

Personality PSYC 3350

Summer 2023

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

Summer 2023 Semester (8 Week course): June 5th, 2023 - July 28th, 2023

This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>]. Please follow calendar for mandatory class meeting dates through Canvas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Rebekah Oakley, Ph.D., LSSP, LP

Office: Online Only

Email: becki.oakley@tamuct.edu

Office Hours: As needed. Available daily for virtual appointments.

Student-instructor interaction

Email me to schedule a Microsoft TEAMS meeting.

Requests and emails will be answered within 48 hours, although usually much sooner.

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

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

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

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

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

1. Download the SafeZone App from your phone store using the link below:
 - [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

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

COURSE INFORMATION

An introduction to personality, the unique and relatively stable patterns of behavior, thoughts, and feelings that make individual human beings. The different theoretical approaches - psychodynamic, cognitive, behavioral, humanistic, and existential - will be covered and will be related to personality and personality development. Prerequisite(s): PSYC 2301 and PSYK 309 or approval

Course Objective or Goal Student Learning Outcomes:

- a. Demonstrate factual knowledge (terminology, classifications, methods, trends). Students will read, write, discuss, and respond to content-specific information regarding personality from the textbook and peer-reviewed articles. Assessments in which students will demonstrate this objective are weekly participation and discussion posts, 4 short-answer tests, article reviews and a final project.
- b. Demonstrate knowledge of fundamental principles, generalizations, or theories. Students will read, write, discuss, and respond to information regarding the theories and basic principles associated with each major explanation in personality psychology including articulating how an individual's behavior can be understood from each perspective and the

factors that influence the expression of personality. Assessments in which students will demonstrate this objective are weekly participation and discussion posts, 4 short-answer packets, article reviews and a final project.

- c. Apply course material (to improve thinking, problem solving, and decisions). Students will select topics from the textbook to discuss as they relate directly to one's own life and decision making. Assessments in which students will demonstrate this objective are weekly discussions and replies. Students will apply and extend their depth of knowledge from the course text by locating, retrieving, reading, and summarizing peer-reviewed research in a theory of personality. Assessments in which students will demonstrate this objective are article reviews and the final project.
- d. Analyze and begin to critically evaluate ideas, arguments, and points of view. Students will read and summarize peer-reviewed articles that support one theory of personality and explain in writing how well the articles support the theory. The assessment in which students will demonstrate this objective is the final.

Required Reading and Textbook(s)

Burger, J. M. (2019). *Personality* (10th ed.) Belmont, CA: Thompson. ISBN: 9781337559010

The textbook is available through Cengage.

Additional podcasts and articles as listed in the calendar and in the modules on Canvas. Access to be provided by link.

All writing assignments in this course will be expected to be in APA style. There are several very good online resources for APA style including:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Students may also benefit from purchasing this guide:

American Psychological Association. (2020). *Publication manual of the American psychological association* (7th ed.). Washington, DC: Author. ISBN: 9781433832161

COURSE REQUIREMENTS

Structure/late submissions/Attendance

This course will be a 100% online course using the Canvas system. Canvas will be used to upload your course work. Course materials, and additional assignments. Students are to adhere to deadlines for submission of assignments as stated in each assignment description or syllabus. Late work will be accepted after the due date for ½ credit. All online work submitted for class MUST be submitted through the Assignment links on Canvas; no work submitted by email will be accepted unless arranged with me beforehand.

Syllabus Quiz (80 points): Complete the Syllabus Quiz on Module 1.

Weekly Participation/ Discussion Boards (30 points/week, 8 weeks, 240 points total): Each week is represented by a module in this course. Each module will include one prompt for participation. Prompts may include commenting on a discussion post, listening to an assigned podcast or reading an assigned reading or website. Both the resource and the discussion post prompt are available on the course calendar and the module. Students can receive 20 points for an original post and 10 points for commenting on a peer's post. Initial posts must be at least 7 well-formed sentences and responses must be at least 5 well-formed sentences. Discussion board posts are due by 11:59 PM on Thursday of each week.

Article Reviews (60 points/article review, 3 article reviews, 180 points total): Summaries of three peer reviewed articles will be due periodically during the course. All summaries must be written in APA style. Summaries will include description of information presented in the article, how the information is connected to a class topic, and what further questions the reading brings up for the student. The review will mostly be about 1 page double spaced. ALL content should be written in the student's own words. If students have content that is identical to another work, students will not be credited for the assignment. The articles may be student choice, as long as they are related to a topic covered in the textbook or other course topics. Please see the list after the course calendar which includes example articles which may be used. Students may use these articles or may choose an article of their own choosing. Please note articles should be preferably published in the last 10 years.

Final Project/ Powerpoint (100 points): Near the end of the semester, a research review powerpoint is due that integrates five peer-reviewed articles explaining in detail one theory of personality. The student may choose to use four peer-reviewed articles and one podcast with an expert in the field. The final project will require students to summarize and integrate the five research articles into one coherent presentation describing the specific theory, and students should explain how well each article supports the theory. The project should also include information from the course. The project will include 10-12 slides including a title slide and a reference slide. The presentation will include: an overview of the theory and a slide for each source and will summarize the source and indicate what information the source provides regarding the theory. The presentation will also include a slide summarizing areas for future research or areas in which the theory has provided the basis for other theories and research (note: some theories are now considered more historical rather than scientifically supported). There is a rubric for the final project on the final module of the course.

Exams

Packet 1 (100 points) This short answer test will cover chapters 1, 2, 3, & 4 of the course textbook.

Packet 2 (100 points) This short answer test will cover chapters 5, 6, & 7, 8 of the course textbook.

Packet 3 (100 points) This short answer test will cover chapters 9, 10, & 11, 12 of the course textbook.

Packet 4 (100 points) This short answer test will cover Chapters 12, 13, & 14, 15, and 16 of the course textbook.

Note: The Packets are available as a PDF on the module corresponding to when they are due. On the same module, there is a link entitled "Submit Packet (1.2.3 or 4) Here." This is where students will submit their packet. It is not necessary to retype or include the questions.

Final Grade:

900-1000 pts. A

800-899 pts. B

700-799 pts. C

600-699 pts. D

Below 600 pts. F

Posting of Grades

Assignments and submissions will be graded within 1 week with grades being posted on Canvas.

Grading Policies

Due dates are posted on the course calendar. Work will be accepted after the due date for up to ½ credit of total points.

COURSE OUTLINE AND CALENDAR

Date	Online Participation	Please Read In Text	Details
Thursday 6/8/2023 Module 1	Access the following short video: https://www.youtube.com/watch?v=mKG-PEVYOR8	Burger Chapters 1-4	<i>Participation Points</i> Post on Module 1 discussion board. Indicate two areas of conflict regarding Freud from the video. Syllabus Quiz due Thursday, 6/8/2023.
Thursday 6/15/23 Module 2	Access the following brief article about a historical moment for Carl Jung and Freud: https://www.apa.org/monitor/2009/09/freud	Burger Chapter 5 and 6	<i>Participation Points</i> Post on Module 2 three further questions you have after reading the brief article. Article Review 1 due by 11:59 PM Sunday, June 18, 2023 Packet 1 due Sunday, June 18, 2023 by 11:59 PM
Thursday 6/22/23 Module 3	Listen to the following podcast: https://www.apa.org/n	Burger Chapter 7-8	<i>Participation Points</i> Dr. Franco uses attachment theory to

	ews/podcasts/speaking-of-psychology/adult-friendships		<p>explain relationships in her research. On the discussion board for module 3, list the types of attachment defined in your book and indicate 3 ideas discussed by Dr. Franco to strengthen adult friendship.</p> <p>Packet 2 due by June 25, 2023 at 11:59 PM</p>
Thursday 6/29/23 Module 4	<p>Listen to the following podcast: https://www.apa.org/news/podcasts/speaking-of-psychology/personality-tests</p>	Burger Chapter 9-10	<p><i>Participation Points</i> Post on Module 4 discussion board regarding the podcast assigned. Indicate information on the Big 5 that you learned from Dr. Oswald.</p> <p>Article Review 2 due by 11:59 PM Sunday, July 2, 2023</p>
Thursday 7/6/2023 Module 5	<p>Watch the following video: https://www.youtube.com/watch?v=nmRSwExGvXA</p>	Burger Chapter 11-12	<p><i>Participation Points</i> Post on the Module 5 discussion post.</p> <p>Write three questions that you could ask of your peers after watching this video. Topics may include Humanistic Psychology, Carl Rogers, or Abraham Maslow. Include the answers as well. For your response to your peers, answer their questions in your own words and add to their provided answers.</p> <p>Article Review 3 due</p>

			by 11:59 PM Sunday July 9, 2023 at 11:59 PM
Thursday 7/13/23 Module 6	Read this brief summary of a research summary: https://www.apa.org/monitor/apr06/orangutans	Burger Chapter 13-14	<i>Participation Points</i> Post on the discussion board for Module 6. Describe how the research described in the linked summary relates to the Big Five. Packet 3 due by 11:59 on Sunday, July 16, 2023
Thursday 7/20/23 Module 7		Burger Chapter 15	<i>Participation Points</i> There are many youtube videos about Social Learning Theory. Find one that you find to be accurate, helpful and informative and post on Discussion 7 the link with a brief introduction.
Thursday 7/27/23 Module 8	Listen to this podcast: https://www.apa.org/news/podcasts/speaking-of-psychology/men-boys-health-disparities	Burger Chapter 16	<i>Participation Points</i> On the discussion board for Module 8, answer the following questions. Dr. Wizdom Powell discusses masculine norms. Indicate ways in which masculine norms can shape mental health. Discuss emotional regulation as defined by Dr. Powell. Lastly,

			<p>briefly indicate a way in which Dr. Wizdom linked poor mental health outcomes and racism.</p> <p>Packet 4 due by 11:59 PM on Thursday, July 27, 2023.</p> <p>Final Project Due by Friday, July 28, 2023 at 11:59 PM.</p>
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Journal Article Options: These are scientific and peer-reviewed articles that you can use for your 3 Journal Reviews. You can also find your own articles as long as they are relevant to the course. I recommend picking topics from class that you are interested in and finding research articles about that topic.

DURNS, T. (2022). Pharaohs, Philosophers, and Freud—Tracing Bias in Modern Correlates of Hysteria. *Journal of Psychohistory*, 49(4), 298–312.

Türkarşlan, K. K. (2022). Children’s affectionate and assertive attitudes towards their parents: the Oedipus complex or parent–offspring conflict? *Integrative Psychological & Behavioral Science*, 56(3), 653–673. <https://doi-org.tamuct.idm.oclc.org/10.1007/s12124-021-09624-w>

Thomas, K. R., Kim, J. H., & Rosenthal, D. A. (2020). Psychodynamic understanding and treatment of patients with congenital disability. *American Journal of Psychoanalysis*, 80(4), 458–471. <https://doi-org.tamuct.idm.oclc.org/10.1057/s11231-020-09272-w>

Vaughan, A. G. (2019). African American cultural history and reflections on Jung in the African Diaspora. *Journal of Analytical Psychology*, 64(3), 320–348. <https://doi-org.tamuct.idm.oclc.org/10.1111/1468-5922.12501>

Fierro, C. (2022). How Did Early North American Clinical Psychologists Get Their First Personality Test? Carl Gustav Jung, the Zurich School of Psychiatry, and the Development of the “Word Association Test” (1898-1909). *HISTORY OF PSYCHOLOGY*. <https://doi-org.tamuct.idm.oclc.org/10.1037/hop0000218>

Bainbridge, T. F., Ludeke, S. G., & Smillie, L. D. (2022). Evaluating the Big Five as an organizing framework for commonly used psychological trait scales. *Journal of Personality and Social Psychology*, 122(4), 749–777. <https://doi-org.tamuct.idm.oclc.org/10.1037/pspp0000395>

Khosbayar, A., Andrade, M. S., & Mellado Miller, R. (2022). The Relationship Between Psychological Resilience and the Big Five Personality Traits. *International Management Review*, 18(1), 5–11.

Sosteric, M., & Ratkovic, G. (2022). It takes a village: Advancing attachment theory and recovering the roots of human health with the Circle of Seven Essential Needs. *Aotearoa New Zealand Social Work Review*, 34(1), 113–127.

Canbolat, O., & Hisar, F. (2022). The Effectiveness of Counseling in the Internship Program According to Maslow's Hierarchy of Needs. *International Journal of Caring Sciences*, 15(1), 617–626.

Acevedo, A. (2018). A personalistic appraisal of Maslow's needs theory of motivation: From "humanistic" psychology to integral humanism. *Journal of Business Ethics*, 148(4), 741–763.

<https://doi-org.tamuct.idm.oclc.org/10.1007/s10551-015-2970-0>

Murphy, D., & Joseph, S. (2019). Contributions from the person-centred experiential approach to the field of social pedagogy. *Cambridge Journal of Education*, 49(2), 181–196.

<https://doi-org.tamuct.idm.oclc.org/10.1080/0305764X.2018.1488946>

Maurer, M. M., & Daukantaitė, D. (2020). Revisiting the Organismic Valuing Process Theory of Personal Growth: A Theoretical Review of Rogers and Its Connection to Positive Psychology. *Frontiers in Psychology*, 11, 1–15. <https://doi-org.tamuct.idm.oclc.org/10.3389/fpsyg.2020.01706>

Bu, F., Abell, J., Zaninotto, P., & Fancourt, D. (2020). A longitudinal analysis of loneliness, social isolation and falls amongst older people in England. *Scientific Reports*, 10(1), 1–8.

<https://doi-org.tamuct.idm.oclc.org/10.1038/s41598-020-77104-z>

Important University Dates

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

Important University Dates

[Copy important university dates from the current Academic Calendar, or share the link:
<https://www.tamuct.edu/registrar/academic-calendar.html>]

TECHNOLOGY REQUIREMENTS AND SUPPORT

You need to include information about Technology Requirements and Support. In addition, include a statement on the technology requirements for the successful completion of the course and when applicable, information on how to access these resources (for example, how to obtain certain software through University site license).

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome, Firefox, Edge, or Safari browsers. Canvas will run on Windows, Mac, Linus, iOS, android, or any other device with a modern web browser. **Canvas no longer supports any version of Internet Explorer.**

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

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

Canvas Support

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

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

Online Proctored Testing

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 requires use of the Chrome web browser with their custom plug in installed.

Other Technology Support

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

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

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

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

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

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].

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

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](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) 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 Records and Admissions Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Records and Admissions Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Records and Admissions Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Pregnant and/or Parenting Students Rights and Accommodations

A&M-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of [Title IX and related guidance from US Department of Education's Office of Civil Rights](#), the Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the [Pregnancy & Parenting webpage](#) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. For more information, please visit [Student Affairs](#) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. If you would like to read more about these [requirements and guidelines](#) online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

[Title IX of the Education Amendments Act of 1972](#) specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions [<https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html>].

Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

Title IX Rights and Reporting Responsibilities

A&M-Central Texas is committed to creating a safe and open learning environment for all students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You may contact the Title IX Office at 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or learn more by visiting the [Title IX webpage](#) [<https://www.tamuct.edu/compliance/titleix.html>].

Please be aware that that under [Title IX](#), [Texas Senate Bill 212](#), and [System Regulation 08.01.01](#), [<https://policies.tamus.edu/08-01-01.pdf>] all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.

If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the [Student Wellness & Counseling Center](https://www.tamuct.edu/student-affairs/student-counseling.html), [https://www.tamuct.edu/student-affairs/student-counseling.html], 254.501.5955, or swacc@tamuct.edu, located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or ssa@tamuct.edu, located in founder Hall Room 317D.

Tutoring and Success Coaching

Tutoring and success coaching services are available to all A&M-Central Texas students, both virtually and in-person.

To schedule tutoring sessions or view tutor availability, please contact Warriorcenter@tamuct.edu or visit Warrior Hall, 111.

If you have questions about these or other academic support services or are interested in becoming a tutor, please contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, email us at WarriorCenter@tamuct.edu. You are welcome to visit the Warrior Center at Warrior Hall, suite 212.

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 Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 631,525 eBooks and 75,149 journals, in addition to the 97,443 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) [https://tamuct.libcal.com/appointments]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

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

University Writing Center

University Writing Center: For the summer semesters, all University Writing Center (UWC) tutoring services are entirely online. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday through Thursday with additional hours Monday through Thursday nights from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

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 [WCOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

OTHER POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](#) online

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

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

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