



CRIJ 4389 – Sex Crimes – Spring 2023

Instructor: Samantha Tjaden

Course and Contact Information	
Class Time and Location:	Online
Office:	VIA E-mail
Office Hours:	T/TH 2:30 P.M. to 5:00 P.M.
Email:	Samantha.tjaden@tamuct.edu – when emailing, always identify yourself and the course number. In general, when communicating electronically, you should use complete sentences and be very clear about what you are asking or saying to avoid miscommunication.
Phone:	Mobile: 214-213-2074 – if texting or leaving voicemail, please identify yourself and the course number.
Preferred Mode of Communication:	I prefer emails to phone calls, unless absolutely necessary. Text messages are acceptable as well. Do not call or text after 9pm.

Course Information

CATALOG DESCRIPTION:

Estimation of sexual victimization indicate that approximately 1 in 5 women and 1 in 10 men will be sexually victimized in their lifetime. Although frequently occurring, sexual assaults are one of the most underreported and under recorded type of crimes, also known as the dark figure of crime. Even when sexual crimes are reported, each step of the Criminal Justice process (law enforcement, prosecution and adjudication) results in high attrition of cases.

This course will provide an overview of sexual violence. In addition to the providing an understanding into the different types of sexual crimes, the typology of sexual offenders, including analyzing offending patterns and paraphilias, will be analyzed within a broader theoretical and social context. Special attention will be given to the impact of these crimes, and how multiple systems, including the criminal justice system, address victims and offenders.

Content Warning: Due to the nature of the class, we will be discussing a variety of topics which may make some students uncomfortable. This includes viewing various media sources that could be sexually explicit.

COURSE OBJECTIVES:

Student Learning Outcomes

Upon successful completion of this course, a student should be able to:

1. Acquire the ability to define, describe and discuss a variety of sexual offenses;
2. Apply biological, psychological, sociological, and environmental theories to explain the onset of sexual offending and sexual offenses;
3. Become knowledgeable about those committing sexual offenses, with inclusion of the characteristics, personality, traits and typologies of offenders;
4. Be able to critically analyze and apply gained knowledge about offenses, offenders, offense patterns and responses to this type of criminal behavior;
5. Be able to identify and discuss the correlates that contribute to the persistence or desistance of sexual offending;
6. Describe the classification models of sexual abusers of children and sexual aggressors of adults;
7. Explain how recidivism risk is assessed with sexual offenders;
8. Evaluate current approaches and policies aimed to decrease the risk of recidivism of sexual offenders and sexual offenses

Conduct:

Mastery of course content is greatly enhanced through professional conduct in the classroom. Although this is an online class, professional conduct must still be observed in your written communication. You will be expected to conduct yourself in a professional manner at all times in this class. As in many criminal justice and social science courses, the issues of racial and ethnic diversity must be considered part of the course content. In addition, topics may come up in class that not everyone will be comfortable with or agree upon. Civility and courtesy to everyone in the class, including the instructor, is expected. All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. Incivility or discourtesy to anyone in the class will not be tolerated and may result in your expulsion from the course.

REQUIRED TEXTBOOK(S):

Vandiver, D., Braithwaite, J., & Stafford, M. (2022). *Sex crimes and sex offenders: Research and realities (2nd Ed)*. Routledge.

You can also use an older edition:

Vandiver, D., Braithwaite, J., & Stafford, M. (2016). *Sex crimes and sex offenders: Research and realities*. Routledge.

Additional books: *One* of the six following books will be used for your final social ecological model. You have the ability to choose which book based on your interests within the class.

Barr, J., & Murphy, D. (2020). *Start by Believing: Larry Nassar's Crimes, the Institutions that Enabled Him, and the Brave Women who Stopped a Monster*. Hachette Books.

Benedict, J. (2004). *Out of bounds: Inside the NBA's culture of rape, violence, and crime* (p. 29). NY: HarperCollins.

The Boston Globe (2015). *Betrayal: The Crisis in the Catholic Church* (Updated). Black Bay Books.

Boyle, P. (1994). *Scout's honor: Sexual abuse in America's most trusted institution*. Prima Pub.

Krakauer, J. (2016). *Missoula: Rape and the justice system in a college town*. Anchor.

Smith, R. A. (2016). *Wounded Lions: Joe Paterno, Jerry Sandusky, and the Crises in Penn State Athletics*. University of Illinois Press.

SUPPLEMENTARY MATERIALS:

Supplementary materials may also be required; these will be in the form of articles, videos, websites, and documents used in community corrections practices.

ACADEMIC DISHONESTY:

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].

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

Academic Integrity	Texas A&M University - Central Texas expects all students to maintain high standards of personal and scholarly conduct. Students found responsible of academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case of academic dishonesty and report the incident to the Associate Director of Student Conduct. More information can be found at http://www.tamuct.edu/departments/studentconduct/facultyresources.php .
Plagiarism	Plagiarism is a form of academic dishonesty. Plagiarism, most simply defined, is not properly crediting your sources of information through the use of textual citations and the provision of a works cited list. If something is not your own original idea, thought, words, or the product of your original data collection and analysis, you need to cite your source in the text. You may expand on work you have submitted in other classes. If you would like to do so, please contact me to discuss the terms. To learn more about plagiarism, please visit https://owl.english.purdue.edu/owl/resource/589/02/

MODE OF INSTRUCTION AND COURSE ACCESS:

This course is fully online and uses the TAMUCT Canvas system. To be able to successfully complete this course, the student must have reliable and frequent access to a computer and to the Internet. In addition, the student must be able to access Canvas.

In addition, you must claim and use your university email. All announcements made in Canvas will also be emailed to students – these emails only go to university email accounts. The same applies to all university-level announcements. You may miss out on vital announcements and information if you do not check your university email regularly. You can have your university email forwarded to your personal email.

Technology issues are not an excuse for missing a course requirement. Make sure your computer is configured correctly and address issues well in advance of deadlines. If you have problems with your personal computer and/or Internet, you have access to the computer lab in Warrior Hall (room 104). Operating times and days can be found on the TAMUCT website.

Technology Requirements

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

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

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

Canvas Support

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

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

Online Proctored Testing

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

Other Technology Support

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

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

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

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

STUDENT-INSTRUCTOR INTERACTION:

Since this is an online class, most communication between the instructor and students will be electronic in nature; however, all students are welcome and encouraged to attend office hours or make an appointment for an office visit.

I will be checking and replying to student emails on a daily basis - students should expect a response within 48 hours during the week. Emails sent on a weekend will be responded to the following Monday, unless it is a holiday. Deviations from this will be announced on Canvas. During office hours, emails will be responded to more quickly, and Canvas chat, Zoom, Facetime, or some other method of communication can also be utilized if pre-arranged. If the answer to a student question applies to all students, an announcement will be made to the entire class.

There will be a discussion board available for students to post general questions that will be checked and responded to on a regular basis – students should expect a

response within 48 hours. This is highly recommended for general questions (for example, what chapters will be covered on an exam), so that all students in the class may benefit from the answers.

Conduct:

Mastery of course content is greatly enhanced through professional conduct in the classroom. Although this is an online class, professional conduct must still be observed in your written communication. You will be expected to conduct yourself in a professional manner at all times in this class. As in many criminal justice and social science courses, the issues of racial and ethnic diversity must be considered part of the course content. In addition, topics may come up in class that not everyone will be comfortable with or agree upon. Civility and courtesy to everyone in the class, including the instructor, is expected. All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. Incivility or discourtesy to anyone in the class will not be tolerated and may result in your expulsion from the course.

COURSE REQUIREMENTS

I. Discussion Posts

0-25 points, for a total of 50 points

There will be **two (2) discussion topics** posted in Canvas throughout the semester with the **main discussion being worth 25 points. You do not need to post a response to other students post.**

In order to properly answer the discussion questions/prompts, you will be required to read or view additional material. These additional materials will be posted with the discussion question/prompt. You will earn points for your submission if you answer discussion questions/prompts on time, adequately, and completely. Students are required to post their initial response (typically about one-half page, single-space type) to the issue.

Quality of Discussion Posts: I expect to see substantive responses, approximately one-half page to the Canvas discussion question for an initial response from a student. **You will be required to post your response by Sunday of the same week, no later than 11:59 PM.**

Proofreading your discussion board postings will also increase readability for others; you should also be checking for grammar, spelling, and content to make sure others would understand your point. In addition, please make discussion postings relevant to the topic under discussion.

II. Case Studies

0 - 50 points, for a total of 450 points

Students will be responsible for completing nine (9) case studies. You will be required to demonstrate knowledge and comprehension of the course materials. Each

assignment will involve applying covered content from course readings, lectures, and videos to examine and analyze well-known sexual offenses/sexual offenders.

Assignments will be completed online via the course Canvas website. They will “unlock” (i.e., available to complete) each Monday with the weekly module and will be due within one week (i.e., assignments due by 11:59pm on Sunday).

CASE STUDIES MUST MEET THE FOLLOWING CRITERIA:

- Each case study must have a minimum 1.5 **page answer in length; double-spaced; 12-pt. font using A.P.A. format.**
- Grammatically correct and free from proofreading errors
- Paragraph, narrative format; 3rd person speech, unless otherwise specified
- Outside sources (beyond the course textbooks or notes) can be used for the exams; sources must be appropriately cited in text and in a reference section as per APA standards. Information on APA formatting for citations and reference lists can be found on the online at <https://owl.english.purdue.edu/owl/resource/560/01/>.

III. Vampire Hypothesis Paper 0 - 150 points, for a total of 150 points

Students’ will write a 1000-word critical review paper providing a summary and critical review of the empirical literature on the vampire hypothesis i.e. whether victims of sexual abuse become sexual offenders themselves.

Format for Vampire Hypothesis Paper: APA 6th or 7th Edition

1. 1000 words minimum in length (cover page and references not included in word count)
2. Double-spaced
3. 12-point standard font -Times New Roman
4. Grammatically correct and free from proofreading errors
5. Paragraph, narrative format; 3rd person speech (e.g., no use of “I,” “me,” “my”)
6. Only limited and properly cited use of direct quotations
7. Must be completed in Microsoft Word and submitted as an attachment in the Assignment section of Canvas
8. Cover page is necessary.

***** make sure to cite in your paper...when in doubt cite cite cite!**

In addition, read the grading criteria for the essays before submitting your assignment. Writing counts!! I strongly suggest that you take your paper to a writing tutor prior to your submission. If you need assistance with this assignment, please ask. I will be happy to read and comment on your early drafts (must be submitted at

least 5 days before the due date). I cannot help you if I do not know that you need help.

IV. Social Ecological Model Paper 0 - 150 points, for a total of 150 points

Using one of the books listed, as well as other legitimate sources, students' are required to demonstrate their understanding of the social ecological model. Further information on the paper will be provided via Canvas (Refer to "Social Ecological Model Paper").

The paper will be turned in Finals week via the course Canvas website.

Format for the Social Ecological Model Paper: APA 6th or 7th Edition

1. 10 pages minimum in length (cover page and references not included in page count)
2. Double-spaced
3. 12-point standard font -Times New Roman
4. Grammatically correct and free from proofreading errors
5. Paragraph, narrative format; 3rd person speech (e.g., no use of "I," "me," "my")
6. Only limited and properly cited use of direct quotations
7. Must be completed in Microsoft Word and submitted as an attachment in the Assignment section of Canvas
8. Cover page is necessary.

***** make sure to cite in your paper...when in doubt cite cite cite!**

In addition, read the grading criteria for the essays before submitting your assignment. Writing counts!! I strongly suggest that you take your paper to a writing tutor prior to your submission. If you need assistance with this assignment, please ask. I will be happy to read and comment on your early drafts (must be submitted at least 5 days before the due date). I cannot help you if I do not know that you need help.

There are no optional assignments for extra credit.

Grading Criteria Rubric and Conversion

Final course grades will be assessed on the following scale:

Assignment	Points	My Grade
Discussions	50 (2x25)	

Case Studies	450 (9x50)
Vampire Hypothesis Paper	150
Social Ecological Model Paper	150
Total	800

POINT SCALE	LETTER GRADE
716-800	A
636-715	B
556-635	C
476-555	D
0-475	F

Grading Rubric

Qualities & Criteria	Poor	Good	Excellent
Format/Layout <ul style="list-style-type: none"> • Presentation of the text • Structuring of text • Requirements of length, font, and style • APA style 	Follows poorly the requirements related to format and layout.	Mostly follows the requirements related to format and layout.	Closely follows all the requirements related to format and layout.
Content <ul style="list-style-type: none"> • Elements of topics to be addressed • Information is correct • Coherency 	Not objective and poorly addresses the issues. The information provided is unnecessary or insufficient to discuss the issues.	Mostly objective and addresses most of the issues. Provided information is mostly necessary and sufficient to discuss the issues.	Addressed all the issues. Provided information is necessary and sufficient to discuss the issues.
Quality of Writing <ul style="list-style-type: none"> • Clarity • Grammar and English usage • Organization and coherence 	Poorly written and contains flagrant spelling and grammatical errors. Essay is poorly organized, lacks clarity, and incoherent.	Mostly well-written, without spelling or grammatical errors. Essay is well organized, is clear, and ideas are presented in coherent ways.	Presented a well-written, organized, without spelling or grammatical errors. Clear ideas presented in coherent ways.
Citations, References, & Style <ul style="list-style-type: none"> • APA style • Sources correctly 	Fails to follow APA guidelines and sources are	Mostly follows APA guidelines and sources are (mostly)	Follows APA guidelines and

cited regarding content of sources	incorrectly cited for content expressed in sources.	cited correctly for content.	sources are correctly cited for content.
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Posting of Grades

All grades will be posted on the Canvas Gradebook. I will do my best to have grades and feedback posted within 1 week of the due date. Notification of any changes to this grading timeline will be sent to students via Canvas Announcement.

Grading Policies

I will accept late work with 10%-point reduction per each day the assignment is late.

COURSE OUTLINE AND CALENDAR

Subject to revision, if necessary, during the semester. All assignments are located and should be submitted in Canvas. **Videos, articles, and websites listed in the calendar can be found in the “Additional Resources” tab in Canvas.**

Week of	Description	Reading/Assignments
Jan 17	Introduction to the course Review of syllabus You must have your textbook by next week	Reading: Syllabus Common writing issues Assignments (due by 11:59PM on Jan 22): Discussion #1 Discussion #2
Jan 23	Introduction to Sexual Violence: Harms of Sexual Violence and Sexual Crimes: Definitions, Measurements, & the Dark Figure	Reading: VSB Ch. 1 Video: Sexual Assault Survivors Share Their #MeToo Story Video: The Rape Jokes We Still Laugh At Video: Trans Women Open Up About Their #MeToo Sexual Assault Experiences Assignments (due by 11:59PM on Jan 29): Case Study #1: RAINN Survivor Stories- Adam & Lucy

Jan 30	History of Moral Panics & Stereotypical vs Typical	<p>Reading: Quinn (2004) Galeste (2012) Video: The Flawed Way the Media Covers High Profile Rapists Video: “Frightening & High”-The Supreme Court Crucial Mistake About Sex Crime Statistics</p> <p>Assignments (due by 11:59PM on Feb 5): Case Study #2: The Central Park 5</p>
Feb 6	Individual-Level Theories of Perpetration	<p>Reading: VSB Ch. 2 Turchik (2016) Video: Sex Offender</p> <p>Assignments (due by 11:59PM on Feb 12): Case Study #3: Thordis Elva & Tom Stranger</p>
Feb 13	Socio-Ecological Model & Vampire Hypothesis	<p>Reading: De Jong (2017) Lambie (2015) Plummer (2018)</p> <p>Assignments (due by 11:59PM on Feb 19): None</p>
Feb 20	Male Sexual Offenders against Adult Victims (Rapists)	<p>Reading: VSB Ch. 3 Scully & Marolia (1985) Basile (2002) Reddit: I Raped My Wife</p> <p>Assignments (due by 11:59PM on Feb 26): Case Study #4: Incels (Involuntary Celibates)</p>
Feb 27	Male Sexual Offenders against Child Victims (Child Molesters)	<p>Reading: VSB Ch. 4 Seto (2015) Video: The Paedophile Next Door Video: Two Child Sex Offenders Explain How They Picked Their Targets</p> <p>Assignments (due by 11:59PM on Mar 13): Case Study #5: Boy Scouts</p>

Mar 6	Female Sexual Offenders	<p>Reading: VSB Ch. 7 DeCou (2015) Denov (2004) Reddit: I'm a Woman Who Was Raped by a Woman</p> <p>Assignments (due by 11:59PM on Feb 26): Case Study #6: Debra Lafave & Laura McCollum</p>
Mar 13	Spring Break	<p>Reading: None</p> <p>Assignments None</p>
Mar 20	Juvenile Sexual Offending	<p>Reading: VSB Ch. 6 Seto (2010) Video: Ted Talk- Dangerous Myths About Juvenile Sex Offenders Video: He was labeled as a Sex Offender at 12- Now What?</p> <p>Assignments (due by 11:59PM on Mar 26): Case Study #7: Thomas, Robert, & James</p>
Mar 27	Sexual Abuse in Institutions	<p>Reading: VSB Ch. 8 Guy (2006) Palmer (2017)</p> <p>Assignments (due by 11:59PM on Apr 2): <i>Vampire Hypothesis Paper</i></p>
Apr 3	Child Pornography Offending	<p>Reading: VSB Ch. 5 Winder (2010) Video: Online Child Sexual Abuse- I Couldn't Stop Looking</p> <p>Assignments (due by 11:59PM on Apr 9): None</p>
Apr 10	Sexual Murderers Part 1	<p>Reading: VSB Ch. 9 Higgs (2017)</p>

		Williams (2020) Assignments (due by 11:59PM on Apr 16): Case Study #8: Karla Homolka & Russell Williams
Apr 17	Sexual Murderers Part 2	Reading: VSB Ch. 9 Higgs (2017) Williams (2020) Assignments (due by 11:59PM on Apr 23): Case Study #9: Luka Magnotta & Robert Pickton
Apr 24	Primary & Secondary Prevention of Sexual Violence	Reading: Schneider (2020) Video: Ted Talk- Child Sexual Abuse is Preventable Assignments (due by 11:59PM on May 7): None
May 1	Tertiary Prevention of Sexual Violence	Reading: VSB Ch. 10 & 11 Pittman (2017) Video: Pervert Park Video: Sex Offenders/ Our America Assignments (due by 11:59PM on Apr 23): None
May 8	Social Ecological Model Paper	Reading: Assignments (due by 11:59PM on May 12): Social Ecological Model Paper
May 13	Have a great summer break!!	

Important University Dates

Jan 17	Classes start
Jan 19	Registration ends
Feb 1	Last day to drop with no record
Mar 13-19	Spring Break
Mar 31	Deadline for graduation application

Apr 7	Last day to Q-drop or withdraw with record
May 12	Last day of Spring Classes
May 13	Commencement 7pm Bell County Expo Center
May 13	Summer Break Begins

The full Academic Calendar for 2022-2023 can be found at: [Academic Calendars and Registration Schedules < Texas A&M University-Central Texas \(tamuct.edu\)](#)

Please review and become familiar with our TAMUCT policies. In addition to TAMUCT policies, I included sections on *Academic Integrity* and *Plagiarism*. Please review both of those sections and visit the links provided. *Any student caught plagiarizing receives a zero for that particular assignment and may receive a zero for the course.*

UNIVERSITY PROCEDURES AND POLICIES	
SAFEZONE	<p>Emergency Warning System for Texas A&M University-Central Texas</p> <p>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.</p> <p>Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.</p> <p>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].</p> <p>To register SafeZone on your phone, please follow these 3 easy steps:</p> <ol style="list-style-type: none"> 1. Download the SafeZone App from your phone store using the link below: <ul style="list-style-type: none"> o iPhone/iPad: [https://apps.apple.com/app/safezone/id533054756] o 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)

	<p>3. Complete your profile and accept the terms of service</p>
<p>Disability Support Services</p>	<p>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.</p> <p>For more information, please visit our Access & Inclusion Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]</p> <p>Important information for Pregnant and/or Parenting Students</p>
<p>Important information for Pregnant and/or Parenting Students</p>	<p>Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education’s Office of Civil Rights, the Dean of Student Affairs’ Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit Student Affairs [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution’s Title IX Coordinator. 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].</p> <p>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</p>

	<p>seek out assistance. Students may also contact the University's Title IX Coordinator.</p>
Tutoring	<p>Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request.</p> <p>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.</p> <p>To schedule tutoring sessions and view tutor availability, please visit Tutor Matching Services [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.</p> <p>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.</p>
The University Writing Center	<p>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. For the Spring 2022 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.</p> <p>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</p>

	<p>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!</p> <p>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/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via WOnline [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.</p>
Library Services	<p>The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.</p> <p>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]. 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.</p> <p>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,</p>

	<p>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].</p>
<p>Drop Policy</p>	<p>If you discover that you need to drop this class, you must complete the Drop Request Dynamic Form through Warrior Web.</p> <p>[https://dynamicforms.ngwebsolutions.com/casAuthentication.aspx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612].</p> <p>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.</p>

<p>A Note about Sexual Violence at A&M-Central Texas</p>	<p>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).</p> <p>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].</p>
<p>Behavioral Intervention</p>	<p>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].</p> <p>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.</p>