

PSYC 5305-110 RESEARCH-BASED TEACHING AND LEARNING (CRN 80332)

Fall 2023

Texas A&M University - Central Texas

COURSE DATES, MODALITY, AND LOCATION

This course is 100% online and uses the [TAMUCT Canvas Learning Management System](https://tamuct.instructure.com) [https://tamuct.instructure.com]. The course is offered in the Fall 2023 16-week semester, and the course date range spans August 28 through December 15, 2023 (inclusive). All course deadlines are based on the time zone of the physical location of the university, which is in the Central Standard Time (CST) zone, but Central Daylight Time (CDT) is observed in summer.

INSTRUCTOR AND CONTACT INFORMATION

Instructor:

Dr. Andria F. Schwegler

Office:

MS Teams, linked on the left menu bar in the course

Email:

Preferred email is through Canvas "Inbox" for course-related information. If correspondence is not related to the course, [contact the professor via TAMUCT email](mailto:schwegler@tamuct.edu) (schwegler@tamuct.edu).

Office Hours:

The professor is available to meet with students via MS Teams. Scheduled office hours are 10:30-11:30am and 12:30-2:30pm CST on Tuesdays, Wednesdays, and Thursdays, and flexible office hours are available by appointment. Students can [schedule appointments](https://outlook.office365.com/owa/calendar/Examplecalendar@tamuct.onmicrosoft.com/bookings/) using this Bookings link: <https://outlook.office365.com/owa/calendar/Examplecalendar@tamuct.onmicrosoft.com/bookings/> Frequent interaction with the instructor is highly encouraged.

Student-Instructor Interaction:

The professor will logon to the course in Canvas every weekday (Monday through Friday) and will reply to email within two business days.

If students have course-related questions, these should be posted in Study Hall (discussion board) instead of sending the professor an email/message. When posted in Study Hall, a classmate may be able to reply to questions faster than the professor, and all students will have access to the information. Students are expected to logon to the course in Canvas daily to review and post assignments, read discussion boards, review Study Hall, check messages, etc.

The professor will provide feedback on assignments by marking grading rubrics and/or posting comments as needed in the Submission box or on attached documents. Students should review all assignments in the Grade Center when grades are posted to examine and apply the feedback on subsequent assignments.

Students can message the professor to schedule an appointment to talk via video teleconference when needed.

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

COVID-19 Updates

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

COURSE INFORMATION

Course Overview and Description:

Research-Based Teaching and Learning. (3 credit hours). Review up-to-date empirical research on learning and teaching in a variety of contexts. Apply concepts to the creation of an independent research proposal.

Student Learning Outcomes and Assessment:

1. *Demonstrate comprehension and application of fundamental principles, generalizations, or theories.* Students will read and integrate information regarding theoretical and empirical concepts underlying teaching and learning. Students will demonstrate their ability to identify and recognize concepts on the module quizzes and the comprehensive final exam; students will demonstrate their ability to explain and apply information on module discussions posts.
2. *Analyze and critically evaluate ideas, arguments, and points of view.* Students will read first-hand research articles in addition to the course textbook to gain access to multiple perspectives on topics in the area. Students will respond to others' writing (including that of peers and experts in the field) on teaching and learning topics and substantiate their points of view with theory and research. Students will demonstrate their ability to critically evaluate ideas on discussion replies, periodic integration essays, the research proposal, and peer reviews of classmates' proposals. Students will also write research predictions that are supported by existing research on the research proposal assignment.
3. *Apply and synthesize course material to improve thinking, problem solving, and decision making.* Students will integrate and apply course material to improve problem solving and decision making by writing discussions that require the use of course information to address issues that span a variety of

topics. Students will demonstrate their ability to integrate materials by writing integration essays that require the consideration of multiple and sometimes conflicting perspectives. Students will incorporate their knowledge of research in the area by developing a proposal for a research project, and students will apply information on instruction using visualizations to create a presentation for their research proposals. Finally, students will apply course material to develop metacognitive thinking on the Weekly Reflections by reflecting on personal experiences with completing course assignments, documenting study time and rating the helpfulness of assignments, and creating and /or revising study strategies for upcoming lessons.

4. *Demonstrate skill in expressing oneself in writing.* Using appropriate APA style, students will write responses to a variety of assignments including discussion posts and replies each week, periodic integration essays, and a series of assignments leading up to the final research proposal.

Required Reading and Textbook(s):

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. (ISBN: 978-1-4338-3216-1)

Mayer, R. E., & Alexander, P. A. (Eds.) (2017). *Handbook of research on learning and instruction* (2nd ed.). New York, NY: Routledge.

Research articles on e-Reserve in the University Library.

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 (Sec. 51.9705).

COURSE REQUIREMENTS

Course Assignments:

Class Participation (6.0% of Overall Course Grade). Active online participation in diverse learning activities delivered throughout the learning process is expected in this course. At the end of each module when students have finished all of the instructional activities, students are expected to complete the Weekly Reflection form. A student will receive full credit for the assignment if they complete the form in its entirety (i.e., do not leave any blank empty), regardless of the specific answers provided – within reason. Violations of ‘reasonable’ and ‘good faith’ efforts to complete the form honestly will not receive credit even if all blanks are completed. Bogus feedback violates the intent of the activity, which is to allow the student to develop metacognitive strategies and provide feedback to inform course revision. Careless feedback does not provide useful data for either the student or the professor. A grading scheme that considers only class participation and not potentially critical feedback is meant to elicit honest, useful data to improve student learning and course activities. It is not meant to encourage thoughtlessness or aggression.

Application Discussions and Replies (24.0% of Overall Course Grade). This weekly discussion forum provides in-class discussions of students’ self-selected content or the professor’s assigned prompts. Students are required to submit one post (approximately 250 words) as an explanation of a concept (i.e., research technique/result, topic, construct) and one reply (approximately 100 words each) to posts made by classmates. Though the specific content in each submission will vary weekly, students should use the following grading rubric to guide their writing. Each post

and reply will be graded according to the following standards for a total of 16 points on each Application Discussion each week.

Construct from Assigned Course Readings

0 = none present

1 = construct stated but not defined or cited

2 = construct defined but not integrated into discussion of the concept; definition of construct is disconnected from discussion of topic; student does not clearly explain how definition and example/discussion are related

4 = construct defined and integrated into discussion of concept; student clearly explains how construct is directly related to the example/discussion; construct is cited.

Independent Research on Construct with Citation of Source and Integration with Course Readings

0 = none present; no in text citation is provided so independent research cannot be discerned; citation provided is not related to discussion topic, or citation is not from a reputable source, and/or information cited does not add new information to discussion topic (i.e., a citation for information that is also provided in the course materials will not earn credit; independent research must provide information that extends the content beyond the course materials, must come from a credible source, and must be written in proper APA style)

1 = independent research is cited properly and is from a reputable source but adds little relevant information to the discussion topic (i.e., the information does little to enrich understanding and application of the content).

3 = independent research is cited, is from a reputable source and adds much relevant information to the discussion topic to enrich understanding and application of the topic but some elements in post are unrelated to essay prompt or some elements of essay prompt are not addressed or are not thoroughly explained

5 = independent research is cited, is from a reputable source and adds much relevant information to the discussion topic to enrich understanding and application of the topic, all elements in post are related to essay prompt, and all elements of essay prompt are addressed and are thoroughly explained.

Application of Construct (Personal and/or Professional)

0 = none present

1 = application stated but not explained

2 = application explained but not integrated into definition of construct; explanation of application is disconnected from definition of construct; student does not clearly explain how example/discussion is related to the course construct

4 = application explained and integrated into definition of construct; student clearly explains how application is a demonstration of and/or relevant to the construct

Reply Content:

0 = no reply; reply merely states agreement with post content or indicates "good job;" reply contains inaccurate information

1 = reply merely restates content of the original post but adds no new information

3 = reply adds new information and extends the consideration of the concept beyond what has already been posted

Module Quizzes (15.0% of Overall Course Grade). Fifteen multiple choice quizzes (worth 10 points each) assessing material from the course readings are scheduled during the semester. All quizzes must be completed independently. The quizzes are designed to assess comprehension of material that students need to contextualize the more detailed information of the writing assignments.

Integration Essays (20.0% of Overall Course Grade). At regular intervals during the semester, essays that integrate concepts across module topics are due. Students will be provided prompts to which they will respond in their essays. Each essay will require that students integrate multiple sources of material to inform their discussion and evaluation of the prompt.

Research Proposal (27.5% of Overall Course Grade). Students will submit 7 cumulative assignments as they develop the project including a description of topic ideas (10 points), a summary of 4 research articles serving as background research on the approved topic (40 points), a summary of 4 additional research articles serving as background research on the topic (40 points), a working draft of the research hypotheses tested in the proposal with a full research plan (i.e., Method section, 40 points), and a final 15-page written research proposal that includes all suggestions and revisions for the project (80 points). The final proposal for the research project should read as a well-integrated paper with transitions leading the reader from one idea/topic to another instead of as a series of assignments. Each assignment is intended to assist students in creating explanations that should be integrated into the final manuscript. All prior assignments must be revised, and feedback from the professor must be integrated into the final proposal. After submission of the final proposal, students will create a presentation of their research plan (e.g., PowerPoint slides) to display in a discussion forum (45 points) and classmates will have an opportunity to provide peer reviews of the projects (20 points).

Comprehensive Final Exam (7.5% of Overall Course Grade). At the end of the semester, students will complete a comprehensive final exam that covers all topics discussed during the course of the semester. The exam will include multiple choice and written response sections. Students must complete the exam independently with no assistance from others. Students are encouraged to use their notes and other study materials they have developed during the semester for the exam.

Grading Criteria Rubric and Conversion

Assignment	# Due	Points Each	Points Total	Percent of Grade
Class Participation	15	4	60	6.0
Application Discussions & Replies	15	16	240	24.0
Module Quizzes	15	10	150	15.0
Integration Essays	5	40	200	20.0
Comprehensive Final Exam	1	75	75	7.5
Research Proposal Assignments				
Topics	1	10	10	1.0
Summaries of 4 Sources	1	40	40	4.0
Summaries of 4 Sources	1	40	40	4.0
Proposal Predictions & Plans	1	40	40	4.0
Research Proposal	1	80	80	8.0

Assignment	# Due	Points Each	Points Total	Percent of Grade
Proposal Presentation	1	45	45	4.5
Proposal Peer Reviews	2	10	<u>20</u>	<u>2.0</u>
			1000	100%

Table 1 Grading Criteria Rubric

Posting of Grades

Grading Scale:

Grades are not 'given' in this course; they are earned. Students earn grades by actively utilizing course content to learn the material and by demonstrating their grasp of subject-matter content on written assignments. Grades are determined based on the points earned on each assignment and the assignment's weight toward the overall course grade.

Grade	University Definition	Percentage
A	Excellent	90-100
B	Good	80-89
C	Fair	70-79
D	Not Passing	60-69
F	Failing	59 or below

Table 2 Grading Scale

Grade Posting:

All students' grades will be posted in the Canvas Grade Center after the assignment due date has passed. On the writing assignments, the professor will begin reading, grading, and recording grades on the Monday they are due and will have all grades posted within one week. Students should regularly monitor their grades in the Canvas Grade Center, and *students should not hesitate to ask the professor about any grade or concern.*

Grading Policies

Students are responsible for meeting the course requirements as scheduled for each module in the course calendar. **Assignments submitted after the due date will not receive full credit.** A 25% penalty per day will be imposed on all assignments submitted after the deadline. Specifically, assignments submitted after the deadline on the due date will receive a 25% penalty, assignments submitted more than 24 hours after the deadline will receive a 50% penalty, assignments submitted more than 48 hours after the deadline will receive a 75% penalty, and assignments submitted more than 72 hours after the deadline will receive no credit though the professor will still provide feedback on the assignment.

All assignments must be written in a student's own words. No credit will be awarded for quoted or plagiarized material on any assignment. **Quoting or paraphrasing that closely mirrors the source (textbook or other reference material) will receive no credit even if properly cited. Students must write original sentences conveying the information they have learned to the reader (i.e., paraphrasing) and properly cite the source of the information to receive credit for writing.**

All assignments should be written in proper APA style. Students must follow the APA style guidelines

provided in the *Publication Manual* and use online style resources provided by the [American Psychological Association](http://www.apastyle.org) at www.apastyle.org

As a graduate level course, it is expected that students are proficient in basic writing skills (e.g., proper English grammar, spelling, punctuation). If a student's written work fails to include these basic writing elements, points will be removed from the overall assignment grade. Minor errors (e.g., two errors per page on average for the assignment) such as misspellings, sentence fragments, and faulty grammar usage such as subject-verb disagreement will result in a half a letter grade point deduction for the assignment. More than two errors per page on average for the assignment will result in a one letter grade point deduction for the assignment. If students desire assistance with writing - from reviewing basic skills to crafting advanced arguments - students are strongly encouraged to utilize the University Writing Center.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

Table 3 Course Calendar

<u>Week</u>	<u>Module</u>	<u>Instructional Activities</u>	<u>Assignments Due</u>
August 26 (12:30pm) through August 28 (12:30am)	Getting Started (Complete before the semester begins.)	Log on to Canvas Establish library access from home Create a quiet study environment Resolve all computer difficulties Find 2 'back-up' computers w/internet	All assignments are due by 8:00am CST on Mondays except for initial discussion posts which are due by the end of the day on Thursdays (i.e., 11:59pm CST) prior to the close of the Module.
August 28 (12:30am) through September 4 (8:00am)	Module 1: Introduction to Research on Teaching and Learning	Read Pasquinelli (2012) Read Donoghue & Horvath (2016) Write Application Discussion Take Module Quiz Write Integration Essay Complete Weekly Reflection	Application Discussion 1 Module 1 Quiz Integration Essay 1 Weekly Reflection
September 1 (12:30am) through September 11 (8:00am)	Module 2: Learning to Write	Read M&A Chapters 1 and 3 Read Song & Ferretti (2013) Write Application Discussion Take Module Quiz Search Proposal Topics Complete Weekly Reflection	Application Discussion 2 Module 2 Quiz Weekly Reflection
September 8 (12:30am) through September 18 (8:00am)	Module 3: Learning Mathematics	Read M&A Chapter 4 Read Rattan et al. (2012) Write Application Discussion Take Module Quiz Submit Proposal Topics Complete Weekly Reflection	Application Discussion 3 Module 3 Quiz Proposal Topics Weekly Reflection
September 15 (12:30am) through September 25 (8:00am)	Module 4: Learning Science	Read M&A Chapter 5 Read Alfieri et al (2011) Write Application Discussion Take Module Quiz Write Integration Essay Complete Weekly Reflection	Application Discussion 4 Module 4 Quiz Integration Essay 2 Weekly Reflection

<u>Week</u>	<u>Module</u>	<u>Instructional Activities</u>	<u>Assignments Due</u>
September 22 (12:30am) through October 2 (8:00am)	Module 5: Learning History	Read M&A Chapter 6 Read Wiley & Voss (1999) Write Application Discussion Take Module Quiz Research/Write Proposal Summaries Complete Weekly Reflection	Application Discussion 5 Module 5 Quiz Weekly Reflection
September 29 (12:30am) through October 9 (8:00am)	Module 6: Learning to Think Critically	Read M&A Chapter 9 Read Mathan & Koedinger (2005) Write Application Discussion Take Module Quiz Submit 4 Proposal Summaries Complete Weekly Reflection	Application Discussion 6 Module 6 Quiz Proposal Summaries Set 1 Weekly Reflection
October 6 (12:30am) through October 16 (8:00am)	Module 7: Learning to Self- Monitor and Self- Regulate	Read M&A Chapter 11 Read Li et al. (2015) Write Application Discussion Take Module Quiz Write Integration Essay Complete Weekly Reflection	Application Discussion 7 Module 7 Quiz Integration Essay 3 Weekly Reflection
October 13 (12:30am) through October 23 (8:00am)	Module 8: Instruction Based on Feedback	Read M&A Chapters 13 and 14 Read Keith & Frese (2008) Write Application Discussion Take Module Quiz Research/Write Proposal Summaries Complete Weekly Reflection	Application Discussion 8 Module 8 Quiz Weekly Reflection
October 20 (12:30am) through October 30 (8:00am) Deadline Graduation Participation Application October 27	Module 9: Instruction Based on Examples	Read M&A Chapter 15 Read Wittwer & Renkl (2010) Write Application Discussion Take Module Quiz Submit 4 Proposal Summaries Complete Weekly Reflection	Application Discussion 9 Module 9 Quiz Proposal Summaries Set 2 Weekly Reflection

<u>Week</u>	<u>Module</u>	<u>Instructional Activities</u>	<u>Assignments Due</u>
October 27 (12:30am) through November 6 (8:00am)	Module 10: Instruction Based on Self-Explanation	Read M&A Chapter 16 Read Berthold et al. (2009) Write Application Discussion Take Module Quiz Write Integration Essay Complete Weekly Reflection	Application Discussion 10 Module 10 Quiz Integration Essay 4 Weekly Reflection
November 3 (12:30am) through November 13 (8:00am)	Module 11: Instruction Based on Peer Interactions and Cooperative Learning	Read M&A Chapters 17 and 18 Read Altermatt & Pomerantz (2005) Write Application Discussion Take Module Quiz Research/Write Prediction & Plan Complete Weekly Reflection	Application Discussion 11 Module 11 Quiz Weekly Reflection
November 10 (12:30am) through November 20 (8:00am)	Module 12: Instruction Based on Inquiry	Read M&A Chapter 19 Read Wirkala & Kuhn (2011) Write Application Discussion Take Module Quiz Submit Predictions & Research Plan Complete Weekly Reflection	Application Discussion 12 Module 12 Quiz Proposal Predictions & Plan Weekly Reflection
November 17 (12:30am) through November 27 (8:00am)	Module 13: Instruction Based on Discussion	Read M&A Chapter 20 Read Wu et al. (2013) Write Application Discussion Take Module Quiz Write Integration Essay Complete Weekly Reflection	Application Discussion 13 Module 13 Quiz Integration Essay 5 Weekly Reflection
November 24 (12:30am) through December 4 (8:00am)	Module 14: Instruction Based on Tutoring	Read M&A Chapter 21 Read Roscoe & Chi (2008) Write Application Discussion Take Module Quiz Submit Revised Research Proposal Complete Weekly Reflection	Application Discussion 14 Module 14 Quiz Research Proposal Weekly Reflection
December 1 (12:30am) through December 11 (8:00am)	Module 15: Instruction Based on Visualizations	Read M&A Chapter 22 Read Mayer et al. (2008) Write Application Discussion Take Module Quiz Complete Weekly Reflection	Application Discussion 15 Module 15 Quiz Proposal Presentation Weekly Reflection
December 11 (8:00am) through December 15 (11:59pm)	Module 16: Final Reflections and Exam	Read Bjork & Bjork (2011) Complete Comprehensive Final Exam	Presentation Peer Reviews Final Exam

The professor reserves the right to amend this syllabus at any time. If revisions are necessary, the professor will make every effort to provide as much advanced notice as possible.

Important University Dates

Students should reference the university academic calendar to verify they do not miss deadlines:

http://catalog.tamuct.edu/undergraduate_catalog/general-information/academic20calendars20and20final20exam20schedule/

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, 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 also requires 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-access-and-inclusion) [[https://www.tamuct.edu/student-](https://www.tamuct.edu/student-access-and-inclusion)

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](#) Dynamic Form through Warrior Web.

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdId=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](#), the Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the [Pregnancy & Parenting webpage](#) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. For more information, please visit [Student Affairs](#) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. If you would like to read more about these [requirements and guidelines](#) online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

[Title IX of the Education Amendments Act of 1972](#) specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions [<https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html>].

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

Title IX Rights and Reporting Responsibilities

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

Please be aware that that under [Title IX, Texas Senate Bill 212](#), and [System Regulation 08.01.01](#), [<https://policies.tamus.edu/08-01-01.pdf>] all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and

accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.

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

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 1,203,947 eBooks and 134,750 journals, in addition to the 96,879 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments)

[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)

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University Writing Center

Located in Warrior Hall 416 and online, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The face-to-face hours of operation are from 10:00 a.m.-5:00 p.m. Monday and Thursday in Warrior Hall 416. Online tutoring is available Monday thru Thursday from 10:00 a.m.-5:00 p.m. and from 6:00-9:00 p.m. and on Saturdays from 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help

brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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

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

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

Behavioral Intervention

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

[https://cm.maxient.com/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.

INSTRUCTOR POLICIES

Course Calendar

Carefully examine the Course Calendar. Note that each Module will be available to students for 10 days with the exception of Module 1, which opens on the first day of the semester. Each Module (except Module 1) opens on a Friday at 12:30am CST, and Module assignments are due 10 days later on Monday morning by 8:00am CST with the exception of initial discussion posts which are due before the end of day on Thursdays. Students should have all assignments submitted for each Module well before the deadlines.

When planning study time, students should realize that the upcoming Module opens before the current Module closes, so a portion of the 10 days that each Module is available overlaps with another Module. Students should plan accordingly and realize they do not have 10 days to devote to each Module exclusively. However, a 10-day period of availability, instead of a one-week period, allows students greater flexibility to plan their coursework and still complete their assignments on time should an unexpected emergency arise.

Students should also realize that the professor will not be available on the weekends to answer questions. Therefore, students should not plan to complete and submit work on the weekend before it is due. Instead, students should begin each Module the first weekend it opens so that students can seek the professor's assistance during the week and submit accurate assignments well before the deadline.

To remind, assignments submitted after the due date will not receive full credit. A 25% penalty per day will be imposed on all assignments submitted after the deadline. Specifically, assignments submitted after the deadline on the due date will receive a 25% penalty, assignments submitted more than 24 hours after the deadline will receive a 50% penalty, assignments submitted more than 48 hours after the deadline will receive a 75% penalty, and assignments submitted more than 72 hours after the deadline will receive no credit though the professor will still provide feedback on the assignment.

Recommended Academic Strategies

1. Complete the 'Getting Started' tasks on the course calendar before the first day of class. The goal of this class is to learn the content, not to learn how to use a computer. Students should have two 'back-up' computers located before the course begins so they can concentrate on completing coursework even in the event of technical difficulties.
2. Be realistic about the time you must devote to the course. You should set aside a *minimum of 9 hours each week for the next 16 weeks to devote to this course.*
 - a. According to the federal definition of a credit hour and our [accreditation requirements](#), students should spend "not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class...for one semester hour of credit" (<http://www.sacscoc.org/subchg/policy/CreditHours.pdf>). Because this is a 3-credit hour class, students should be spending at least 9 hours on coursework per week. Bear in mind that this guideline is for an average class. Some students may require *significantly more time* to grasp the concepts and complete the assignments.
 - b. We know from research that spaced practice is better than massed practice when learning new information. Thus, spending 2 hours a day for 5 days a week on coursework is better for your learning and your grade than 'pulling an all-nighter.' Adjust your schedule accordingly.
 - c. Begin each module the day it opens. The course requirements are too time-demanding and labor-intensive to wait until the last day assignments are due to begin work.
3. Follow the sequence of instruction. Gaining a full, independent understanding of the text is absolutely critical in an online course, and the sequence of instruction provides diverse activities based on sound educational practice to meet this goal.
4. Pay attention to the percentage of your grade each assignment is worth. Simply doing well on the exams will not allow you to pass the course. Students must submit all assignments every week to do well in the course.
5. Complete and submit course assignments on time. Extensions for coursework will not be granted. Find at least two 'back-up' computers with internet access if your primary computer "crashes" or you have connection difficulties. Save your work often and on multiple media (e.g., hard drive, jump drive), so you do not lose your work.
6. Stay focused. Just as in a face-to-face class, reduce as many distractions as possible when working on course assignments. Turn off all electronic devices such as cell phones, music

- players, gaming equipment, etc. Postpone business not related to the course until you have completed your assignments for the day.
7. Keep me informed. At the first sign of confusion or difficulty, request assistance in Study Hall. Unless I hear from you, I will not know how to help you.
 8. Be professional and use proper netiquette (i.e., internet etiquette).
 - a. Use standard English in all of your communications, and write all correspondence in complete sentences. Do not abbreviate or use texting shortcuts (e.g., OMG! R U kidding. ROFL!). Spell check, proofread, and revise your messages before sending them.
 - b. Be polite and respectful of others. Do not use all UPPERCASE LETTERS, which is equivalent to shouting. Avoid sarcasm and irony because they are easily misinterpreted by the reader. Do not 'flame' others by sending negative or hurtful comments; though the reader cannot see you, you are not anonymous.
 - c. Remember that you are individually accountable for all your messages and online actions. Treat Study Hall and your interactions with others in class as you would in your professional career.

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.