

PSYC 3409-110 Writing in Psychology

Spring 2022

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

January 18 – May 13, 2022

This course is an online asynchronous course, which will be conducted through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Madelynn Shell, Ph.D.

Office: Warrior Hall 318Q

Email: mshell@tamuct.edu

Phone: 254-501-5879

Office Hours: I will be holding virtual office hours on Monday and Wednesday 9:00 am – 2:00pm or by appointment. All office hours will be held via Webex at <https://tamuct.webex.com/meet/mshell>. During this time, when you want to talk, just send me an email and I will get on Webex so that we can meet. I am also happy to schedule meetings at other times that work for you.

Student-instructor interaction

Learning is best fostered when open lines of communication are maintained among students and between students and the instructor. You are always encouraged to ask questions on the question and answers forum, or may also contact me via email at mshell@tamuct.edu. I will check for messages daily M-F. I will do my best to respond to you within 48 hours. I will also create a discussion boards for you to pose general class questions to your colleagues. This is often a good place for students to help each other find the answers to course-relevant questions. Please remember to maintain appropriate decorum in these interactions. During my posted office hours I can meet with you via WebEx. If you need to meet with me outside of my regularly scheduled office hours, just let me know and we can find a time.

Participation and Attendance

In an asynchronous online class, you have flexibility as to when you choose to login to the class each week, but **you will be expected to log on at least once per week**, and generally will need to log on multiple times per week. This will keep you on track working your way through the course material, and ensures that you remain engaged in the course. In addition, there will be required meetings with me several times throughout the semester. You may select the meeting time that best works for you.

COVID-19 disruptions: We are currently living through a pandemic, which may cause unpredictable interruption in our daily lives. If you are sick or caring for someone who is sick, or if you are affected by the pandemic in some way throughout this course, please talk to me immediately so that accommodations can be made as soon as possible to avoid missed work.

How to succeed in this class

Remember that in four credit a face to face class, you'd spend approximately 4 hours per week in class, plus at least one hour out of class for each hour in class on reading, assignments, or prep work. The same is expected in an online course, which means that you should plan to spend at least 8 hours per week on this course.

In order to succeed in this online format you need to be sure to do several things. (1) **Stay on top of the material.** Do the readings and watch the lectures early so you have plenty of time to make sure you understand. (2) **Do the assignments!** These are there to help you and are a significant part of your grade. They are your opportunity to engage with the material as we would during class time in a face to face class. (3) **Ask questions (and read the answers)!** In addition to emailing me, there is a question forum designed to help you feel comfortable asking questions and to help you learn from others' questions. Check this often to help with challenges.

If you are experiencing trouble in the course: Contact me immediately! You will be working on a big cumulative final project, so missing assignments throughout the semester will ultimately set you behind. If you are struggling with the early assignments, please take the initiative to talk to me about how to make things better. Do not be embarrassed – I am here to help you.

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

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

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the SafeZone website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - a. iPhone/iPad: [<https://apps.apple.com/app/safezone/id533054756>]
 - b. Android Phone / Tablet
[<https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp>]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

COURSE INFORMATION

Course Overview and Description

(WI) Examine advanced technical communication in psychology. Study and use the current edition of the Publication Manual of the American Psychological Association for formal research reports, literature reviews, grant proposals, and professional articles. Learn to write professional

psychological reports. Prerequisite(s): [PSYC 2301](#), [ENGL 1301](#), and [ENGL 1302](#), or permission of Departmental Chair.

Writing Instructive Course Designation (WI)

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

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

Student Learning Outcomes

1. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. Students will demonstrate knowledge of relevant publication formats and rules of the American Psychological Association, effectively use various formats for writing papers in psychology, and demonstrate knowledge about what plagiarism is and how to avoid it through class assignments and the final paper.
2. Developing skill in expressing oneself orally and in writing. Students will clearly describe and discuss psychological research studies and their own understanding of those studies by developing a literature review and other writing.
3. Learning how to find and use resources for answering questions and solving problems. Students will utilize library and online resources to find scholarly work on a variety of psychology topics to complete a literature view.
4. Learning to analyze and critically evaluate ideas, arguments, and points of view. Students will critically analyze psychological research study articles for written assignments. Students will provide peer reviews to enhance their own critical thinking and writing skills as well as those of peers.

Required Reading and Textbook(s)

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. (ISBN: 978-1-4338-3216-1)

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

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

COURSE REQUIREMENTS

Assignments and Evaluations

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

(a) Class assignments (15 assignments x 10 points each = 150 points): Students are expected to participate in class each week. As part of this, students will turn in a series of assignments that are designed to assess their knowledge of the content and apply what they have learned. Note that these assignments take the place of quizzes or tests, so students are expected to demonstrate their knowledge of the lecture and reading material in the assignments. All assignments will be submitted via Canvas and will be due on Sunday nights at 11:59pm (unless otherwise noted). In order to ensure that I can read and understand assignments, and to practice good writing habits, students should make sure to proofread their work before turning it in.

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

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

(c) Individual meetings (7 meetings x 10 points each = 70 points): In order to make sure that students stay on track and are making progress on their final paper, there will be seven mandatory individual meetings throughout the semester. Meeting signups will be available on Canvas the week prior, and all meetings will be held online. Past students have reported that these one on one meetings are most helpful in their writing, so they are essential to progress. Students are always welcome to schedule a meeting with me outside of the assigned meetings as well.

(d) Final Paper (230 points): Throughout the semester students will be working on and applying the skills they learn to a final APA style persuasive literature review on a topic of their choosing in psychology. The paper will include at least 10 academic references, and the final paper will be 10-12 pages, including a title page, abstract, and references. Students will have deadlines throughout the semester (see schedule below). The final paper grade will be made up of the following assignments.

1. FINAL PAPER Free Write: Topic – 2 points
2. FINAL PAPER Topic Approval Form – 2 points
3. FINAL PAPER Submit 7 Sources – 10 points
4. FINAL PAPER References List First Draft – 2 points
5. FINAL PAPER Revised References – 10 points
6. FINAL PAPER First 5 Article Summaries – 5 points
7. FINAL PAPER Free Write: Thesis and Arguments – 2 points
8. FINAL PAPER Remaining 5 Article Summaries – 5 points

9. FINAL PAPER Free Write: Updated Topic and Thesis Statement – 2 points
10. FINAL PAPER Synthesizing Sources – 10 points
11. FINAL PAPER Outline – 20 points
12. FINAL PAPER “They say, I say” Section – 20 points
13. FINAL PAPER Draft for Peer-review – 10 points
14. FINAL PAPER Peer Review – 20 points (2 x 10 points each)
15. FINAL PAPER Draft for Dr. Shell – 10 points
16. FINAL PAPER Completed Paper – 100 points

Table 1 Assignments and Point Values

Assignment	Number Due	Points Each	Points Total	Percentage
Class Assignments	15	10	150	30
Reflection Paper	1	50	50	10
Individual Meetings	7	10	70	14
FINAL PAPER Free Writes and approval	4	2	8	1.6
FINAL PAPER Submit 7 Sources	1	10	10	2
FINAL PAPER References List First Draft	1	2	2	.4
FINAL PAPER Revised References	1	10	10	2
FINAL PAPER Article Summaries	2	5	10	2
FINAL PAPER Synthesizing Sources	1	10	10	2
FINAL PAPER Outline	1	20	20	4
FINAL PAPER “They say, I say” Section	1	20	20	4
FINAL PAPER Draft for Peer-review	1	10	10	2
FINAL PAPER Peer Review	2	10	20	4
FINAL PAPER Draft for Dr. Shell	1	10	10	2
FINAL PAPER Completed Paper	1	100	100	20
			500	100%

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

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

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

when signing up. Students who have problems signing up for SONA or have questions should contact the professor of the course.

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

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

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

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

Penalties: Any student who has not earned all required research credits prior to the end of the semester will be penalized 1 letter grade on the final course grade. For 16-week courses the deadline is 12pm (noon) on 5-10-22.

Posting of Grades

All students' grades will be posted in the Canvas Grade Center after the assignment due date has passed. On the writing assignments, the professor will begin reading, grading, and recording grades after they are due and will have all grades posted within approximately one week. Students should regularly monitor their grades in the Canvas Grade Center, and *students should not hesitate to ask the professor about any grade or concern.*

Grading Scale

Grades are not 'given' in this course; they are earned. Students earn grades by actively utilizing course content to learn the material and by demonstrating their grasp of subject-matter content on written assignments. Grades are determined based on the percentage of points earned on each assignment and the assignment's weight toward the overall course grade.

Grade	University Definition	Percentage
A	Excellent	90-100
B	Good	80-89
C	Fair	70-79
D	Passing	60-69
F	Failing	59 or below

Grading Policies

Students are responsible for meeting the course requirements as scheduled for each module in the course calendar. Assignments will generally be due Sunday evenings at 11:59pm, unless noted

otherwise. If you turn in an assignment after the due date, you will receive a grade reduction of 10% for each day it is late (with a maximum reduction of 30%). However, no late work will be accepted for assignments turned in more than 7 days past its due date.

All assignments must be written in a student's own words. No credit will be awarded for quoted or plagiarized material on any assignment. **Quoting or paraphrasing that closely mirrors the source (textbook or other reference material) will receive no credit even if properly cited. Students must write original sentences conveying the information they have learned to the reader (i.e., paraphrasing) and properly cite the source of the information to receive credit for writing.** All assignments should be written in proper APA style. Students must follow the APA style guidelines provided in the Publication Manual and use online style resources provided by the American Psychological Association at www.apastyle.org

COURSE OUTLINE AND CALENDAR

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

Week	Section	Readings/Activities	Assignments Due
Week 1 <i>January 17 - January 23</i> Welcome and Research Design	Class	Read Chapter 1: Why psychology students (not just English majors) have to write Watch Week 1 Lecture Introduction Review Week 1 Introduction powerpoint	Syllabus quiz and Pre-test Online Discussion Forum: Introduce Yourself
	Lab		WRITE Psychology is a terrible major, change my mind
Week 2 <i>January 24- January 30</i> Grammar and Style	Class	Read APA Manual: Bias-free language Watch Week 2 Lecture Grammar and Style Review Week 2 Grammar and Style powerpoint Review grammar resources	Rewrite Psychology is a terrible major, including new strategies and word count
	Lab	Review Final Paper Grading Rubric Watch Reading a Journal Article Read Van Ouytsel et al., 2014	Final project topic free write Online Discussion Forum: Van Ouytsel et al. (2014) Discussion
Week 3 <i>January 31 - February 6</i> Formulating Ideas	Class	Read Chapter 2: Starting your paper: Finding the thread of your story Watch Week 3 Lecture Formulating Ideas Review Week 3 Formulating Ideas Powerpoint Read Research Article 2	Online Discussion Forum: Reading Research 2
	Lab	Review Ideas for potential paper topics	Topic approval form
Week 4 <i>February 7 - February 13</i> Finding and Evaluating Sources	Class	Read Chapter 3: Extracting the useful nuggets from a literature search (p. 33-38) Watch Week 4 Finding and Evaluating Sources Complete Web Literacy Tutorial Review Week 4 Finding and Evaluating Sources powerpoint	Online Discussion Forum: Web literacy

		Library presentation TBA	
	Lab	Meeting 1 with Dr. Shell (discuss Topic Approval Form)	Submit PDF copies of 7 academic sources
Week 5 <i>February 14 - February 20</i> APA References and Ethical Writing	Class	Watch Week 5 APA Citations and Ethics Review Week 5 APA References and Ethical Writing Powerpoint Review Purdue OWL APA References Review Plagiarism Infographic Play Plagiarism Game	Plagiarism tutorial
	Lab	Meeting 2 with Dr. Shell (discuss articles)	Post your References List to the Discussion forum
Week 6 <i>February 21 - February 27</i> Reading and Summarizing Research Articles	Class	Read Chapter 3: Extracting the useful nuggets from a literature search (p. 38-47) Watch Week 6 Reading and Summarizing Research Review Week 6 Reading and Summarizing Articles powerpoint	Review peers' references list and post on forum (DUE THURSDAY, FEBRUARY 24)
	Lab		Revise and resubmit references list First 5 article summaries Free write thesis and arguments
Week 7 <i>February 28 - March 6</i> APA In-text Citations and Using Evidence	Class	Read Chapter 4: How to write your psychology paper with style: General tips Watch Week 7 APA In-text citations and using evidence Review Week 7 APA In-text Citations and using evidence powerpoint	APA Style Practice Assignment
	Lab	Meeting 3 with Dr. Shell (discuss literature, direction of paper)	Remaining 5 article summaries (10 total) Updated topic and thesis statement
Week 8 <i>March 7 – March 13</i> Synthesizing Sources	Class	Read Chapter 5: Bringing the audience up to speed with literature reviews Watch Week 8 Organization Ideas Synthesizing Sources Review organization 1 Synthesizing Sources powerpoint	Extra Credit: Midsemester Feedback

	Lab	Review Example Synthesizing Sources Worksheet	Synthesizing Sources
<i>March 14-20</i> Spring Break			
Week 9 <i>March 21 – March 27</i> Outlining	Class	Review Sample Outline Watch Week 9 Organizing Ideas Outlining Review Week 9 Organization 2 outline and paragraphs powerpoint	Online Discussion Forum: Organization
	Lab	Meeting 4 with Dr. Shell (discuss Synthesizing Sources) Review sample outline	Outline Worksheet
Week 10 <i>March 28 – April 3</i> Supporting your Arguments	Class	READ “They Say, I Say” Chapter 1 READ “They Say, I Say” Chapter 4 Watch Week 10 They Say I Say Review Week 10 Supporting Your Arguments They Say I Say powerpoint	Online Discussion Forum: Persuasive Writing
	Lab	Meeting 5 with Dr. Shell (discuss Outline)	“They say, I say” Section
Week 11 <i>April 4 – April 10</i> Writing and APA Formatting	Class	READ Chapter 7: The rest of the story: Title, abstract, references, and tables Watch Week 11 Writing APA Format Review Week 22 Writing and APA formatting powerpoint REVIEW APA 7 Example Paper Annotated	
	Lab	Meeting 6 with Dr. Shell (discuss “They say, I say”)	Completed Draft for Peer Review
Week 12 <i>April 11 – April 17</i> Peer Review	Class	Watch How to do a Peer Review	
	Lab	Review Rubric for Peer Review	Complete two Peer Reviews
Week 13 <i>April 18 – April 24</i> Grant Writing and Final Revisions	Class	Read Grant Writing	Online Discussion Forum: Grant Writing
	Lab	Make revisions based on peer feedback	Completed draft for Dr. Shell’s review
Week 14 <i>April 25 – May 1</i> Professional Development	Class	READ Chapter 8: Reshaping your story for different audiences: Other types of writing in psychology Watch Week 14 Professional Development	Personal Statement

		Review Week 14 Professional Development Powerpoint	
	Lab	Work on Final paper revisions when you receive Feedback	
Week 15 <i>May 2 – May 8</i> Writing an Empirical Research Paper	Class	READ Chapter 6: Telling an original story through a research paper Watch Week 15 Empirical Research Review Week 15 Writing a Research Paper Powerpoint	Post-test Final Reflection Paper
	Lab	Meeting 7 with Dr. Shell (discuss first draft)	
Week 16 <i>May 9 – May 13</i> Course Wrap-up	Class	Optional meetings with Dr. Shell	
	Lab		Final Paper – DUE TUESDAY, MAY 10

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 Warrior Center for Student Success, Equity and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](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.

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 [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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite 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, 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].

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/bit) website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.