

READ 3311-140, 10562, Literacy Instruction I

Fall 2023

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

This is a 16-week, blended course and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>]. The course meets synchronously (face-to-face) through Microsoft Teams on Tuesdays 3:30pm-4: Face to Face in WH Thursdays from 9:30am- 10:45pm. Each class day you will login to Canvas and access Microsoft Teams through your university email.

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Theresa Garcia

Office: Room 332Q

Phone: 254-258-6404

Email: tgarcia122@tamuct.edu

Office Hours

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

Student-instructor interaction

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

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

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

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

- [Android Phone / Tablet](#)
[<https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp>]
- 2. Launch the app and enter your myCT email address (e.g., {name}@tamuct.edu)
- 3. Complete your profile and accept the terms of service.

For updates on COVID information, please monitor the University [website](#)
[<https://www.tamuct.edu/covid19/>]

COURSE INFORMATION

Course Overview and description

This course addresses the theory and practice of teaching early reading. Takes into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. Study characteristics of typical and atypical reading development in the emergent/early learner, explore materials, procedures, assessments, and instructional methods.

Course Objective or Goal

Topics include reading instruction, assessment, instructional strategies, foundational reading skills, theories of learning, oral language, writing, strategy building, comprehension, vocabulary, word identification, reading difficulties, second language acquisition, phonological and phonemic awareness.

Student Learning Outcomes

(SLOs)

The learner will:

- (1) demonstrate understanding of applicable Texas Essential Knowledge and Skills (TEKS) and Texas Prekindergarten Guidelines pertaining to reading and literacy.
- (2) describe stages of oral language development, including second language acquisition; and analyze the role of phonological and phonemic awareness in the development of reading.
- (3) discuss the necessity of word identification skills and effective strategies/instructional methods for decoding and word study; print awareness; explicit, systematic, sequential, strategic phonics instruction; and vocabulary development.
- (4) use developmentally appropriate research and evidence-based assessment and instructional practices to promote development of grade-level reading fluency and comprehension.

Competency Goals Statements (certification or standards)

https://tea.texas.gov/sites/default/files/tx293_final_framework_3.2020.pdf

- Comp. 2. Science of Teaching Reading: Foundations of Literacy Assessment
- Comp. 3. Science of Teaching Reading: Oral Language Foundations of Literacy Development Comp.

- 4. Science of Teaching Reading: Phonological and Phonemic Awareness
- Comp. 5. Science of Teaching Reading: Print concepts and Alpha Knowledge
- Comp 6. Science of Teaching Reading: Phonics and Other word identification skills
- Comp 7. Science of Teaching Reading: Syllabication and Morphemic Analysis Skills
- Comp 8. Science of Teaching Reading: Reading Fluency

Required Reading and Textbook(s)

Birsh, J. R., & Carreker, S. (Eds.). (2018). *Multisensory teaching of basic language skills*. Brookes Publishing.

Honig, B. (2018). *Teaching reading sourcebook* (3rd ed.). Academic Therapy Publications.

COURSE REQUIREMENTS

Concept of Print

50 points

Create a multimedia presentation (e.g., PowerPoint, video, or infographic) addressing the concept of print awareness. Highlight the relationship between print awareness and early literacy skills. Incorporate visuals and interactive elements to engage your audience. Additionally, provide a step-by-step guide to implementing explicit, systematic, sequential, and strategic phonics instruction for prekindergarten students. Use the Rubric on Canvas to guide your thinking. (SLO 3)

Phonemic Awareness Presentation

50 points

The best predictor of reading readiness is a child's phonemic awareness, followed by alphabet recognition. Phonemic awareness is the ability to identify that spoken words consist of a sequence of sounds and the ability to hear, identify, and manipulate individual sounds in spoken words.

The purpose of this assignment is for you to create a video presentation using Studio presenting creative ways to teach the approximately 44 phonemes in the English language. Use the rubric and resources provided on Canvas to guide your thinking. (SLOs 1, 2,3)

Growing Fluency Lesson

25 points

In this course we will examine Chall's (1996) six stages of reading development framework. You will design lessons to meet the needs of students in the first three stages. During stage 2, confirmation and fluency, children are developing the ability to read familiar text with increasing fluency (accuracy, rate, and expression) with their sight word vocabulary.

The purpose of this assignment is for you to develop a growing fluency lesson for a child in Chall's confirmation and fluency stage (appropriate for the second grade-third grade classroom). Additional components must include the use of appropriate assessment, and peer review. Use the rubric and resources provided on Canvas to develop your lesson and guide your thinking. A peer review will automatically be assigned to you on the due date. Refer to Canvas for peer review due dates. You may then make corrections to your lesson plan and resubmit it to Canvas for final grading. (SLOs 1,2,3)

Decodable Text

25 points

Decodable text is often used with beginning readers and provides practice with specific vowel correspondence patterns that were previously taught in a sequential order. The purpose of this assignment is for you to create a decodable book that could be used in a beginning reading lesson. Use the rubric and resources provided on Canvas to develop your book and guide your thinking.

A peer review will automatically be assigned to you on the due date. Refer to Canvas for peer review due dates. You may then make corrections to your lesson plan and resubmit it to Canvas for final grading. (SLOs 1, 2,3)

Attendance and Participation (100 points)

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

Word Play Binder

100 points

Organize a binder where you create or find word games, puzzles, or activities that promote word identification, decoding, and vocabulary enrichment. You will need to find 20 activities. This will include the following components: Binder Introduction (1 page), Word game (Phonemic Awareness/ phonological awareness) section (4 pages), Spelling Section (4 pages), Syllabication Activities (4 pages), Vocabulary development (3 pages), Reflection (1 page).

Each game will be on one page, it may not take the whole page to explain the activity.

- Compile the Word Play Binder into a well-organized digital document (e.g., PDF or word).
- Include visually appealing graphics, images, and examples to enhance clarity.
- Ensure that each section is clearly labeled and easy to navigate.
- Describe each activity in a detailed and user-friendly manner.
- Incorporate references to relevant research or educational sources where applicable.

Quizzes

100 Points

Brief online Canvas quizzes are designed to assess your comprehension of each reading. Each quiz consists of ten objective questions (multiple choice, true-false, and matching questions) equaling ten points total. You will have 35 minutes to complete each quiz.,

All quizzes are self-paced and due at the end of the semester. I will not remind anyone to get your quizzes complete. You will have one opportunity to complete them. (but it would be best to do them after reading the chapters)
(SLOs 1, 2, 3, 4)

Grading Criteria Rubric and Conversion

Posting of Grades

All assignments will be graded on Canvas. I usually grade assignments very quickly. However, some assignments will take me much longer to grade and provide adequate constructive feedback. Rest assured that I am viewing your assignments in a longer and more thoughtful manner. If you have a question about a graded assignment, make a comment on the

Grading		
Assignments	Points	Student Learning Outcomes
Word Play Binder	100	1,2,3,4
Concept of Print	50	3
Phonemic Awareness Presentation	50	1,2,3
Decodable Book	25	1,2,3
Growing Fluency Lesson	25	2,3,4
Quizzes	140	1,2,3,4
Final Exam	100	1,2,3,4
Attendance	100	
	590	

grade on the Canvas assignment but please also email me.

Grading Policies

All assignments must be submitted on time to receive full credit. Any late assignment submitted will have an automatic 10% deduction. Arrangements in exceptional circumstances are the responsibility of the student. Grade changes to reflect bonus points or content literacy guides may not occur until the end of the semester. If you are having a problem submitting an assignment, contact the IT department.

COURSE OUTLINE AND CALENDAR

Fall 2023 Synchronous Tuesdays 3:30-4:45 Thursdays- Warrior Harr 9:30-10:45 August 28-December 15, 2023,			
Week of Read all chapters before class	Tuesdays	Thursday	Detailed directions & due dates for each assignment are in the Assignments tab. Please contact instructor if directions are unclear.
August 28 MT Chapters 1&2	<ul style="list-style-type: none"> • Course overview and syllabus review • Discussion on second language acquisition 	<ul style="list-style-type: none"> • Oral language development and its connection to reading 	Read MT Chapter 5 Read TRSB chapter 3&4
September 4	<ul style="list-style-type: none"> • Phonological awareness • Phonological awareness games 	<ul style="list-style-type: none"> • In-depth exploration of phonemic awareness • Practical exercises and games to develop phonemic awareness. 	MT Chapter 3, 4, &6 TRSB Chapter 5
September 11	<ul style="list-style-type: none"> • Introduction to word identification skills and decoding • Print awareness and its importance 	<ul style="list-style-type: none"> • Effective strategies for decoding and word study • Explicit, systematic, and 	MT Chapter 9 TRSB Chapter 6

		sequential phonics instruction	
September 18	<ul style="list-style-type: none"> Integrating phonemic awareness into reading instruction Differentiating instruction for diverse learners 	<ul style="list-style-type: none"> Understanding word identification and decoding Print awareness and its significance Teaching Spelling 	Work on projects
September 25	<ul style="list-style-type: none"> Effective strategies for word identification, decoding, and word study Implementing explicit, systematic, sequential phonics instruction 	<ul style="list-style-type: none"> Developing print awareness skills Fostering a print-rich environment in the classroom 	Concept of Print Due 9/24
October 3	<ul style="list-style-type: none"> Introduction to reading fluency: definition and components. Strategies to enhance reading fluency. 	Reading fluency practice and administrating fluency test-finding reading levels	MT Chapter 12 TRSB Chapter 9 & 10
October 10	Text analysis review	<ul style="list-style-type: none"> Analyzing fluency test, providing intervention 	Work on projects
October 17	<ul style="list-style-type: none"> Teaching comprehension strategies Analyzing the relationship between fluency and comprehension 	<ul style="list-style-type: none"> The importance of the read aloud to increase fluency. Differentiation strategies for decoding instruction Addressing individual 	Decodable Book Due 10/16 MT Chapter 8

		needs in decoding skills	
October 24	<ul style="list-style-type: none"> Incorporating authentic texts in fluency instruction Differentiated fluency activities for various skill levels. 	<ul style="list-style-type: none"> Overview of evidence-based instructional practices Applying research-based strategies to promote reading fluency. 	Chapter 14
October 30		•	Chapter 2
November 6	<ul style="list-style-type: none"> Syllabication activities Teaching Spelling Connecting it to the teaching of reading, it is all connected. 	Designing developmentally appropriate assessments <ul style="list-style-type: none"> Using assessment data to inform instruction 	MT Chapter 7
November 13	Prepare for presentation in class	Phonemic Awareness presentation in class 11/17	Work on projects
November 19	Thanksgiving	Thanksgiving	
November 27	<ul style="list-style-type: none"> Applying research-based strategies to promote fluency and comprehension. Using technology to enhance instruction. . 	(I will be at a conference, I will provide a video to you for this class, you will do modules for this class) <ul style="list-style-type: none"> Overview of evidence-based instructional practices Differentiated instruction for diverse learners 	Work on homework assignments
December 4	<ul style="list-style-type: none"> Exploring differentiation strategies for 	<ul style="list-style-type: none"> Creating individualized learning plans 	Growing Fluency Due 12/11/2023

	<ul style="list-style-type: none"> struggling readers Addressing individual needs through targeted instruction 	<ul style="list-style-type: none"> Collaborating with other educators and specialists 	
December 11	<ul style="list-style-type: none"> Review of key concepts and strategies Addressing remaining questions and concerns 	Study for final study session with groups in class	<p>Word Play Binder Due 12/15</p> <p>Final online Due 12/20/2023</p>

The scope and sequence of the classes might change according to the pace of the class, but the assignments and readings will not change.

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Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>

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, Linus, iOS, android, or any other device with a modern web browser. **Canvas no longer supports any version of Internet Explorer.**

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

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

Canvas Support

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

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

Online Proctored Testing

Texas A&M University-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer

meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio requires use of the Chrome web browser with their custom plug in installed.

Other Technology Support

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week.

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Warrior Center for Student Success

The Warrior Center for Student Success is a comprehensive academic support department at A&M-Central Texas, dedicated to fostering an environment of excellence and empowerment among its student body. The center offers a wide range of programs and services to ensure every student reaches their full potential, and is a haven for students seeking guidance, resources, and a strong support network to excel in their educational journey.

ADA Access and Accommodations: Texas A&M University-Central Texas ensures that students with disabilities have equal access to educational opportunities by providing appropriate accommodations and support services. If you believe you have a physical, learning or socio-emotional disability requiring reasonable accommodations, please visit [Access and Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) [<https://www.tamuct.edu/student-affairs/access-inclusion.html>] for more details or contact the Office of Access and Inclusion, WH-212; (254) 501-5836. Any information you provide is private and confidential.

Success Coaching and Peer Mentoring: Our experienced Success Coaches work one-on-one with students to develop personalized action plans, set academic goals, and build effective study strategies, time management skills, and resilience. Our Peer Mentors provide a valuable support system, offering guidance, encouragement, and a relatable perspective to help students navigate their academic and personal challenges. For more details call 254-501-5836 or 254-501-5928 or visit [Academic Support](https://www.tamuct.edu/student-affairs/academic-support.html) [<https://www.tamuct.edu/student-affairs/academic-support.html>]. Click the link to schedule a session (virtual or in-person) with a success coach bit.ly/3q7uB50 or visit WH, 111.

Testing Services: We offer a secure and comfortable environment for students and members of the community to take courses and distance learning exams, as well as placement tests and professional certification exams. Our Testing Service also offers resources and support referrals for testing related challenges (test anxiety, learning disabilities, etc.) and supports all approved ADA accommodations. Call (254) 519-5830 or visit the [Testing Center](https://www.tamuct.edu/testing-center/) [<https://www.tamuct.edu/testing-center/>].

Tutoring and Supplemental Instruction Services: Our team of qualified Tutors and Supplemental Instructors assist students in various non-writing subjects, promoting academic comprehension and enhancing learning outcomes. Click the link to schedule a tutoring session with a TAMUCT tutor (virtual or in-person) or view tutor availability bit.ly/43Q6wNz. You may also chat live with a remote tutor 24/7 for a variety of subjects through our partnership with Tutor.com, an online tutoring platform that is free to all TAMUCT students. To learn more please visit [Tutoring Services](https://www.tamuct.edu/student-affairs/academic-support.html#tutoring) [https://www.tamuct.edu/student-affairs/academic-support.html#tutoring] or call (254) 501-5836 or visit the Tutoring Hub in Warrior Hall, 111.

Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Student Conduct Office. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

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

If you know of potential honor violations by other students, you may [submit a referral](https://cm.maxient.com/reporting.php?TAMUCentralTexas), [https://cm.maxient.com/reporting.php?TAMUCentralTexas].

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) 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 can 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 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](#) online

[https://cm.maxient.com/reporting.php?TAMUCentralTexas].

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

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