

Content Area Reading
August 28-October 20,2023
Wednesday 6:00-8:45

Fall 2023
Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

This course meets once a week online on Wednesdays from 6:00-8:45 pm 8/28/2023-10/20/2023, 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: 332 Q

Phone: 254-258-6404

Email: tgarcia122@tmauct.edu or 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

Course Overview and Description READ 3335-3 Credit Hours. Students will examine factors that influence learning from content texts and study specific instructional strategies which promote comprehension, vocabulary development, effective study strategies, and test-taking skills as well as study ways to modify text for diverse learners and the principles of research-based reading instruction. This is a Writing Intensive course, as defined by TAMUCT.

Student Learning Outcomes

Student Learning Outcomes (SLOs)

1. Identify research-based reading strategies and the corresponding theorist, when appropriate/known
2. Develop writing within the discipline with opportunities to revise drafts to improve writing (WI)
3. Analyze current issues associated with reading instruction,
4. Develop lessons embedded with research-based reading strategies,
5. Differentiate instruction to address the needs of diverse learners (i.e., struggling readers, English language learners, culturally and linguistically diverse students, students with dyslexia (EDUC 4337), students with exceptionalities (EDUC 4337).
6. Create an activity that develops students' content area vocabulary.

Competency Goals Statements (certification or standards)

Competency Goals Statements (certification or standards for pre-service educators)
<https://tea.texas.gov/sites/default/files/PPr%20EC-12%20Standards.pdf>

Domain III — Implementing Effective, Responsive Instruction and Assessment

Competency 008: The teacher provides appropriate instruction that actively engages students in the learning process.

The beginning teacher:

H. Provides focused, targeted and systematic second language acquisition instruction to English language learners in grade 3 or higher who are at the beginning or intermediate level of English language proficiency in listening and/or speaking in accordance with the ELPS.

3

I. Provides focused, targeted, and systematic second language acquisition instruction to English language learners in grade 3 or higher who are at the beginning or intermediate level of English

language proficiency in reading and/or writing in accordance with the ELPS.

J. Develops the foundation of English language vocabulary, grammar, syntax and mechanics. necessary to understand content-based instruction and accelerated learning of English in accordance with the ELPS.

Texas Standards Website- On the following website, scroll down to the chart to locate TEKS. for different content areas, and below the chart for ELPS, CCRS, & Cross Disciplinary standards.

<https://tea.texas.gov/academics/curriculum-standards/teks/texas-essential-knowledge-andskills>

ISTE Technology Standards

<https://www.iste.org/standards/iste-standards-for-teachers>

Required Reading and Textbook(s)

Haynes, J. (2007). *Getting Started with English Language Learners: How Educators Can Meet the Challenge*. Alexandria, VA: ASCD. Vacca, R. T., Vacca, J. A. L. & Mraz, M. (2017).

Content Area Reading: Literacy and Learning Across the Curriculum 12th Edition. Pearson: Boston, MA. ISBN 978-013-422806-8.

*Other required readings will be posted on the course website throughout the course.

Suggested Readings (Optional)

Haynes, J. and Zacarian, D. (2010). *Teaching English Language Learners Across the Content Areas*. Alexandria, VA: ASCD. Tovani, C. (2000).

I Read It But I Don't Get It: Comprehension Strategies for Adolescent Readers. Stenhouse Publisher: Portsmouth, NH. Topping, D. & McManus, R. (2002).

Real Reading, Real Writing: Content Area Strategies. Heinemann: Portsmouth, NH.

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 600 available points for this class, more than half 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

1. Formative Assessment Assignments: Two Class Presentations- 50 pts. each- Each student will explain and demonstrate one BEFORE and one DURING reading strategy to the class as researched in homework assignments, textbook readings, classroom instruction, and other sources. **Supports Student Learning Outcome (SLOs) #5
2. Authentic Assessment- Teaching A Content Area Reading Lesson (50 pts) WI revisions opportunity. Each student will submit a video-taped teaching lesson in a content area (ELA,

history or social studies, music, math) that includes (1) Direct Instruction of vocabulary terms, Direct 4 Instruction of content, and includes BOTH a before and a during reading strategy. Lessons should be from 3rd through 12th grade as appropriate. (Lessons will be 25-30 minutes in grades 3-5 and 30-45 minutes in grades 6-12. Students will have: (a) a Before Reading activity that engages students (siblings, parents, children, spouse, friend, colleague) in learning at least six but not more than eight vocabulary words and; (b) an activity that supports student learning of content During reading. All aspects of this lesson will be completed within the allotted time frame. (SLOs 1, 3, 4, and 5.)

3. Formative Assessment- Reflection on the Teaching Lesson (Paper) (50 pts) *WI revisions opportunity. After teaching the lesson, each student will write a 2-3-page reflection paper describing: a. the process of lesson planning (one paragraph), (5 pts.) b. the selection of vocabulary (one paragraph), (5 pts.) c. the choice of strategies (one paragraph), (5 pts.) and d. their evaluation of teaching the lesson (one paragraph). (5 pts.) e. Each student will also include a description of how they would modify the lesson for emergent bilinguals the next time it will be taught. (10 pts.) f. All students will receive feedback and re-submit the reflection to improve writing and better understand the nature of reflective practice. (20 pts.) (SLOs 1, 3, 4, and 5.)
4. Summative Assessment- Content Area Reading Strategies Portfolio (70 pts) *WI revisions opportunity. At the end of the semester, students will choose seven strategies (two before reading strategies, two during reading strategies, two after reading processing or assessment strategies, and one writing strategy) that would be appropriate for their content area and grade level. On each typed page of the portfolio: (a) list the strategy in the title (b) explain how the strategy works, (c) explain when the most appropriate times would be to use the strategy and WHY according to what we have learned in class, and (d) why you chose it for your content area or grade level. (SLOs 1-5)
5. Summative Assessment- (300 pts) Students will complete two assessments over course information and skills, including a mid-term quiz and a final exam. (SLOs 1, 3, 4, and 5.)
6. Attendance, Participation & Professional Dispositions- (100 pts.) 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.

Each student is required to participate in class at least twice if not more during a class period. A computer or device equipped with a camera is essential for this course and the camera is required to be turned on during class

Grading Criteria Rubric and Conversion

Two Presentations of Strategies	100 pts.
Teaching Lesson and Reflection	100 pts.
Quiz over English language learner text	100 pts.
Portfolio of Strategies	70 pts.
Final Exam	100 pts.
Attendance and Participation	100 pts.

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

. Grading Policies Quality of Assignments- High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.).

All assignments are to be submitted in a timely, professional manner. This includes use of standard English, correct grammar and spelling, and appropriate formatting. Remember that the quality of work you present reflects your desire to be a professional educator. All submitted work should be typed unless otherwise noted.

Late Work Policy- Missed exams and quizzes 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

Week	In Class Topics	Homework
August 28	8/30-Introductions, syllabus, course expectations; Getting to Know You for You and for Your Future Class - What is traditional literacy, 21st century literacy, content literacy and digital literacy? - Basic facts about content area literacy curriculum in Texas, including standards TEKS, ELPS, CCRS, & Cross Disciplinary - Basic stats for % of emergent bilinguals in U.S., Texas, and area school districts.	What does it mean to be literate in my content area? Reasons why literacy is important, including content literacy. -Study guide for Ch. 1 & 2 for Getting Started with English Language Learners
9/4/2023	9/6 Share with class what it means to be literate in your content area. - Review ELPS for working with English language learners -Review Study Guide for Ch. 1 & 2 - Complete study guide for Ch. 3-4 of Getting Started with English Language Learners in class -Review the state guidelines for modifications for emergent bilinguals (English language learners)	Quiz over Getting Started text Sept 10, plus terms: 21st century literacy vs. traditional literacy, disciplinary literacy, comprehensible input and output, BICS CALP, sheltered text, plus study guide for multiple choice and short answer questions. -Bring Vacca and Vacca text for next class
9/11/2023	9/13/2023 Getting Started with English Language Learners in class - Discuss in Vacca text: Intro: 9-10, What is an assign & tell strategy? Pp 16, box 1.4 and use this info to tweak your def. of disciplinary literacy. Pp 21-22- 4 parts of reading process PP 319-320 Class libraries and text sets. Use handout & text to discuss readability & accessibility	Quiz over Getting Started text 9/20, plus terms: 21st century literacy vs. traditional literacy, disciplinary literacy, comprehensible input and output, BICS, CALP, sheltered text, plus study guide. Matching over stages of language acquisition characteristics at each stage and strategies to use at each stage.
9/18/2024	9/20/2023- Quiz #1. -Read intro to Ch. 5 Vacca, pp 111-112, Planning Instruction and B-D-A strategies -What is direct instruction? P. 113 -What is scaffolding? P. 114 -What is explicit instruction and list the 4 parts, p. 115 (figure p. 116) -Do the Reading for a Purpose- House Activity -Handout from Tovani pp 24-25, Why am I reading this? Pp 24-25. List what the reader's purpose impacts. -Read intro to Ch. 6, pp 145-146 Activate Prior Knowledge - Handout list of BEFORE reading strategies. Pick 2 strategies that you will teach the class next class	. Research your BEFORE reading strategy from the handout-please check your textbook first and then the Internet. Make sure you can explain the strategy to the class and then demonstrate examples from the content areas of others in the class-math, music, and ELAR. You may use a PPT or Prezi

9/26/23	9/29/23- - What is a B-D-A framework? -Each student presents his/her 2 BEFORE strategies. -Other strategies: KWL p. 181, Carousel Walk, Alphabet brainstorming, Picture prediction, Problematic perspective pp 156-159. - Brainstorm and fill in reasons for using BEFORE strategies- what are the benefits to students? -Handout list of DURING reading strategies. Pick 2 strategies that you will teach the class next class. -Read & explain Final Project, Teaching a Vocabulary Lesson Using Reading Strategies.	Research your DURING reading strategy to present next class. Please check your textbook first and then the Internet. Make sure you can explain the strategy to the class and then demonstrate examples from the content areas of others in the class- math, music, and ELAR. You may use a PPT or Prezi. Read & take notes from Vacca text Ch. 7 Guiding Reading comprehension pp. 170- 175, 181, 185-187, bottom 196
10/2/2023	10/4/23 Review main points of homework reading in Vacca. -Students present their DURING Reading strategies to the class. -Review other DURING strategies on the list. -Read the handout from Tovani about Making Connections During Reading. -Fill in a Guided reading wksht about the Industrial Revolution.- if time. -- Brainstorm and fill in reasons for using DURING strategies- what are the benefits to students?	Read in your Vacca text Ch. 8, pp 202-203, top of 208, *210, look at examples 211-213, divide the following strategies among students: word sorts, sematic feature analysis, concept maps.
10/10/2023	10/11/23 Discuss homework reading from Ch. 8 -Vocabulary Prediction Activity - Read & discuss text structure or patterns, and the 5 types of text patterns in an expository text pp 277-285 -Identify the appropriate type of graphic organizers for each text patterns -Read handout about visual literacy and examples of notetaking using graphic organizers -Review for final exam next class.	Part of final exam will include: Choose your favorite before, during, and vocabulary reading strategy to explain as part of the exam.
	Final Exam- Multiple Choice, matching, & Short answer on exam: How will you use disciplinary literacy strategies to enable your students to be more successful? Explain three strategies and then give an example.	Final Project of teaching a Vocabulary lesson due Sunday 10/20/23 Summative Assessment- Content Area Reading Strategies Portfolio 10/20/23

***The instructor reserves the right to modify assignments and due dates to enhance student learning outcomes. Assignments may be altered, but no additional assignments will be added
Important University Dates

http://catalog.tamuct.edu/undergraduate_catalog/generalinformation/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.

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, Linus, 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

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-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 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](https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpid=https://eis-prod.ec.tamuct.edu:443/samlssso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612) Dynamic Form through Warrior Web.

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpid=https://eis-prod.ec.tamuct.edu:443/samlssso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The 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](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html), 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) [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) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. If you would like to read more about these [requirements and guidelines](https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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](https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html) 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) [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, 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/>]. 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].

Behavioral Intervention

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

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

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