

Texas A&M University-Central Texas
LIBS 3300 Introduction to Liberal Studies
Eight (8) Weeks Online Class

Instructor and Contact Information

Instructor: Dr. Cadra Peterson McDaniel

Office: Heritage Hall, 204 L

Office Hours: By Appointment Only

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

Mode of Instruction and Course Access

This course is an online course with all information and assignments posted on Canvas.

Students will be submitting all assignments via Canvas.

Student-Instructor Interaction

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

Announcements for the class will be posted on Canvas under the Announcements Section. Please check this section regularly. For all questions concerning upcoming assignments, please send all questions via email before 4:00p.m. the day before the due date. The “cut-off”

time for questions allows all students an equal chance to have questions answered before the due date.

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

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

You can download SafeZone from the app store and use your myCT credentials to log in.

If you would like more information, you can visit the [SafeZone](#) website

[www.safezoneapp.com].

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

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

Course Information

Course Description

(WI) Students are introduced to the major issues in interdisciplinary studies. Students research how their academic concentrations emerged as distinct disciplines and produce a research paper and presentation of their findings. Prerequisite(s): ENGL 1301.

In this specific section of LIBS 3300, students will examine a variety of topics from an interdisciplinary and disciplinary-specific perspectives.

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 that students' mastery of course content is measured. WI means that students will have several opportunities to work on improving their writing skills. These opportunities are described in the assignment descriptions in the syllabus.

Overall Course Objective

After successfully completing the course, students will become familiar with examining topics from an interdisciplinary approach.

Student Learning Outcomes (SLOs)

After successfully completing the course, students will be able to

- 1) Discuss the value of applying interdisciplinary research to study a variety of topics
- 2) Analyze the disciplinary insights gained through examining a topic from the perspective of at least two (2) disciplines
- 3) Justify the reasons for adopting an interdisciplinary approach to examine a specific topic

Required Texts

Repko, Allen F., Rick Szostak, Michelle Phillips Buchberger. *Introduction to Interdisciplinary Studies*. Second edition. Los Angeles: Sage, 2017. ISBN: 9781506346892.

Course Requirements

Syllabus Acknowledgement Statement

Students need to submit a Syllabus Acknowledgment Statement indicating that they have read and understand the information in the syllabus. Students should submit the statement on Canvas. Students' acknowledgement of this statement is worth five (5) points. If students have any questions about the syllabus, they should contact the instructor as soon as possible.

Importance of Writing

Often, written materials serve as the first form of introduction to colleagues or potential employers. While this writing may be in the form of a cover letter or résumé, and not a traditional classroom assignment, the writing skills developed in undergraduate courses will aid

students in constructing a well-organized and clear letter or resume so that they make a positive first impression.

Student Introductions and Week 1 Discussion

During the first week of class, students will need to introduce themselves on the discussion board. These introductions should be two to three (2-3) sentences. In these introductions, students should include only information that relates to their scholarly interests. Students should not post personal information such as information about their families or hobbies. The instructor has introduced herself on the discussion board, and students should refer to her post as an example. Also, during Week 1, students should post a brief discussion of at least four (4) sentences that outlines the topics or minors that they intend to study as they pursue their Bachelor of Science in Liberal Studies (BSLS) degree.

Criteria for Student Introductions and Week 1 Discussion=12 points

Student Introductions and focus on the topics or minors in the BSLS degree=10 points

Written clearly with correct grammar and punctuation and generally free of typographical errors and misspellings=2 points

Additional Discussion Posts

Throughout the semester, students will contribute to various discussion posts. The topics for each discussion post are outlined in the course schedule in the syllabus. For each discussion post, students should provide an initial post of a paragraph of five to seven (5-7) sentences that addresses the specific discussion topic. Moreover, as part of these posts, students will need to ask two (2) of their classmates each a question regarding their posts. Students should respond to at least one (1) of their classmates' questions.

Criteria for Discussion Posts=12 points each

Initial posts that address the discussion topic= 4 points

Questions to two (2) classmates=2 points

Response to at least one (1) classmate's question=3 points

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

Article Summary

At the beginning of the semester, students will locate and summarize an article that addresses an interdisciplinary study of a real-world problem. This summary should note the article's thesis or argument as well as provide two to three (2-3) examples of evidence used to support the thesis. Within the summary, students should link the article's content to key ideas in Repko's Chapters 1 and 2.

The article should be a peer-reviewed publication and may be accessed via the databases JSTOR, EBSCOHost, or ProQuest on the University Library website. Peer-reviewed publications may be accessible via other publication formats; however, the instructor needs to first review articles that are located through other publication formats. If students need assistance in locating a peer-reviewed article via JSTOR, EBSCOHost, or ProQuest, they should contact the instructor or a research librarian, Lisa Hopkins l.hopkins@tamuct.edu Dawn Harris dawnharris@tamuct.edu or Vicky Eastes veastes@tamuct.edu Both the instructor and the librarians can assist students in locating materials. Please note that the instructor and the librarians are available to aid students in learning how to locate sources but will not complete assignments and will not perform extensive research for students. If there are any questions about locating peer-reviewed articles outside of JSTOR, EBSCOHost, or ProQuest, or if there are questions about the assignment, the students should contact the instructor via the email address listed on the first page of the syllabus.

The article summary should be one (1) complete page with one (1) inch margins; should be doubled spaced; and should use twelve (12) point Times New Roman Font. Within the

summary, students should note the article's title, author(s), and publication information. Any material taken from the article will need to be cited. Students will need to include citations from the citation style guide (such as MLA, APA, or Chicago) used in one of their minors in the BSLS. Links to Citation Style Guides are posted under the Files tab on Canvas. Material from the article must be paraphrased or put in students' own words. Students should not quote material, but instead paraphrase all material. When students paraphrase the material, they must engage critically with the material, which leads to a more thorough understanding of the text.

Any maps, charts, graphs, or other images should be in an Appendix and not within the text of the summaries. Students' summaries should be in paragraph format. There should not be extensive lists of items, especially in column format, and there should not be extra space between paragraphs or anywhere in the summaries. Students should keep their summaries to the one (1) page limit. Summaries that exceed the length limit; that are under the minimum page requirement; or that do not follow all guidelines and requirements will reduce students' grades by three (3) points. Students should proofread their summaries, and summaries should be free generally of typographical errors and misspellings.

Should students have any questions about the summary, the instructor will work with students on an individual basis. Though the instructor will not read drafts of the summary, students should feel free to ask questions about the assignment and to discuss specific aspects with the instructor.

Criteria for Article Summary=20 points

State the article's thesis and provide two to three (2-3) examples of evidence=8 points

Link ideas in the article to Repko's Chapters 1 and 2=8 points

Written clearly with correct grammar and punctuation and generally free of typographical errors and misspellings=4 points

Article Review

Midway through the semester, students will compose an article review that examines three (3) peer-reviewed articles. This review cannot include the previous article from the article summary assignment. Students should expand upon their knowledge of a topic discussed in Week 1 by selecting articles that examine this topic. Each article should examine the topic from a different disciplinary approach and should reflect the students' three minors in the BSLS degree. In the review, students should outline each article's thesis or argument; discuss the strongest example of evidence used by the author(s) to support the thesis; and analyze the types of sources used by the authors, thereby giving students' insight into the types of research and methods used within different disciplines.

These articles should be peer-reviewed publications and may be accessed via JSTOR, EBSCOHost, or ProQuest on the University Library website. Peer-reviewed publications may be accessible via other publication formats; however, the instructor needs to first review articles that are located through other publication formats. If students need assistance in locating peer-reviewed articles via JSTOR, EBSCOHost, or ProQuest they should contact the instructor or a research librarian, Lisa Hopkins l.hopkins@tamuct.edu Dawn Harris dawnharris@tamuct.edu or Vicky Eastes veastes@tamuct.edu Both the instructor and the librarians can assist students in locating materials. Please note that the instructor and the librarians are available to aid students in learning how to locate sources but will not complete assignments and will not perform extensive research for students. If there are any questions about locating peer-reviewed articles outside of JSTOR, EBSCOTHost, or ProQuest, or if there are any questions about the assignment, the students should contact the instructor via the email address listed on the first page of the syllabus.

The article review should be two to three (2-3) pages with one (1) inch margins; should be doubled spaced; and should use twelve (12) point Times New Roman Font. Within the review, students should note each article's title, author(s), and publication information. Any material taken from the article will need to be cited. Students will need to include citations from the citation style guide (such as MLA, APA, or Chicago) used in one of their minors in the BSLS. Links to Citation Style Guides are posted under the Files tab on Canvas. Material from the articles must be paraphrased or put in students' own words. Students should not quote material, but instead paraphrase all material. When students paraphrase the material, they must engage critically with the material, which leads to a more thorough understanding of the text.

Any maps, charts, graphs, or other images should be in an Appendix and not within the text of the reviews. Students' reviews should be in paragraph format. There should not be extensive lists of items, especially in column format, and there should not be extra space between paragraphs or anywhere in the reviews. Students should keep their reviews to the two to three (2-3) page limit. Reviews that exceed the length limit; that are under the minimum page requirement; or that do not follow all guidelines and requirements will reduce students' grades by five (5) points. Students should proofread their reviews, and reviews should be free generally of typographical errors and misspellings.

Should students have any questions about the review, the instructor will work with students on an individual basis. Though the instructor will not read drafts of the review, students should feel free to ask any questions about the assignment and to discuss specific aspects with the instructor.

Criteria for Article Review=56 points

Outline each article's argument and provide the best example of evidence=24

Analyze the types of sources and methods used in each article=24

Written clearly with correct grammar and punctuation and generally free of typographical errors and misspellings=8 points

Literature Review

Toward the end of the semester, students will compose a literature review related to the topic they have examined throughout the semester. The literature review should include the most prominent scholars, who have examined their topic, and should include the most relevant articles or books. For the literature review, students should use a total of nine (9) sources, which may be books and/or peer-reviewed articles. Students should select three (3) articles that reflect each of their BSLS minors for a total of nine (9) articles. Students may use three (3) articles from previous assignments in this class. However, students will need to locate and to review six (6) new articles or books. In the literature review, students should outline each article's or book's thesis or argument, main themes, and key evidence. Moreover, in the concluding paragraphs of the literature review, students should justify the reasons for adopting a scholarly interdisciplinary approach when studying this topic. This discussion should be tied to the discussion of important concepts in Repko's Chapters 10 and 11.

If students need assistance in locating sources, they should contact the instructor or a research librarian, Lisa Hopkins l.hopkins@tamuct.edu Dawn Harris dawnharris@tamuct.edu or Vicky Eastes veastes@tamuct.edu Both the instructor and the librarians can assist students in locating materials. Please note that the instructor and the librarians are available to aid students in learning how to locate sources but will not complete assignments and will not perform extensive research for students. If there are any questions about locating peer-reviewed articles outside of JSTOR, EBSCOHost, or ProQuest or if there are any questions about the assignment,

the students should contact the instructor via the email address listed on the first page of the syllabus.

The literature review should be seven to eight (7-8) pages with one (1) inch margins; should be doubled spaced; and should use twelve (12) point Times New Roman Font. Any material taken from the article will need to be cited. Students will need to include citations from the citation style guide (such as MLA, APA, or Chicago) used in one of their minors in the BSLS. Links to Citation Style Guides are posted under the Files tab on Canvas. Material from the articles or books must be paraphrased or put in students' own words. Students should not quote material, but instead paraphrase all material. When students paraphrase the material, they must engage critically with the material, which leads to a more thorough understanding of the text.

Any maps, charts, graphs, or other images should be in an Appendix and not within the text of the literature review. Students' reviews should be in paragraph format. There should not be extensive lists of items, especially in column format, and there should not be extra space between paragraphs or anywhere in the reviews. Students should keep their reviews to the seven to eight (7-8) page limit. Reviews that exceed the length limit; that are under the minimum page requirement; or that do not follow all guidelines and requirements will reduce students' grades by eight (8) points. Students should proofread their reviews, and reviews should be free generally of typographical errors and misspellings.

Should students have any questions about the review, the instructor will work with students on an individual basis. Though the instructor will not read drafts of the review, students should feel free to ask any questions about the assignment and to discuss specific aspects with the instructor.

Criteria for Literature Review=100 points

State each article's or book's thesis or argument, main themes, and key evidence=40 points

Justify the reasons for adopting a scholarly interdisciplinary approach and link to important concepts in Repko's Chapters 10 and 11=40 points

Written clearly with correct grammar and punctuation and generally free of typographical errors and misspellings=20 points

Class Grading Scale, Possible Points, and Conversion

This class follows TAMUCT's traditional grading scale of 100-90=A; 89-80=B;

79-70=C; 69-60=D; and 59 and below=F.

Syllabus Acknowledgement Statement=5 points
Student Introductions and Week 1 Post=12 points
Additional Discussion Posts=60 points
Article Summary=20 points
Article Review=56 points
Literature Review=100 points
Total Points=253 points

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

Posting of Grades

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

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

Course Schedule (Course Outline and Calendar)

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

All assignments are due at Noon (12:00 p.m.) on the due dates listed below, and ALL assignments must be submitted via Canvas. Assignments not submitted via Canvas will not be graded.

Week 1: June 6-June 10 Student Introductions; Syllabus Acknowledgement Statement; and Discussion of students' minors in the BSLS Degree.

June 6-June 10 Read: Repko Chapters 1 and 2.

June 8: Assignments Due: Syllabus Acknowledgement Statement

June 10: Assignment Due: Student Introductions and Discussion of students' minors in the BSLS Degree.

Week 2: June 13-June 17: Discussion of the application of interdisciplinary studies in the real world and Repko Chs. 1 and 2; Article Summary for an article addressing a real-world problem.

June 13-June 17 Read: Repko Chapters 3, 4, and 5.

June 15 Assignment Due: Discussion Post providing a brief overview of the article and its merits in addressing a real-world problem.

June 16 Assignment Due: Article Summary

June 16 and 17 Assignment Due: Discussion Continued: Ask a question to two (2) classmates regarding their posts from June 15. Students should respond to at least one (1) question that has been asked of them.

Week 3: June 20-June 24: Discussion of the development of interdisciplinary studies based on the readings last week (Week 2) in Repko Chs. 3, 4, and 5.

June 20- June 24 Read: Repko Chapters 6, 7, 8, and 9.

June 22 Assignment Due: Discussion Post regarding the merits of an interdisciplinary approach toward the study of a topic.

June 23 and 24 Assignment Due: Ask a question to two (2) classmates regarding their posts from June 22. Students should respond to at least one (1) question that has been asked of them.

Week 4: June 27-July 1: Begin locating and reading three (3) articles that examine a topic from three (3) disciplinary perspectives.

June 29 Assignment Due: Discussion Post outlining three articles' arguments, an example of supporting evidence, and the types of sources used. Select an article from each disciplinary perspective. In this discussion, apply the relevant concepts read in Repko, Ch. 6, 7, 8, and 9 (last week's reading, Week 3).

June 30 and July 1 Assignment Due: Ask a question to two (2) classmates regarding their posts from June 29. Students should respond to at least one (1) question that has been asked of them.

Week 5: July 4-July 8: Article Review Due

July 8 Assignment Due: Article Review

Week 6: July 11-July 15: Begin collecting nine (9) articles or books for a Literature Review.

July 11-July 15 Read: Repko Chapters 10 and 11.

July 13 Assignment Due: Discussion Post outlining two (2) sources' (either articles or books) theses and insight into the topic under study.

July 14 and 15 Assignment Due: Ask a question to two (2) classmates regarding their posts from July 13. Students should respond to at least one (1) question that has been asked of them.

Week 7: July 18-July 22: Continue working on the Literature Review.

July 22 Assignment Due: Literature Review

Week 8: July 25-July 29: Reflections on the merits of interdisciplinary research.

July 27 Assignment Due: Discussion Post analyzing the merits of interdisciplinary research as related to a specific topic and/or more generally to real-world problems.

July 28 and 29 Assignment Due: Ask a question to two (2) classmates regarding their posts from July 27. Students should respond to at least one (1) question that has been asked of them.

Instructor and Course Policies

Make-Up Work

Since assignments are posted several weeks in advance of the due date, make-up work will be allowed only in cases of documented unforeseen extreme hardships, which count as an excused absence. For unforeseen hardships, students should email the instructor written documentation, such as a note from their doctor, which covers the days that they missed. **ONLY** with documentation will students be granted an excused absence and be able to make up work. Without documentation, absences are considered unexcused absences. Students cannot make up work or turn in late work with unexcused absences. Excused absences are not granted for planned events. Instead, students should work ahead in the course and submit assignments early. **ALL make-up work must be turned in no later than one (1) week from when the instructor receives the documentation. No work will be accepted after the one (1) week period. Near the end of the semester, there may be a shorter amount of time for make-up work. No make-up work will be accepted after Noon (12:00p.m.) on the final day of the course, July 29.**

Incompletes

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

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

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

of all guidelines in the syllabus and due dates for class assignments. Students should refer to the University Calendar for important dates, such as graduation deadlines. The calendar can be viewed at <https://www.tamuct.edu/>

Plagiarism

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

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

Cheating

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

Academic Integrity

For more information about Academic Integrity and students' responsibilities regarding academic integrity, please review the information at <https://www.tamuct.edu/student-affairs/academic-integrity.html>

Technology Requirements

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

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

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

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

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

Other Technology Support

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

Email: helpdesk@tamu.edu

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://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlSso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%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>].

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].

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](#) 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

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 Summer 2022 semester, the hours of operation are from 10:00 a.m.-4:00 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 most Saturdays from 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 [WCOOnline](https://tamuct.mywconline.com/) at [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)

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