

AVSC 3350, 80194, Technical & Professional Communications for Aviation Maintenance Managers

Fall 2023

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

August 28, 2023, to December 15, 2023.

This is a 100% online course and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

INSTRUCTOR AND CONTACT INFORMATION

Instructor: V. Carson Pearce

Office: 302M Beck Family Heritage Hall

Phone: 254-519-5776

Email: *carson.pearce@tamuct.edu*

Office Hours:

Readily accessible through Canvas Message, which is checked daily during the week and once a day on weekends. Will respond within 24-36 hours during the week and within 36 hours on the weekend. Be sure to allow plenty of lead time prior to a due date if you are asking about an assignment.

Mode of instruction and course access: This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>]. It is 100% online.

Student-instructor interaction: All contact and assignment submissions will be made via Canvas. Mail is checked several times during a day. Weekend response may take longer, so allow extra time for me to reply to your emails.

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].

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

- 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]
- Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
- Complete your profile and accept the terms of service.

COURSE INFORMATION

Overview and Description:

This course covers the technical communication principles and practices used in the workplace. Students learn the technical writing of reports and correspondence using electronic information retrieval and presentation.

Prerequisite: Junior classification.

Course Objective or Goal:

Provide opportunities for the student to enhance skills in creating professional communication, reports, and proposals relevant to aviation maintenance.

Student Learning Outcomes (SLOs)

Upon completion of this course, the student will be able to:

1. Discuss information literacy and ethical writing considerations.
2. Plan and complete a writing project.
3. Recognize various types of professional communication and know their appropriate uses.
4. Design appropriate graphics useful in reports and business communication.
5. Create a proposal designed to influence its intended audience.

Competency Goals Statements (certification or standards)

The course will be considered successfully completed when the student has demonstrated, through posted assignments and quizzes, that they have developed a skillset useful in creating reports and proposals for the aviation maintenance industry.

Required Textbook:

Technical Writing, Simplified (Fourth edition) (2017)

Nell Johnson and Mary Sylvester

ISBN 978-1543268485

Suggested Course Materials:

Publication Manual of American Psychological Association (7th edition)

American Psychological Association

ISBN 978-1433832734

It is highly advisable that that you keep this resource following the course, as APA citations are the required citation method.

COURSE REQUIREMENTS /SPECIFICATIONS**Point based grade components:**

| | | |
|-----------------------------|-------------|-------------------------|
| Discussion Posts | 25% | (SLOs 1-5) |
| Three Quizzes | 15% | (SLOs 1-5) |
| Minor Projects | 30% | |
| Proposal Planning Project | | (SLOs 1 and 2) |
| Graphics Project | | (SLOs 1 and 4) |
| Process Description Project | | (SLOs 1 and 3) |
| Proposal Project | 30% | Proposal Top (SLOs 1-5) |
| Total | 100% | |

Grading scheme

- A 4.00 (90 +) Achievement that is outstanding relative to the level necessary to meet course requirements.
- B 3.00 (80-89%) Achievement that is significantly above the level necessary to meet course requirements.
- C 2.00 (70–79%) Achievement that meets the course requirements in every respect.
- D 1.00 (60–69%) Achievement that is worthy of credit even though it fails to meet fully course requirements.
- F 0.00 (<60%) Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and

there was no agreement between the instructor and the student that the student would be awarded an “I” (incomplete).

- “I” (Incomplete) The “I” shall be assigned at the discretion of the instructor when, due to extraordinary circumstances, the student was prevented from completing the work of the course on time. The assignment of an “I” requires a written agreement between the instructor and student specifying the time and way the student will complete the course requirements. In no event may any such written agreement allow a period of longer than one year to complete the course requirements. For graduate and professional students, an “I” is to remain on the transcript until changed by the instructor or department. For all other students, work to make up an “I” must be submitted within one year of the last day of final examinations of the term in which the “I” was given; if not submitted by that time, then the “I” will automatically change to an F. To obtain an incomplete you must have been doing passing work in the course.

Posting of Grades:

- *All student grades should be posted using the Canvas Grade book and students should monitor their grade status through this tool.*
- *The instructor will return projects as soon as possible.*

Assignment Descriptions:

Weekly Discussion Post: On weeks with a discussion post, the student will submit their work relevant to the week’s learning objective. The instructor will provide a writing prompt that will involve the completion of a mini-project or reflective writing on the week’s topic. **Your APA formatted discussion post should be turned in early enough in the week to allow time to respond to two classmate’s postings. Your two or more paragraph, 200 or more-word discussion post, and 100 or more-word classmate reply is due no later than 11:59PM on Sunday of each assigned week.** Your weekly efforts will be graded for writing ability, original content, and contribution to the learning community. Posting beyond minimum requirements will enhance your grade. Your primary post will need to meet the objectives of the work assigned. Response posts should be long enough to communicate an understanding of the subject material and contribute to the discussion. Your body of posts for the week receive one grade (0-100 points) as follows:

AVSC 3350 Discussion Post Rubric

| Points | 10 | 7 | 3 | 0 |
|-----------------|--|---|---|-------------|
| Quality of Post | Appropriate comments; is thoughtful, reflective, and respectful of | Appropriate comments and responds respectfully to other's postings. | Responds, with minimum effort. Does not follow APA format. Many errors in | No posting. |

| | | | | |
|---|--|--|--|---|
| | other’s postings. Proper citing of references and APA style; proper punctuation, sentence structure and spelling. No editing or revisions required. | Follows APA format with few errors but sentence structure could be improved. Editing would improve the assignment. | both mechanics and sentence structure. Very poorly written. Needs major overhaul. Posts are less than 200 words and responses are less than 100 words to classmates. | |
| Relevance of Post | Posts positions related to discussion topic; prompts further discussion of topic. Takes clear position that captures the issue. Supports position with well-articulated arguments. | Begins to address areas that are somewhat related to the discussion content. Position, and argument for that position is plausible, but not totally clear. | Posts positions which do not relate to the discussion content; makes short or irrelevant remarks. Off-topic. | No posting. |
| Contribution to the Learning Community | Aware of needs of community; attempts to motivate the group discussion; presents creative approaches to topic. | Attempts to direct the discussion and to present relevant viewpoints. Concepts integrate partially, but not completely. | Does not make effort to participate in the learning community with relevancy; position, concepts, and responses are vague. | No feedback provided to fellow student. |

Three Quizzes: There will be three quizzes during the semester. Each quiz covers only the material presented during the previous weeks, plus a selection of grammar rules and professional terminology. There is no final comprehensive test at the end of the semester.

Proposal Planning Project: Students will select their Proposal Project topic early in the semester and create a plan to execute the project using what they learn about the writing process (chapter 2). Assignments will be evaluated on the choice of proposal topic, choice of

the proposal form, appropriate audience assessment, and a plan to complete the major project. See rubric for more information.

AVSC 3350 Proposal Planning Rubric

| Points | 10 | 7 | 3 | 0 |
|--|---|---|---|---|
| Choice of Proposal Topic | <ul style="list-style-type: none"> Proposal topic is ambitious, complex, and beneficial to the organization | <ul style="list-style-type: none"> Proposal topic is productive and likely to have a positive impact in the organization | <ul style="list-style-type: none"> Proposal topic has little chance of creating meaningful change in the organization | <ul style="list-style-type: none"> No proposal topic presented |
| Choice of Format | <ul style="list-style-type: none"> Format chosen is clearly the best choice for communicating the proposal and will capture the attention of the intended audience | <ul style="list-style-type: none"> Format chosen is useful for the proposal and would be taken seriously by the intended audience | <ul style="list-style-type: none"> Format chosen does not support the ideas proposed and/or will not be of interest to the intended audience | <ul style="list-style-type: none"> No choice of format documentation |
| Appropriate Audience Worksheet | <ul style="list-style-type: none"> The intended audience has been considered and individuals identified and researched | <ul style="list-style-type: none"> The intended audience has clearly been considered, but no specific people in that audience identified | <ul style="list-style-type: none"> Minimum effort given to understand the audience | <ul style="list-style-type: none"> No worksheet or write-up |
| Gantt Chart with Document Cycle | <ul style="list-style-type: none"> Chart reflects thoughtful consideration of | <ul style="list-style-type: none"> Chart marks a way to complete | <ul style="list-style-type: none"> Minimum effort given to the writing cycle | <ul style="list-style-type: none"> No planning cycle chart |

| | | | | |
|-----------------|---|---------------------------|--|--|
| Planning | | | | |
| | the writing cycle and leaves ample room for unexpected events | the final project on time | <ul style="list-style-type: none"> • Elements missing or not considered | |

Graphics Project: Students will utilize proper page layout and appropriate graphics (chapters 4 and 7) to support the visual communication of ideas by selecting one of three sets of data and creating a PowerPoint presentation telling the information story, video recorded by the student. The video will be uploaded to YouTube and a link will be submitted in Canvas. Presentations shall not be more than eight minutes in length. Students will also submit a professional memo describing the choices they made and why they made them. Assignments will be evaluated on the selection and quality of graphics, content presentation, and the justification memo. See rubric for more information.

AVSC 3350 Graphics Project Rubric

| Points | 10 | 7 | 3 | 0 |
|--|--|--|--|---|
| Selection and Quality of Graphics | <ul style="list-style-type: none"> • Graphics chosen to make the ideas and data easy to understand. • The quality of the graphics and layout allow the reader to quickly understand, and draw conclusions from, the ideas and data | <ul style="list-style-type: none"> • Graphics chosen are appropriate for the selected ideas or data. • The quality of the graphics and layout used present the ideas and data adequately. • The reader may have to spend time digesting the information | <ul style="list-style-type: none"> • Graphics chosen are not useful for selected ideas or data. • Graphics are poorly suited to the ideas or data. • Graphics are poorly executed | <ul style="list-style-type: none"> • No graphics |

| | | | | |
|------------------------------------|---|--|--|---|
| <p>Content Presentation</p> | <ul style="list-style-type: none"> • Slides allow for rapid grasp of the content. • +0/-30 seconds on length • Voice is clear and pace is not rushed | <ul style="list-style-type: none"> • Slides are clear and easy to read. • +30/-60 seconds on length • Voice is mostly clear, and pace is not rushed | <ul style="list-style-type: none"> • Slides are cluttered or have too much information. • >+30/<-60 seconds on length • Voice is unclear, too quiet/loud, and/or pace is rushed | <ul style="list-style-type: none"> • No submission |
| <p>Justification Memo</p> | <ul style="list-style-type: none"> • Memo gives a vivid defense of design choices made and reflects on the creation process | <ul style="list-style-type: none"> • Memo gives a detailed account of design choices made and the creation process. • Well written | <ul style="list-style-type: none"> • Memo poorly explains design choices made or the thought processes of the designer | <ul style="list-style-type: none"> • No memo |
| | <ul style="list-style-type: none"> • Professionally written | | <ul style="list-style-type: none"> • Unprofessionally written | |

Process Description Project: Students will create a Process Description Document for a process they are familiar with (chapter 9). The project will include a well-designed cover sheet, table of contents, written overview of the selected process, process flow chart, and a detailed set of user instructions for one of the steps in the process (chapter 8). Assignments will be evaluated on the overall look, the quality of the written overview, the process flow chart design, and the clarity of the detailed written instructions. See rubric for more information.

AVSC 3350 Process Description Project Rubric

| Points | 10 | 7 | 3 | 0 |
|---|--|--|--|--|
| <p>Overall Look of the Project</p> | <ul style="list-style-type: none"> • Reflects care in writing. • Clearly edited to include proper grammar, | <ul style="list-style-type: none"> • Well written • Good page layout • Only a few grammatical | <ul style="list-style-type: none"> • Responds with minimum effort. • Poor formatting • Multiple grammar and | <ul style="list-style-type: none"> • No project |

| | | | | |
|---|---|--|---|---|
| | spelling, and page layout | and spelling errors | spelling errors | |
| Written overview of the process | <ul style="list-style-type: none"> • Overview gives a very clear and succinct presentation of the process. • Reader would be able to easily explain the process to another person | <ul style="list-style-type: none"> • Overview gives a detailed account of the chosen process. • Reader would likely be able to perform the process | <ul style="list-style-type: none"> • Overview does not adequately explain the chosen process. • Reader is left confused | <ul style="list-style-type: none"> • No overview |
| Process flow chart | <ul style="list-style-type: none"> • Flowchart is neatly designed and clearly shows how portions of the process relate | <ul style="list-style-type: none"> • Flowchart is adequate to visually represent the process | <ul style="list-style-type: none"> • Flowchart does not conform to standard format | <ul style="list-style-type: none"> • No flowchart |
| Detailed set of user instructions for one of the steps | <ul style="list-style-type: none"> • Instructions use good writing and layout principles to make the document very clear and readable | <ul style="list-style-type: none"> • Instructions are clear and can be followed with some degree of effort | <ul style="list-style-type: none"> • Instructions are not clear. • User likely to be frustrated or confused | <ul style="list-style-type: none"> • No instructions |

Proposal Project: Students will write a proposal for something they think their company should start or stop doing that will have a meaningful and positive impact on the organization. Students will use all the elements learned in this course to create a comprehensive and compelling case to take the proposed action (chapter 10). Points will be given for participation

in a peer review of submitted rough drafts the week before the project is due. Students will follow the checklist on page 239 of the text for all required components of the project. Additional consideration will be made for project design, use of graphics, writing skill, and overall impression of the project. See rubric for more information.

AVSC 3350 Proposal Project Peer Review Rubric

| Points | 10 | 7 | 3 | 0 |
|--------------------------------|---|---|---|---|
| Submitted Rough Draft | <ul style="list-style-type: none"> • Rough draft shows that the student is well on their way to a completed paper. • Includes clear sections. • Writing is organized. • Multiple text citations | <ul style="list-style-type: none"> • Rough draft shows initial effort towards a completed paper. • Includes evidence of an attempt to organize thoughts. • Some references to text | <ul style="list-style-type: none"> • Little or no evidence that student has been working on the paper. • Writing is disorganized. • No references to text | <ul style="list-style-type: none"> • No work submitted |
| Quality of Peer Reviews | <ul style="list-style-type: none"> • Two or more peer reviews submitted. • Reviews are highly useful. • Comments are constructive and professional | <ul style="list-style-type: none"> • One peer review submitted. • Review is generally useful. • Comments are constructive | <ul style="list-style-type: none"> • Peer review(s) are vague (Needs more oomph) <ul style="list-style-type: none"> • Comments are not useful (I like it) • Comments are destructive and/or unprofessional (this is terrible) | <ul style="list-style-type: none"> • No work submitted |

AVSC 3350 Proposal Project Rubric

| | | | | |
|---|--|--|--|--|
| FOLLOWS CHECKLIST ON TEXTBOOK PAGE 239 | | | | |
| Start with 60 documented in a | points • Subtract 6 points for each missing section not well memo to the for including all instructor sections . | | | |
| ADDITIONAL CONSIDERATIONS | | | | |
| Points | 10 | 7 | 3 | 0 |
| Proposal Design (See Chapter 4) | <ul style="list-style-type: none"> • Excellent use of page design to influence the audience and help them | <ul style="list-style-type: none"> • Acceptable level of best practices • Material is visually separated to provide clarity | <ul style="list-style-type: none"> • Minimal attempt to apply course materials • Numerous errors in formatting | <ul style="list-style-type: none"> • Poorly designed. • Confusing layout • No attempt to apply course materials |
| | quickly review the document | | | |
| Appropriate Use of Graphics (see Chapter 7) | <ul style="list-style-type: none"> • The quality of the graphics and layout allow the reader to quickly understand, and draw conclusions from, the ideas and data | <ul style="list-style-type: none"> • The quality of the graphics and layout used present the ideas and data clearly. • The reader may have to spend time digesting the information | <ul style="list-style-type: none"> • Graphics are poorly suited to the ideas or data. • Graphics are poorly executed | <ul style="list-style-type: none"> • No graphics |
| Quality of Writing (See Resources – Grammar) | <ul style="list-style-type: none"> • Reflects care in writing. • Clearly edited to include proper grammar and spelling | <ul style="list-style-type: none"> • Well written • Only a few grammatical and spelling errors | <ul style="list-style-type: none"> • 5-15 mistakes in grammar and spelling | <ul style="list-style-type: none"> • More than 15 mistakes in grammar and spelling |
| Overall Impression | <ul style="list-style-type: none"> • Proposal makes a compelling case for change. | <ul style="list-style-type: none"> • Proposal makes a clear case for change. | <ul style="list-style-type: none"> • Proposal is poorly crafted. • Unprofessional presentation | <ul style="list-style-type: none"> • Proposal is irrelevant to the organization. |

| | | | | |
|--|-----------------------------|------------------|--|-----------------------|
| | • Professional presentation | • Well-presented | | • Sloppy presentation |
|--|-----------------------------|------------------|--|-----------------------|

Posting of Grades

- *All student grades should be posted using the Canvas Grade book and students should monitor their grade status through this tool.*
- *The instructor will return projects as soon as possible.*

Grading Policies

Individual Performance: It is vital that you are active in the course and complete all work in a professional fashion. One of the biggest issues with student success in online courses is simply not submitting work on time. You are expected to read the chapters as assigned in the syllabus as well as read or view any supplemental resources that may be found in the Module content folders for that period.

Quality Work: All work submitted for grading shall be of upper-level quality: Depth of analysis, grammatical structure, etc. **Your work will be checked for plagiarism using online plagiarism assessment programs. Plagiarism will not be tolerated.**

Identifying Submissions: Submissions must clearly identify the student, course, and the title of the assignment (Last Name, Course Name, and Assignment) or (Smith_GBK301_Essay1).

Written Assignment Requirements: Submissions will be in accordance with The Publication Manual of the American Psychological Association, 7th ed. All written work must be submitted utilizing Microsoft Word in either a .doc or .docx format. **Students whose assignment includes plagiarism will receive a 0 on the assignment and possible referral to Student Affairs.**

However, I reserve the right to reduce the penalty if I believe plagiarism was unintentional or very minor in impact.

Due Dates and Late Submissions: The assignment instructions and deadlines are clearly laid out in the syllabus. Your assignments are fairly involved, so please stay ahead, and stay engaged with the material. As such, it is expected that all work will be submitted on time, as timeliness is an important aspect of professional communications and behavior. If you encounter an issue, please let me know as soon as possible. ***Ask for an extension as soon as you see you may need***

one, prior to the due date. It is much easier to discuss issues before due dates rather than after. Late work is not accepted.

Changes to Syllabus: This syllabus serves as an instructional and study planning document. Although every effort will be made to maintain the schedule and activities presented herein, it may become necessary during the semester to make changes to the syllabus. In such events, changes will be announced, and students will receive written notice as soon as possible.

COURSE OUTLINE AND CALENDAR

Week 1: Aug 28 to Sep 03

- Assigned Textbook Reading - Chapter 1: Professionalism and Ethics
- Discussion Post: Information Literacy

Week 2: Sep 04 to Sep 10

- Assigned Textbook Reading - Chapter 2: The Writing Process (pp 21-30)
- Discussion Post: Discuss your proposal topic and use the class as a focus group.

Week 3: Sep 11 to Sep 17

- Assigned Textbook Reading - Chapter 2: The Writing Process (pp 31-39)
- Discussion Post: Write a memo requesting which portion of a group project you would want to be responsible for.

Week 4: Sep 18 to Sep 24

- Assigned Textbook Reading - Chapter 2: The Writing Process (pp 40-48)
- Discussion Post: No discussion this week - use this time to work on your Proposal Planning Project
- FIRST PROJECT DUE: Proposal Planning Project due at midnight on Sunday

Week 5: Sep 25 to Oct 01

- Assigned Textbook Reading - Chapter 3: Short Communications
- Discussion Post: Use checklists to evaluate an email, a memo, and a letter.
- QUIZ 1 (Chapters 1-2, plus rules of grammar and professional vocabulary)

Week 6: Oct 02 to Oct 08

- Assigned Textbook Reading - Chapter 4: Page Design

- Discussion Post: Find a poorly designed communication article and give recommendations on how it can be improved.

Week 7: Oct 09 to Oct 15

- Assigned Textbook Reading - Chapter 5: Summaries
- Discussion Post: Select from three recent articles and write an executive summary of one of them.

Week 8: Oct 16 to Oct 22

- Assigned Textbook Reading - Chapter 6: Short Reports
- Discussion Post: Using the information given, write an appropriate report to the unit manager.
- QUIZ 2 (Chapters 3-5, plus rules of grammar and professional vocabulary)

Week 9: Oct 23 to Oct 29

- Assigned Textbook Reading - Chapter 7: Graphics
- Discussion Post: No discussion this week - use this time to work on your Graphics Project

Week 10: Oct 30 to Nov 05

- Assigned Textbook Reading – No assigned readings.
- SECOND PROJECT DUE: Graphics Project due at midnight on Sunday

Week 11: Nov 06 to Nov 12

- Assigned Textbook Reading – Chapter 8: User Instructions
- Discussion Post: Write a set of user instructions for a non-work-related task you are very skilled in

Week 12: Nov 13 to Nov 19

- Assigned Textbook Reading – Chapter 9: Process Descriptions
- Discussion Post: No discussion this week - use this time to work on your Process Descriptions Project
- QUIZ 3 (Chapters 6-8, plus rules of grammar and professional vocabulary)

Week 13: Thanksgiving Week: Nov 20 to Nov 26

- Assigned Textbook Reading – No assigned readings.
- Discussion Post: No discussion this week - use this time to work on your Process Descriptions Project
- THIRD PROJECT DUE: Process Descriptions Project due at midnight on Sunday

Week 14: Nov 27 to Dec 03

- Assigned Textbook Reading – Chapter 10: Proposals
- Discussion Post: No discussion this week - use this time to work on your Proposal Project Rough Draft

Week 15: Dec 04 to Dec 10

- PROPOSAL PROJECT ROUGH DRAFT DUE:
 - Turn in rough draft by midnight on Thursday.
 - Peer reviews due by midnight on Sunday.
 - Feedback will be provided by the instructor.

Week 16: Dec 11 to Dec 15

- FINAL PROJECT DUE: Proposal Project is due Sunday night at midnight

Important Dates

| | |
|----------------------|--|
| August 28, 2023 | Classes Begin for Fall Semester |
| November 6, 2023 | Registration Opens for Spring Semester |
| November 9, 2023 | Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W) |
| November 10, 2023 | Veteran's Day |
| November 23-24, 2023 | Thanksgiving |
| December 1, 2023 | Student End of Course Survey Opens (16- and Second 8-Week Classes) |
| December 15, 2023 | Fall Semester Ends |

Technology Requirements and Support

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

Texas A&M University-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 requires use of the Chrome web browser with their custom plug in installed.

Other Technology Support

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

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

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

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

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Warrior Center for Student Success

The Warrior Center for Student Success is a comprehensive academic support department at A&M-Central Texas, dedicated to fostering an environment of excellence and empowerment among its student body. The center offers a wide range of programs and services to ensure every student reaches their full potential, and is a haven for students seeking guidance, resources, and a strong support network to excel in their educational journey.

ADA Access and Accommodations: Texas A&M University-Central Texas ensures that students with disabilities have equal access to educational opportunities by providing appropriate accommodations and support services. If you believe you have a physical, learning or socio-emotional disability requiring reasonable accommodations, please visit [Access and Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) [<https://www.tamuct.edu/student-affairs/access-inclusion.html>] for more details or contact the Office of Access and Inclusion, WH-212; (254) 501-5836. Any information you provide is private and confidential.

Success Coaching and Peer Mentoring: Our experienced Success Coaches work one-on-one with students to develop personalized action plans, set academic goals, and build effective study strategies, time management skills, and resilience. Our Peer Mentors provide a valuable support system, offering guidance, encouragement, and a relatable perspective to help students navigate their academic and personal challenges. For more details call 254-501-5836 or 254-501-5928 or visit [Academic Support](https://www.tamuct.edu/student-) [<https://www.tamuct.edu/student->

affairs/academic-support.html]. Click the link to schedule a session (virtual or in-person) with a success coach bit.ly/3q7uB50 or visit WH, 111.

Testing Services: We offer a secure and comfortable environment for students and members of the community to take courses and distance learning exams, as well as placement tests and professional certification exams. Our Testing Service also offers resources and support referrals for testing related challenges (test anxiety, learning disabilities, etc.) and supports all approved ADA accommodations. Call (254) 519-5830 or visit the [Testing Center](https://www.tamuct.edu/testing-center/) [https://www.tamuct.edu/testing-center/].

Tutoring and Supplemental Instruction Services: Our team of qualified Tutors and Supplemental Instructors assist students in various non-writing subjects, promoting academic comprehension and enhancing learning outcomes. Click the link to schedule a tutoring session with a TAMUCT tutor (virtual or in-person) or view tutor availability bit.ly/43Q6wNz. You may also chat live with a remote tutor 24/7 for a variety of subjects through our partnership with Tutor.com, an online tutoring platform that is free to all TAMUCT students. To learn more please visit [Tutoring Services](https://www.tamuct.edu/student-affairs/academic-support.html#tutoring) [https://www.tamuct.edu/student-affairs/academic-support.html#tutoring] or call (254) 501-5836 or visit the Tutoring Hub in Warrior Hall, 111.

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 Student Conduct Office. 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 referral](https://cm.maxient.com/reporting.php?TAMUCentralTexas), [https://cm.maxient.com/reporting.php?TAMUCentralTexas].

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?PartnerIdpld=https://eis-prod.ec.tamuct.edu:443/samlSso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Records and Admissions Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Records and Admissions 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 Records and Admissions 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.

Pregnant and/or Parenting Students Rights and Accommodations

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of [Title IX and related guidance from US Department of Education's Office of Civil Rights](#), the Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the [Pregnancy & Parenting webpage](#) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. For more information, please visit [Student Affairs](#) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. 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](#) specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions [<https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html>].

Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

Title IX Rights and Reporting Responsibilities

Texas A&M University-Central Texas is committed to creating a safe and open learning environment for all students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You may contact the Title IX Office at 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or learn more by visiting the [Title IX webpage](#) [<https://www.tamuct.edu/compliance/titleix.html>].

Please be aware that that under [Title IX](#), [Texas Senate Bill 212](#), and [System Regulation 08.01.01](#), [<https://policies.tamus.edu/08-01-01.pdf>] all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and

defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.

If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the [Student Wellness & Counseling Center](https://www.tamuct.edu/student-affairs/student-counseling.html), [https://www.tamuct.edu/student-affairs/student-counseling.html], 254.501.5955, or swacc@tamuct.edu, located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or ssa@tamuct.edu, located in founder Hall Room 317D.

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 1,203,947 eBooks and 134,750 journals, in addition to the 96,879 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]. 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 workspaces, 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](#)

[https://tamuct.libguides.com/index]

University Writing Center

Located in Warrior Hall 416 and online, 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. The face-to-face hours of operation are from 10:00 a.m.-5:00 p.m. Monday and

Thursday in Warrior Hall 416. Online tutoring is available Monday thru Thursday from 10:00 a.m.-5:00 p.m. and from 6:00-9:00 p.m. and on 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 [WOnline](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.

OTHER 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].

Instructor Policies

Life happens. As such, if a student realizes that a posting, quiz, or assignment will be late due to unforeseen emergency or special circumstance, please notify the instructor as soon as is practical to assess the impact on the course. The instructor may grant extra time to complete an assignment within the confines of the 16-week course. However, if it becomes apparent that this policy is abused, or that the request was fraudulent, the instructor reserves the right to place an unfavorable grade for incomplete work.

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/reporting.php?TAMUCentralTexas>].

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.

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

Copyright 2023 by V. Carson Pearce at Texas A&M University-Central Texas, (*College of Arts and Sciences*); 1001 Leadership Place, Killeen, TX 76549; 254-519-5776; Fax 254-519-5781; carson.pearce@tamuct.edu