 Grant Writing Powerpoint Watch Presenting in Psychology	A13 Post-test EXTRA CREDIT: Final Project Grant
	Lab	Work on presentation Work on final paper revisions when you receive Dr. Shell's feedback	
Week 15 November 28 - December 4 **Clinical Reports and Final Revisions**	**Class**	Watch Week 15 Clinical Reports Review Week 15 Clinical Reports Powerpoint	A14: Psychosocial report Final Reflection Paper
	Lab	Meeting 5 with Dr. Shell (discuss draft) Finalize presentation	Presentation Slides
Week 16	**Class**		Research Experience Requirement (3 credits)

December 5 – December 9 **Course Wrap-up**	**Lab**	Optional meetings with Dr. Shell	Presentation Video – DUE DECEMBER 6 Final Paper – DUE DECEMBER 6

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
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](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](https://federation.ngwebsolutions.com) 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) [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.

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].

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.