

ENGL 3356-110: Literary Authors
Black Women Writers & Generational Identity
Texas A&M University–Central Texas, Spring 2023

Course Information

Dates: Jan 17–May 5, 2021
Type: Face-to-Face (F2F)
Day/Time: TR 12:30-1:45 PM
Room: FH 212

Instructor Contact Information

Instructor: Dr. Stephanie Tavera
Email: stavera@tamuct.edu
Phone: (254) 519-5773
Room: Heritage Hall 204M
Hours: T/R 10:00-11:00 AM
R 4:00-6:00 PM

Make an Appointment with Dr. Tavera:

<https://dr-tavera-office-hours.appointlet.com/b/stephanie-tavera>

Course Overview and Description.

This course offers an in-depth focus of one or more significant authors or cohort of authors from literary history. This course is not a biographical study of the author, rather it emphasizes thematic and genre-based developments in the author's writing throughout his/her life. This semester, we will explore the theme of generational identity across a cohort of famous Black women writers who used literature to probe at social and political issues. Some of the questions we will address include: What do we inherit from our ancestors? What do we pass on to our descendants? Black women writers document the experience of the Black community under white patriarchal oppression as one that has been formed in violence and under trauma: slavery, Jim Crow, police brutality. But where there is trauma, there is also resilience. In this course, we will explore how Black women writers shift the narrative of family, community, and generational identity from oppression to empowerment.



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Expected Learning Outcomes/Course Objectives. Students will examine thematic concepts related to generational identity in the work of Black women writers using Black feminist scholarship. By the end of the semester, students who have successfully completed the assignments for this course should be able to:

1. Analyze and interpret texts by Black women writers using generational identity as a framework for inquiry and analysis.
2. Engage in a conversation with scholarly texts by Black feminist theorists by reading, annotating, and responding to the key concepts, ideas, and theories presented therein with one's own critical perspective using the theory and the literary text as a foundation for response.
3. Express ideas and readings of a text in clear, logical, organized, concise, and persuasive ways, in both written and oral forms.
4. Synthesize multiple scholarly and literary voices into a cohesive analysis.
5. Use scholarly sources in an effective manner, including a clear citational practice that follows MLA, APA, or Chicago style.

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

1. Attending on-campus meetings during our scheduled class time.
2. Listening to or watching brief lectures, either in the form of podcasts created external to the course or in the form of instructor-made content for Canvas.
3. Submitting writing projects to assess knowledge and mastery of the material including: one analysis paper, one synthesis paper, and one archival transcription project, as well as any minor assignments such as discussion board reflections.

The goal of these assessments is to gain skills in close reading and textual analysis; to apply generic and scholarly concepts learned and practiced through the semester in a recursive, or repetitive, manner; and to understand writing and meaning-making of literature as a process by which knowledge is gained through trial-and-error.

Disclaimer: *Due to its subject matter, some of the following material will contain mature content including racial violence, sexual violence, and sexual references or innuendos.*

Required Texts.

Bennet, Britt. *The Vanishing Half*. Any edition. I have [this edition from Riverhead books](#).

----. *Meet Claudie*. American Girl, 2022. Amazon [link here](#).

Butler, Octavia. *Kindred*. Any edition. I have the [Beacon Press edition](#).

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

Harper, Frances Ellen Watkins. *Iola Leroy, or Shadows Uplifted*. I have the [Broadview Press edition](#).

Hurston, Zora Neale. *Their Eyes Were Watching God*. Any edition. Amazon [link here](#).

Additional Texts. Students will need regular access to the following electronic sources in **Canvas**:

- Gray, Christine. “Mara, Grimke’s Other Play and the Problems of Recovering Texts.” *From Black Women Playwrights: Visions on the American Stage*. Routledge, 2014.
- Hartman, Saidiya. “Venus in Two Acts.” *Small Axe* 26.2 (2008).
- Mitchell, Koritha. “Identifying White Mediocrity and Know-Your-Place Aggression: A Form of Self-Care.” *African American Review* 51.4 (2018).
- Spillers, Hortense. “Mama’s Baby, Papa’s Maybe.” *Diacritics* 17.2 (1987).
- Wynters, Sylvia. “Unsettling the Coloniality of Being/Power/Truth/Freedom: Towards the Human, After Man, Its Overrepresentation—An Argument.” *The New Centennial Review* 3.3 (2003).

Course Reading Schedule. Assignments and readings 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 is a professor? Video Lecture (watch on Canvas before we meet for class).</i>	None.
1	THU 1/19	<i>“Decency is Not an American Inheritance” [Part 1]: Black Women in Captivity. Defining Key Concepts for Black Feminist Studies.</i>	Readings: Spillers, Hortense, “Mama’s Baby, Papa’s Maybe” (On Canvas)

2	TUE 1/24	<i>The Ethics of Passing</i>	Readings: Harper, Frances, <i>Iola Leroy</i> , Chapters 1-11.
2	THU 1/26	<i>Discussion Board #1: Describe how the American grammar book for slavery is defined by loss in the experiences of Iola Leroy. [No Class on Campus]</i>	Readings: Harper, Frances, <i>Iola Leroy</i> , Chapters 12-21.
3	TUE 1/31	<i>Black Healing in During and After Slavery</i>	Readings: Harper, Frances, <i>Iola Leroy</i> , Chapters 22-32 & Note.
3	THU 2/2	<i>Just Read! [No Class on Campus]</i>	Readings: Butler, Octavia, <i>Kindred</i> , Chapters: Prologue, The River, The Fire, The Fall.
4	TUE 2/7	<i>Time Travel Trauma</i>	Readings: Butler, Octavia, <i>Kindred</i> , Chapters: The Fight, The Storm, The Rope, Epilogue.
4	THU 2/9	<i>Discussion Board #2: Describe how the American grammar book for slavery is defined by loss in the experiences of Dana from Kindred. [No Class on Campus]</i>	Readings: Review Butler, Octavia, <i>Kindred</i> .
5	TUE 2/14	<i>Brainstorming Session!</i>	None. Review <i>Iola Leroy</i> and <i>Kindred</i>.
5	THU 2/16	<i>WebEx Clinic: Analysis Paper. [No Class on Campus]</i>	Due: Analysis Paper: The Grammar of Slavery due by 11:59 pm.
6	TUE 2/21	<i>"Decency is Not an American Inheritance" [Part 2]: Understanding and Resisting Know-Your-Place Aggression</i>	Readings: Mitchell, Koritha, "Identifying Mediocrity and Know-Your-Place Aggression: A Form of Self-Care."
6	THU 2/23	<i>Decolonizing Race and the Power of (Re)Description</i>	Readings: Wynters, Sylvia. Excerpt from "Unsettling the Coloniality of Being/Power/Truth/Freedom." (Part IV only, pages 311-331)
7	TUE 2/28	<i>Decolonizing Race and the Power of (Re)Description</i>	Readings: Wynters, Sylvia. Excerpt from "Unsettling the Coloniality of Being/Power/Truth/Freedom." (Part IV only, pages 311-331)
7	THU 3/2	<i>The Ethics of Passing, Redux</i>	Readings: Bennett, Brit, <i>The Vanishing Half</i> , Part 1: The Lost Twins (Chapters 1-4) & Part 2: Maps (Chapters 5-6)

8	TUE 3/7	<i>Family Trauma, Racial Trauma</i>	Readings: Bennett, Brit, <i>The Vanishing Half</i> , Part 3: Heartlines (Chapters 7-9), Part 4: The Stage Door (Chapters 10-13), & Part 5: Pacific Cove (Chapters 14-17)
8	THU 3/9	<i>Discussion Board #3: Describe how characters in The Vanishing Half resist know-your-place aggression or decolonize their identity. [No Class on Campus]</i>	None (Catch up on reading if behind).
	TUE 3/14	<i>Spring Break: No Class</i>	
	THU 3/16	<i>Spring Break: No Class</i>	
9	TUE 3/21	<i>Adapting Generational Identity to Black YA Literature</i>	Readings: Bennett, Brit, <i>Meet Claudine</i> ; and Raugust, Karen, "New American Girl is Full-Circle Moment for Author Brit Bennett."
9	THU 3/23	<i>Just Read! [No Class on Campus]</i>	Readings: Hurston, Zora Neale, <i>Their Eyes Were Watching God</i> , Chapters 1-5.
10	TUE 3/28	<i>Intersectional Identity: Gender, Race, Class</i>	Readings: Hurston, Zora Neale, <i>Their Eyes Were Watching God</i> , Chapters 6-10.
10	THU 3/30	<i>Discussion Board #4: Describe how characters in Their Eyes... resist know-your-place aggression or decolonize their identity. [No Class on Campus]</i>	Readings: Hurston, Zora Neale, <i>Their Eyes Were Watching God</i> , Chapters 11-15.
11	TUE 4/4	<i>Black Women's Sexual Liberation, Or Reproductive Justice</i>	Readings: Hurston, Zora Neale, <i>Their Eyes Were Watching God</i> , Chapters 16-20.
11	THU 4/6	<i>Listening for the Silences in the Archive</i>	Readings: Hartman, Saidiya, "Venus in Two Acts."
12	TUE 4/11	<i>Listening for the Silences in the Archive</i>	Readings: Gray, Christine, "Mara, Grimke's Other Play and the Problems of Recovering Texts."
12	THU 4/13	<i>WebEx Clinic: Synthesis Paper. [No Class on Campus]</i>	Due: <i>Synthesis Paper: Empowering Black Women due by 11:59 pm.</i>
13	TUE 4/18	<i>Blessed are the Barren, Or Grimke and the Birth Control Movement. Handout Scenes for Transcription.</i>	Readings: Grimke, Angelina Weld, <i>Rachel</i> .

13	THU 4/20	<i>Just Read and Transcribe! [No Class on Campus]</i>	Readings: Grimke, Angelina Weld, Rachel.
14	TUE 4/25	<i>Giving Grimke Voice: Rachel and Mara. Transcription Workshop during class.</i>	<u>None. Transcribe Mara.</u>
14	THU 4/27	<i>Discussion Board #5: What success and challenges have you had in the process of transcription? Do your experiences echo Hartman or Gray?</i>	<u>None. Transcribe Mara.</u>
15	TUE 5/2	<i>Brainstorming Session! Transcription Workshop in class, if needed.</i>	<u>None.</u>
15	TUE 5/4	<i>Final Project Submission</i>	Due: Archive Project due by 11:59 pm. Please submit your transcription with your paper.

Grade Distribution. Final grades for this course are A, B, C, D, and F. Final 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:

Discussion Boards (5 total)	20%
Analysis Paper: The Grammar of Slavery	25%
Synthesis Paper: Empowering Black Women	30%
Final Project: Archive Paper & Transcription	25%

INSTRUCTOR POLICIES

Participation Policy and Attendance. 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. Students who miss more than 30% of in-class meetings, or about ten classes, should not expect to pass this course.

Discussion Board Posts. The prompt for each discussion board is provided in detail in Canvas. Please answer the prompt as fully and completely as possible to earn full credit for the assignment. The content of *all* posts should be related to the week’s reading and should seek to use correct grammar, sentence structure, and mechanics. Although they are more informal, even minor assignments like discussion board posts are writing assignments and should be treated as such. Please allow a 24- to 48 hour-response time after the deadline has passed for the grading of discussion board posts.

Posting of Grades. All grades for both major and minor assignments will be posted in the Gradebook on Canvas. I generally grade major writing assignments within two weeks of submission date. Please do not contact me asking about your grade for an assignment until this personal grading deadline has expired.

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 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!*** For those who do not contact me in advance, and simply fail to submit or submit late: I will accept late submissions *for major writing projects only* (e.g. NOT discussion boards) with a deduction of 10 points for each day that the submission is late.

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 do not sit at my email all day, rather I check it 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 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 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?PartnerIdpid=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](#) 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>]. If you know of potential honor violations by other students, you may [submit a referral](#), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online: [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

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

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](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

COVID-19 SAFETY MEASURES. For updates on COVID-19 information, please monitor the University [website](#) [<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.

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. 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 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 & Archives. 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]

Accessibility Statement. TAMUCT is committed to web accessibility as part of their Universal Design Initiative. Please visit their university's accessibility statement concerning online courses and web pages here: <https://www.tamuct.edu/about/accessibility.html>. As part of this initiative, TAMUCT is partnered with Instructure to provide a quality learning content management system. The following language contains Instructure's Accessibility Statement:

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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