



Class Location & Time: Founder's Hall 210; M/W 9:30-10:45am

Instructor: Christine Jones, PhD

Office: Heritage Hall 204C

Office Hours: By appointment, both face-to-face on campus or virtual via webex

Contact me: Bioarchjones@tamuct.edu

Catalog Course Description:

This course will acquaint the undergraduate student interested in archaeology and physical anthropology with the broad range of issues that can be examined with evidence gleaned from human skeletal remains. The course will focus on the role of human skeletal studies in reconstructing both the biological and cultural past of our species.

Mode of instruction and course access:

This course meets face-to-face, with some supplemental course materials made available online. Check Canvas daily for any course announcements or schedule changes.

Student-instructor interaction

During the week (Mon-Fri) I usually check emails often and respond within 24 hours. I may not respond to weekend emails until Monday or Tuesday. Email is a better way to reach me than Canvas message. If you plan to come to my office hours, please mention it or send me a quick email so I can make sure to have enough time to schedule and see all students.

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

Required Textbook/Readings:

Larsen, CS. 2015. Bioarchaeology: Interpreting Behavior from the Human Skeleton (Cambridge Studies in Biological and Evolutionary Anthropology) ISBN-13: 978-0521547482 ISBN-10: 0521547482 Edition: 2nd (this book is also available on course reserve at our library!)

Course Objectives:

- Learn basic human osteology
- Learn basic bioarchaeological methods such as determination of age and sex of skeletons and skeletal indicators of trauma and disease.
- Learn the importance of the mortuary context to bioarchaeology.
- Learn what bioarchaeological studies contribute to science: growth and stress, activity patterns, diet, injury and violence, and paleopathology. A review of the history of research and recent studies highlight each topic.

Course requirements:

1. **Reading assignments:** Readings from the textbook are listed in the course schedule below. It is best to read the chapter just before the class period for which it is listed. Additional web pages or resources may be listed on our Canvas page.
2. **Film screening and discussion:** A total of 4 films will be screened over the course of the semester. A sign in sheet will be used to record attendance of the film screening. A short discussion will take place after each film. Each film screening/discussion is worth 25 points, for a total of 100 points.
3. **Exams:** There will be two exams, each worth 200 points. Exams cover readings, lectures and films and are not cumulative. A study guide is usually provided the week before each exam with a study session in the class period before to review questions. Exams are a combination of written (short answer, essay) and matching or multiple-choice questions. Photo-based questions presented via powerpoint and/or question stations may also be used (Ex: A photo of a particular lesion is projected and the question asks to which disease the lesion belongs).
4. **Cemetery Project (200 points total):** Students will visit and survey a historic cemetery of their choice, *on their own and not in groups*, using the cemetery survey form and guidelines provided by the instructor and posted on Canvas. This project must be completed by students on their own. No group work will be accepted. The project will be submitted in class and will consist of the following parts:
 - a. Completed cemetery form following survey guidelines (the required form will be handed out in class and posted on Canvas) **(50 points)**
 - b. A typed analysis of the cemetery explaining your survey in 3 to 5 pages, 12 point font, double-spaced. **(150 points)**. Photos are encouraged as figures to supplement your analysis, but they must be attached in an appendix at the end. Photos do not count as part of the minimum 3-page requirement.
Guidelines on how to write the cemetery analysis will be provided in class along with the survey form. No bibliography is required *unless* you cite

outside work in your analysis. If you include a bibliography please use APA style.

- c. Cover sheet is optional
5. Final presentations (2 parts worth 150 points each for 300 total points): Students will select and research **ONE** specific burial site for which a bioarchaeological analysis has already been completed. Students will submit an abstract of the site research as Part 1 and they will present their research as a poster for Part 2 (see below).
- a. Guidelines to select a site:
 - i. The site must contain anatomically modern humans (*H. sapiens* only) within a burial context (single or multiple burials)
 - ii. A skeletal analysis of the burials must have been performed, including an analysis of age, sex, health or possible trauma, burial position, and associated context.
 - iii. You must use a minimum of **THREE** scholarly sources directly related to the site to compose your analysis. The sources must be from peer-reviewed journal articles or a scholarly book published by a university press. Examples of peer-reviewed journals include: *American Journal of Biological Anthropology* (formerly *Physical Anthropology*), *International Journal of Osteoarchaeology*, *International Journal of Paleopathology*, and *Journal of Archaeological Research*. Students can identify a university press by checking the publisher information, examples: Texas A&M University Press, Cambridge University Press, etc.
 - iv. If you cannot find three sources, you must select a different site. If you are having difficulty finding a site, please contact your instructor.
 - b. PART ONE (150 points): Abstract. After selecting an appropriate site, submit an abstract of the burial site/bioarchaeological data. An example sheet of the required information is attached to this syllabus. Your abstract should include ALL of the same categories as in the example sheet but should not be more than one page. Your abstract is only a summary, so you are not expected to include all details. You must also attach a 1-page typed bibliography listing all scholarly sources used to create your abstract (at least 3). Use APA format for your references.
 - i. Make sure references are consistently formatted and include the following information:
 - Author(s) name (last, first)
 - Year of publication
 - Name of the publication
 - Name of the article in the publication
 - If a website, the url and the date retrieved
 - ii. Instructor feedback on abstract: The instructor will provide feedback on each abstract. If an abstract did not meet major guidelines (not enough sources, burial site was not appropriate) the instructor may assign or suggest an alternative site in order for students to complete

- part 2 successfully. Students should take instructor feedback into account when working on Part 2.
- iii. Poster sessions: Your abstract will be grouped with others into a panel (group of related abstracts) for final poster presentations. Panels will be announced in class and posted online.
- c. PART TWO (150 points): Class poster presentation. Students will create a presentation poster based on the site they used for their abstract that will be displayed as part of a classroom poster session at the end of the semester.
- i. Students will be given poster guidelines (in class and posted on Canvas) based on typical poster presentations at an anthropological academic conference.
 - ii. Poster formatting guidelines (ex: how do I make a poster) will be posted on Canvas.
 - iii. A grading rubric for the poster presentation will be posted on Canvas.
 - iv. 2 days will be reserved at the end of the semester for poster sessions. Student posters will be grouped into panels beforehand and students will be notified which day they will be presenting their posters at least 1 week before the poster session.
 - v. Throughout each poster session, students stand by their poster to answer questions from other students or from the instructor who will be grading each poster. If a student is not presenting on a given day, they are still expected to attend to support their fellow students. A sign in sheet will be provided at each session.

Coursework	Points
Exams (2 x 200)	400
Cemetery Project	200
Final Project (2 parts x150)	300
Film screening and discussion (4x25)	100
Total:	1000

Points	%	Grade
900 – 1000	90 – 100%	A
800 – 899	80 – 89%	B
700 – 799	70 – 79%	C
600 – 699	60 – 69%	D
0 – 599	0 – 59%	F

Grade posting: All grades will be posted online; it usually takes about 1 week for me to grade your work. Be assured that I am grading your work as fast as I possibly can.

COURSE SCHEDULE (Lecture topics listed by week)

Week 1: Introduction to bioarchaeology & the human skeleton

Aug 28 M: Syllabus review and introduction

Aug 30 W: Skeleton basics

Readings from textbook: Larsen Ch. 1, **Visit online:** Eskeletons.org

Week 2: The human skeleton: Sex, Age & More

Sep 4 M: Sex determination

Sep 6 W: Age determination

Readings from textbook: Larsen ch. 11

Week 3: Human remains in the archaeological record

Sep 11 M: Mortuary practices 1

Sep 13 W: Mortuary practices 2

Readings: PDF/Handout will be provided in class

Week 4: Stress, Growth, & Malnutrition

Sep 18 M: Stress in human remains

Sep 20 W: **Film screening 1**

Readings from textbook: Larsen ch. 2

Week 5: Disease: Paleopathology

Sep 25 M: Nonspecific infection

Sep 27 W: Infectious diseases; **Cemetery project due today**

Readings from textbook: Larsen ch. 3

Week 6: Paleopathology continued

Oct 2 M: Metabolic and Congenital disorders

Oct 4 W: Neoplasms and more

Readings from textbook: Finish Larsen ch. 3

Week 7: Exam 1 week

Oct 9 M: Study session

Oct 11 W: **EXAM #1**

Readings from textbook on exam 1: Chapters 1-3, 11, and reading handout.

Week 8: Body modification

Oct 16 M: Body modification

Oct 18 W: **Film screening 2**

Readings from textbook: Larsen ch. 4

Week 9: Violence & Skeletal Trauma

Oct 23 M: Trauma 1

Oct 25 W: Trauma 2, **FINAL PROJECT ABSTRACT DUE**

Readings from textbook: Finish Larsen Ch. 4

Week 10: Activity Patterns

Oct 30 M: Finish Trauma section

Nov 1 W: Arthritis

Readings from textbook: Larsen Ch. 5

Week 11: Activity Patterns

Nov 6 M: Musculoskeletal markers

Nov 8 W: Occupational

Readings from textbook: Finish Larsen Ch. 5

Week 12: Paleonutrition

Nov 13 M: Paleonutrition

Nov 15 W : Film screening 3

Readings from textbook: Larsen Ch .8

Week 13: Migration

Nov 20 M: Migration!

Nov 22 W: No class; review poster guidelines on Canvas and complete final poster draft

Readings from textbook: Larsen Ch 9 up to and including 9.2, then 9.3.2 through end of chapter

Week 14: Genetics

Nov 27 M: Genetics

Nov 29 W: Film screening 4

Readings from textbook: Larsen Ch. 9, 9.3 only

Week 15: Exam 2 Week

Dec 4 M: Study session

Dec 6 W: **EXAM #2**

Readings from textbook on exam: Ch. 4,5,8,9

Week 16: Poster sessions

Dec 11 M: Poster session 1

Dec 13 W: Poster session 2

COURSE PROCEDURES AND POLICIES

Human skeletal remains in this course: Throughout this entire course we will be learning about topics related to human skeletal remains and burial practices involving remains. We will be discussing many of the practical aspects of human mortality. If you are not comfortable viewing images of skeletal remains (real or reproduction) or if detailed discussions of death, violence, and the cultural and ritual practices surrounding death and disposal of human remains are difficult for you for any reason, please see the instructor as soon as possible to help determine if this course is right for you.

Diversity in the Classroom

Respect for cultural and human biological diversity are core concepts within the Social Sciences. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. In this course we welcome individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses,

genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences.

EXAMPLE: Part 1 Information Required for Abstracts

Site: Kirkjuhóll

Location: Hrísrú farm, Mosfell Valley (Mosfellsdalur), western Iceland

Cultural Affiliation: Icelandic Viking

Date: A.D. 855–1015 based on calibrated radiocarbon dates and tephrochronology

Feature: Trench CK-2001-3 (F2/2001)

Location of Grave: About 1 m east of the eastern end (chancel) of the church at Hrísrú

Burial and Grave Type: A single primary inhumation extended with the head to the west; the body was resting on, partially dug into, a stratum of organic material that appears to be decayed hay or animal dung

Associated Materials: Stones were found under the thoracic area and at the top of the cranium; a poorly preserved lozenge-shaped object was found near the knee

Preservation and Completeness: Cranium is well preserved; many of the long bones have been affected by the acidic conditions at the site and are partially decalcified

Age at Death and Basis of Estimate: 40–45 years, based on age-related changes of pelvic morphology, tooth wear, and fusion of cranial vault sutures

Sex and Basis of Determination: Male, based on cranial and pelvic morphology

Conditions Observed: Massive cranial trauma with a gaping wound in the right parietal and a slice of bone removed from the occipital

Specialized Analysis: Accelerator Mass Spectrometry radiocarbon dating, thermal ionization mass spectrometry

Excavated: 2001, Mosfell Archaeological Project, directed by Jesse Byock and Phillip L. Walker

Archaeological Report: Byock et al. 2002

Current Disposition: National Museum of Iceland (Þjóðminjasafn)

Attendance & Recording Lectures Attendance is a requirement of this course to succeed. Lecture slides or notes will not be posted online AT ALL either before or after each class. A note on recording class: **I do not permit video recording of any part of my class.** Students may record audio or take a photo during class with my permission. Students ALWAYS have the option of coming to office hours or seeing me after class to clarify your notes or go over slides for note taking purposes.

Makeups

If you miss a film screening, you can submit a summary of the film within one week of missing the film for a maximum possible score of 10 points. If you miss your final poster presentation, please contact the instructor to discuss your situation and possible makeup opportunities. The instructor will review a poster presentation makeup on a case by case basis and students are not guaranteed the option to makeup a missed presentation. Students may request a makeup for a missed exam due to illness or injury for example. To successfully makeup an exam you MUST 1. Contact the instructor prior to the missed exam (or within 24 hours of having missed the assignment in the case of emergencies) for purposes of making it up; 2. Schedule with the instructor ASAP to take a makeup no later than 2 weeks after the original excused absence; and 3. Provide documentation (ex: doctor's note, police report) verifying the reason for your excuse. If you don't follow through on all three of these requirements you may be denied the request. Students who miss an exam with no excused absence will receive a zero on the exam. Makeups for final exams are usually denied because it is not possible to schedule a makeup final before final grades are due. For this reason, makeup final exams are given rarely and with a 20 point deduction (evidence pertaining to a serious emergency will be considered for such a makeup).

Late Work

I accept late **cemetery projects** only, but with point deductions as follows: 15 points for 1 day late, 30 points for 2 days late, 50 points for 3 days late. After 3 days the project will not be accepted.

Modification of the Syllabus

This syllabus may be revised in minor ways at the discretion of the instructor. The student is responsible for noting any changes in the syllabus. More than likely, a change in the syllabus will pertain to events in the Course Schedule.

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 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](#) Dynamic Form through Warrior Web.

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlSso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicsforms.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) [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](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](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/) [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 [https://cm.maxient.com/reporting.php?TAMUCentralTexas].

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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