

**READ 3310**  
**Creating and Managing the Learning Environment**  
**FALL 2023**  
**Texas A&M University-Central Texas**

**COURSE DATES, MODALITY, AND LOCATION**

This course meets **once a week** on **Mondays** from 6:30-7:45 pm from **8/28-10/20** and also with supplemental assignments made available online through the A&M-Central Texas Canvas Learning Management System <https://tamuct.instructure.com/>. **A computer or device equipped with a camera is essential for this course and the camera is required to be turned on during class.**

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor Dr. Theresa Garcia**

**Office: Room 332Q**

**Phone: 254-258-6404**

**Email: [tgarcia122@tamuct.edu](mailto:tgarcia122@tamuct.edu) or you can email on canvas**

**Office Hours**

Office hours will be in person on Monday or Wednesday from 9:30-11:00 or if you prefer we can arrange to meet over the Teams or WebX by scheduling an appointment.

**Student-instructor interaction**

You can meet with me during scheduled office hours or by appointment. Often, multiple students ask the same questions via email. In these instances, I typically respond through Canvas in the Announcement tab of your course to clarify concerns for the entire class. I respond to emails within 24 hours. Whether texting or leaving a voice mail, please tell me your name and which class you are taking. I usually respond to phone calls or text messages the same day, unless in a meeting or out of town at a conference.

**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:

1. Download the SafeZone App from your phone store using the link below:
  - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
  - o [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**

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#### **Course Overview and description**

This course provides an overview of foundational concepts, principles, and best practices related to the science of teaching reading. Includes a survey of the cognitive, socio-cultural, linguistic, and motivational influences on literacy and language development. Presents the key scientifically based reading research foundations needed to understand how reading develops from early childhood through adolescence.

#### **Course Objective or Goal**

The goal of this course is to prepare teacher candidates to become effective teachers in the classroom. Faculty and students will complete a Dispositions form at the mid-term and end-of term to evaluate and discuss dispositional skills needed to be successful teachers in today's classroom.

#### **Student Learning Outcomes**

##### **Competency Goals Statements (certification or standards)**

The learner will:

1. Describe the history of reading instruction.
2. Compare and contrast the reading models and how they are used to understand reading development, instructional needs, and reading concerns.
3. Identify the essential components of reading instruction and the effective instructional elements involved with each area of reading.
4. Distinguish the phases of reading development.
5. Define the key terms used for literacy.

##### **Competency Goals Statements (certification or standards)**

[https://tea.texas.gov/sites/default/files/tx293\\_final\\_framework\\_3.2020.pdf](https://tea.texas.gov/sites/default/files/tx293_final_framework_3.2020.pdf)

Comp. 1. Foundations of the Science of Teaching Reading. Understand foundational concepts, principals, and best practices related to the science of teaching reading.

## **Required Reading and Textbook(s)**

Dewitz, P., Graves, M., Graves, B., & Juel, C. (2019). *Teaching reading in the 21st century: Motivating all learners* (6th ed.). Pearson.

\*You don't need the My Lab part of the textbook.

Wolf, M. (2008). *Proust and the squid: The story and science of the reading brain*. Harper Perennial.

This is a **Writing Instructive** course, which means writing will be an integral part of measuring your mastery of course content. Throughout the course you will have several opportunities to work on improving your writing skills. Out of the 455 available points for this class, 160 of them will be connected to some form of written work (e.g., essay questions, journals, drafts, literature review). Since learning to revise your writing is fundamental to improving writing skills, I will give you detailed feedback that includes specific strategies for how to improve your writing.

## **COURSE REQUIREMENTS**

### **Discussion Posts**

60 points (10 points each)

The purpose of this assignment is for you to synthesize the required readings, podcasts, and discussions that include the key scientifically based reading research foundations needed to understand how reading develops from early childhood through adolescence and discuss your thoughts with your peers. Each post should be written in complete sentences and correct grammar and include APA references to your readings or podcast. These posts need to be no less than 200 words. Your responses should no less than 75 words. Each post should answer the following required questions: key words and phrases, connections made, new ideas and thinking, remaining questions. Use the rubric and resources provided on Canvas to guide your thinking. (SLO 1, 2, 3, 4, 5)

### **Literacy Word Wall**

75 points

This semester you will be introduced to a wealth of terminology relating to scientifically based reading research foundations and literacy and language development. According to Graves et al. (2014) defining a word and using the word in context, provides multiple exposures to the word, and involves students in discussion and active processing of the word's meaning. It also helps students review the words in various contexts over time. On September 20<sup>th</sup> you will

need to turn in half of the word wall to me for 25 points. If it is not turned in by September 20<sup>th</sup>, you cannot regain those 25 points. You will only be able to make 50 points on this assignment.

The purpose of this assignment is for you to create an interactive word wall using Padlet.com and include key literacy terms from the required readings, podcasts, and discussions that include the key scientifically based reading research foundations needed to understand how reading develops from early childhood through adolescence. Use the rubric and resources provided on Canvas to guide your thinking. (SLO 5)

### **Quizzes**

120 points (10 points each)

Brief online Canvas quizzes are designed to assess your comprehension of each reading. Completing each content literacy guide, provided to you on Canvas, will help you understand the most important ideas from each chapter and guide your thinking. You may use the completed guide while taking the quizzes, but not for the final exam. A completed guide will count for 5 points on a floor scale grading system. There is a content literacy guide for each chapter. All content literacy guides are posted to Canvas on the content literacy guide page. To submit your guide, upload it as an attachment at the end of your quiz. There is a video on how to submit it, I will not take email literacy guides. It must be submitted at the time of the quiz. Your grade change may not occur until the end of the semester. These literacy guides will be very helpful for you on your final exam. You will have until the end of the 8 weeks to complete all the quizzes. The quizzes will be open the first day of class and will close the last day of class. You will only have one opportunity to take the quiz.

(SLO 1, 2, 3, 4, 5)

### **Attendance and Participation (100 points)**

At this point in each student's professional development, the College of Education and Human Development expects pre-service candidates to demonstrate a wide range of professional dispositions, to include attendance, punctuality, class participation, adherence to professional ethics, collaboration, commitment to diversity, initiative, responsibility, responsiveness to professional feedback, self-reflection, and student focus.

### **Proust and the Squid Reflective Essays**

100 points (50 points each)

Literature circles provide students with many opportunities to use reading strategies in authentic contexts. During a literature circle, students meet and discuss a novel. Students summarize what they have read, clarify difficult vocabulary words, and make inferences (Dewitz, Graves, M., Graves, B., & Juel, 2019).

This semester we will read *Proust and the Squid: The Story and Science of the Reading Brain* by Maryanne Wolf and discuss the chapters in the format of a literature circle. You will be required to write a reflective essay for of the novel: Part I-**How the Brain Learned to Read**. I will split the class in half, half the class will due Part 2 and the other class will do part 3 . You are still responsible for reading all the book as they are part of the discussion boards and class discussions. **Part II: How the Brain Learns to Read Over Time or Part III: When the Brain Can't Learn to Read, this will be due the last day of class. Since this is a WI course, you will be required to turn in your rough draft to me for feedback before the final copy. Both essays will need to be written in APA format and you will need to provide 3 additional sources other than the Wolf book. You are encouraged to use the writing center to help you.**

**Final Exam**

100 Points

The final exam will be based on both class work and readings. The primary emphasis of the exam comes from the assigned text chapters. The exam will feature both objective questions 6 (multiple choice, true-false, and matching questions) and brief essay items. You can best prepare for the final by reviewing previous Canvas quizzes and content literacy guides. (SLO 1, 2, 3, 4, 5)

**Grading Criteria Rubric and Conversion**

Grading		
Assignments	Points	Student Learning Outcomes
Proust and the Squid Reflections	100	1,2,3,4,5
Literacy Word Wall	75	5
Quizzes (20 points each)	120	1,2,3,4,5
Final Exam	100	1,2,3,4,5
discussion	60	1,2,3,4,5
<b>Participation</b>	100	
<b>Total Points</b>	555	

**Grading Criteria Rubric and Conversion**

To determine your grade, take your points earned and divide by the number of points possible. Letter grades for the course will be determined as follows:

- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- Below 60% = F












## Posting of Grades


















Grades from assessments will be posted within seven working days, unless it is a major assignment. Posting of major assessment grades will be discussed in class.

















## Grading Policies

**Missed exams** may only be re-scheduled in cases of excused absences and must be made up within 2 weeks of the original date. Late work will be accepted for no penalty for university-excused absences. For other late work due to extenuating circumstances, please speak with the professor privately.









## COURSE OUTLINE AND CALENDAR

Date/ Week	Topics- Reading Assignments/page numbers are in each Module  *Research has shown that <b>taking notes</b> over assigned readings is quite beneficial and will serve as <b>the basis for all quizzes and exams</b> .  <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><b>Symbol Key</b></p> <p>Assigned reading  Quiz </p> <p>Written assignments  Podcast </p> <p>Watch </p> <p>Teaching Reading in the 21<sup>st</sup> Century</p> <p>Proust and The Squid: The Story and Science of the Reading Brain</p> </div>	Homework Assignments  Detailed directions & due dates for each assignment are in the <b>Assignments tab</b> . Please contact instructor if directions are unclear.
Monday 8/28/23 In Class	1. Week 1: Introduction to the Science of Reading <ul style="list-style-type: none"> <li>• Overview of the course objectives and syllabus</li> <li>• Historical perspectives on reading instruction</li> <li>• Importance of evidence-based practices in reading instruction</li> <li>• Review ELAR TEKS for Elementary-what are TEKS, and where do we find them?</li> <li>• Close Reading activity- Why is prior knowledge needed? Why is important?</li> </ul>	<b>Assignments due before or by 9/3/23</b> <b>All About Me</b>  Hard Words: Why Aren't Our Kids Being Taught to Read? <input type="checkbox"/> Maryanne Wolf  Behind the scenes of the National Reading Panel: Tim Shanahan  Chapter 1: Reading and Learning to Read  Chapter 2: Reading Instruction  Chapter 7: Emergent Literacy  Chapter 8: Word Recognition

<p><b>Monday 9/4/2023</b></p>	<ul style="list-style-type: none"> <li>• Phonological awareness skills and their importance in reading</li> <li>• Phonics instruction: principles and practices</li> <li>• Strategies for teaching letter-sound correspondences and blending.</li> <li>• students develop a list of activities in the home that are essential to emergent literacy. Which of these activities can and should be replicated in the classroom?</li> <li>• The importance of read alouds.</li> <li>• Stages of Writing</li> </ul>	<p><b>Assignments due before or by 9/10/23</b></p> <p> Chapter 1: Reading Lessons from Proust and the Squid</p> <p> The Basic Science in Reading Instruction</p> <p> <b>Chapter 1: Reading and Learning to Read AND Chapter 2: Reading Instruction</b></p> <p> <b>Discussion Due by Thurs, responses due by Sunday 9/11</b></p> <p> Chapter 2: How the Brain Adapted Itself to Read: The First Writing Systems</p> <p> Why We Stopped Teaching Children How to Read</p> <p> Chapter 3: Motivation and Engagement</p> <p> Chapter 4: Organizing Instruction So All Will Succeed</p>
<p><b>Monday 9/11/23</b></p>	<p>Teaching Motivation</p> <p>What motivated or did not motivate you to read as a student? Did your teacher influence you or hinder you?</p> <p>Motivation theory- expectancy, value, cost</p> <ul style="list-style-type: none"> <li>• To motivate students to read teachers need to build their own background knowledge. What kinds of knowledge do teachers need?</li> <li>• In what ways does the physical space contribute to the students' motivation?</li> <li>• What role does modeling play in motivating students to read? Discuss the types of modeling that can occur in the classroom: reading, talking about books, recommending books, etc.</li> <li>• How does choice contribute to motivation? How wide should be the choices we give to students?</li> </ul>	<p><b>Assignments due before or by 9/17/23</b></p> <p> Chapter 3: The Birth of an Alphabet and Socrates' Protests</p> <p> Chapter 4: The Beginnings of Reading Development, or Not</p> <p> <b>Discussion Due Thursday, Responses Due Sunday</b></p> <p> <b>Chapter 7: Emergent Literacy and Chapter 8: Word Recognition</b></p> <p> <b>Part I: How the Brain Learned to Read</b></p> <p> Chapter 6: Choosing Texts for Reading Instruction</p>
<p><b>9/18/2023</b></p>	<p>Text Complexity Analysis- How do you find levels of text? Why is it important. Lexile</p> <p>Work in groups to find text level</p> <p>Choosing Text- Five finger rule Make an Anchor charts.</p>	<p><b>Assignment due before or by 9/24/23</b></p> <p> Chapter 5: The "Natural History" of Reading Development: Connecting the Parts of the Young Reading Brain</p> <p> Decodable Text, Leveled Text, and All the Rest</p> <p> <b>Discussion Due Thurs Response</b></p>

		<p>Due Sunday</p> <p><b>Progress Check Word Wall</b></p> <p> Chapter 3: Motivation and Engagement &amp; Chapter 4: Organizing Instruction So All Will Succeed</p> <p> Chapter 9: Fluency and Independent Reading</p> <p> The Importance of Fluency Instruction</p>
<p><b>9/25/2023</b></p>	<p><b>The importance of Fluency</b>  <b>How to give a fluency test</b>  <b>Prosody and rate</b>  <b>Assessing Reading</b></p>	<p><b>Assignment due before or by 9/30/23</b></p> <p> Chapter 6: The Unending Story of Reading's Development</p> <p> The Importance of Fluency Instruction</p> <p> Discussion Due Thursday Responses Due on Sunday</p> <p> Chapter 6: Choosing Texts for Reading Instruction</p> <p> Part I: How the Brain Learned to Read</p> <p> Chapter 10: Vocabulary Development</p>
<p><b>10/2/2023</b></p>	<p>Teaching Vocabulary  Fry's model of teaching vocabulary- Graphic organizer  Context clues 6 types of context clues- Let's make an Anchor chart-</p>	<p><b>Assignment due before or by 10/7/23</b></p> <p> Chapter 7: Dyslexia's Puzzle and the Brain's Design</p> <p> Dyslexia and developmental trajectories: Dr. Nadine Gaab</p> <p> Chapter 11: Teaching Reading Comprehension: Focusing on Narrative Text</p> <p> Chapter 12: Comprehending Informational Text</p> <p> Etymology of the English language: Freddy Hiebert</p> <p> Discussion Due Thursday Response Due Sunday</p> <p> Chapter 9: Fluency and Independent Reading &amp; Chapter 5: Classroom</p>



<b>10/9/2023</b>	Informational Text Narrative Text Informational Text Text structures -	<b>Assessment</b> <b>10/14/23</b>  Chapter 8: Genes, Gifts, and Dyslexia  Chapter 9: Conclusions from the Reading Brain to "What Comes Next"  Chapter 5: Classroom Assessment  Evidence-based literacy practice in the classroom  Chapter 10: Vocabulary Development  Chapter 11: Teaching Reading Comprehension: Focusing on Narrative Text & Chapter 12: Comprehending Informational Text
<b>10/16/2023</b>	Reading Assessments -The STAAR test Final Review	<b>10/20/23</b> Part II and Part III: When the Brain Can't Learn to Read  Literacy Word Wall  Final Exam Due
<b>Friday</b> <b>10/20/2023</b>	Final is Due	<b>10/20/23</b>

## Complete Course Calendar

### Important University Dates

[http://catalog.tamuct.edu/undergraduate\\_catalog/general-information/academic20calendars20and20final20exam20schedule/](http://catalog.tamuct.edu/undergraduate_catalog/general-information/academic20calendars20and20final20exam20schedule/)

## 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.**

You will need a computer or another device that has a camera for this online class, you will have to have your camera on during class.

### Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome, Firefox, Edge, or Safari

browsers. Canvas will run on Windows, Mac, Linux, iOS, android, or any other device with a modern web browser. **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/>] by clicking on the “TAMUCT Online Canvas” tile. You will then log in through our Microsoft portal.

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

### **Canvas Support**

Use the Canvas Help tab, located at the bottom of the left-hand menu, for issues with Canvas. You can search the support articles or use the Email, Call, or Chat buttons at the bottom of the support pop-up to contact the Canvas Help Desk.

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](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**

### **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-affairs/academic-support.html) [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](https://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](https://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/samlso&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](mailto: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](mailto:titleix@tamuct.edu), Founders Hall 317B, or learn more by visiting the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [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], 254.501.5955, or [swacc@tamuct.edu](mailto:swacc@tamuct.edu), located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or [ssa@tamuct.edu](mailto: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 [WCOOnline](#) [<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.

### **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>].

## **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.

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*If you have concerns about copyright protection of your syllabus or course materials, consider adding the following notice,*

### **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.

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