

## READ 4312-120, 11781, Literacy Instruction II

### Spring 2022

Texas A&M University-Central Texas

### COURSE DATES, MODALITY, AND LOCATION

This is a 16-week, hybrid course, and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>]. The course meets synchronously (face-to-face) through Microsoft Teams on Tuesdays and in person Thursdays from 2:00 pm-3:15pm in Warrior Hall room 305.

### INSTRUCTOR AND CONTACT INFORMATION

**Instructor:** Chelsea Herndon Warner, Ph.D.

**Office:** Warrior Hall 322F

**Phone:** 254-519-5464

**Email:** Chelsea.Herndon@tamuct.edu- Please contact me by email instead of Canvas or Microsoft Teams.

#### Office Hours

I will be holding virtual office hours Monday-Wednesday from 11:30am-1:30pm through Microsoft Teams and in person on Thursdays from 11:30am-1:30pm. Sign up for a virtual or in person appointment on the Calendly website. You can access Calendly by clicking the icon on the Canvas home page. Other times and dates may appear based on my availability that week. After selecting an available time, you will be sent a Microsoft Teams meeting link that will appear on your Outlook Calendar. You will receive a confirmation email if you select an in-person appointment.

### Student-instructor interaction

Microsoft Teams will be utilized for all students to post questions and answers to their peers. I typically respond through Canvas in an announcement or on Teams to clarify questions and/or concerns for the entire class. I am usually quick to respond to emails. However, I still reserve the right to respond within 24 hours during weekdays from 9:00am-5:00pm.

### Emergency Warning System for Texas A&M University-Central Texas

**SAFEZONE.** SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [[www.safezoneapp.com](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:
  - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
  - o [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)  
[https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

## **COURSE INFORMATION**

### **Course Overview and description**

(WI) A field-based course surveying characteristics of the transitional/independent literacy learner, methods of instruction for writing, strategy building, comprehension, vocabulary, word identification, utilizing the Texas Essential Knowledge and Skills. Examines typical/atypical reading development and strategies for assessing/addressing reading differences in individual learners. Explores structures and features of expository text including examination of supports and challenges within the text.

Prerequisite: Admission to teacher education program.

### **Overview**

This writing instructive (WI) course fosters students' development of written communication via discourse, reflection, and revision of written drafts through peer conferencing and instructor feedback.

### **Student Learning Outcomes (SLOs)**

The learner will:

- (1) demonstrate understanding of applicable Texas Essential Knowledge and Skills (TEKS) pertaining to reading and literacy.
- (2) apply concepts, principles, and best practices for syllabication and morphemic analysis instruction, including related spelling skills.
- (3) apply concepts, principles, and best practices to foster development of vocabulary knowledge and skills.
- (4) apply concepts, principles, and best practices to promote grade level fluency.
- (5) apply concepts, principles, and best practices related to the comprehension of and critical thinking about narrative and expository texts.
- (6) use developmentally appropriate research and evidence-based assessment and instructional practices to promote development of grade-level literacy skills.
- (7) recognize the interrelationships of reading, writing, listening, speaking, viewing and representing across the disciplines.

### **Competency Goals Statements (certification or standards)**

[https://tea.texas.gov/sites/default/files/tx293\\_final\\_framework\\_3.2020.pdf](https://tea.texas.gov/sites/default/files/tx293_final_framework_3.2020.pdf)

Comp. 2. Science of Teaching Reading: Foundations of Literacy Assessment

Comp. 7. Syllabication and Morphemic Analysis Skills

Comp. 8. Reading Fluency

Comp. 9. Vocabulary Development

Comp. 10, 11, 12. Comprehension

### **Required Reading and Textbook(s)**

Moates, L. (2020). *Speech to print: Language essentials for teachers* (3rd ed.). Brookes Publishing.  
Honig, B. (2018). *Teaching reading sourcebook* (3rd ed.). Academic Therapy Publications.  
Harvey, S. Goudvis, A. (2017). *Strategies That Work* (3rd ed.). Stenhouse Publishers

### **COURSE REQUIREMENTS**

#### **Morphology Lesson**

*50 points*

The purpose of this assignment is for you to develop and implement a morphology lesson using expository text for a small group of students. Additional components must include the use of appropriate assessment, teaching the lesson to peers, and critical reflection. Use the rubric and resources provided on Canvas to develop your lesson and guide your thinking. (SLOs 1,2,3,5,6,7)

#### **Interactive Read Aloud**

*50 points*

The purpose of this assignment is for you to create and implement an interactive read aloud lesson for a whole group to model comprehension strategies. Additional components must include the use of appropriate assessment, teaching the lesson to your peers, and critical reflection. Use the rubric and resources provided on Canvas to develop your lesson and guide your thinking. (SLOs 1,3,4,5,6,7)

#### **Guided Reading Lesson**

*50 points*

The purpose of this assignment is for you to create and implement a guided reading lesson for a small group of students. Additional components must include the use of appropriate assessment, teaching the lesson to your peers, and critical reflection. Use the rubric and resources provided on Canvas to develop your lesson and guide your thinking. (SLOs 1,3,4,5,6,7)

#### **Writing Lesson**

*50 points*

The purpose of this assignment is for you to create and implement a writing lesson for a small group of students. Additional components must include the use of appropriate assessment, teaching the lesson to your peers, and critical reflection. Use the rubric and resources provided on Canvas to develop your lesson and guide your thinking. (SLOs 1, 2, 6,7)

#### **Literacy Center**

*50 points*

The purpose of this assignment is for you to create and implement a literacy center to be used during a language arts block. Additional components must include the use of appropriate assessment, presenting to your peers, and critical reflection. Use the rubric and resources provided on Canvas to develop your lesson and guide your thinking. (SLOs 1,4,6,7)

### **Language Arts Block Lesson**

*50 points*

The purpose of this assignment is for you to design a language arts block to include all components of literacy. Additional components must include peer review, and critical reflection. Use the rubric and resources provided on Canvas to develop your lesson and guide your thinking. A peer review will automatically be assigned to you on the due date. (SLOs 1,2,3,4,5,6,7)

### **Compendium of Literacy Education**

*100 points*

The purpose of this assignment is for you to create a detailed collection of literacy instructional strategies and assessment using Microsoft One Note. Use the rubric and resources provided on Canvas to develop your compendium and guide your thinking. (SLOs 1,2,3,4,5,6,7)

### **240 tutoring**

*70 points*

You will be assigned a 30-day trial of 240 tutoring to review for the Science of Teaching Reading exam. The trial starts on March 21st and ends on April 20th. You will be graded on the completion of the diagnostic assessment, modules 1-4, and the practice test. Refer to the calendar to complete each component on time.

### **Quizzes**

*140 points (14 quizzes)*

Brief online Canvas quizzes are designed to assess your comprehension of each reading. Each quiz consists of ten objective questions (multiple choice, true-false, and matching questions) equaling ten points total. Completing each content literacy guide, provided to you on Canvas, will help you understand the most important ideas from each chapter and guide your thinking.

You may use the completed guide while taking the quizzes, but not for the final exam. A completed guide will count for 5 points on a floor scale grading system. All content literacy guides are posted to Canvas on the content literacy guide page. To submit your guide, upload it as an attachment at the end of your quiz. It must be submitted at the time of the quiz. Your grade change may not occur until the end of the semester.

(SLOs 1,2,3,4,5,6,7)

### **Final Exam**

*100 points*

The final exam will be based on both class work and readings. The primary emphasis of the exam comes from the assigned text chapters. The exam will feature both objective questions (multiple choice, true-false, and matching questions) and brief essay items. You can best prepare for the final by reviewing previous Canvas quizzes and content literacy guides. (SLOs 1,2,3,4,5,6,7)

## Grading Criteria Rubric and Conversion

Grading		
Assignments	Points	Student Learning Outcomes
Morphology Lesson	50	1,2,3,5,6,7
Interactive Read Aloud	50	1,3,4,5,6,7
Guided Reading Lesson	50	1,3,4,5,6,7
Writing Lesson	50	1,2,6,7
Literacy Center	50	1,4,6,7
Language Arts Block Lesson Plan	50	1,2,3,4,5,6,7
Compendium of Literacy Education	100	1,2,3,4,5,6,7
Quizzes	140	1,2,3,4,5,6,7
Final exam	100	1,2,3,4,5,6,7
240 tutoring	70	1,2,3,4,5,6,7
<b>Total Points</b>	710	

### Posting of Grades

All assignments will be graded on Canvas. I usually grade assignments very quickly. However, some assignments will take me much longer to grade and provide adequate constructive feedback. Rest assured that I am viewing your assignments in a longer and more thoughtful manner. If you have a question about a graded assignment, make a comment on the grade on the Canvas assignment but please also email me.

### Grading Policies

All assignments must be submitted on time to receive full credit. Any late assignment submitted will have an automatic 10% deduction. Arrangements in exceptional circumstances are the responsibility of the student. Grade changes to reflect bonus points or content literacy guides may not occur until the end of the semester. If you are having a problem submitting an assignment, contact the IT department.

## COURSE OUTLINE AND CALENDAR

# READ 4312-Literacy Development II

Spring 2022

Jan 18, 2022 - May 13, 2022

Readings are to be completed before the class for which they are assigned.  
Comprehension of most readings will be assessed by a brief quiz.  
Assignments and due dates are subject to change.

Tuesdays: Synchronous

through Microsoft Teams

2:00pm-3:15pm

\*Request permission for articles in the Google File Folder or see Canvas

Thursdays: Synchronous

WH 305

2:00pm-3:15pm

## Symbol Key

Assigned reading  Quiz 

Written assignments  Podcast 

Watch 















Strategies that Work

Speech to Print



























Teaching Reading Sourcebook

Article







## January

Mon	Tuesday	Wed	Thursday	Fri	Sat	Sun
17	<b>18</b>  The Science of Reading: Making Sense of Research  Applying the Science of Reading at any grade level	19	<b>20</b>  Chapter 7: Irregular Word Reading  Chapter 8: Multisyllabic Word Reading	21	22	<b>23</b>  Chapter 7: Irregular Word Reading  Chapter 8: Multisyllabic Word Reading
24	<b>25</b>  Chapter 6: Syntax: How Sentences Work  Chapter 7: Semantics: Word and Sentence Meaning  Deconstructing the Rope: Language Structures	26	<b>27</b>  Chapter 11: Specific Word Instruction  The Development of Sight Vocabulary  Deconstructing the Rope: Vocabulary	28	29	<b>30</b>  Chapter 6: Syntax: How Sentences Work  Chapter 7: Semantics: Word and Sentence Meaning
31						

## February

Mon	Tuesday	Wed	Thursday	Fri	Sat	Sunday
	<b>1</b>  The Core Vocabulary: The Foundation of Proficient Comprehension  Chapter 12: Word Learning Strategies  Chapter 13: Word Consciousness	<b>2</b>	<b>3</b>  The Latin-Greek Connection  Morphological Instruction That Supports Academic Language  Morphological Analysis Instruction in the Elementary Grades: Which Morphemes to Teach and How to Teach Them	<b>4</b>	<b>5</b>	<b>6</b>  Chapter 11: Specific Word Instruction
<b>7</b>	<b>8</b>  Chapter 1: Reading is Thinking  The Science of Reading Comprehension Instruction	<b>9</b>	<b>10</b>  In class morphology lesson  Valentine's Day Party	<b>11</b>	<b>12</b>	<b>13</b>  Chapter 12: Word Learning Strategies  Chapter 13: Word Consciousness  Morphology lesson reflection
<b>14</b>	<b>15</b>  Chapter 2: Reading is Strategic  Chapter 3: Comprehension at the Core	<b>16</b>	<b>17</b>  Chapter 4: 21 <sup>st</sup> Century Books and Beyond  Chapter 14: Literary Text	<b>18</b>	<b>19</b>	<b>20</b>  Chapters 1-3  Chapter 14: Literary Text
<b>21</b>	<b>22</b>  Chapter 15: Informational Text  Chapter 5: Effective Comprehension Instruction	<b>23</b>	<b>24</b>  Chapter 6: The Nuts and Bolts of Comprehension Instruction  Chapter 7: Monitoring Comprehension: The Inner Conversation	<b>25</b>	<b>26</b>	<b>27</b>  Chapter 15: Informational Text  Chapters 4-6
<b>28</b>						

## March










Mon	Tuesday	Wed	Thursday	Fri	Sat	Sun
	<b>1</b>  Chapter 8: Activating, Connecting, and Building: Why Background Knowledge  Deconstructing the Rope: Background knowledge	<b>2</b>	<b>3</b>  Chapter 9: Questioning: The Strategy That Propels Readers Forward  Read-Aloud Routine for Building Vocabulary and Comprehension   Dr. Seuss Day Party	<b>4</b>	<b>5</b>	<b>6</b>  Chapters 7 and 8





7	8 Chapter 10: Visualizing and Inferring: Making What's Implicit Explicit Visualizing	9	10 Chapter 11: Determining Importance in Text: The Nonfiction Connection Paraphrasing in Science	11	12	13 Chapters 9-11
14	15	16	17	18	19	20
21 240 Tutoring begins	22 Diagnostic Test due by class	23	24 In class interactive read aloud	25	26	27 <b>Module 1</b> Reading Pedagogy <ul style="list-style-type: none"> <li>• Foundations of STR</li> <li>• Reading Assessment</li> <li>• Literacy Concepts</li> </ul> Interactive read aloud reflection
28	29 Chapter 12: Summarizing and Synthesizing Information: The Evolution of Thought Summarizing in Science	30	31 Chapter 13: Content Literacy: Reading, Writing, and Thinking in Science and Social Studies Interactive Read Aloud-Science			

## April

Mon	Tuesday	Wed	Thursday	Fri	Sat	Sunday
				1	2	3 <b>Module 2</b> Reading Development: Foundational Skills <ul style="list-style-type: none"> <li>• Fluency</li> <li>• Oral Language</li> <li>• Phonological Awareness</li> <li>• Print and Alphabet</li> <li>• Word Identification</li> <li>• Word Formation</li> </ul>
4	5 Chapter 14: Inquiry Across the Curriculum Science Vocabulary Instruction	6	7 What is Guided Reading? A New Guide for Guided Reading: More Guided, More Reading	8	9	10 <b>Module 3</b> Reading Development: Comprehension <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Vocabulary</li> <li>• Reading Applications</li> </ul> Chapters 12-14



<b>11</b>	<b>12</b>  Evidence Based Writing Instruction  Reading and Writing Relationship  A Room of Writers	<b>13</b>	<b>14</b>  In class guided reading	<b>15</b>	<b>16</b>	<b>17</b> <b>Module 4</b> Critical Response <ul style="list-style-type: none"> <li>• Prompt 1</li> <li>• Prompt 2</li> <li>• Prompt III</li> </ul>  Guided reading lesson reflection
<b>18</b>	<b>19</b>  240 tutoring practice test due by class	<b>20</b> <b>Trial Ends</b>	<b>21</b>  Whole Class Reading Instruction  Whole Group Reading	<b>22</b>	<b>23</b>	<b>24</b>
<b>25</b>	<b>26</b> Work on Language Arts Block Lesson Plan	<b>27</b>	<b>28</b>  In class writing lesson	<b>29</b>	<b>30</b>	

<b>May</b>						
<b>Mon</b>	<b>Tuesday</b>	<b>Wed</b>	<b>Thursday</b>	<b>Fri</b>	<b>Sat</b>	<b>Sunday</b>
						<b>1</b>  Writing lesson reflection
<b>2</b>	<b>3</b> Final Exam Review	<b>4</b>	<b>5</b>  In class literacy center	<b>6</b>	<b>7</b>	<b>8</b>  Literacy center reflection
<b>9</b>	<b>10</b>  Compendium of Literacy Education	<b>11</b>	<b>12</b>	<b>13</b> Final Exam Due		

## Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>]

## TECHNOLOGY REQUIREMENTS AND SUPPORT

### Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

### 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.*

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## 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](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 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://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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

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

### **Tutoring**

Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing [WarriorCenter@tamuct.edu](mailto:WarriorCenter@tamuct.edu).

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

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

### **University 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].

### **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) [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](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

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## **OTHER POLICIES**

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