

## **MKT 3301-120, 80073, MARKETING**

FALL 2023

Texas A&M University-Central Texas

### **COURSE DATES, MODALITY, AND LOCATION**

AUG 28, 2023 – DEC 15, 2023

Modality: This course is a 100% online course utilizing the TAMUCT Canvas Learning Management System [<https://tamuct.instructure.com/login/ldap>]. Students will access all course materials, assignments, exams, student-instructor/student-student communication, and resource links via the Canvas website.

### **INSTRUCTOR AND CONTACT INFORMATION**

**Instructor: Jaisang (Jay) Kim**

Email: [jskim@tamuct.edu](mailto:jskim@tamuct.edu)

Office hours: Please email me to schedule an individual Zoom meeting to chat.

Student-Instructor Interaction: I check my emails daily and you can expect me to reply to your emails within 24-48 hours unless there is some emergency. Please do not wait till the last minute to email me regarding tests or assignments in the course.

Email Etiquette: When communicating via email, make certain to adhere to the following email etiquette standards: (1) begin your message with a greeting (2) formally address the person you are emailing (use Mr., Ms., Mrs., Dr., Professor, or other appropriate title followed by the person's last name), (3) identify yourself and state the purpose of your email, and (4) add a signature, including your name and contact information.

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

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

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

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

For updates on COVID information, please monitor the University [website](https://www.tamuct.edu/covid19/) [https://www.tamuct.edu/covid19/]

**COURSE INFORMATION**

**Course Overview and description**

The purpose of this course is to introduce students to the theory and practice of marketing. The course focuses on basic marketing concepts, the role of marketing within the firm, and strategic problems facing marketing professionals in the global marketplace. As this is a survey course in marketing, a broad variety of marketing topics and principles will be covered.

**Student Learning Outcomes**

By the end of the course, students should be able to understand and conduct:

- Marketing terminology, principles, foundations and to be able to apply basic marketing concepts and strategies
- Understand the importance of the research of consumer behavior in marketing and be familiar with consumer and organizational buying processes
- Discuss and learn the components of the marketing mix, product development, branding strategies, pricing strategies, and integrated marketing communication
- Comprehend the opportunities and challenges for marketing in a global context

In addition, the course is designed to create opportunity for students to:

- Enhance analytical skills such as reasoning, problem solving and decision making
- Enhance independent and self-organized work style
- Improve written communication skills

Program Specific Level Outcome (PLO) Map for how MKT 3301 ties into programmatic assessment:

<b>Course and Learning Activities</b>	<b>PSLO 1: Writing Ability: Demonstrate proficiency in written communications.</b>	<b>PSLO 2: Presentation Skills: Demonstrate proficiency in oral presentations.</b>	<b>PSLO 3: Exhibit cross-cultural competencies that will aid in communicating and working with people from different cultures</b>	<b>PSLO 4: Design and defend a reasoned resolution to an ethical challenge by applying ethical frameworks</b>	<b>PSLO 5: Demonstrate knowledge proficiency in the core business disciplines and integrate across multiple business disciplines</b>	<b>PSLO 6: Make decisions through business data analysis</b>
<b>BUSI 3301 Business</b>	<b>I</b>	<b>I</b>	<b>I</b>			

<b>Communication s and Research</b>						
<b>MGMT 3301 Principles of Management</b>	<b>P</b>		<b>P</b>	<b>I</b>	<b>I</b>	<b>I</b>
<b>MKTG 3301 Marketing</b>	<b>I</b>		<b>P</b>		<b>I</b>	
<b>BUSI 3311/2305 Busin ess Statistics</b>						<b>P</b>
<b>BUSI 3332/2301 Legal Environment of Business</b>	<b>P</b>	<b>P</b>		<b>P</b>		
<b>FIN 3301 Financial Management I</b>					<b>I/P</b>	<b>I/P</b>
<b>BUSI 4301 Business Ethics</b>				<b>P</b>		
<b>BUSI 4359 Business Strategy</b>	<b>R</b>	<b>R</b>				
<b>BUSI 4090 (COBA Exam)</b>			<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>

### **Required Textbook and other Resources**

M: Marketing (8th ed.). Grewal, Dhruv and Levy, Michael. McGraw-Hill

### **EVALUATION AND GRADING POLICY**

Your grade will be based upon the following criteria, described in more detail below:

Student Profile and Course Agreement Survey	10%
Weekly Quiz	30%
Three Exams	30%
Global marketing case analysis	30%
Total Possible Points	100%

Letter grades will be assigned as follows:

<b>90% - 100% = A</b>
<b>80% - 89.9% = B</b>
<b>70% - 79.9% = C</b>
<b>60% - 69.9% = D</b>
<b>&lt;60% = F</b>

**Student Profile and Course Agreement Survey: 10%**

Student profile survey includes information on the student's learning preferences, technological competencies, reasons for enrolling in the course, and expectations.

The main purpose is to give instructors a better understanding of who is in the class, allowing them to tailor their teaching methods or offer support where needed.

Course Agreement Survey ensures that students are aware of what is expected of them and what they can expect from the instructor or institution.

**Weekly Quiz (10 Quizzes total): 30 %**

Each week you will be required to respond to quizzes posted.

**Three Exams: 30%**

The class will have three mutually exclusive exams covering different sessions of the class. Each exam weighs 10% of total course grade.

The exams will have a range of question types: multiple choice, short answer, and longer answer.

You should complete the exams independently and are not allowed to seek help from or discuss the exam questions with others.

**Global Marketing Case Analysis Report, due at the end of the semester (Signature Assignment, PSLO 1 &3): 30%**

Student will write a case report on global firms' global marketing practices, which highlight the value of cross-cultural competence and global vision.

**Details are as follows:**

First, you'll read a case below (*Burger Wars in India: Fast-Food Chains Are Finding Creative Ways to Enter a No-Beef Market* by Grewal, Dhruv and Levy, Michael. McGraw-Hill).

**Burger Wars in India: Fast-Food Chains Are Finding Creative Ways to Enter a No-Beef Market<sup>iv</sup>**

In the Hindu religion, the predominant belief system in India, cows are sacred, and eating beef is strictly forbidden. This foundational belief may make it seem as if hamburger joints would never be able to gain a foothold in India. But the massive growth and potential of the nation's consumer market has proved irresistible, leading the restaurants simply to get a little more creative in their offerings.

Wendy's first Indian store features mutton and veggie burgers, and the buns are sprinkled with local flavors such as turmeric, coriander, and chilies. But the menu is not the only thing that sets the Indian Wendy's apart. Servers bring meals to customers at their tables on china plates, and the store environment is more like a casual restaurant than a traditional fast-food outpost. The burger chain has two stores in India so far, but it plans to go "location by location," opening new stores slowly and carefully to ensure their success. Ultimately, the Indian franchise hopes that Wendy's India will be as big as Wendy's USA.



*Fast-food chains like McDonald's adapt to the no-beef culture in India with vegetarian and chicken options.*

*Douglas E. Curran/AFP/Getty Images*

The road to success will not be smooth, though. Wendy's is not the only prominent chain seeking access to Indian consumers. McDonald's entered relatively early and is currently the market leader, but it has not stopped there. It recently announced plans to create burger-type versions of popular Indian dishes such as masala dosa. More recent entries by Burger King, Carl's Jr., Fatburger, and Johnny Rockets have prompted predictions of a burger war. Not to be left out, even Dunkin' Donuts stores in India serve some type of burger because doughnuts have not proved popular enough.

The flavors and ingredients contained in the versions of burgers offered by the different chains are widely varied. Some rely on chicken offerings, with smoky chipotle flavoring, barbeque bacon additions, or a tandoori-style preparation. Others integrate other types of meat, but some are purely vegetarian. Thus the burger wars feature some notable differentiation across the combatants. Whether any or all of them will emerge victorious remains to be seen.

Upon reviewing the above *Burger wars in India* case, you are tasked with identifying at least one other instance of both success and failure by global corporations (examples include McDonald's, Starbucks, Google, etc.) to use as comparative examples in your report. This case analysis will involve assessing the reasons behind these companies' successes and failures across different countries. Specifically, your analysis should emphasize how **cultural variations** influence their global marketing initiatives, especially concerning their marketing mix strategy. Please refer to the detailed guidelines provided below.

### **Guidelines for Case Study Analysis (Structure Your Report as Follows)**

Choose a global brand (you may even consider McDonald's) and compare one instance of its success and one of its failure for your report.

**1. Case Background:**

- Present details of the case, including the company name, brands, the country of operation, economic indicators, and cultural backdrop.

**2. Key Issues Identification:**

- Highlight the major challenges, especially focusing on cultural differences that global firms face. Delve into specific cultural and marketing factors like dietary preferences (e.g., beef consumption), societal structures (e.g., collectivist vs. individualist), gender equality norms, and more.

**3. Action Taken by the Firm:**

- Document the strategic choices the global firm made. Did they opt for standardization, or did they adapt to local tastes and preferences?

**4. Evaluation of Outcomes:**

- Analyze whether the aforementioned strategies and courses of action were successful or not, and explain the reasons for their success or failure.

**5. Recommendations:**

- Propose the best strategies and actions for the firm to succeed in those specific countries. Your suggestions should encompass all elements of the marketing mix, namely product, price, promotion, and placement.

**6. Personal Insights:**

- You are encouraged to weave in your own cultural background and perspectives to deepen the understanding and richness of the analysis.

By following these guidelines, your case study analysis will be comprehensive and insightful, providing a holistic view of the topic.

**Format Requirement:** The final report will be typed (double-spaced, Ariel 12 font, APA style, with a *Works Cited* page using multiple sources and will be minimum of 4 pages. **Your report will be evaluated on your ability to write and ability to show cross-cultural competence.**

## Rubric

### 1. Writing Rubric

Sub-competency	Exceeds Expectations	Meets Expectations	Needs Improvement
<b>Readability</b> <ul style="list-style-type: none"> <li>• Organization</li> <li>• Flow of thought</li> <li>• Transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Logically Organized</li> <li>• Easy to follow</li> <li>• Effective and smooth transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Some digressions, ambiguities and irrelevances</li> <li>• Difficult to follow with some rereading needed</li> <li>• Ineffective transitions</li> </ul>	<ul style="list-style-type: none"> <li>• No apparent organization</li> <li>• Difficult to follow with frequent rereading needed</li> <li>• Poor transitions</li> </ul>
<b>Content</b> <ul style="list-style-type: none"> <li>• Central idea</li> <li>• Clarity of purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Central idea well-developed</li> <li>• Clarity of purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Central idea vague or too broad</li> <li>• Some sense of purpose throughout the paper</li> </ul>	<ul style="list-style-type: none"> <li>• Central idea and clarity of purpose absent in the paper</li> </ul>
<b>Language</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Tone</li> </ul>	<ul style="list-style-type: none"> <li>• Sophisticated and correct use of vocabulary</li> <li>• Clear and appropriate tone for intended audience</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent misuse of correct vocabulary</li> <li>• Some level of inappropriate tone</li> </ul>	<ul style="list-style-type: none"> <li>• Unsophisticated and inappropriate use of vocabulary</li> <li>• Inappropriate tone for the audience</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>• Professional format</li> </ul>	<ul style="list-style-type: none"> <li>• Unorganized format</li> </ul>	<ul style="list-style-type: none"> <li>• No format</li> </ul>
<b>Grammar</b> <ul style="list-style-type: none"> <li>• Sentence structure</li> <li>• Punctuation/mechanics</li> </ul>	<ul style="list-style-type: none"> <li>• Use of complex sentences for effect and impact</li> <li>• No punctuation or mechanical errors</li> </ul>	<ul style="list-style-type: none"> <li>• Use of compound sentences</li> <li>• Several punctuation and/or mechanical errors</li> </ul>	<ul style="list-style-type: none"> <li>• Use of simple, choppy sentences</li> <li>• Many punctuation and/or mechanical errors</li> </ul>
<b>Citations</b> <ul style="list-style-type: none"> <li>• Proper attribution to avoid plagiarism</li> <li>• Correct form (APA, MLA, Chicago)</li> </ul>	<ul style="list-style-type: none"> <li>• All factual information cited</li> <li>• Citations and references adhere to a professional style (APA, MLA, Chicago)</li> </ul>	<ul style="list-style-type: none"> <li>• Some citations missing where needed</li> <li>• Citations and references inconsistent with a professional style</li> </ul>	<ul style="list-style-type: none"> <li>• No citations for factual information</li> <li>• Citations and references do not follow a professional style</li> </ul>





## 2. Cross Cultural Rubric

Sub-competency /Criteria	Exceeds expectations 5	Meets expectations 3	Needs Improvement 1
<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Cultural self-awareness</li> <li>• Knowledge of cultural worldview frameworks</li> </ul>	<ul style="list-style-type: none"> <li>• Articulates insights into own cultural rules and biases (e.g., seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)</li> <li>• Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes new perspectives about own cultural rules and biases (e.g., not looking for sameness; comfortable with the complexities that new perspectives offer.)</li> <li>• Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies own cultural rules and biases (e.g., with a strong preference for those rules shared with own cultural group and seeks the same in others.)</li> <li>• Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</li> </ul>
<b>Skills</b> <ul style="list-style-type: none"> <li>• Empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies components of other cultural perspectives but responds in all situations with own worldview.</li> </ul>

<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Verbal and nonverbal communication</li> </ul>	<ul style="list-style-type: none"> <li>• Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.</li> </ul>
<p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>• Curiosity</li> <li>• Openness</li> </ul>	<ul style="list-style-type: none"> <li>• Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.</li> <li>• Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.</li> </ul>	<ul style="list-style-type: none"> <li>• Asks deeper questions about other cultures and seeks out answers to these questions.</li> <li>• Begins to initiate and develop interactions with culturally different others.</li> <li>• Begins to suspend judgment in valuing her/his interactions with culturally different others.</li> </ul>	<ul style="list-style-type: none"> <li>• Asks simple or surface questions about other cultures.</li> <li>• Expresses openness to most, if not all, interactions with culturally different others.</li> <li>• Has difficulty suspending any judgment in her/his interactions with culturally different others and is aware of own judgment and expresses a willingness to change.</li> </ul>

**Academic Honesty**

All work submitted in this class must be your own. Cheating, plagiarizing, gaining unfair advantages over others, will NOT be tolerated



**COURSE SCHEDULE**  
(Amount of time spent on each topic may vary.)

Week	Start Date	Activity	Note
1	28-AUG	Student Profile and Course Agreement Survey.  Chapter 1- Overview of Marketing.	*Student Profile and Course Agreement Survey due by Sep 3
2	4-SEP	Chapter 2- Developing Marketing Strategies and a Marketing Plan Chapter 3-Digital Marketing: Online, Social, and Mobile	Quiz 1
3	11-SEP	Chapter 4-Conscious Marketing, CSR, and Ethics Chapter 5-Analyzing the Marketing Environment	Quiz 2
4	<b>18-SEP</b>	<b>Exam 1</b>	The exam will be open throughout the week.
5	25-SEP	Chapter 6-Consumer Behavior Chapter 7-Business-To-Business Marketing	Quiz 3
6	2-OCT	Chapter 8-Global Marketing Chapter 9- Segmentation, Targeting, and Positioning	Quiz 4
7	9-OCT	Chapter 10- Marketing Research Chapter 11- Product, Branding, and Packaging Decisions	Quiz 5
8	<b>16-OCT</b>	<b>Exam 2</b>	The exam will be open throughout the week.
9	<b>23-OCT</b>	Chapter 12- Developing New Products  Chapter 13- Services: The Intangible Product	Quiz 6
10	30-OCT	Chapter 14- Pricing Concepts for Capturing Value	Quiz 7

11	6-NOV	Chapter 15- Supply Chain and Channel Management  Chapter 16- Retailing and Omnichannel Marketing	Quiz 8
12	13-NOV	Chapter 17- Integrated Marketing Communications  Chapter 18- Advertising, Public Relations, And Sales Promotions	Quiz 9
13	20-NOV	THANKSGIVING DAY HOLIDAY	NO CLASS
14	27-NOV	Chapter 19- Personal Selling and Sales Management	Quiz 10
15	4-DEC	Work Session	Prepare for final exam and work on your global marketing analysis report
16	11-DEC	Exam 3 (Final exam) & Global Marketing analysis report Submission	The exam will be open throughout the week.  Submit your Global Marketing analysis report.

## TECHNOLOGY REQUIREMENTS AND SUPPORT

### Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system.

**We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

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

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

### Canvas Support

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

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

### Online Proctored Testing

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

### **Other Technology Support**

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

Email: [helpdesk@tamu.edu](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.*

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## **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

### **Drop Policy**

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### **Academic Integrity**

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](#), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

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](#) 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](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**

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 [WOnline](https://tamuct.mywconline.com/) [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 by making an appointment via [WOnline](https://tamuct.mywconline.com/) [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].

### **OPTIONAL POLICY STATEMENTS**

#### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

**Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](#) online

[[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=2](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2)].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) website for more information [<https://www.tamuct.edu/bit>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.