

**Texas A&M University-Central Texas**  
**Spring 2022-HIST 5380 Historiography and Historical Method**  
**M 6:00p.m.-9:00p.m., Room 202, Heritage Hall**

**Instructor and Contact Information**

**Instructor:** Dr. Cadra Peterson McDaniel

**Office:** Heritage Hall, 204 L

**Office Hours:** MW 12:30p.m.-1:30p.m., 4:30p.m.-5:30p.m.; Or by Appointment.

**Email** [cadra.mcdaniel@tamuct.edu](mailto:cadra.mcdaniel@tamuct.edu) (Please use this email address as the method of contact)

**Mode of Instruction and Course Access**

This course is a face-to-face course, with some information posted on Canvas. Students will submit assignments via Canvas.

**Student-Instructor Interaction**

If students have any questions about the class or assignments, they should contact the instructor. Please contact the instructor as soon as possible so that any concerns may be resolved before it becomes midpoint or later in the semester. Students may contact the instructor via email, or students may make an appointment to meet with the instructor. The instructor will respond to all email in a timely manner, usually within one (1) business day. Unless students have a major assignment due on a Monday, email may not be answered on weekends. Students should only contact the instructor via the email address listed on the syllabus. The instructor may not be aware of questions, emails, or other messages that are posted in Canvas, sent via the email feature in Canvas, or sent/posted in any other format, and thus, students may not receive a reply to these emails or messages.

Announcements for the class will be made at the beginning of a class session and be posted on Canvas under the Announcements Section. Please check this section regularly. For all questions concerning upcoming assignments or examinations, please send all questions via email

before 4:00p.m. the day before the due date. The “cut-off” time for questions allows all students an equal chance to have questions answered before the due date.

### **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](http://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:  
[iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]  
[Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)  
[https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

## **Course Information**

### **Course Description**

Explore various ideological schools of thought in the study of history. Emphasis on recent trends and techniques in historical writing. Prerequisite(s): HIST 5300 and full admission to the graduate program or permission of instructor.

### **Overall Course Objective**

After successfully completing the course, students will be able to appraise the various historiographical approaches in Western and non-Western countries, and students will be able to compose a research paper examining the historiographical approach to a specific topic.

### **Specific Course Objectives (Student Learning Outcomes)**

After successfully completing the course, students will be able to

1. Examine the development of historiography in Western and non-Western countries
2. Evaluate the growth of various schools of historiographical study
3. Analyze the latest developments in historiographical schools and historical methods
4. Construct a historiographical research paper on a specific topic

### **Required Texts**

#### **Books (Listed in the Order to be Read)**

Iggers, Georg G., Q. Edward Wang, and Supriya Mukherjee. *A Global History of Modern Historiography*. 2<sup>nd</sup> edition. London: Routledge, 2017. ISBN: 9781138942264.

Novick, Peter. *That Noble Dream: The "Objectivity Question" and the American Historical Profession*. Cambridge: Cambridge UP, 1998. ISBN: 9780521357456.

Green, Anna, and Kathleen Troup, eds. *The Houses of History: A Critical Reader in History and Theory*. 2<sup>nd</sup> edition. Manchester: Manchester UP, 2016. ISBN: 9780719096211.

Banner, Jr., James M. *The Ever-Changing Past: Why All History Is Revisionist History*. New Haven: Yale UP, 2021. ISBN: 9780300238457.

Runia, Eelco. *Moved by the Past: Discontinuity and Historical Mutation*. New York: Columbia UP, 2014. ISBN: 9780231168205.

#### **Articles (Listed in the Order to be Read)**

**Available either via EBSCOHost on the University Library Website  
or via Interlibrary Loan**

Clark, Anna, Stefan Berger, Marnie Hughes-Warrington, and Stuart Macintyre. "What is History? Historiography Roundtable." *Rethinking History*. 22, no. 4 (Dec. 2018): 500-524.

- Wilson, Andrew. "Imagining Crimean Tatar History Since 2014: Indigenous Rights, Russian Recolonisation and the New Ukrainian Narrative of Cooperation." *Europe-Asia Studies*. 73, no. 5 (June 2021): 837-868.
- MacPherson, Jim. "History Writing and Agency in the Scottish Highlands: Postcolonial Thought, the Work of James Macpherson (1736-1796) and Researching the Region's Past with Local Communities." *Northern Scotland*. 11, no. 2 (Nov. 2020): 123-138.
- Collet, Hadrien. "Landmark Empires: Searching for Medieval Empires and Imperial Tradition in Historiographies of West Africa." *Journal of African History*. 61, no. 3 (Nov. 2020): 341-357.
- Josev, Tanya. "Australian Historians and Historiography in the Courtroom." *Melbourne University Law Review*. 43, no. 3 (2019): 1-31.
- Alevêque, Guillaume. "Remnants of the 'Wallis Maro 'Ura' (Tahitian Feathered Girdle): History and Historiography." *Journal of Pacific History*. 53, no.1 (March 2018): 1-24.
- Waldenström, Daniel and Bruno S. Frey. "Did Nordic Countries Recognize the Gathering Storm of World War II? Evidence from the Bond Markets." *Explorations in Economic History*. 45, no. 2 (April 2008): 107-126.
- Lesiv, Mariya. "'I Know History': Experience, Belief and Politics in the Post-Socialist Diaspora." *Western Folklore*. 78, no. 2/3 (Spring/Summer 2019): 119-150.
- Dickinson, Kay. "Be Wary of Anniversaries: Inside the Archive, Out on the Street." *Film Quarterly*. 75, no. 2 (Winter 2021): 40-48.
- Schunka, Alexander. "Luther's Hammers: German Academic Historiography and Popular Memory of the Reformation in the Context of Its 2017 Anniversary." *Journal of Early Modern Christianity*. 7, no. 2 (2020): 201-216.
- Donald, Terry and Mélanie Méthot. "That Impulse that Bids a People to Honour its Past: The Nature and Purpose of Centennial Celebrations." *International Journal of Heritage Studies*. 12, no. 4 (July 2006): 307-320.

## **Course Requirements**

### **Syllabus Acknowledgement Statement**

Students need to submit a Syllabus Acknowledgment Statement indicating that they have read and understand the information in the syllabus. Students should upload the statement to Canvas. Students' acknowledgement of this statement is worth five (5) points. If students have

any questions about the statement, then they should contact the instructor as soon as possible. Check the Course Schedule for the due date.

### **Importance of Writing**

Often, written materials serve as the first form of introduction to colleagues or potential employers. While this writing may be in the form of a cover letter or *résumé*, and not a traditional classroom assignment, the writing skills developed in graduate courses will aid students in constructing a well-organized and clear letter or *résumé* so that they make a positive first impression.

**Written assignments that contain consistent, major, and/or numerous grammatical or punctuation errors distract from the students' argument and efforts. Too many errors may lead to a misunderstanding of the students' argument and/or the quality of their research. Assignments with consistent, major, and/or numerous errors will result in a loss of points, which may result in the loss of a letter grade(s) on assignments.**

### **Leading Discussion and Book or Article Responses**

During the semester, students will read books or a series of articles that address various topics on historiography and historical methods. Students only need to submit responses when they are leading discussion. Students will take turns leading discussion twice. Students will sign up for leading discussion on the first night that class meets in person, January 24. On the night that the student leads discussion, he/she needs to come prepared with a list of twenty to twenty-five (20-25) questions about the reading(s). Should students lead discussion for a set of articles, they should link some of the discussion questions to the previous week's book. These questions will aid students in drawing connections between the book's main ideas and the articles' topics, which reflect or expand upon the book's main points. **This list of questions must be submitted**

**on Canvas. Assignments submitted in any other format will not be accepted. The list of questions and leading discussion is worth seven (7) points.**

**Criteria for Leading Discussion=7 points**

Submission of twenty to twenty-five (20-25) questions=3 points

Ask original twenty to twenty-five (20-25) questions; ask follow-up questions; and respond to classmates' and/or the instructor's comments=3 points

Questions written clearly with correct grammar and punctuation and free generally of typographical errors and misspellings=1 point

In addition, when a student leads discussion, he/she will need to submit a response for that week's reading assignment. A student only needs to submit a response when he/she is leading discussion. The response is meant to aid students in preparing to lead a thorough discussion of the text. These responses should be two to three (2-3) typed pages, double spaced, with one (1) inch margins, and the students should use twelve (12) point Times New Roman Font. Students should not consult any outside sources for these responses, but instead only base their responses on the assigned reading(s). **All responses' due dates are listed in the Course Schedule in the syllabus.**

**Criteria for Book or Article Responses =15 points each**

Introduce clearly the author's thesis and purpose=4 points

Analyze the evidence or examples that are most pertinent to students' chosen field of historical study=4

Examine whether or not the information presented prompted students to reconsider their understanding of topics in their chosen field of historical study=4 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=3 points

In these responses, no lengthy quotations will be accepted. Students may include only two (2) quotations per response, and each quotation should be ten (10) words or less. The use of more than two (2) quotations or quotations of more than ten (10) words will reduce significantly students' grades by five (5) points. The emphasis is that students paraphrase the material. When students paraphrase the material, they have to engage critically with the material, which leads to a more thorough understanding of the text. Also, students should keep their papers to the two to three (2-3) page limit. Papers that exceed the length limit will reduce students' grades by five (5) points. One of the objectives in graduate school is to be very specific and precise when expressing written ideas. Students should proofread their papers before the due date, and papers should be free generally of typographical errors and misspellings. For each response, students should have a title page, which does not count toward the required number of pages. Also, should students quote material, an endnotes page is needed. Endnotes come on a separate sheet of paper at the end of the book or article responses. Links are posted on Canvas, which provide examples of a correct title page and correct citations for books according to the *Chicago Manual of Style*, 17<sup>th</sup> edition.

### **Class Discussions**

Each week, all students, including those not leading discussion, will engage in class discussions in which they appraise each week's reading(s). For each discussion, students should have read thoroughly each week's reading(s). It may be helpful for students to take notes as they read. Students should be sure to read the introductory and concluding sections since many times the author(s) will outline the thesis in these sections. Students should keep in mind that in each book chapter or article section, the author(s) is utilizing evidence to advance the thesis. Students who carefully read the material and take notes should be prepared for discussion. Students should direct their attention to their classmates when they are contributing to discussion, and

students should not talk when other students or the instructor are talking and not engage in any other disruptive actions. Students are welcome to take notes during class meetings, but there is NO recording of class discussions.

For the online discussion the week of January 17, students should have one (1) initial post, of eight to nine (8-9) sentences, which focuses on the most relevant aspects of the article in relation to their field of historical study. Students should begin this post by briefly stating their historical interests. Students must submit an initial post before they are able to view their classmates' posts. Then, students should respond to one (1) classmate's post. In this response, of five to seven (5-7) sentences, students should offer their insight into the topic being discussed. If students agree or disagree with their classmate's post, then they need to explain with specific information the reasons for this agreement or disagreement. **Each week's discussion is worth three (3) points.**

### **Submission of Historiographical Research Topic**

A major component of each student's grade will be a thorough historiographical study of a topic. Students are free to research any topic. Students may select a topic that is covered in class but are not required to do so. Early in the semester, students will submit a possible paper topic(s) for their historiographical papers. Students should consider topics that appeal to their historical interests.

### **Criteria for Research Topic=3 points**

Submission of possible topic(s)=3 points

### **Research Paper Outline and Annotated Bibliography**

After selecting a historiographical research topic, students will submit an outline of their entire historiographical papers and annotated bibliographies. Students' outlines will need to address their entire papers and not solely focus on the initial sections of their papers. Examples



of acceptable outline forms are posted on Canvas. Students should review these examples. Also, students will submit annotated bibliographies of fifteen to twenty (15-20) scholarly sources. Students should provide a brief description of two to three (2-3) sentences describing each source's relevance and significance to their research.

### **Criteria for Outline and Annotated Bibliography=25 points**

Thorough outline of each part of the historiographical paper=10 points

Analyze each source's scholarly significance and relevance=15 points

### **Individual Meetings**

Students will have some class periods when they meet with the instructor on an individual basis to discuss their research progress. Students will sign-up for a meeting time in class. All meetings will take place during the class period, Monday, 6:00p.m.-9:00p.m., in the instructor's office, 204 L in Heritage Hall. It is important that students come to these meetings.

**Each unexcused absence for an individual meeting results in a ten (10) point deduction on the student's historiographical paper.** Though the scheduled individual meetings will occur toward the midpoint and the end of the semester, students should work on their papers throughout the semester. At any time should students have questions concerning their papers, they should feel free to contact the instructor with any questions and feel free to schedule a meeting with the instructor.

### **Historiographical Paper Presentation**

At the end of the semester, students will give a ten (10) minute in class presentation of their research. The presentation should provide an overview of the major points in the papers. Also, students may use PowerPoint but are not required to do so. Students should introduce their

topic; explain their thesis; provide an overview of the historiographical approach to their topic; and conclude with a brief discussion of their research's significance.

### **Criteria for Final Paper Presentation=18 points**

Clearly introduce topic and state thesis=5 points

Explanation of historiographical approaches to the topic and research's significance=8 points

Professional and clear delivery of material=5 points

### **Historiographical Paper**

A major component of each student's grade will be a thorough historiographical study of a topic. The paper will be twenty to twenty-five (20-25) pages in length and will utilize scholarly secondary sources. The paper should have one (1) inch margins; be double spaced; be typed in twelve (12) point Times New Roman Font; and employ Chicago Style endnotes and a Chicago Style bibliography. Please be aware that endnotes are not at the bottom of the page. Instead, endnotes begin on a new page after the final page of the paper and before the bibliography.

All material that is either quoted or paraphrased **MUST** be cited using Chicago Style. Links to material that provides examples from the *Chicago Manual of Style*, 17<sup>th</sup> edition are posted on Canvas. The student will need a title page, an endnote page(s), and a bibliography, which do not count toward the required twenty to twenty-five (20-25) pages. Also, any maps, charts, graphs, or other images should be in an Appendix and not within the text of the papers. Students' papers should be in paragraph format. There should not be extensive lists of items, especially in column format, and there should not be extra space between paragraphs or anywhere in the papers. Students may use only four (4) quotations, and each quotation must be twenty (20) words or less. The emphasis is that students paraphrase the material. When students paraphrase the material, then students must engage critically with the material, which leads to a more thorough understanding of the information.

It is important that students follow the paper guidelines closely. Not following the guidelines will lower a student's grade. For example, the use of more than four (4) quotations or quotations of more than twenty (20) words will reduce students' grades by ten (10) points. Also, students should keep their papers to the twenty to twenty-five (20-25) page limit. Papers that exceed the length limit, that are under the minimum page requirement, or that do not follow all paper guidelines and requirements will reduce students' grades by fifteen (15) points. Students should proofread their papers before the due date, and the papers should be free generally of typographical errors and misspellings.

### **Criteria for Historiographical Paper=150 points**

Well-developed thesis clearly stated in the first paragraph=15 points

Use material from secondary sources to support the thesis including students' original analysis=95 points

Clearly written, correct grammar, and be free generally of typographical errors and misspellings=20 points

Have all information cited properly using Chicago Style=20 points

**Since this may be the first time that students have composed a historiographical paper at the graduate level, students have the entire semester to ask the instructor questions about their research papers. While the instructor will not read drafts of the papers, the instructor is more than willing to answer specific questions. Only in cases of documented extreme hardship will an extension be granted for the final papers.**

### **Class Grading Scale, Grading Criteria, and Conversion**

This class follows TAMUCT's traditional grading scale of 100-90=A; 89-80=B; 79-70=C; 69-60=D; and 59 and below=F.

Syllabus Acknowledgement Statement=5 points

Book or Article Responses=30 points

Leading Discussion=14 points

Class Discussions=24 points

Submission of Historiographical Research Topic=3 points  
Outline and Annotated Bibliography=25 points  
Historiographical Paper Presentation=18 points  
Historiographical Paper=150 points  
Total points=269 points

Students may determine their grade by taking the total number of points earned and dividing by the total number of points possible.

### **Posting of Grades**

Grades will be posted online in Canvas and assignments returned via Canvas.

Assignments are graded usually within one (1) week of the due date.

### **Course Schedule (Course Outline and Calendar)**

The instructor reserves the right to make modifications to the syllabus and the course schedule as needed based on time and other factors. Should this need occur, then an updated syllabus and schedule will be posted online through Canvas.

**Each week, students are to read the assigned materials for that week's assignment and/or discussions. All assignments, except those for the week of January 17, are due by 6:00p.m. on the due dates listed below, and all assignments must be submitted via Canvas.**

**Assignments will not be accepted and will not be graded unless submitted via Canvas.**

#### **January 17: Martin Luther King Jr. Day, No Class Meeting; Canvas Activities**

##### Importance of Historiography

Clark, Anna, Stefan Berger, Marnie Hughes-Warrington, and Stuart Macintyre.

“What is History? Historiography Roundtable.”

**Discussion Post Due by Noon, Friday, January 21.**

#### **January 24: Global Historiography**

##### **Syllabus Acknowledgement Statement Due**

Iggers, Georg G., Q. Edward Wang, and Supriya Mukherjee. *A Global History of Modern Historiography*.

**January 31: Global Historiography Case Studies**

**Possible Topics Due**

Wilson, Andrew. "Imagining Crimean Tatar History Since 2014: Indigenous Rights, Russian Recolonisation and the New Ukrainian Narrative of Cooperation."

MacPherson, Jim. "History Writing and Agency in the Scottish Highlands: Postcolonial Thought, the Work of James Macpherson (1736-1796) and Researching the Region's Past with Local Communities."

Collet, Hadrien. "Landmark Empires: Searching for Medieval Empires and Imperial Tradition in Historiographies of West Africa."

**February 7: Historiography in the United States**

Novick, Peter. *That Noble Dream: The "Objectivity Question" and the American Historical Profession*.

**February 14: Historiographical Schools**

Green, Anna, and Kathleen Troup, eds. *The Houses of History: A Critical Reader in History and Theory*. 2<sup>nd</sup> edition.

**February 21: Historiographical Schools Continued**

Green, Anna, and Kathleen Troup, eds. *The Houses of History: A Critical Reader in History and Theory*. 2<sup>nd</sup> edition.

**February 28: Outline and Annotated Bibliography Due, No Class Meeting**

**March 7:** Individual Meetings to Discuss Outline and Annotated Bibliography

**March 14: No Class, Spring Break**

**March 21: Revisions to the Historical Record**

Banner, Jr., James M. *The Ever-Changing Past: Why All History Is Revisionist History*.

**March 28: Revisions to Historical Records-Case Studies**

Josev, Tanya. "Australian Historians and Historiography in the Courtroom."

Alevêque, Guillaume. "Remnants of the 'Wallis Maro 'Ura' (Tahitian Feathered Girdle): History and Historiography."

Waldenström, Daniel and Bruno S. Frey. "Did Nordic Countries Recognize the Gathering Storm of World War II? Evidence from the Bond Markets."

Lesiv, Mariya. "'I Know History': Experience, Belief and Politics in the Post-Socialist Diaspora."

**April 4:** Individual Meetings to Discuss Paper Progress

**April 11:** Historical Accounts and Events as a Continuous or Discontinuous Narrative

Runia, Eelco. *Moved by the Past: Discontinuity and Historical Mutation*.

**April 18:** Scholarly and Popular Approaches to Historical Anniversaries

Dickinson, Kay. "Be Wary of Anniversaries: Inside the Archive, Out on the Street."

Schunka, Alexander. "Luther's Hammers: German Academic Historiography and Popular Memory of the Reformation in the Context of Its 2017 Anniversary."

Donald, Terry and Mélanie Méthot. "That Impulse that Bids a People to Honour its Past: The Nature and Purpose of Centennial Celebrations."

**April 25:** Individual Meetings to Discuss Paper Progress and Presentations

**May 2:** Presentation of Historiographical Paper

**May 9:** Historiographical Paper Due

### **Instructor and Course Policies**

#### **Absences and Make-Up Work**

Absences in graduate school are generally not acceptable. The instructor does understand that in some circumstances, such as a major illness, there may be missed classes. Should students miss class, then they need to contact the instructor as soon as possible. Unexcused absences will affect negatively students' grades. Only excused absences are allowed. Should students miss a class, make-up assignments will be allowed only for excused absences. Students, when they return, must give the instructor written documentation, such as a note from their doctor, which covers the days that they missed. **ONLY** with documentation will students be granted an excused absence and be able to make up work. Students who submit work early but then miss class on the work's due date will also need to provide some form of documentation for the days missed. Otherwise, the work will not be accepted. Students cannot make up work or receive credit for work with unexcused absences.

**ALL make-up work must be turned in no later than one (1) week after students return to class. No work will be accepted after the one (1) week period. Near the end of the semester, make-up work may be due in a shorter amount of time. No make-up work will be accepted after 6:00p.m. on May 9.**

For some assignments, make-up work will take the form of more detailed written work, so that students are able to receive credit for the discussion grade and the written grade.

### **Make-Up Work When Leading Discussion**

For an absence when students are leading discussion, they will need to submit a lengthier critique. Make-up work for leading discussion will take the form of a lengthier critique of six to eight (6-8) pages. This critique will count for both the leading discussion grade and the critique grade. All guidelines as outlined in the previous section titled **Book Critique** apply to make-up critiques. Students should refer to these guidelines and requirements or points will be lost.

### **Criteria for Make-up Book or Article Response=22 points**

Introduce clearly the author's thesis and purpose=4 points

Analyze the evidence or examples that are most pertinent to students' chosen field of historical study=8

Examine whether or not the information presented prompted students to reconsider their understanding of topics in their chosen field of historical study=7 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=3 points

### **Make-Up Work When Not Leading Discussion**

For an absence when students are not leading discussion, make-up work will take the form of a list of twenty to twenty-five questions with complete responses to each question. For this assignment, a complete response will be at least three to four (3-4) sentences per question.

### **Criteria for Make-up Questions=3 points**

List of fifteen to twenty (15-20) questions=2 points

Questions written clearly with correct grammar and punctuation and free generally of typographical errors and misspellings=1 points

### **Make-Up Work for Missed Individual Meeting**

Should students miss an individual meeting, then if students have an excused absence, students will need to meet with the instructor as soon as possible to discuss their research progress. A make-up meeting should occur at least within one (1) week of the student returning to class.

### **Make-Up Work for Missed Presentation**

**Should students miss the presentation, then in order to make up the presentation, students will need to include an additional three (3) pages of material to historiographical papers.** In this instance, the final paper grade will include the eighteen (18) points for the presentation for a total of one hundred sixty-eight (168) points. The paper is still due on May 9 before 6:00p.m. Note that only in cases of documented extreme hardship will students be allowed to have an excused absence for the presentation.

### **Incompletes**

A grade of an Incomplete is granted rarely. Incompletes will be granted only after the last day to drop a course and will be granted only to students who have experienced a major catastrophic event. Students must provide some form of written documentation that provides evidence of the catastrophic event.

### **Withdrawal, Drop Dates, Assignment Due Dates, and Important University Dates**

Students who feel that they need to drop the class must go to the Registrar's Office and complete the withdrawal forms. It is the students' responsibility to withdraw from a class. Also, it is the students' responsibility to be aware of all add and drop dates for classes and to be aware of all guidelines in the syllabus and due dates for class assignments. Students should refer to the



University Calendar for important dates, such as graduation deadlines. The calendar can be viewed at <https://www.tamuct.edu/>

### **Plagiarism**

Plagiarism is copying or using the words or the ideas of another individual(s) and submitting that work as one's original work. Material taken from any source, including books, articles, journals, the Internet, or any other sources, must be paraphrased (put in your own words) and cited correctly (refer to individual assignment guidelines) and if quoted, set off in quotation marks, and cited correctly. Plagiarism will be emphasized on the first day of class. **Should students have any questions about paraphrasing, using quotations, citing material, or documenting sources, then students should ask questions via email, before, during, or after class, or make an appointment to discuss concerns with the instructor.**

**Work that is deemed plagiarized will result in the grade of a zero (0) for the assignment.** SimCheck in Canvas will check assignments for plagiarism. Students who receive a mark of fifty percent (50%) or more for plagiarism will earn a zero (0) for the assignment. Also, students will earn a failing grade (fifty percent (50% F) or lower) for an assignment when there is evidence that the plagiarism is from a purchased paper or when there is evidence of blatantly copying sources or material without paraphrasing. When there is evidence of plagiarism, students' papers will be submitted to the Division of Students Affairs for review.

### **Cheating**

Cheating is assisting other students with completing class assignments. Also, cheating includes the use of any unauthorized materials to complete any assignments. **The penalty for cheating will be a zero (0) for the assignment.** When there is evidence of cheating, students' work will be submitted to the Division of Students Affairs for review.

### **Academic Integrity**

**For more information about Academic Integrity and students' responsibilities regarding academic integrity, please review the information at**

<https://www.tamuct.edu/student-affairs/academic-integrity.html>

### **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

### **Canvas Support**

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953. For issues related to course content and requirements, contact your instructor.

### **Online Proctored Testing**

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

### **Other Technology Support**

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

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu); Phone: (254) 519-5466

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

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

## **University Resources, Procedures, and Guidelines**

### **Drop Policy**

If you discover that you need to drop this class, you must complete the [Drop Request](#)

Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%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.

### **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 report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0),  
[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=0].

### **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]

### **Important information for Pregnant and/or Parenting Students**

Texas A&M University-Central Texas supports students who are pregnant 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](mailto:WarriorCenter@tamuct.edu).

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

Chat live with a remote tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

### **University 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. For the Spring 2022 semester, 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](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor 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](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

**University Library**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments/?g=6956) [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].