

**Texas A&M University-Central Texas**  
**LIBS 4395 Liberal Studies Capstone**  
**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](http://www.safezoneapp.com)].

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

1. Download the SafeZone App from your phone store using the link below:  
[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) This course requires students to integrate and use fundamental concepts learned in previous courses within the students' degree concentrations including research and analysis of real-world phenomena and problems. Students present written reports on their research, supplemented by appropriate internet and multimedia materials, as well as portfolios

documenting their research. This is a writing intensive course for Liberal Studies majors.

Prerequisite(s): LIBS 3300 and senior standing.

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 be able to locate material needed to examine a topic from an interdisciplinary approach and to construct a research paper that effectively utilizes an interdisciplinary approach to examine a topic.

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

After successfully completing the course, students will be able to

- 1) Examine and defend the merits of studying topics from an interdisciplinary approach
- 2) Analyze the insights gained from exploring a topic from a discipline-specific perspective and an interdisciplinary perspective
- 3) Develop a well-researched final paper that includes original insights into a specific topic

### **Required Texts**

In this course, students are completing their capstone for a Liberal Studies degree. Students will be locating the sources needed for assignments, including papers, and students should feel free to consult with the instructor and/or a research librarian regarding possible sources.

### **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 Posts**

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 discuss the topics that were of most interest to them as they pursued their Bachelor of Science in Liberal Studies (BSLS) degree. This post should be at least five to seven (5-7) sentences.

### **Criteria for Student Introductions and Week 1 Discussion=12 points**

Discussion of scholarly interests and discussion of topics studied during 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 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 Analysis**

Midway through the semester, students will submit an article analysis that examines a topic from a discipline-specific and interdisciplinary approach. Students will use the topic that they first discussed in Week 2 as the basis for this assignment. Refer to the course schedule in the syllabus for information regarding Week 2's discussion. The analysis should involve a discussion of three (3) articles that approach the topic from a discipline-specific perspective as well as three (3) articles that approach the topic from an interdisciplinary perspective. Thus, there is a total of six (6) articles needed for this assignment. For each article, students should first note if each article is approaching the topic from a discipline-specific or an interdisciplinary approach. Then, students should outline each article's thesis or argument and then discuss one or two (1 or 2) supporting examples used by the author(s) to support the thesis. Articles should be peer-reviewed publications. These publications 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 articles, they should contact the instructor or a research librarian, Lisa Hopkins [l.hopkins@tamuct.edu](mailto:l.hopkins@tamuct.edu) Dawn Harris [dawnharris@tamuct.edu](mailto:dawnharris@tamuct.edu) or Vicky Eastes [veastes@tamuct.edu](mailto:veastes@tamuct.edu) Both the instructor and the librarians can assist students in locating articles. 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 analysis, which includes all six (6) articles, should be five to six (5-6) pages with one (1) inch margins; should be doubled spaced; and should use twelve (12) point Times New Roman Font. Any material taken from these articles will need to be cited. Students will need to use 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 analyses. Students' analyses 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 analyses. Students should keep their analyses to the five to six (5-6) page limit. Analyses 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 analyses, and analyses should be free generally of typographical errors and misspellings.

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

### **Criteria for Article Analysis=50 points**

Examination of each article's discipline-specific or interdisciplinary approach=12 points

Discussion of each article's thesis and supporting evidence=30 points

Written clearly with correct grammar and punctuation; be free generally of typographical errors and misspellings; correct use of a scholarly citation style=8 points

### **Research Paper**

Following the article analysis assignment, students should expand upon this assignment for their research paper. Students may use three (3) of the articles used in the article analysis assignment for the research paper. However, students need to locate at least five (5) additional articles. Students may use books for this assignment, but the books should be scholarly works. The research paper should expand upon the topic selected for the article analysis. In the research paper, students should examine the topic from an interdisciplinary perspective and include their original analysis of the topic.

If students need assistance in locating articles or books, they should contact the instructor or a research librarian, Lisa Hopkins [l.hopkins@tamuct.edu](mailto:l.hopkins@tamuct.edu) Dawn Harris [dawnharris@tamuct.edu](mailto:dawnharris@tamuct.edu) or Vicky Eastes [veastes@tamuct.edu](mailto: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 research paper should be nine to ten (9-10) 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 books or articles will need to be cited. Students will need to use 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 books or 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.

Since this is a research paper, students should not include personal stories or accounts and should refrain from using "I" or other forms of first person. Any maps, charts, graphs, or other images should be in an Appendix and not within the text of the research papers. Students' papers 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 papers. Students should keep their papers to the nine to ten (9-10) page limit. Papers 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 papers, and papers should be free generally of typographical errors and misspellings.

Should students have any questions about the research papers, the instructor will work with students on an individual basis. Though the instructor will not read drafts of the papers,



students should feel free to ask any questions about the assignment and to discuss specific aspects with the instructor.

### **Criteria for Research Paper= 100 points**

Clear introductory paragraph, which includes a strong thesis=10 points

Specific and detailed examples that support the thesis and original analysis=50 points

Concluding paragraphs that emphasize the importance of examining the topic from an interdisciplinary approach=20 points

Correct citation of material from books or articles using a scholarly citation style=10 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=10 points

### **Research Paper Presentation**

At the end of the semester, students will present their research findings from their research paper.

On July 25, students should post a short description of their research including: the thesis statement; two (2) examples of supporting material that strongly advances the thesis; and a brief conclusion. This information should be presented in one (1) paragraph of nine to twelve (9-12) sentences.

### **Questions to Classmates**

On July 26 and 27, students will need to ask two (2) of their classmates each a question about their research. These questions may focus on the reasons that students selected a specific topic; relate to the types of research conducted in these areas; or relate to the real-world application of this research. Students should be sure to ask a question to two (2) different students who have not yet been asked questions.

### **Responses to Classmates' Questions**

On July 28 and 29, students should respond to questions asked about their papers. Depending on class size, students may be asked more than two (2) questions. Students are only

required to answer two (2) questions but may address all questions asked. Students' responses should address the questions in as much detail as possible with specific examples.

**Criteria for Presentation=20 points**

Paragraph posted on discussion board that includes thesis, examples, and conclusion=8 points

Questions to two (2) classmates=4 points

Answers to classmates' questions using specific examples=4 points

Paragraph, Questions, and Answers presented clearly with correct grammar and punctuation and generally free of typographical errors and misspellings=4 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 Discussion=12 points

Additional Discussion Posts=36 points

Article Analysis=50 points

Research Paper=100 points

Research Paper Presentation=20 points

Total Points=223 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 distributed to students and 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** Introduction to Course; Student Introductions; Syllabus Acknowledgement Statement; Discussion of topics studied from an interdisciplinary approach.

June 8: Assignments Due: Syllabus Acknowledgement Statement

June 10: Assignment Due: Student Introductions and Discussion of topics studied from an interdisciplinary approach.

**Week 2: June 13-June 17:** Discussion of coursework during the Bachelor of Science in Liberal Studies (BSLS) degree and a discussion of the manner in which the degree prompted an examination of one (1) specific topic from an interdisciplinary approach. Responses to two (2) classmates' posts.

June 15: Assignment Due: Discussion of coursework during the BSLS degree and a discussion of the manner in which the degree prompted an examination of one (1) specific topic from an interdisciplinary approach.

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) post.

**Week 3: June 20-June 24:** Locate and Discuss six (6) articles for the Article Analysis assignment.

June 22 Assignment Due: Discussion of two (2) articles-an article from a specific disciplinary approach and an article from an interdisciplinary approach.

June 23 and 24: Assignment Due: Discussion Continued: Ask a question to two (2) classmates' regarding their posts from June 22. Students should respond to at least one (1) post.

**Week 4: June 27-July 1:** Continue to work on Article Analysis.

July 1: Assignment Due: Article Analysis

**Week 5: July 4-July 8:** Begin collecting articles for the research paper.

July 8 Assignment Due: Discussion post outlining the topic to be studied and the reasons for adopting an interdisciplinary approach.

**Week 6: July 11-July 15:** Continue working on the Research Paper and Respond to classmates' discussion post from Week 5.

July 13 Assignment Due: Ask questions to two (2) classmates regarding discussion post from Week 5.

July 15 Assignment Due: Students should respond to at least one (1) question regarding the discussion post from Week 5.

**Week 7: July 18-July 22:** Continue working on the Research Paper.

July 22 Assignment Due: Research Paper

**Week 8: July 25-July 29** Presentation based on Research Paper.

July 25 Assignment Due: Online Presentation of research.

July 26 and 27 Assignment Due: Ask a question to two (2) classmates regarding their research presentation from July 25.

July 28 and 29 Assignment Due: Respond to two (2) questions.

## **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](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*

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

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

### **Tutoring**

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

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

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](#) [<https://tutormatchingservice.com/TAMUCT>] 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](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

### **University Library**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at

A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments/?g=6956) [https://tamuct.libcal.com/appointments/?g=6956]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].