

Texas A&M University - Central Texas
Human Cognition
PSYC 3305-110, Fall 2023
Online, Asynchronous

Instructor: Elyse J. Carlson, M.S.

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Office Hours: By appointment

Mode of instruction and course access:

This course is a 100% online course and uses TAMUCT Canvas system (<https://tamuct.instructure.com>). You will use your MyCT username and password to log on to and utilize this system.

What to Expect from This Course:

This course is a sixteen-week long online course. There are a lot of misconceptions and false expectations surrounding this type of class format. Students are often under the misconception that compared to face-to-face courses, online courses are “easier.” In some ways this is true: you don’t need to leave your house to go to class, and you can attend class whenever works best with your individual schedule. In other ways, an online class can be more difficult. It often requires different learning strategies, more reading and writing rather than verbal discussion, and the ability to manage time efficiently. A quality online course should also cover the same content as a face-to-face course; this ensures that all students in the same degree program are doing the same amount of work and covering the same content for the same number of credits. **If you do not have time to take a face-to-face course right now, you probably do not have enough time to devote to this class.**

This course will be fast paced and will cover a lot of content, so it is imperative that you remain vigilant about deadlines and work ahead when possible. Please carefully and realistically evaluate your own skills, learning strategies, motivation and personal circumstances when deciding whether to pursue this course format. Everyone learns differently, and online courses are not for everyone. It is better to drop the course rather than find yourself over your head.

What I Expect from the Student:

I expect that all students will keep up with the course materials and be prepared to discuss them in the discussion board posts. I expect students to treat the professor and each other with respect, and to help each other out when another student poses a question. Online classes are much more student-directed than traditional classes. If everyone is actively engaged in discussion of course materials, everyone benefits and gains a better understanding and different perspectives on each individual topic.

I expect students to ask questions; I do not know if the material is unclear if no one asks any questions. I prefer that students use the designated forum on Canvas for any content-related questions and I will answer the questions in depth there. I want to give everyone the opportunity to see the questions posed by other students, and for students to help each other find the answers. This enhances the learning process and prevents me from answering the same question several times over. However, if a student has a personal question or concern, or they do not feel comfortable posting their question on the discussion board please reach out to me through Canvas inbox (preferred) or email.

Finally, and most importantly, I expect each student to put forth their best effort. The cost of a college education is expensive, and your time and money are valuable. You cannot get the most out of this course unless you fully participate. I encourage students to explore new ideas and challenge old ones and to dig below the surface. This is your education, make the most of it!

Warrior Shield:

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

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://www.tamuct.edu/police/911cellular.html) [<https://www.tamuct.edu/police/911cellular.html>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

Course Information

Course Overview and description:

Human Cognitive Processes. (3-0). Study of human cognition and information processing, including perception, attention, memory, reasoning, and problem solving. Explore experimental methods and current theories of human cognition. Prerequisite(s): [PSYC 2301](#) or permission of department chair.

Student Learning Outcomes

1. *Demonstrate factual knowledge of the major principles and theories of human cognition.* Students will read about, interpret, research, and discuss the concepts and implications of cognitive phenomena. Practice with terminology and theories will be obtained by completing the Mastery Training activity for each chapter. Students will demonstrate mastery of this knowledge by recalling and defining key terms and concepts on the chapter quizzes and midterm/final exams.
2. *Apply factual knowledge in order to critically analyze major principles and theories of human cognition.* Students will demonstrate mastery of major principles and theories by applying this information on chapter quizzes and exams, as well as by engaging in CogLab experiments and related lab reports.
3. *Exhibit the ability to articulate oneself clearly in writing.* Students will be able to express themselves effectively in writing and demonstrate competence in APA style. Students will apply these skills on discussion board posts, lab reports, as well as short answer and essay questions on exams.
4. *Apply course material to develop and enhance critical thinking and problem-solving skills.* Students will connect concepts read about in the text and lecture videos to problems which may be encountered in the field of psychology and in their own everyday lives. This will be achieved through writing assignments including facilitating discussion boards and CogLab lab reports, as well as asking and answering questions and comments posed by their peers on the discussion board.

Required Course Materials:

Goldstein, E. B. (2019). *Cognitive psychology: Connecting mind, research, and everyday experience* (5th ed.). Boston, MA: Cengage. ISBN-13: 9781337408271

Francis, G., & Neath, I. (2015). *CogLab5* (5th ed.). Cengage. ISBN-13: 9781285461083

Please note that you will also need access to Cengage's MindTap

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Requirements

Syllabus and Course Orientation Quiz: (25 total points)

The syllabus is a student's guide to the course and outlines all expectations, deadlines, and procedures students need to be aware of in order to succeed. Yet, many students only glance over deadlines or worse yet, don't read it at all. This quiz is a syllabus/course expectations scavenger hunt which familiarizes students with the expectations of the course and answers many common questions students may have throughout the semester.

Study It! Mastery Training: (60 total points)

After reading each chapter, students will complete "Study It!" mastery training activities in Cengage MindTap. These activities utilize adaptive quizzing where the difficulty of the questions presented is determined based on the student's responses to previous questions. The purpose of this activity is to provide students with an opportunity to test their understanding of course material and seek clarification on concepts which are unclear before completing the chapter quizzes and course exams. These training activities are due on **Wednesdays at 11:59pm**. Your lowest mastery training score will be dropped from the final grade calculation.

Learning Outcomes Targeted: #1

Chapter Quizzes: (120 total points)

There will be chapter quizzes which will be completed every other week (**Fridays at 11:59pm**). These quizzes are designed to test basic comprehension of chapter material. Each quiz will be worth twenty points and will be open book and open notes. The format will consist of multiple-choice questions. Once you begin the quizzes, you must finish them in the same session. You **MAY NOT** seek the help of other students on these quizzes. Students are on the honor system for these exams and any violation will result in the student receiving a zero (0) for the quiz and the possibility of further sanctions according to university policy (see Academic Honesty & Integrity, below). Your lowest chapter quiz will be dropped from the final grade calculation.

Learning Outcomes Targeted: #1

CogLab Participation (30 total points)

Students will participate in six CogLabs throughout the course of the semester. Each lab will provide students with hands-on experience with a concept which directly related to the material discussed in the text that week. Lab participation is less than 25 minutes per experiment. Student participation for the week's experiment is **due on Wednesdays at 11:59pm**.

Learning Outcomes Targeted: #2, #4

CogLab Lab Reports (120 total points)

Throughout the course of the semester, students will get practice writing psychology lab reports in APA format. Students will start by submitting four writing samples of individual paper sections such as the introduction and methods. By the end of the semester, students will be able to write two full lab reports in accordance with APA style.

These papers should be written in APA format and submitted via Canvas's TurnItIn tool. Students are not allowed to quote, use close paraphrases, or use ChatGPT for any writing assignment in this course. Lab

reports which have been plagiarized in part or its entirety will result in the student receiving a zero (0) for the assignment and the possibility of further sanctions according to university policy (see Academic Honesty & Integrity, below). Grading rubrics for each assignment will be posted for students to view on Canvas. **Lab reports will be due on Sundays at 11:59pm**

Learning Outcomes Targeted: #2, #3, #4

Discussion Board Post (50 total points)

Normally in a face-to-face setting, there is a lot of lively discussion surrounding the topics explored in this course. As this class is remote, these discussions will take place via chapter discussion boards. Students will select an article from a provided article list, summarize the article, relate it to the weekly reading, and then pose a thoughtful question or comment for other students to comment on. More than one student may cover a particular article. The grading rubric will be posted for students to view on Canvas. Discussion board posts are **due on Thursdays at 11:59pm**. Please be mindful of online etiquette- be respectful of the thoughts and opinions of classmates and also be thoughtful of how your own words may be interpreted by others without normal social cues gleaned from a face-to-face classroom environment. Students will be responsible for facilitating **two (2) discussion boards each** according to the following format:

Student Last Name	Discussion Week
A-B	Week 2/ Ch. 1
C-D	Week 4/ Ch. 2
F-L	Week 5/ Ch. 3
M-N	Week 6/ Ch. 4
P-R	Week 7/ Ch. 5
S-Z	Week 8/ Ch. 6
A-B	Week 10/ Ch. 7
C-D	Week 11/ Ch. 8
F-L	Week 12/ Ch. 9
M-N	Week 13/ Ch. 10
P-R	Week 14/ Ch. 12
S-Z	Week 15/ Ch. 13

Learning Outcomes Targeted: #2, #3, #4

Discussion Board Participation (50 total points)

Students will engage in weekly discussion board posts. Unless it is a student's assigned week to facilitate, students should read and comment on at least **one discussion board post per chapter**. Comments should be respectful, thoughtful, and continue to move the discussion forward (in other words "I don't understand," "I agree," and "good point!" do NOT count). Discussion board replies are **due on Sundays at 11:59pm**. Your lowest chapter participation score will be dropped from the final grade calculation.

Learning Outcomes Targeted: #2, #3, #4

Communicate Like a Psychologist Module: (25 total points)

In science, it is critical to be able to communicate your research findings effectively to both scientific and general audiences. In order to familiarize students with scientific writing, students will complete the "Communicate Like a Psychologist" Module. Students will view a presentation about parts of a scientific paper, how to cite your sources appropriately, and how to avoid plagiarism. Students will then complete the quiz to check their understanding of these important concepts.

Learning Outcomes Targeted: #3

Exams: (150 total points)

There will be two exams- a mid-term and a final exam. These exams **are comprehensive** and will cover all material up to the exam dates. These exams are worth 75 points each and will consist of multiple choice, fill in the blank, matching, short answer, and essay-style questions.

All exams are open book and open note but are to be completed independently. Once you begin an exam, you must finish it in the same session. You **MAY NOT** seek the help of other students on these quizzes, and must use your **OWN WORDS** when completing short answer and essay questions. **Quoting or using wording or sentence structure which is markedly similar to the original source will result in a zero (0) for the exam.** Exams are not timed so there is no excuse for plagiarism. Students are on the honor system; any violation will result in the student receiving a zero (0) for the exam and the possibility of further sanctions according to university policy (see Academic Honesty & Integrity, below).

Learning Outcomes Targeted: #1, #2, #3

Grading Criteria Rubric and Conversion:

Graded Assignments	Number Due	Points Per Assignment	Total Points	Percent of Grade
Syllabus Quiz	1	25	25	4.2%
Communicate Like a Psychologist Module	1	25	25	4.2%
Study It! Mastery Training	11	5	55	9.2%
Chapter Quizzes	5	20	100	16.7%
Discussion Board Facilitator Posts	2	25	50	8.3%
Discussion Board Responses	9	5	45	7.5%
CogLab Participation	6	5	30	5%
CogLab Section Reports	4	15	60	10%
CogLab Complete Reports	2	30	60	10%
Mid-Term Exam	1	75	75	12.5%
Final Exam	1	75	75	12.5%
Total			600	100%

Posting of Grades:

Students should monitor the status of their grades through Canvas Gradebook; all grades for this course will be posted there. All work must be submitted through Canvas unless arranged with me ahead of time. Any work not submitted through Canvas will not be counted for a grade, regardless of the quality of the work. Once an assignment has been submitted through Canvas, that assignment will be considered completed. Please be mindful of time when submitting assignments through Canvas- the ability to submit an assignment is disabled immediately after the deadline has passed. **All deadlines are in U.S. Central Time.** If you are not in U.S. Central Time zone, please plan accordingly and calculate what time assignments are due in your particular area. Please make sure your computer and your documents are virus free before submitting them. If I cannot open or read them, I cannot grade them.

Students will be provided with grading rubrics which will be used to determine grades on each assignment. **Students should utilize these rubrics in order to ensure that they are meeting all graded criteria for each assignment and to seek clarification to any questions in advance.** Grades will not be posted on Canvas until after the assignment deadline has passed, even if you submit the assignment early. Grades for non-writing assignments will be posted on Canvas no later than 3 business days after the deadline. Grading for writing assignments will begin as soon as the assignments are turned in. Grades for these assignments typically will be posted within 7-10 business days.

Please note that grades for this class are not ‘given’; they are earned. Students earn points by actively engaging with course content and demonstrating their grasp of subject-matter on quizzes, exams, and written assignments. Grades are determined based on the percentage of points earned on each assignment and the assignment’s weight toward the overall course grade. (To calculate your overall grade to date, multiply the percentage of points earned for each assignment by the ‘Percentage of Overall Grade for Each Assignment’ above, then sum all points earned.)

Grade	University Definition	Course Definition	Points	Percentage
A	Excellent	Exceptional	540 - 600	90-100%
B	Good	Above Average	480 - 539	80-89%
C	Fair	Average	420 - 479	70-79%
D	Passing	Unsatisfactory	360 - 419	60-69%
F	Failing	Failing	0 - 359	59% and Below

If there are any questions or concerns about your grade, please do not hesitate to contact me!

Late Work Policy:

I will **NOT** accept any late assignments. As this is an online course, I will post several units of materials and assignments at a time so you may work ahead if you choose. It is the responsibility of the student to be aware of deadlines and not procrastinate. Budget your time appropriately so you don’t put yourself in a situation where you are panicking at the last minute.

However, sometimes the unforeseeable occurs. Students may request make-up or extension consideration for valid and verifiable reasons such as illness, death in the immediate family, legal proceedings, military obligations, and participation in sponsored university activities. The student is responsible for contacting the instructor immediately in order to arrange for make-up work. The student is also responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence (e.g. TAMUCT Explanatory Statement for Absence from Class, note from student’s Academic Dean). Make-up assignments may differ in format from the one given at the scheduled time. The professor reserves the right to determine if circumstances merit an extension or a make-up assignment. **In order to be fair to all students, there are no exceptions to these policies!**

Technology Requirements and Support

Technology Requirements:

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

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

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

Canvas Support

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

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

Online Proctored Testing

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

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

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.

Course Outline and Calendar

Please note that all times are U.S. Central Time!

Day	Date	Topic	Readings	Assignments Due
		Pre-course preparation		Establish library access from home Create a quiet study environment Resolve all computer difficulties Find 2 ‘back-up’ computers w/internet
Week 1: Course Foundations				
M	08/28	Welcome; Course Overview; Course Navigation	Course Syllabus	Acquire course materials Start of semester survey (optional)
T	08/29	Introduction & Methods Lecture		
W	08/30	<i>Deadline for add/drop/late registration</i>		
R	08/31	Results & Discussion Lecture		
F	09/01	Avoiding Plagiarism Lecture		

Week 2: Introduction to Cognitive Psychology				
M	09/04	Ch. 1.1 Lecture	Ch. 1 pp. 3-13	Syllabus Quiz Communicate Like a Psychologist Quiz
W	09/06	Ch. 1.2 Lecture	Ch. 1 pp. 13-21	Ch. 1 Study It
R	09/07			Ch. 1 Discussion Board Facilitator posts
Sun	09/10			Ch. 1 Discussion Board Response posts
Week 3: Cognitive Neuroscience				
M	09/11	Ch. 2.1 Lecture	Ch. 2 pp. 25-30	
W	09/13	<i>Deadline to drop 16-week class with No Record</i> Ch. 2.2 Lecture	Ch. 2 pp. 30-45	
F	09/15			
Week 4: Cognitive Neuroscience				
M	09/18	Ch. 2.3 Lecture	Ch. 2 pp. 45-56	
W	09/20			Ch. 2 Study It
R	09/21			Ch. 2 Discussion Board Facilitator posts
F	09/22			Quiz 1 (Ch. 1 & 2)
Sun	09/24			Ch. 2 Discussion Board Response posts
Week 5: Perception				
M	09/25	Ch. 3.1 Lecture	Ch. 3 pp. 59-77	
W	09/27	Ch. 3.2 Lecture	Ch. 3 pp. 77-88	Ch. 3 Study It
R	09/28			Ch. 3 Discussion Board Facilitator posts
Sun	10/01			Ch. 3 Discussion Board Response posts
Week 6: Attention				
M	10/02	Ch. 4.1 Lecture	Ch. 4 pp. 93-109	
W	10/04	Ch. 4.2 Lecture	Ch. 4 pp. 110-124	Ch. 4 Study It
R	10/05			Ch. 4 Discussion Board Facilitator posts

F	10/06			Quiz 2 (Ch. 3 & 4)
Su	10/08			Exam 1 (Ch. 1-4) Ch. 4 Discussion Board Response posts
Week 7: Short-Term and Working Memory				
M	10/09	Ch. 5.1 Lecture	Ch. 5 pp. 129-141	
W	10/11	Ch. 5.2 Lecture	Ch. 5 pp. 141-158	Ch. 5 Study It Memory Span Participation
R	10/12			Ch. 5 Discussion Board Facilitator posts
Sun	10/15			Ch. 5 Discussion Board Response posts Memory Span Introduction & Methods
Week 8: Long-Term Memory: Structure				
M	10/16	Ch. 6.1 Lecture	Ch. 6 pp. 161-179	
W	10/18	Ch. 6.2 Lecture	Ch. 6 pp. 179-188	Ch. 6 Study It Encoding Specificity Participation
R	10/19			Ch. 6 Discussion Board Facilitator posts
F	10/20			Quiz 3 (Ch. 5 & 6)
Sun	10/22			Ch. 6 Discussion Board Response posts Remember/Know Results & Discussion
Week 9: Long-Term Memory: Encoding, Consolidation, and Retrieval				
M	10/23	Ch. 7.1 Lecture	Ch. 7 pp. 191-202	
W	10/25			Encoding Specificity Participation
F	10/27			
Week 10: Long-Term Memory: Encoding, Consolidation, and Retrieval				
M	10/30	Ch. 7.2 Lecture	Ch. 7 pp. 202-221	
W	11/01			Ch. 7 Study It
R	11/02			Ch. 7 Discussion Board Facilitator posts

Sun	11/05			Ch. 7 Discussion Board Response posts Encoding Specificity Introduction & Methods
Week 11: Everyday Memory and Memory Errors				
M	11/06	Ch. 8.1 Lecture	Ch. 8 pp. 225-243	
W	11/08	Ch. 8.2 Lecture	Ch. 8 pp. 244-258	Ch. 8 Study It
R	11/09	<i>Last day to drop 16- week classes with a Quit (Q) or Withdraw (W)</i>		Ch. 8 Discussion Board Facilitator posts
F	11/10	<i>Veteran's Day</i>		Quiz 4 (Ch.7 & 8)
Sun	11/12			Exam 2 (Ch. 5-8) Ch. 8 Discussion Board Response posts
Week 12: Conceptual Knowledge				
M	11/13	Ch. 9.1 Lecture	Ch. 9 pp. 263-285	
W	11/15	Ch. 9.2 Lecture	Ch. 9 pp. 285-293	Ch. 9 Study It Prototypes Participation
R	11/16			Ch. 9 Discussion Board Facilitator posts
Sun	11/19			Ch. 9 Discussion Board Response posts Prototypes Results & Discussion
Week 13: Visual Imagery				
M	11/20	Ch. 10.1 Lecture	Ch. 10 pp. 297-305	
W	11/22	Ch. 10.2 Lecture	Ch. 10 pp. 305-317	Ch. 10 Study It Mental Rotation Participation
R	11/23	<i>Thanksgiving Holiday- No Class! ☺</i>		
F	11/24			Ch. 10 Discussion Board Facilitator posts
Sun	11/26			Ch. 10 Discussion Board Response posts Mental Rotation Lab Report
Week 14: Problem Solving and Creativity				
M	11/27	Ch. 12.1 Lecture	Ch. 12 pp. 355-376	Quiz 5 (Ch. 9 & 10)

W	11/29	Ch. 12.2 Lecture	Ch. 12 pp. 376-390	Ch. 12 Study It
R	11/30			Ch. 12 Discussion Board Facilitator posts
Sun	12/03			Ch. 12 Discussion Board Response posts
Week 15: Judgment, Decision-Making, and Creativity				
M	12/04	Ch. 13.1	Ch. 13 pp. 393-413	
W	12/06	Ch. 13.2	Ch. 13 pp. 413-425	Ch. 13 Study It Wason Selection Task Participation
R	12/07			Ch. 13 Discussion Board Facilitator posts
F	12/08			Quiz 6 (Ch. 12 & 13)
Sun	12/10			Ch. 13 Discussion Board Response posts
Week 16: Course Wrap-Up				
M	12/11			
W	12/13			Wason Selection Lab Report
F	12/15	<i>End of Semester</i>		Exam 3 (Ch. 9-10 & Ch. 12-13)

University Resources, Procedures, and Guidelines

Drop Policy

If you need to drop this class, you must complete the [Drop Request](https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612) Dynamic Form through Warrior Web.

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

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

Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. Texas A&M University-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may

result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

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

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services, and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://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 prohibits discrimination based on sex and gender—including pregnancy, parenting, and all related conditions. Texas A&M University-Central Texas can provide flexible and individualized reasonable accommodations to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all Texas A&M University-Central Texas students, on a remote, online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or email studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas is a free service open to all A&M–Central Texas students. For the Fall 2021 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all 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 at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library

frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

A Note about Sexual Violence at Texas 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 support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/bit) website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or Texas A&M-Central Texas University Police at 254-501-5800.

Other Policies:

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.