



V1.1

MGMT 5345-115

Entrepreneurship

June 6 – July 29, 2022

8-Week Online Course

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Angela Patrick, Ph.D., PMP

Office Hours: Online and by appointment only

Cell Phone: 254-681-1416

Email: abpatrick@tamuct.edu

Mode of instruction and course access:

This course is a 100% online course and uses the TAMUCT Canvas Learning Management System, which can be accessed at <https://tamuct.instructure.com>. For information on how to access Canvas, please refer to section “Technology Requirements and Support” in this syllabus. There are prerequisites to this course such as solid knowledge of APA style, familiarity with the use of PowerPoint, Microsoft Word, the Internet, and attaching documents. Online learning requires students to be very self-disciplined, be sure you understand and are prepared to comply with all required class assignments and deadlines. I am the facilitator for your learning who will provide you with the information, but it will be up to you to study the material to achieve learning. Online learning requires students to be very self-disciplined, be sure you understand and are prepared to comply with all required class assignments and deadlines.

Student-instructor interaction:

I am accessible through Canvas Inbox, which I check several times a day during the week and usually once a day on weekends. I will try to get back to you within 24 hours during the week and within 36 hours during the weekend. Do not use my TAMUCT email for course related matters. If your concern needs my immediate attention, please text me and I will respond as soon as possible. Please provide in the subject line of each Canvas Inbox message the course information “MGMT 5345” so that I can identify your class. If you text me on my cell phone, please mention the same information in your text along with your name.

What You Can Expect of Me

You can expect that I will create a respectful learning environment where we all can express our thoughts and ask questions. While we do not have to agree with each other, we will do so in respectful ways. I expect to learn from you as we spend the next 8 weeks together! I will be available to answer your questions and help you be successful in this course.

SAFEZONE

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

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

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

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

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

COURSE INFORMATION

Life's too short to build something nobody wants – Ash Maurya, Running Lean

Customers don't care about your solution. They care about their problems. – Dave McClure, 500 Startups

The only way to win is to learn faster than anyone else – Eric Ries, Lean Startup

You don't learn until you launch – Dan Norris, 7 Day Startup

"Some men see things as they are and say, why. I dream things that never were and say, why not"

– George Bernard Shaw

The way to empower people is by creating an environment where they naturally start making decisions for themselves. That's true empowerment. Leaving space, creating trust, and having the full faith that someone else will rise to the

challenge **themselves**. – Jason Fried, 37Signals

In this Class...

You Will Be Tested

...but there are **no** tests.

You Will Learn

...but there are **no** lectures.

You Will Start a Company

...but this class **is not** about starting companies

This Class is About...

Building Your Entrepreneurial Skills

In this class, you will develop skills that will enable you to thrive in your professional life. This is an exciting opportunity to make the most of your collegiate career and set yourself up for your professional career.

But the skills you acquire in this class won't come easy, nor will they come in a form you may be used to from other classes. These skills:

- ...don't come from listening to lectures
- ...don't come from regurgitating facts for tests
- ...don't come from phoning it in or floating by on your raw intelligence

The only way to develop these skills is from:

- Real...hard...work

Just like you can't become great at playing an instrument by just reading about it, you can't become an innovative professional by reading about it. You must experience and practice, and practice, and **practice** before you master new skills.

In this class, you'll get the opportunity to master:

- *Embracing failure: you will fail in this class, many times and in many ways. You will learn not only how to stop fearing failure, but how to embrace it.*
- *Talking to People: In particular, you'll learn about how to talk to people about the things that matter to them and how to connect with people on an emotional level that provides deeper connections.*
- *Risk-Taking: you will have the chance to set your ideas, opinions and actions free to be prone to criticism and debate. You can experiment with different ideas and different approaches and jump out of your comfort zone.*
- *Collaboration: you will not succeed by yourself, so we will create a synergy station by having open conversations*
- *Communication: you will practice, develop and share effective, clear, persuasive written, oral, and presentation communication*
- *Curiosity: this class, this semester and thus your experience, is a mystery. You must imagine it, and should do so by asking questions and making small bets.*
- *Critical thinking: you can suspend judgment, maintain a healthy skepticism, and exercise an open mind. In other words, you'll be able to examine, interrogate, and investigate.*
- *Creative thinking: you have choices in what ideas and learning to pursue and how to pursue it, although it should be some combination of generating many unique ideas and then combining those ideas into the best result. You will learn best by envisioning and doing tasks you enjoy that only you could come up with*
- *Innovation: you have the opportunity to apply your creative energy by turning your ideas into reality*

Your Opportunities

- You engage in meaningful learning
 - You must care deeply about the issues involved in your thinking
 - You will have ample opportunity to apply learning to problems that are meaningful to you
- You provoke your imagination
 - Nothing is off limits (except of course anything considered “illegal” by the university or law enforcement communities)
 - You can explore all possibilities and develop and compare any and all solutions
 - You can understand the implications and consequences of real-world choices
- You ask *your* questions
 - Questions help construct knowledge; they point to the holes in our memory structures and are critical for indexing the information that we obtain when we develop an answer for the inquiry
 - People learn deeply when they are trying to solve problems or answer questions which they find important, intriguing, or beautiful
 - We ultimately cannot learn until the right questions are asked
- You try, you can fail, and you succeed
- You start your own business
 - I will provide you tremendous resources – you choose how to leverage them to make the most of this experience

*Our task today is to find singular ways to create the new things that will make the future not just different, but better. The essential first step is to think for yourself. Only by seeing our world anew, as fresh and strange as it was to the ancients who saw it first,
can we both re-create it and preserve it for the future
- Peter Thiel “Zero to One”*

Required Resources

You must purchase a copy of ExEC, an entrepreneurship toolkit we’ll use during this class. You’ll get lifetime access to the tools within ExEC, so you can use them anytime in the future if you decide to start a company.

You can either purchase ExEC here: <https://teachinge.org/exec/product/exec-for-professor-patrick/>

INTRODUCTORY STEPS TO TAKE

1. **Get inspired!** and learn about the mindset we will work to develop.
2. Begin to develop an impactful business concept that you can make a reality in @10 weeks. How do you do this? **PLEASE** don’t take the easy road – that’s a lame choice. Instead, identify a problem someone has and how you can solve it. Think of what you already have that you can use. Be curious; ask questions (of anyone, *myself*

included]. Rather than work forward from technology or a complex strategy, work backward from the needs of the customers and build the simplest product possible.

Need some inspiration? [Here](#) is a good video for that.

Not doing it for you? Here are two more: <http://bit.ly/1GKh2qe> and <http://bit.ly/1H6DryP>.

And a couple more: <http://bit.ly/13H9mGr> and <http://bit.ly/1kc9lZN>.

Your dreams are possible.

Your dreams are doable.

I'll help you get started if you engage.

MY PROMISE TO YOU

- I will take you seriously and will always believe in your ability to achieve
- You will own your own experience; you drive the bus, I am just a tour guide
- If you jump in, this course will help you answer (at least!) three questions about yourself:
 - *“What makes me special?”*
 - *“Do I have what it takes to be an entrepreneur?”*
 - *“Do I want to be an entrepreneur?”*

OUR CONVERSATION

- How will we understand the nature and progress of our learning?
 - You learn at your own pace – the choice is yours because all the material is at your fingertips from day one.
 - I will confront you with real-world problems and encourage you to grapple with these issues. I invite you to enhance our learning environment by unleashing your real-world problems and questions.
 - I will ask for your expectations, communicate mine, and we will reconcile those
 - My goal is to help you examine and assess your own learning and thinking, and to help you learn more effectively, analytically, and actively.
 - We will develop authentic tasks to arouse our creativity, and challenge us to rethink our assumptions and examine our mental models of reality
 - We will create a safe environment in which we can try, fail, receive feedback, try again, and succeed!

THE NITTY GRITTY

- The overall goal of this course:
 - Acquire skills and tools necessary to recognize an opportunity, engage with customers, and design and execute a business model around that opportunity that meets real customer needs
- The final deliverable:
 - Authentic sales (or pre-sales) from strangers
 - If you are developing a physical product, you should have (*at least*) a physical prototype

- If you are developing a web product, you should have (*at least*) customers using it
- The learning objectives of this course:
 - Identify and evaluate potential business opportunities in the marketplace
 - Develop hypotheses and execute experiments to test start-up business model elements
 - Gather primary and secondary market research to draw conclusions about hypotheses and make appropriate business model pivots
 - Communicate a new venture story effectively to others
- To effectively accomplish these objectives, I invite you to answer (*at least*) these questions:
 - *“Is this idea feasible?”*
 - *“Do people want this?”*
 - *“How much will they pay for this?”*
 - *“What does it cost to acquire customers?”*
 - *“What is the market size?”*

Assignments: There will be several homework assignments in this class that can be accessed via the modules tab in Canvas

Gradebook	
Assignment	Points
Reflection Group Meeting Notes	5
Submission #1: My Class Goals	5
Submission #3: Early Adopters Check-In	16
Customer Interviews: What To Ask	4
Discussion: Surveys vs Interviews	4
Submission #4: Customer Interviews Check-In	28
Submission #5: Experiment Design Check-in	20
Process Pitch	15
Submission #6: Your Process Reflection	27
Total	124

GRADING POINTS AND POLICIES

Percentage of each assignment as it contributes to your final grade:

Course Grades are assigned as follows:

Letter Grade	Equals	From	To
A	=	112	124
B	=	99	111
C	=	87	98
D	=	74	86
F	=	0	73

a. Grading Policy: Minimum points required for a specific course grade are noted on the above table.

b. Posting of Grades: All student grades will be posted in the Canvas grade book and students should monitor their grading status through this tool. Grades for Exams will be posted the day after the availability period has expired. Grades for longer Written Assignments will be posted within one week from the due date.

Evaluation of Work:

a. Performance is excellent and stands out due to sharp insight into material and discussion of many sides of an issue. Submitted work is well articulated and logically and clearly written. “A” work indicates an example for others to follow.

b. Performance is above the minimum requirements with an insight into the material at a level considered to be good to very good. Submitted work is of high quality. A “B” is considered a high grade

Online: 8 Week Asynchronous Schedule			
Skill	Edit Dates / Notes	Lesson	Students Complete After Lesson Full Details in LMS
Growth Mindset	6/6 - Mon	Fear, Curiosity & Failure	Module 1
		Help all students see the value of entrepreneurship, iteration, and	1. How to Succeed in this Class (5 min) 2. Get Access to ExEC (5 min)

		failure, regardless of their career path.	<p>3. Fears and Curiosities Survey (10 min)</p> <p>4. Entrepreneurship Attitudes Survey (10 min)</p> <p>5. Schedule your Reflection Group Meeting (5 min)</p>
	6/8 - Wed	Engaging All Students	Module 2
		Help all students to buy into this course by showing how this course can specifically be relevant and important to them.	Students meet with their virtual Reflection Groups (randomly assigned groups of 2-3 students) to reflect on their week 1 assignments and make new connections with other students.
	6/13 - Mon	Hope, Challenge & Excitement	Module 3
	Students record their first video submission, sharing their hopes, challenges and excitements for this course.	<p>Watch Fear and Curiosity Summary Video (5-10 min)</p> <p><u>Submission #1: Class Goals (30 min)</u></p>	
Ideation Generation	6/15 - Wed	Idea generation	Module 4
		Students identify new business opportunities by focusing on problems they could potentially solve for the people they are passionate about serving. Students discover the Business Model Canvas.	<p>Watch “Who Won the \$40 Million Lottery Ticket?” video (5 - 15 min)</p> <p>Your Ideal Customers (45 min)</p> <p>Business Model Breakdown (45 min)</p>
	6/20 - Mon	Finding Early Adopters	Module 5

		Students discover the Business Model Canvas, why it's important and how they'll use it.	Who Are Early Adopters? (45 min) Your Early Adopters (45 min) Interviewing Action Plan (30 min)
	6/22 - Wed	Validation Check-In: Who to Interview	Module 6
		Address common misconceptions or challenges discovered reviewing student's first round of interview reflections. Work individually with any students/pairs who need additional support.	Submission #3: Early Adopters Check-In (1 hour)
Customer Interviewing	6/27 - Mon	What to Ask	Module 7
		Students experience for themselves why interviews are superior to surveys for problem discovery, and the best questions to ask during customer interviews.	What to Ask During Customer Interviews (1 hour) Customer Interview Script (30 min) Classmate Interviews (2 hours)
	6/29 - Wed	First 5 Customer Interviews	Module 8
	Students learn who are a company's first customers, why are they so important and develop a plan to find theirs.	Discussion "Surveys vs Interviews" (30 min) Review "Your Early Adopters" Submission Feedback (5 - 15 min) Watch the 5 Interview Checkpoint Overview (5 - 10 min) Start Interviewing your First 5 Customers (5 hours)	

	7/6 - Wed	5-Interview Checkpoint	Module 9
		Students start basic customer interviewing analysis to make before their next set of interviews.	Complete a 5 Interview Checkpoint (1 hour) <u>Submission #4: Customer Interviews Check-In (1 hour)</u>
Problem Validation	7/6 - Wed	Pivot or Persevere: Problem Validation	Module 10
		Students decide, based on their interviewing results, whether they have validated a problem hypothesis and want to "persevere" and solve it, or "pivot" to solve a different problem. Teams are formed around ideas that "persevere."	Record presentation Pivot or Persevere Presentation (1 hour)
Problem Validation	7/11 - Mon	Team Formation	Module 11
		Teams are formed around ideas that "persevere."	Form Teams (30 min)
Creativity & Design Thinking	7/11 - Mon	Creative Problem Solving	Module 12
		Students learn creativity strategies to improve their brainstorming skills and how to develop solutions and new business model hypotheses based on their customers' problems.	Interview Analysis (1 hour) Solution Ideation (45 min)
Financial Modeling	7/13 - Wed	Revenue Modeling & Science of Pricing	Module 13
		Students learn a dozen different ways to monetize solutions, why lower	

		prices (counter-intuitively) often mean fewer sales, and how/why to use anchor pricing.	Update Business Model Canvas (30 min)
MVPs & Prototypes	7/13 - Wed	What is an MVP?	Module 14
		Students learn how to make their Business Model financially sustainable, they identify their business model's riskiest assumptions, and design their first MVP.	Financial Projection Simulator (1 hour) What is an MVP? (45 min) Optimize Your Offer (30 min) Experiment Design #1 (30 min) Experiment Design Team Meeting (1 hour)
	7/18 - Mon	Validation Check-In - Experiment Design	Module 15
		Address common misconceptions or challenges discovered reviewing students' experiment designs. Work individually with any teams who need additional support.	<u>Submission #5: Experiment Design (Indiv. Submission) (1 hour)</u>
Running Experiments	7/18 - Mon	Launch Your Experiment	Module 16
		Students build and launch their first experiment.	A week to run for their experiment (3 - 5 hours)
Pitching & Storytelling	7/25 - Mon	Process Pitch	Module 17
		Students pitch not their companies, but the process they went through (in)validating their companies' business models demonstrating they've acquired the entrepreneurial	Process Pitch Presentation (2 - 3 hours)

		skills to find/test new opportunities outside of class.	
	7/27 - Wed	Process Reflection	Module 18
			<u>Submission #6: Your Process Reflection (Ind. Sub.) (1 - 2 hours)</u>
			Entrepreneurship Attitudes Survey - After Course (10 min)

I reserve the right to make reasonable alterations to the course calendar and syllabus as provided. It is a guide, not a hard and fast rule. Changes will only be made that benefit the class as a whole. Any changes will be announced via Canvas.

INSTRUCTOR POLICIES

Professional level writing and communication are critical skills in the business world. This standard should be displayed in all assignments for this class. All communications, both to the Professor and student colleagues should be kept professional, including Discussion Board postings and email correspondence. For written assignments, all work should be proofread, free of grammatical errors, include proper citations, and be in accordance with American Psychological Association (APA) standards.

NOTE #1: There is NO EXTRA CREDIT assignments available for this course.

NOTE #2: Requests for Incomplete Grades: Incompletes will only be given in emergency or other extreme circumstances. Any request for an incomplete grade in this course must be approved by the professor prior to the last week of classes. Where possible, requests should be submitted in written form and must include an address and/or telephone number where you may be contacted throughout the following semester. For a request of an incomplete grade to be considered, at least two-thirds of the course work have to be completed. Finally approval of an incomplete is up to the department chair.

NOTE #3: Questions concerning one's grade on a particular task (e.g., test, case) This should be resolved within one week after receiving the graded material. There will not be reviewing of previously graded material at the end of the semester.

NOTE #4: Late Submissions/Resubmissions: You have a period of 7 days each week to complete and submit the weekly assignments. Make sure to plan your time wisely and avoid last minute submissions since no late assignments will be accepted. All assignments must be turned in by the due date unless an extension has been granted. **EXTENSIONS ON ASSIGNMENTS WILL BE CONSIDERED ONLY IF THEY ARE REQUESTED AT LEAST 48 HOURS BEFORE THE DUE DATE OF THE**

ASSIGNMENT UNDER QUESTION. After the fact extensions will not be granted, so if you are sick and you know you will not be able to take a test or submit an assignment on the set due date, make sure to contact me at least 48 hours in advance.

NOTE #5: Changes to Syllabus: A syllabus serves as an instructional and study planning document for both faculty and students. Although every effort will be taken to complete the semester according to the syllabus, it may become necessary to make certain changes to better facilitate the academic environment. In such an event, changes will be notified via an announcement in the course. I reserve the right to make reasonable alterations to the course calendar and syllabus. It is a guide, not a hard and fast rule. Changes will only be made that benefit the class as a whole. Changes may be made within the last two weeks of the semester only in exceptional circumstances.

EXPECTATIONS

What You Can Expect of Me: You can expect that I will be an active participant in the online course room. I will be prepared and ready to engage in active learning. I will work to create a respectful learning environment where all of us can express our thoughts and ask questions. While we do not have to agree with each other, we will do so in respectful ways. I expect to learn from you as we spend the next 16 weeks together! I will be available to answer your questions and help you be successful in this course.

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.

Other Technology Support

For data protection and information privacy TAMUCT uses Single Sign On through TAMUS. To update your password select [Texas A&M University System Single Sign On](#).

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>]

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

University Resources, Procedures, and Guidelines

General University Resources

Please select the following link: **University Resources**, URL: <https://www.tamuct.edu/University%20Resources.html>

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>].

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

For more information, please visit our [Access & Inclusion](#) 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>]. 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.

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

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 [WCOOnline](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 [WCOOnline](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 254-501-5800.

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