

READ 3311-130, 11800, Literacy Instruction I

Fall 2021

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 on Thursdays from 9:00am-10:15am in Warrior Hall, room 306. Starting the February 24th, we will meet at Oak Creek Academy on Thursdays.

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.

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].

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 Overview and description

This course addresses the theory and practice of teaching early reading. Takes into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. Study characteristics of typical and atypical reading development in the emergent/early learner, explore materials, procedures, assessments and instructional methods.

Service Learning (SL) A course-based, credit-bearing, educational experience in which students learn to relate theory to practice by participating in an organized service activity that meets identified community needs and then by reflecting upon the service activity in such ways as to meet instructional objectives and gain a broader appreciation for the discipline and an enhanced sense of civic responsibility.

Overview

Topics include reading instruction, assessment, instructional strategies, foundational reading skills, theories of learning, oral language, writing, strategy building, comprehension, vocabulary, word identification, reading difficulties, second language acquisition, phonological and phonemic awareness.

Student Learning Outcomes (SLOs)

The learner will:

- (1) demonstrate understanding of applicable Texas Essential Knowledge and Skills (TEKS) and *Texas Prekindergarten Guidelines* pertaining to reading and literacy.
- (2) describe stages of oral language development, including second language acquisition; and, analyze the role of phonological and phonemic awareness in the development of reading.
- (3) discuss the necessity of word identification skills and effective strategies/instructional methods for decoding and word study; print awareness; explicit, systematic, sequential, strategic phonics instruction; and vocabulary development.
- (4) use developmentally appropriate research and evidence-based assessment and instructional practices to promote development of grade-level reading fluency and comprehension.

Competency Goals Statements (certification or standards)

https://tea.texas.gov/sites/default/files/tx293_final_framework_3.2020.pdf

- Comp. 2. Science of Teaching Reading: Foundations of Literacy Assessment
- Comp. 3. Science of Teaching Reading: Oral Language Foundations of Literacy Development
- Comp. 4. Science of Teaching Reading: Phonological and Phonemic Awareness
- Comp. 5. Science of Teaching Reading: Print concepts and Alpha Knowledge
- Comp. 6. Science of Teaching Reading: Phonics and Other word identification skills

Comp. 7. Science of Teaching Reading: Syllabication and Morphemic Analysis Skills

Comp. 8. Science of Teaching Reading: Reading Fluency

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.

Materials for Tutoring

1. Plastic tiles with lower and uppercase letters of the alphabet
2. Trifold board
3. First grade lined paper

COURSE REQUIREMENTS

Pre-Assessment Form

10 points

During the first week of tutoring, you will use various research and evidence-based assessments to assess your student's reading ability. The purpose of this assignment is for you to analyze and interpret the pre assessment data that you collect to determine your student's reading level and instructional needs. You will then use this information to drive your future reading instruction for the following weeks. Use the rubric and resources provided on Canvas to analyze your assessments and guide your thinking. (SLOs 2, 3, 4)

Reflection and Plan

25 points each x 9 = 225

Each week you will reflect on your tutoring experience by writing a reflection using the 5R Model for Reflection. The weekly prompts will be provided to you and align with instructional objectives. Additionally, you will submit a plan for the next week's lesson. A peer review will automatically be assigned to you on the due date.

You must respond to your two peers verbally through Flipgrid. After my initial grade, you may resubmit your assignment for additional 50% credit. Use the rubric and resources provided on Canvas to guide your thinking (SLOs 2, 3, 4)

Literacy Report

50 points

To conclude your tutoring experience, you will administer posttests on the last week of tutoring. You will use the pre and post assessment data to develop a literacy report detailing your student's progress and current instructional needs. The literacy report must include instructional teaching suggestions for the teacher and future tutors. Use the rubric and resources provided on Canvas to guide your thinking. (SLOs 2, 3, 4)

Letterbox Lesson

10 points

To demonstrate the relation of theory to practice, you will film and submit two exemplary lessons (letter box lesson and scaffolding oral reading). Use the rubric and resources provided on Canvas to and guide your thinking. (SLOs 3, 4)

Scaffolding Oral Reading

10 points

To demonstrate the relation of theory to practice you will film and submit two exemplary lessons (letter box lesson and scaffolding oral reading). Use the rubric and resources provided on Canvas to guide your thinking. (SLOs 3, 4)

Phonemic Awareness Presentation

50 points

The best predictor of reading readiness is a child's phonemic awareness, followed by alphabet recognition. Phonemic awareness is the ability to identify that spoken words consist of a sequence of sounds and the ability to hear, identify, and manipulate individual sounds in spoken words.

The purpose of this assignment is for you to create a video presentation using Studio presenting creative ways to teach the approximately 44 phonemes in the English language. Use the rubric and resources provided on Canvas to guide your thinking. (SLOs 1, 2,3)

Growing Fluency Lesson

25 points

In this course we will examine Chall's (1996) six stages of reading development framework. You will design lessons to meet the needs of students in the first three stages. During stage 2, confirmation and fluency, children are developing the ability to read familiar text with increasing fluency (accuracy, rate, and expression) with their sight word vocabulary.

The purpose of this assignment is for you to develop a growing fluency lesson for a child in Chall's confirmation and fluency stage (appropriate for the second grade-third grade classroom). Additional components must include the use of appropriate assessment, and peer review. 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. Refer to Canvas for peer review due dates. You may then make corrections to your lesson plan and resubmit it to Canvas for final grading. (SLOs 1,2,3)

Decodable Text

25 points

Decodable text is often used with beginning readers and provides practice with specific vowel correspondence patterns that were previously taught in a sequential order. The purpose of this assignment is for you to create a decodable book that could be used in a beginning reading lesson. Use the rubric and resources provided on Canvas to develop your book and guide your thinking. A peer review will automatically be assigned to you on the due date. Refer to Canvas for peer review due dates. You may then make corrections to your lesson plan and resubmit it to Canvas for final grading. (SLOs 1, 2,3)

Quizzes

100 Points

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. You will have 15 minutes to complete each quiz. The Canvas quizzes use the Proctorio secure proctor tool in Canvas. This service is provided for you at no additional cost. Technology requirements include 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. This service is provided for you at no additional cost.

Completing each content literacy guide, provided to you on Canvas in the content literacy guide section, will help you understand the most important ideas and terminology from each chapter as well as guide your thinking. Content literacy guides are only provided for chapters that align to an assigned quiz. 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. To submit your guide, upload it as an attachment at the end of your quiz. *See Canvas for information about asynchronous module quizzes.

(SLOs 1, 2, 3, 4)

Floor Scale	
Amount Missed	Score
1	10
2-3	9
4-5	8
6-7	7
8-9	6
10	5

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 and brief essay items. You will have 2 hours to complete the exam. The final exam uses the Proctorio secure proctor tool in Canvas. Technology requirements include 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. This service is provided for you at no additional cost. You can best prepare for the final by reviewing previous Canvas quizzes and content literacy guides. We will review for the exam during class the week prior to the exam. (SLOs 1, 2, 3, 4)

Grading Criteria Rubric and Conversion

Grading		
Assignments	Points	Student Learning Outcomes
Pre assessment Form	10	2,3,4
Reflection and Plans (25 points each x 9)	225	2,3,4

Letterbox Lesson Video	10	3,4
Scaffolding Oral Reading Video	10	3,4
Literacy Report	50	2,3,4
Phonemic Awareness Presentation	50	1,2,3
Decodable Book	25	1,2,3
Growing Fluency Lesson	25	2,3,4
Quizzes	90	1,2,3,4
Asynchronous Activities	34	1,2,3,4
Final Exam	100	1,2,3,4
Total Points	673	

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 3311-Literacy Development I

Spring 2022






Jan 18, 2022 - May 13, 2022

Tuesdays: Synchronous
through Microsoft Teams
9:30am-10:45am











Thursdays: Synchronous
WH 306/Oak Creek Academy
9:30am-10:45am

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.






















Symbol Key

- Assigned reading  Quiz 
- Written assignments  Podcast 
- Watch 
- Optional
- Speech to Print
- Teaching Reading Sourcebook
- Article

January

Mon	Tuesday	Wed	Thursday	Fri	Sat	Sun
17	18  Teaching Reading Is Rocket Science	19	20  Chapter 1: Why Study Language?  Tracing Language Back Through Recorded History  What Was the First Language?	21	22	23  Chapter 1: Why Study Language?
24	25  Chapter 2: Phonetics-The Sounds in Speech  All the sounds in all the languages - The International Phonetic Alphabet	26	27  Chapter 3: Phonology -The Speech Sounds in Use  Did Cave Babies Say Mama and Papa?	28	29	30  Chapter 2: Phonetics and Chapter 3- The Speech Sounds in Use
31						

February

Mon	Tuesday	Wed	Thursday	Fri	Sat	Sunday
	1  Chapter 5: Phonological Awareness (pages 116-127)  Sounds you can't hear - Babies, accents, and phonemes	2	3  Chapter 4: The Structure of English Orthography  Why do C and G come in hard and soft versions?  English Spelling Is a Beautiful Mess  Why spelling is hard — but also hard to change	4	5	6  Chapter 4: The Structure of English Orthography
7	8  Chapter 6: Phonics (Page 161-189)  Schwa, the most versatile English vowel	9	10  Chapter 6: Phonics (page 190-213)  Vowel Gymnastics *Bring letter tiles to class	11	12	13  Chapter 5: Phonological Awareness
14	15  Chapter 6: Phonics (page 214—239)  The Science of Learning to Read Words: A Case for Systematic Phonics Instruction	16	17  Chapter 3: Print Awareness  Chapter 4: Letter Knowledge *Bring read aloud book to class	18	19	20  Chapter 6: Phonics  Book talk on Flipgrid
21	22 Tour of Oak Creek Academy	23	24 Tutoring-pretests	25	26	27  Pretest assessment form  Reflection 1-assessment  Plan 1
28						

March

Mon	Tuesday	Wed	Thursday	Fri	Sat	Sun
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	1 Review all tutoring videos Plan 1 Flipgrid (Initial post by 11:59pm. Responses by Wednesday at 11:59pm)		3 Tutoring-session 1 Module 1 topics: <input type="checkbox"/> Segments of Sound in Speech <input type="checkbox"/> Letter Sound Relations			6 Chapter 3: Print Awareness Chapter 4: Letter Knowledge Reflection 2-Teaching Phonemic awareness Submit Plan 2	
7	8 Review all phonemic awareness videos Plan 2 peer review		10 Tutoring-session 2 Module 2 topics: <input type="checkbox"/> Blending <input type="checkbox"/> Common Sound-Spelling Patterns <input type="checkbox"/> Common Word part <input type="checkbox"/> Orthography			13 Phonemic Awareness Presentation Reflection 3-Letterbox Lesson Submit Plan 3	
14	15 Spring Break		16	17	18	19	20
21	22 Chapter 5: Morphology for Reading, Spelling, and Vocabulary Etymology of the English language Learning parts of words - Morphemes and the wug test Plan 3 peer review Phonemic Awareness Presentation peer review		24 Tutoring-session 3 Module 3 topics: <input type="checkbox"/> Academic Vocabulary <input type="checkbox"/> High-Frequency Words and Non-Decodable Words <input type="checkbox"/> Morphology Phonemic Awareness Presentation-final			27 Decodable Book Chapter 5: Morphology for Reading, Spelling, and Vocabulary Reflection 4-Scaffolding Oral Reading Submit Plan 4	
28	29 Decodable Book peer review Plan 4 peer review		31 Tutoring-session 4 Decodable Book-final				

April						
Mon	Tuesday	Wed	Thursday	Fri	Sat	Sunday

				1	2	3 Reflection 5-Writing Submit Plan 5
4	5 Chapter 9: Fluency Assessment (page -340-358) Chapter 10: Fluency Instruction (pages 360-390) Effective Fluency Instruction Plan 5 peer review	6	7 Tutoring-session 5 Module 4 topics: <input type="checkbox"/> Fluency	8	9	10 Fluency Lesson Reflection 6-Time Management Submit Plan 6 Chapter 9 and Chapter 10
11	12 Fluency Lesson peer review Plan 6 peer review	13	14 Tutoring-session 6 Fluency Lesson-final	15	16	17 Reflection 7-Letterbox Lesson Submit Plan 7
18	19 Chapter 2: Structure of Spanish How is it that b and v are the same for Spanish speakers and different for English speakers? Who's right? Phonics for English Learners? Plan 7 peer review	20	21 Tutoring-session 7	22	23	24 Reflection 8-Scaffolding Oral Reading Submit Plan 8 Chapter 2: The Structure of Spanish
25	26 Plan 8 peer review	27	28 Tutoring-session 8	29	30	

May

Mon	Tuesday	Wed	Thursday	Fri	Sat	Sunday
						1 Reflection 9 (see Canvas for specific instructions) Submit Plan 9 (see Canvas for specific instructions)
2	3 Make up any missed tutoring or assignments this week Plan 9 peer review	4	5 Tutoring-posttests	6	7	8 Letterbox Lesson Video Scaffolding Oral Reading Video

9	10 Final Exam Review	11	12 Final Exam Starts	13 ✍ Final Exam Due ✍ Literacy Report
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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

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 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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a 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: The University Writing Center (UWC) at Texas A&M University—Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Spring 2021 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday thru Thursday with satellite hours Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WConline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can

email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

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

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) website for more information [https://www.tamuct.edu/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.

OTHER POLICIES

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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