

PSYC 5303-110, Theories of Learning

Spring 2022 rev. 01.11.2022

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Mee-Gaik Lim, Ph.D, LPC-S, LMFT-S

Office: Monday-Friday from 9:00-2:00 pm CST

Phone: 830-708-6762

Email: meegaik@tamuct.edu

Office Hours:

Monday-Friday: 9:00-2:00 pm; and I am available for appointments on an individual basis.

Student-instructor interaction:

The professor will logon to the course every week day (Monday through Friday) and will reply to email within two business days. If students have a course-related question, these should be posted in Study Hall (discussion board) instead of sending the professor an email/message. When posted in Study Hall, both classmates and the professor are able to reply to questions, and all students will have access to the information.

Students are expected to logon to the course daily to review and post assignments, read discussion boards, review announcements, 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 Collaborate when needed.

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and description:

Study major theories of learning, factors which influence the process of learning, and application of these theories and processes to general and special populations.

Prerequisites(s): Admission to Graduate School or permission of Department Chair.

Student Learning Outcomes:

1. *Demonstrate comprehension and application of fundamental principles, generalizations, or theories regarding learning theory.* (NASP Standard 2.3 a; 2.4 a; 2.5 a; 2.8 a; 2.9 a; 2.10a) Students will read and write about information regarding learning as it relates to behavior, cognition, development, biology, motivation, and instruction. Students will demonstrate their ability to comprehend and analyze these concepts on the *Application Discussions, Theory Matrix, Research Paper, and Final Exam Essay* assignments.
2. *Integrate course material to improve thinking, problem solving, and decision making.* (NASP Standard 2.3 b; 2.4 b; 2.5 b; 2.8 b; 2.9 b; 2.10 b) Students will apply the course material to authentic instructional and learning contexts. Students will demonstrate their ability to apply information from the course on the *Application Discussions, Research Paper, Research Presentation, and Personal Theory of Learning and Instruction* assignments.
3. *Analyze and critically evaluate ideas, arguments, and points of view.* (NASP Standard 2.3 b; 2.4 b; 2.5 b; 2.8 b; 2.9 b; 2.10 b) Students will respond to others' writing (including that of peers and experts in the field) on learning theory topics and substantiate their points of view with theory and research. Students will demonstrate their ability to critically evaluate ideas on *Application Discussion replies (weekly), Article Summaries, Research Paper, and Peer Reviews*.
4. *Demonstrate skill in expressing oneself in writing.* Using appropriate APA style, students will write a variety of assignments including an *Application Discussion each week with replies, two Article Summaries, a Research Paper, and a Personal Theory of Learning and Instruction*.

Required Reading and Textbook(s):

Required Texts:

American Psychological Association. (2019). *Publication manual of the American psychological association* (6th ed.). Washington, DC: Author. ISBN: 9781433832154

Driscoll, M. P. (2004). *Psychology of learning for instruction* (3rd Edition). Boston, MA: Allyn and Bacon Publishers. ISBN: 9780205375196

Required Readings:

Unger, R. K. Draper, R. D., & Pendergrass, M. L. (1986). Personal epistemology and personal experience. *Journal of Social Issues*, 42, 67-79.

Skinner, B. F. (1994). Whatever happened to psychology as the science of behavior? *American Psychologist*, 42, 780-786.

- Shiffrin, R. M., & Atkinson, R. C. (1969). Storage and retrieval processes in long-term memory. *Psychological Review*, 76(2), 179-193.
- Wason, P. C., & Shapiro, D. (1971). Natural and contrived experience in a reasoning problem. *Quarterly Journal of Experimental Psychology*, 23, 63-71.
- Gilbert, N. J., & Driscoll, M. P. (2002). Collaborative knowledge building: A case study. *Educational Technology Research & Development*, 50, 59-79.
- Vosniadou, S. (2013). Model based reasoning and the learning of counter-intuitive science concepts. *Infancia y Aprendizaje*, 36, 5-33.
- Vygotsky (1935, 2011). The dynamics of the schoolchild's mental development in relation to teaching and learning. *Journal of Cognitive Education and Psychology*, 10 (2), 198-211.
- McCall, L. A. H. (2012). Brain-based pedagogy in today's diverse classrooms: A perfect fit – but be careful! *Delta Kappa Gamma Bulletin*, 78, 42-47.
- Multon, K. D., Brown, S. D., & Lent, R. W. (1991). Relation of self-efficacy beliefs to academic outcomes: A meta-analytic investigation. *Journal of Counseling Psychology*, 38, 30-38.
- Gagne, R. M., & White, R. T. (1978). Memory structures and learning outcomes. *Review of Educational Research*, 48(2), 187-222.
- Anderson, J. R., Reder, L. M., & Simon, H. A. (1999). Applications and misapplications of cognitive psychology to mathematics education. (ED439007)
- Lebow, D. (1993). Constructivist values for instructional systems design: Five principles toward a new mindset. *Educational Technology Research and Development*, 41(3), 4-16.
- Schommer, M. (1994). Synthesizing epistemological belief research: Tentative understandings and provocative confusions. *Educational Psychology Review*, 6, 293-319.

Students are required to read peer-reviewed journal articles related to course content. Journal articles may be accessed through the online TAMUCT library site either as a direct download or via Interlibrary Loan.

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.

COURSE REQUIREMENTS

Students are responsible for meeting the course requirements as scheduled for each module in the course calendar. Students are expected to check the online class at least 4 times each week which is equivalent to about 8-10 hours per week to complete weekly assignments. This includes posting responses, sending/receiving email and navigating over the web. Be sure to **POST YOUR RESPONSES BY NOON OF EACH FRIDAY**.

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

Application Discussions and Replies (30% of Overall Course Grade). Students will write and respond to online discussions each week. This weekly discussion forum is meant to provide explanation of the purpose here; discussions can be open-ended where students identify information from the assigned chapter and article readings to integrate and discuss, or prompts can be provided to students from the end of chapter discussion questions for students to address using the textbook reading and assigned empirical article each week. Students are required to submit one (1) post (250 word minimum) on concepts (i.e., theories, topics, constructs) and two (2) replies (150 word minimum each) to posts made by classmates. Though the specific content in each submission will vary weekly, students should use the following grading rubric to guide their writing. (suggested rubric below)

Learning Construct Identified

0 = none present

1 = construct stated but not defined

3 = construct defined but not integrated into discussion of the concept; definition of construct is disconnected from discussion of topic; student does not clearly explain how definition and example/discussion are related

5 = construct defined and integrated into discussion of concept; student clearly explains how construct is directly related to the example/discussion.

Learning Construct Citation

0 = none present

1 = citation is provided for construct but it includes errors in APA style

5 = full citation is provided for construct including author's name, publication year, and page number. If the information comes from material outside of course assignments, full citation information in APA style is required.

Application of Construct (Personal and/or Professional)

0 = none present

1 = application stated but not explained

3 = application explained but not integrated into definition of construct; explanation of application is disconnected from definition of construct; student does not clearly explain how example/discussion is related to the course construct

5 = application explained and integrated into definition of construct; student clearly explains how application is a demonstration of and/or relevant to the construct

Reply Content (2 replies worth 5 points each for a total of 10 points)

0 = no reply; or reply merely states agreement with post content or indicates

“good job”

1 = reply merely restates content of the original post but adds no new information

3 = reply adds new information, but the new information is not explicitly linked to the original post; reply reads as an informative but separate, disconnected contribution

5 = reply adds new information and is explicitly connected to the original post; reply reads as a continuation and extension of the initial discussion

Research Article Summaries (10% of Overall Course Grade). Students will write two (2) summaries of empirical research articles and receive feedback on their writing to make revisions in preparation for the research paper. Research article summaries should include a synopsis written in the student’s own words of information pertaining to all sections of an APA style research article: Introduction (i.e., a thesis statement describing the purpose of the research, an explanation of variables, statement of hypotheses, summary of background research), Method (i.e., a description of participants, procedure, assessments), Results (i.e., description of how the data were used to test hypotheses, explanation of how observed data relates to research question), Discussion (i.e., explanation of conclusions, limitations of study). Summaries should also include the student’s own critical analysis of limitations of the research and an integration of how the research article fits in with the broader research context. A full reference of each article should be included at the end of each summary, and an electronic copy of each empirical article should be submitted with the assignment.

Rubric for Program Assessment (Required)

Introductory Paragraph of Article Summary

Thesis statement for article summary explains the purpose of the research

0 = none present, or thesis statement does not explain purpose of research summarized

1 = thesis statement explains the purpose of the research without referring to the summary assignment itself; thesis statement focuses on importance of variables not on fact of writing a summary

Explanation of the variables in the research [i.e., independent variable (IV) being manipulated and dependent variable (DV) being measured]

0 = none present, or variables are not correctly identified

3 = at least one variable is accurately identified and explained

5 = all variables (independent and dependent) are correctly identified and explained

Statement of Research Questions/Hypotheses

0 = no description of research questions/hypotheses addressed in the summary

1 = description of research questions/hypotheses addressed in the summary

Summary of Introduction

- 0 = no description of background research is addressed in the summary
- 3 = description of background research includes some relevant information to justify study but omits important information
- 5 = description of background research includes necessary information to justify study (e.g., rationale explains how research contributes new information to the area, rationale clarifies why replication is important)

Summary of Method

Description of participants

- 0 = no description of research participants
- 1 = description of participants omits relevant characteristics (e.g., *n*, age, experience)
- 2 = description of participants includes all relevant characteristics

Description of procedure

- 0 = no description of procedure or research design
- 1 = description of procedure omits relevant characteristics (e.g., missing measure or step)
- 2 = description of procedure includes all relevant characteristics

Description of assessments

- 0 = no description of assessments or how data was recorded to use for analysis
- 1 = description of assessments omits relevant characteristics (e.g., how scale mean was computed)
- 2 = description of assessments includes all relevant characteristics

Summary of Results

Description of how the data were used to test hypotheses

- 0 = no description of analyses, or names of statistical tests replace description of analyses
- 3 = description of analyses includes some relevant information but omits relevant characteristics (e.g., tests of group means are not related to study manipulations/groups)
- 5 = description of analyses includes all relevant information

Explanation of how the observed data relates to the research questions/hypotheses

- 0 = no explanation of outcomes, or output of statistical tests replace explanation of outcomes
- 3 = description of observed outcomes includes some relevant information but omits relevant characteristics (e.g., statistically significant results are not distinguished from nonsignificant ones)
- 5 = description of observed outcomes includes all relevant information

Summary of Discussion

Explanation of conclusions

- 0 = no description of conclusions/generalizations of research
- 3 = description of conclusions includes some relevant information but omits relevant characteristics or makes overstated claims
- 5 = description of conclusions includes all relevant information

Limitations of study

- 0 = no description of limitations regarding research design or generalizability
- 3 = description of limitations includes some relevant information but omits relevant characteristics (e.g., important cautions are ignored)
- 5 = description of limitations includes all relevant information

Independent Critical Analysis of Research

- 0 = no independent suggestions, or description restates author(s)' analysis
- 3 = novel description of study flaws or design improvements are present but are simplistic (e.g., suggests replication on a different sample) but suggestions do not address a documented gap in knowledge
- 5 = novel suggestions extend beyond the author(s)' analysis and contribute to increasing knowledge in the area (e.g., identification of flaws, suggestions for improvement that are linked to theory)

Independent Synthesis of Research with Existing Literature

- 0 = no integration, or summary is not correctly placed in broader context of the field
- 3 = novel suggestions link the summary to the broader research context in the field but are not fully described
- 5 = novel suggestions extend beyond the author(s)' integration and contribute to improving knowledge in the area

Reference

- 0 = none present or does not conform to APA style
- 1 = citation is present but includes minor errors in APA style
- 2 = citation is present and includes all information in proper APA style

Research Paper (20% of Overall Course Grade). Students will work on sequential assignments during the course of the semester that lead to the completion of a 15 to 18 page research paper (i.e., double-spaced in 12-point font using APA style; title page and reference page are not included in the page count). After each assignment, students will utilize the feedback from the professor on each submission to improve their work on later submissions. First, students will submit a description of research ideas (worth 20 points). Students should use the research article summary assignments to identify research articles for their papers and develop their ability to write summaries of empirical research. A 6-page rough draft of the research paper worth 60 points will allow the professor to provide feedback on the paper as it develops. The final, revised draft of the paper is worth 120 points and should include a minimum of eight (8) empirical research articles (two of which can be the articles summarized in the Research Article Summary assignments). The research

topic should be directly applicable to the student's future profession (e.g., school psychologists should select a topic appropriate for a school context; experimental psychologists should select a topic appropriate for the target audience of their future research such as military trainees, medical personnel, business administrators, college students).

Presentation of Research (10% of Overall Course Grade). After the research papers are completed, students will create and submit a presentation of their research for their classmates to review. Students can create their presentations in one of a variety of formats (e.g., PowerPoint, Prezi, YouTube video), but all presentations must include a full text transcript of the verbal/audio portion of the presentation in addition to slides so that the presentation is accessible to all students. Presentations will be submitted to a discussion forum so all students can review them.

Peer Reviews of Presentations (4% of Overall Course Grade). After research presentations are submitted to the presentation discussion forum, students will review their classmates' work and provide a peer review of at least two research presentations.

Theory Matrix (10% of Overall Course Grade). Students will create a theory matrix for all theories discussed in class. The matrix will include the following information: theory, name of primary theorist, taxonomy of learning outcomes, role of the learner, role of the instructor, description of theoretical constructs that shape learning, practical considerations for educators and parents, environmental factors that impact learning.

Personal Theory of Learning (7.5% of Overall Course Grade). Students will integrate the information from the course readings to create a personal theory of learning and instruction explained in a 3-5 page paper. Students are expected to synthesize course content by citing and explaining support for their positions from the course textbook and research articles. Though students are free to integrate course material to craft a unique theory, personal opinions that are not consistent with evidence or are not accurately supported by citations will receive no credit.

Comprehensive Essay Exam (8.5% of Overall Course Grade). At the end of the semester, students will write essays that require them to integrate and critically evaluate information covered during the course of the semester.

Grading Criteria Rubric and Conversion.

Table 1 Assignments and Point Values

<u>Assignment</u>	<u>Number</u> <u>Due</u>	<u>Points Each</u>	<u>Points Total</u>	<u>Percentage</u>
Discussion & Replies	12	25	300	30.0
Research Article Summaries	2	50	100	10.0
Research Paper	1	200	200	20.0
Presentation of Research	1	100	100	10.0
Peer Reviews of Research	2	20	40	4.0
Theory Matrix	1	100	100	10.0
Personal Theory of Learning	1	75	75	7.5
Comprehensive Essay Exam	1	85	<u>85</u>	<u>8.5</u>
			1000	100%

Grades are not 'given' in this course; they are earned. Students earn grades by actively reading material, participating in course discussion, and applying 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 Grades

<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 for Graduate Courses	60-69
F	Failing	59 or below

Posting of Grades.

All students' grades will be posted in the learning management system grade book 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 by the following Monday. Students should regularly monitor their grades in the grade book, and *students should not hesitate to ask the professor about any grade or concern.*

COURSE OUTLINE AND CALENDAR

Table 3 Course Outline and Calendar

<u>Week</u>	<u>Module</u>	<u>Instructional Activities</u>	<u>Assignments Due</u>
	Getting Started (Complete before the semester begins if possible.)	Log on to Canvas and review tutorials Establish library access from home Create a quiet study environment Resolve all computer difficulties Find 2 'back-up' computers w/internet Introduce self in class	All assignments are due by midnight of each Sunday.
Week 1 Jan18-23	Module 1: Introduction to Theories of Learning and Instruction	Read Driscoll Chapter 1 Read Unger, Draper, & Pendergrass (1986) Write Application Discussion Explore Research Topics	Application Discussion
Week 2 Jan 24-30	Module 2: Radical Behaviorism	Read Driscoll Chapter 2 Read Skinner (1987) Write Application Discussion Begin Theory Matrix Write Research Topics	Application Discussion Research Topics
Week 3 Jan 31-Feb 6	Module 3: Cognitive Information Processing	Read Driscoll Chapter 3 Read Shiffrin & Atkinson (1969) Write Application Discussion Add to Theory Matrix	Application Discussion
Week 4 Feb 7-13	Module 4: Meaningful learning and Schema Theory	Read Driscoll Chapter 4 Read Wason & Shapiro (1971) Write Application Discussion Add to Theory Matrix Write Research Article Summary 1	Application Discussion Article Summary 1
Week 5 Feb 14-20	Module 5: Situated Learning	Read Driscoll Chapter 5 Read Gilbert & Driscoll (2002) Write Application Discussion Add to Theory Matrix	Application Discussion

<u>Week</u>	<u>Module</u>	<u>Instructional Activities</u>	<u>Assignments Due</u>
Week 6 Feb 21-27	Module 6: Cognitive and Knowledge Development	Read Driscoll Chapter 6 Read Vosniadou (2013) Write Application Discussion Add to Theory Matrix Write Research Article Summary 2	Application Discussion Article Summary 2
Week 7 Feb 28-Mar 6	Module 7: Interactional Theories of Cognitive Development	Read Driscoll Chapter 7 Read Vygotsky (1935/2011) Write Application Discussion Add to Theory Matrix	Application Discussion
Week 8 Mar 7-13	Module 8: Biological Bases of Learning and Memory	Read Driscoll Chapter 8 Read McCall (2012) Write Application Discussion Add to Theory Matrix Write Research Paper Draft	Application Discussion Research Paper Draft
Mar 14-20		SPRING BREAK	
Week 9 Mar 21-27	Module 9: Motivation and Self-Regulation in Learning	Read Driscoll Chapter 9 Read Multon, Brown, & Lent (1991) Write Application Discussion Add to Theory Matrix	Application Discussion
Week 10 Mar 28-Apr 3	Module 10: Gagne's Theory of Instruction	Read Driscoll Chapter 10 Read Gagne & White (1978) Write Application Discussion Add to Theory Matrix	Application Discussion
Week 11 Apr 4-10	Module 11: Constructivism	Read Driscoll Chapter 11 Read Anderson, Reder, & Simon (1999) Write Application Discussion Add to Theory Matrix Write Research Paper	Application Discussion Research Paper
Week 12 Apr 11-17	Module 12; Personal Theory of Learning and Instruction	Read Driscoll Chapter 12 Read Lebow (1993) Write Application Discussion Theory Matrix	Application Discussion Theory Matrix
Week 13 Apr 18-24	Module 13:	Read Schommer (1994) Write Research Presentation	Research Presentation

<u>Week</u>	<u>Module</u>	<u>Instructional Activities</u>	<u>Assignments Due</u>
Week 14 Apr 25-May 1	Module 14: Personal Theory of Learning and Instruction	Review/Synthesize Reading Assignments Write Personal Theory of Learning Peer Review Research Presentations	Personal Theory
Week 15 May 2-8	Module 15: Comprehensive Final Exam	Write Final Exam Essays	Final Exam
Week 16 May 9-13		Peer Reviews of Research	

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:

[Copy from the Academic Calendar: <https://www.tamuct.edu/registrar/academic-calendar.html>]

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, and create folders on personal computers to organize and save completed work. For this course, you will need reliable and frequent access to a computer and to the Internet. You will also need a headset with a microphone or speakers and a microphone to be able to listen to online resources and conduct other activities in the course.

Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.

To view the files and assignments for this course, students will need Microsoft Office 2007 or a later version. If students have an earlier version of Microsoft Office, they can download a free MS Office Compatibility Pack at

<http://www.microsoft.com/downloads/en/details.aspx?familyid=941b3470-3ae9-4aee-8f43-c6bb74cd1466&displaylang=en>

Check browser and computer compatibility by using the “Test Your Browser” button, found in the “Check Your Browser” module on your Blackboard dashboard, once you have logged in.

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>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail 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.

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

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed 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. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

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 Office of Access 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://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

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 the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), 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 on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at lmDavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or 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 to schedule an online tutoring session. 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 University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

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 250,000 eBooks and 82,000 journals, in addition to the 72,000 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 twenty-four 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 on Skype or in-person at the library. 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](https://tamuct.libguides.com/) [<https://tamuct.libguides.com/>].

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 A&M-Central Texas, 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 Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

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/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES.

1. According to the federal definition of a credit hour and our [accreditation requirements](#), students should spend “not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class...for one semester hour of credit” (http://www.sacscoc.org/subchg/policy/CreditHours.pdf). Because this is a 3-credit hour class that is delivered fully online, students should spend at least **9 hours on coursework per week for a 16-week course. For 8 week classes, the time per week doubles to 18 hours per week in 8 weeks.** Bear in mind that this guideline is for an average class. Some students may find this course challenging and may require *significantly more time* to grasp the concepts and complete the assignments. Plan accordingly.
2. Research indicates that spaced practice is better than massed practice when learning new information. Thus, spending 2 hours a day for 6 days a week on coursework is better for learning (and grades) than ‘pulling an all-nighter.’ Adjust your schedule accordingly.
3. Be professional and use proper netiquette (i.e., internet etiquette) in all course correspondence. Your college education is grooming you for a professional career.
 - a. Use standard English in all of your communications. Do not abbreviate or use texting shortcuts (e.g., OMG! R U kidding. ROFL!). Spell check, revise, and edit your messages before sending them. Use proper punctuation and capitalization.
 - 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 all of your interactions with others in class as you would in your future professional career.

Copyright Notice.

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