

# ENGL 5340-110: Medical Fiction

Texas A&M University–Central Texas, Fall 2023

## Course Information

Dates: Jan 17–May 5, 2023  
Building: Canvas  
Room: MS Teams  
Type: Synchronous Online  
Meeting Day/Time: T 6:00-9:00 pm

## Instructor and Contact Information

Instructor: Dr. Stephanie Tavera  
Email: [stavera@tamuct.edu](mailto:stavera@tamuct.edu)  
Office Phone: (254) 519-5773  
Office: Heritage Hall 204M  
Hours: T 4:00-6:00 pm

**Office Hours Via WebEx: By appt only. Please make an appointment using Appointlet:**  
<https://dr-tavera-office-hours.appointlet.com/b/stephanie-tavera>

**Course Overview and Description.** This course, generally titled, “Studies in Modern Fiction,” offers an evaluation of English and American short stories, novels, and related criticism. Topics will vary and will include study of themes and development of the genre. Students may be repeated for credit when topics vary. This semester, we will focus on the development, characteristics, and themes of the genre of American medical fiction (circa 1790s to 1900s). As the fields of medicine and health professionalized in the United States, and then fractured into distinct sub-fields, American writers turned to fiction as a space for imagining what medicine and health might do, presently and in the future. These imaginative exercises not only reflect the social, cultural, and political spheres of the writers; they actively shaped those spheres.



**Student Learning Outcomes.** Students will examine the development of the genre of medical fiction as well as the defining characteristics and themes of that genre. As part of our exploration, we will engage with scholarly voices in the field of American studies to challenge our perceptions of the medical field, past and present, and its relationship to race and gender. By the end of the semester, students who have successfully completed the assignments should be able to:

1. Analyze and interpret texts by employing close reading skills with an eye towards themes in health and medicine, as well as the genre conventions of medical fiction.
2. Engage in a conversation with scholarly texts from the field of American studies by responding to the ideas presented therein with one’s own critical perspective using the literary text as a foundation for response.
3. Express their ideas and readings of a text in clear, logical, organized, concise, and persuasive ways, in both written and oral forms.
4. Perform independent research, using the MLA bibliography and other methods.
5. Use web-based scholarly sources in an effective manner.

**Means of Achieving Course Goals.** Students will achieve the above course goals by:

1. Attending lectures and participating in seminar-style class discussions.
2. Reflecting on learned material through class discussion and at least **one** oral presentation.
3. Submitting writing projects to assess knowledge and mastery of the material including: **one proposal** for a digital archive contribution, **one headnote** with annotations that contextualizes

a “found” text for digital archive inclusion, **one literature review** in preparation for a research project, and **one conference paper** written for an academic audience.

### Required Texts.

Alcott, Louisa May. *Eight Cousins or, The Aunt Hill*. (1875) Any edition. I own the [Puffin Classics edition](#).

Altschuler, Sari. *The Medical Imagination: Literature and Health in the Early United States*. University of Pennsylvania Press, 2018. Paperback is currently \$27.50 on [U Penn Press website!](#)

Brown, Charles Brockden. *Arthur Mervyn, or Memoirs of the year 1793*. (1799) Any edition. Amazon [link here](#). Or read e-book at [Project Gutenberg](#).

Gilman, Charlotte Perkins. *The Yellow Wallpaper and Other Stories*. Ed. Robert Shulman. Oxford University Press, 2009. ISBN: 9780199538843. OUP [link here](#).

Grimké, Angelina Weld. *Rachel: A Play in Three Acts*. Any edition. I have the [Classic Reprint edition](#). Or download Project Gutenberg [e-book here](#).

Harper, Frances E.W. *Iola Leroy, or Shadows Uplifted*. Ed. Koritha Mitchell. Broadview, 2018. You must use the [Broadview Press edition](#).

Holmes, Oliver Wendell. *Elsie Venner*. (1861) Any edition. Amazon [link here](#). Or download Project Gutenberg [e-book here](#).

Meyer, Annie Nathan. *Helen Brent, M.D.* (1892) Ed. Stephanie Peebles Tavera. Hastings College Press, 2020. Amazon [link here](#).

Tavera, Stephanie Peebles. *(P)rescription Narratives: Feminist Medical Fiction and the Failure of American Censorship*. Edinburgh University Press, 2022. [Use code NEW30 or EVENT30 at checkout](#).

Wharton, Edith. *Twilight Sleep*. Any edition. I have the [Scribner edition](#).

**Additional Texts.** Other course materials for this class can be found on **Canvas** or online via the hyperlinks in the Course Schedule.

**Course Schedule.** Assignments are due on the day they are listed. *As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.* – Dr. Tavera

Week	Date	Class Topic	Assignments Due
1	TUE 1/17	<i>Syllabus. Introductions. What to expect in graduate studies. What a professor does and does not do. Introduction to the genre of medical fiction and the field of medical humanities.</i>	<b>Readings:</b> Altschuler, Introduction to <i>The Medical Imagination</i> (p. 1-20).
2	TUE 1/24	<i>Pandemics, Epidemics, and Other Contagions. Introduce Headnote Project with Dr. Stefan Schoberlein.</i>	<b>Readings:</b> Altschuler, Chapter One: Revolution; and Brown, <i>Arthur Mervyn</i> , Part 1 (1798).  <b>Review</b> and be familiar with the <a href="#">Teaching Transcendentalism Digital Anthology</a> and Handouts on Canvas, titled “Web Entry Project: A Step-by-Step Guide” and “Headnote: Transcription and Annotation.”
3	TUE 1/30	<i>Pandemics, Epidemics, and Other Contagions. Margaret Dawson visits class.</i>	<b>Readings:</b> Altschuler, Chapter Two: Yellow Fever; and Brown, <i>Arthur Mervyn</i> , Part 2 (1798).

4	TUE 2/7	<i>How the Writer Becomes a Diagnostician.</i>	<b>Readings:</b> Altschuler, Chapter Three: Cholera; and Poe, “The Fall of the House of Usher” (1839), “The Mask of the Red Death” (1842), “The Sphinx” (1846), and “The System of Doctor Tarr and Professor Fether” (1845).
5	TUE 2/14	<i>Pathologizing Race, Resisting Race Science. Proposal Due.</i>	<b>Readings:</b> Altschuler, Chapter Four: Difference; and Chestnut, “ <a href="#">The Goophered Grapevine</a> ” (1887); and Hawthorne, “Rappaccini’s Daughter” (1844) and “The Birthmark” (1843).
6	TUE 2/21	<i>Under the Influence of... Dr. Sari Altschuler visits class [7:30-9:00 pm].</i>	<b>Readings:</b> Altschuler, Chapter Five: Anesthesia; and Holmes, <i>Elsie Venner</i> (1861).
7	TUE 2/28	<i>Under the Influence of... Headnote Draft 1 Due</i>	<b>Readings:</b> Wharton, <i>Twilight Sleep</i> (1927).
8	TUE 3/7	<i>Pathologizing Gender, Resisting Sexist Science. Introduce Literature Review and Conference Paper.</i>	<b>Readings:</b> Tavera, Introduction to <i>(P)rescription Narratives</i> ; and Gilman, “The Yellow Wallpaper” (1892), “Why I Wrote ‘The Yellow Wallpaper’” (1892), “Joan’s Defender” (1916), “Dr. Clair’s Place” (1915), “Mr. Peebles’ Heart” (1914), and “The Vintage” (1916).
	TUE 3/14	<i>Spring Break</i>	<b>Readings: None.</b>
9	TUE 3/21	<i>The Age of Clarke and Comstock.</i>	<b>Readings:</b> Tavera, Chapter One: Crip Medicine; and Alcott, <i>Eight Cousins</i> (1873).
10	TUE 3/28	<i>Nursing the Nation Back to Health Literature Review Due</i>	<b>Readings:</b> Mitchell, Introduction to <i>Iola Leroy</i> ; and Harper, <i>Iola Leroy</i> (1892).
11	TUE 4/4	<i>Nursing the Nation Back to Health. Dr. Koritha Mitchell visits class [6:00-7:30 pm]. Headnote Draft 2 Due.</i>	<b>Readings:</b> Tavera, Chapter Three: Kinetic Medicine; and Harper, <i>Iola Leroy</i> .
12	TUE 4/11	<i>Sexual Politics, Or Women Physicians and Sex Education.</i>	<b>Readings:</b> Tavera, Chapter Four: Affective Fear; and Meyer, <i>Helen Brent, M.D</i> (1892).
13	TUE 4/18	<i>Blessed are the Barren, Or Reproductive Loss</i>	<b>Readings:</b> Tavera, Conclusion; and Grimké, <i>Rachel</i> (1916).
14	TUE 4/25	<i>Blessed are the Barren, Or Reproductive Loss and Textual Loss. Transcribe Mara in Class [Invite Undergrad Students to Visit]. Final Headnote Due.</i>	<b>Readings:</b> Tavera, Conclusion; and Grimké, <i>Rachel</i> (1916) and <i>Mara</i> excerpt (c. 1920; in class).

15	TUE 5/2	<i>Review material from prior weeks.</i>	<b>Readings:</b> Altschuler, Conclusion
16	TUE 5/9	<i>Presentation of Projects.</i>	<b>Conference Paper Due by Wednesday, May 9<sup>th</sup> at 11:59 pm.</b>

## DESCRIPTION OF MAJOR ASSIGNMENTS

**Proposal (400-500 words)** Students will write a proposal that states which text they have chosen to recover this semester and then concisely argues for the value of that recovery: Is this a well-known or lesser-known author? What is the significance of the text, historically, biographically, and/or culturally? In order to successfully argue your position, you will need to conduct some preliminary research on the author, the text, or the period in which the text was produced. Please include a works cited page and a link to the public domain version of the recovered text.

**Headnote (250-400 words) and Annotations** Students will submit a draft and a final, revised version of the headnote for their recovered text in the public domain. The headnote should be dense, but concise. Strive to write an introduction that properly contextualizes the recovered text in terms of historical, biographical, and/or cultural knowledge that guides the reading of the recovered text. In other words, ask yourself: What does the reader need to know in order to fully appreciate the value of this recovered work? The answer to that question is precisely the material that should be presented in the headnote. Although the published version does not require a works cited page, please submit one with each of your drafts and final version in Canvas for full credit.

**Literature Review (5-7 pages)** In preparation for the Conference Paper, students will write a literature review that presents the findings from their readings and research thus far in the project. Literature reviews are a common writing exercise in graduate school and professional scholarship. They provide a kind of overview of the state of the academic field so that the reader has a sense on what came before the current author intervened. In other words, a literature review is an outline of the conversation. It is *not* an annotated bibliography. Instead of providing summaries of sources, the literature review should seek to explain how the arguments that each scholar makes are connected to one another. A literature review is a map that orients the reader (and the writer). Your literature review should give an overview of the conversation that influences your perspective on the modernist author and their work(s) that you are studying. Literature reviews are formulaic. They contain an introduction that establishes the issue, problem, or gap in the conversation; a body that reviews the voices in the conversation; and a conclusion that articulates why the conversation matters. The body of a literature review may be organized chronologically (the development of the field across periods) or thematically (the talking points in the field). Please use in-text citations and include a works cited page.

**Conference Paper (8-12 pages)** Students will write a seminar paper that presents their research for a public interest venue and to an audience of intellectual non-academics. Although publications in the public humanities are concise, they still present an argument that interprets the work of literature for a twenty-first century audience of non-experts. Therefore, your paper should make a subjective claim and present a dense body of knowledge to support that claim. Since you are writing for a public audience, your voice may adopt a conversational tone. However, please use proper mechanics and grammar. You may bend the rules of grammar but do so conscientiously and with purpose. Although published work in the public humanities does not often include a works cited page, please submit one with your seminar paper in Canvas for full credit.

**Presentation (8-10 minutes)** Presentations will be held during the final class meeting of the semester. However, please note that the conference paper will be due after the final class period. Presentations should be short, around 8-10 minutes, and should discuss the choices you made for both of your

projects the semester: the recovery project and the conference paper. Due to time limitations, handouts or individual visual items will be permitted but full PowerPoints or Prezis will not be allowed.

**Grade Distribution.** Final overall grades for this course are A, B, C, D, and F. Final overall grades will be calculated as follows: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=59%-and below. Your final grade for this course will consist of the following assignments based upon weight:

Proposal	5%	Literature Review	15%
Headnote Drafts (2)	30%	Conference Paper	25%
Headnote Final	20%	Presentation	5%

## INSTRUCTOR POLICIES

**Participation & Posting of Grades.** Your active, informed participation is crucial to the success of the course and your individual success in this class. Carefully prepare for each class by reading in a rigorous, inquisitive manner—even if you are productively baffled. Every day you come to class, you should have something valuable to say and you should be prepared to participate in any activities I assign. All students are permitted four absences—excused or unexcused—during the semester. However, I do request advance communication from students alerting me to your absence. If you acquire more than three absences, I will lower your course grade by one letter. However, if you miss more than four absences, you will fail the course.

**Incompletes.** Students who are struggling to complete the course due to extenuating circumstances may qualify for a grade of incomplete. However, per departmental policy, a grade of incomplete may only be awarded (1) if the course drop date has already passed and (2) the student can provide documented evidence of extenuating circumstances such as an unplanned and unexpected medical condition or health emergency, etc. Please be advised that students awarded an incomplete must submit all unfinished work prior to the end of the next long semester in order to receive a grade for the course.

**Plagiarism and Paper Reuse Policy.** Please note that plagiarism is a serious offense and will be punished to the full extent. In my course, you are not allowed, under any circumstances, to reuse papers from prior classes in this course or any other course that you have taken at any institution. Reusing papers does not demonstrate any advance in knowledge or skill, and so would not be helpful for you either in terms of your learning this semester, or for me in terms of assessing this learning. If you feel your situation constitutes a clear or significant exception to this rule, you must discuss this with me prior to the due date. Otherwise, paper reuse will be reported as a collusion offense and will also be punished to the full extent per university policy. Similarly, students who plagiarize on an assignment will receive a zero for the assignment for the first offense and be reported to the Behavioral Intervention Team (BIT) for remedial instruction on avoiding plagiarism. A second plagiarism offense may result in failure of the course.

**Turning in Assignments to Canvas.** All major writing projects will be submitted to Canvas. *I will not accept any assignments via e-mail or paper unless accommodation arrangements were made in conversation with me prior to the assignment deadline.* All assignments submitted to Canvas must be saved as a .doc, .docx, or .pdf file to ensure that I am able to open them on my computer (please no Google docs). It is your responsibility to ensure that all of your work is saved in this way and submitted in the correct format. If you submit work in the wrong format, then you may receive a zero for the assignment.

**Late Submissions.** Students who contact me *in advance for an extension* and provide legitimate rationale detailing extenuating circumstances may be granted an extension within a reasonable and negotiated deadline. ***Do not make the assumption that I will grant you an extension—contact me***



**first!** Students who do not contact me in advance will receive ten points off per day late until a failing grade has been reached.

**Student-Instructor Interaction.** The best way to contact me is via email, as I check it regularly both on- and off-campus. Do allow for a 24- to 48-hour turn-around time for emails as I check emails during specific times once or twice per day. If your situation is an emergency, I advise contacting the Chair of the Humanities Department, Dr. Cadra McDaniel: [cadra.mcdaniel@tamuct.edu](mailto:cadra.mcdaniel@tamuct.edu) or (254) 501-5932.

**Communication Etiquette.** Students should use a professional and respectful tone with fellow learners and myself (the instructor) in all forms of communication including, but not limited to, Discussion Board posts and responses, and emails. I reserve the right to censor (via deletion and warning to the student) any post or response that is not appropriate for the assignment or on task. Additionally, I expect the use of Standard English rather than popular online abbreviations and regional colloquialisms in all forms of written communication. In emails, please use a salutation (i.e. "Dear Dr. Tavera" or "Hi Dr. Tavera") at the opening of your email and a signature (i.e. "Best" or "Sincerely") at the close of your email.

**Technology Requirements.** This course will use the A&M-Central Texas Instructure Canvas learning management system (aka Canvas). OIT strongly recommends the latest version of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal. Username: Your MyCT email address. Password: Your MyCT password (same password as used for MyCT email and MyCT Warrior Web).

**Canvas Support.** Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953. For issues related to course content and requirements, contact your instructor.

**Other Technology Support.** For log-in problems, students should contact Help Desk Central. They are available 24 hours a day, 7 days a week. Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu) Phone: (254) 519-5466 **Web Chat:** [<http://hdc.tamu.edu>] *Please let the support technician know you are an A&M-Central Texas student.*

## UNIVERSITY PROCEDURES AND GUIDELINES

**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?PartnerIdpld=https://eis-prod.ec.tamuct.edu:443/samlSso&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 Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits. *Please note: Oftentimes, students feel the need to drop a course because they are overwhelmed by personal or professional*

responsibilities. As your instructor, I humbly request that you make an appointment or drop by during office hours to speak with me about your concerns before dropping my course.

**Academic Accommodations.** At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Warrior Center for Student Success, Equity and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such. For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

**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 Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action. For more [information regarding the student conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

**Important information for Pregnant and/or Parenting Students.** 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 Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf]. Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

**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 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/reportingform.php?TAMUCentralTexas&layout\_id=2].

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.

**SAFEZONE: Emergency Warning System for Texas A&M University-Central Texas.** 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](#) 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:
  - [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): [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 SAFETY MEASURES.** For updates on COVID-19 information, please monitor the University [website](https://www.tamuct.edu/covid19/) [https://www.tamuct.edu/covid19/]. Students, faculty, and staff are no longer required to the COVID-19 self-reporting form. However, all members of the university community are encouraged to observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. However, students are expected to participate in courses and course-related activities remotely during quarantine. Students should notify their instructors of the quarantine requirement.
- Face Coverings— Face coverings are recommended to be worn inside of buildings, especially in shared spaces such as lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces.
- Physical Distancing—When possible, please maintain physical distancing between students, instructors, and others in the course and course-related activities.

**Campus Carry.** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <https://www.tamuct.edu/police/campus-carry.html>. Per university policy, concealed handguns should not be visible during class and are prohibited in the A&M-Central Texas Counseling Center, including the co-located Community Counseling and Family Therapy Center.



## UNIVERSITY RESOURCES

**Tutoring.** Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request. If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing [WarriorCenter@tamuct.edu](mailto:WarriorCenter@tamuct.edu).

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall. Chat live with a remote tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

**University Writing Center.** University Writing Center: Located in Warrior Hall 416, 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 hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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

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

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here:](https://tamuct.libcal.com/appointments/?g=6956) [https://tamuct.libcal.com/appointments/?g=6956]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index): [http://tamuct.libguides.com/index]

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Instructure is committed to ensuring its products are accessible to users with disabilities. The Canvas LMS strives for WCAG 2.1 Level A/AA and Section 508 conformance. Regular testing (both internal and by a third party) is conducted to identify conformance issues, with processes in place for timely remediation of accessibility issues that are identified. Canvas is a complex and broad system. The statements below are accurate as of the date indicated. Canvas has been evaluated by Instructure and WebAIM according to WCAG 2.1 standards. Testing is regularly conducted using automated tools, assistive technology (such as screen readers, keyboard testing, etc.), and coding best practices. Third party accessibility evaluation occurs semi-annually with internal audits conducted with each release. Mechanisms are in place for logging and fixing accessibility defects.

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