



**ENGLISH 502  
FALL 2024  
SYLLABUS ADDEMDUM**

*Due to the shift in faculty, some changes will occur that may adjust the course in ways you did not expect. However, I am here to make sure you have a valuable and productive learning experience and not to purposefully confuse you. I will be maintaining a lot of Dr. Carter's course design, but I do have different readings and adjusted assignments. These are explained below.*

**INSTRUCTOR INFORMATION**

**Instructor:** Dr. Gavin P. Johnson (he/him)  
**Email:** [gavin.johnson@tamuc.edu](mailto:gavin.johnson@tamuc.edu)  
**Office:** Talbot 229

**Student Visiting Hours:**  
Tues. (F2F) 2:00-4:30 pm  
or by appointment via Zoom  
[www.tidycal.com/gpj](http://www.tidycal.com/gpj)

**COURSE DELIVERY**

This course is delivered 100% online and asynchronously. Participation and attendance are accounted for based on engagement in weekly writing tasks. I will plan a handful of course meet ups, which will be optional; however, you are encouraged to join these informal spaces to get to know your peers, ask questions, and deepen your knowledge of the program.

**ACCESS**

Access is the process of designing for all types of bodies, minds, and experiences. This class design strives to be inclusive of all students. I recognize that our classroom is made up of a diverse array of learners and am happy to make any reasonable accommodations to make sure every student has an equitable experience in my class. Please talk to me as soon as you can about your individual learning needs and how this course can best accommodate them. If you do not have a documented disability, remember that other support services including the Counseling Center are available to all students. I recognize

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that disabilities can be visible and invisible, and I am dedicated to ensuring that all students succeed in my course.

## REQUIRED MATERIALS

No materials will need be purchased, and all readings will be posted via D2L. Readings will come from academic journals, online sources, and these books

- Calarco, Jessica McCrory. *A Field Guide to Grad School: Uncovering the Hidden Curriculum*. Princeton UP, 2020.
- Krouse, Tonya, and Tamara F. O'Callaghan. *Introducing English Studies*. Bloomsbury Academic, 2020.

## ASSIGNMENTS

- |   |     |
|---|-----|
| <input type="checkbox"/> Weekly Readings & Forum Posts (11 total) | 30% |
| <input type="checkbox"/> Midterm Reflections and Meetings         | 20% |
| <input type="checkbox"/> Draft Personalized Study Program         | 10% |
| <input type="checkbox"/> Portfolio: Program Plan/Roadmap          | 40% |

*Assessment will follow the Labor Model established by Dr. Carter. Assignments will be marked **Full Credit**, **Half Credit**, or **No Credit**. Assignments are weighted to provide you a sense of what will take more time/effort/labor investment. This is an S/U course.*

## TIPS FOR SUCCESS IN THE COURSE

An online graduate course is intensive, moves quickly, and requires a lot of self-direction and motivation. If you are new to graduate school and/or online classes, you might struggle with staying on track. There is no shame in the struggle! My best tips:

- Set a consistent time every day to sit down and focus solely on this class (and put it on your calendar!). Check your email! Check D2L! Establishing a routine will help you stay organized.
- Begin working on your assignments early and use resources such as the Writing Center, Waters Library, or schedule a meeting with Me!
- If you find yourself struggling, reach out to me! I'm happy to work with you individually to get you caught up and strategize best to reach your learning goals.
- Take breaks to rest, relax, and do the activities that bring you joy. Whether it's taking a walk, drawing, playing a video game, or talking on the phone with a friend, schedule these things into your calendar. They are necessary parts of your success. And if you're ever feeling overwhelmed by this class, please reach out to me!

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English 502 Semester Outline  
Fall 2024

Week #4: September 16-20

*Topics*

- Syllabus addendum
- MA/MS degree requirements
- Graduate Education at A&M-Commerce

*Required Readings*

- TAMUC Graduate Catalog, "English MA/MS"
- Graduate School Internal Resources, "Current Students" (explore/skim)
- Calarco (2020), "Introduction" to *A Field Guide to Grad School: Uncovering the Hidden Curriculum*.
- The Crunk Feminist Collective (2011), "Back-to-School Beatitudes: 10 Academic Survival Tips"

*Assignments Due*

- Forum 3
  - First post by Wednesday
  - Response post by Friday

Week #5: September 23-27

*Topics*

- The origins of English Studies
- Building your "team"

*Required Readings*

- McComiskey (2022), "Introduction" to *English Studies Reimagined*
- Krouse and O'Callaghan (2020), "Choosing English"
- Calarco (2020), "Chapter 2: Building Your Team"
- UNC Writing Center, "Building Your Writing Community"

*Assignments Due*

- Forum 4
  - First post by Wednesday
  - Response post by Friday

## Week #6: September 30-October 4

### *Topics*

- Literature as a field of study
- Why study literature?
- Doing the reading

### *Required Readings*

- Krouse and O'Callaghan (2020), "Literature"
- Calarco (2020), "Chapter 3: Deciphering Academic Jargon"
- USF, "Sink or Skim?: Top Ten Tips for Reading in Grad School"
- Cook (2023), "Feel like a Fraud? How to Combat Imposter Syndrome"

### *Assignments Due*

- Forum 5
  - First post by Wednesday
  - Response post by Friday

## Week #7: October 7-11

### *Topics*

- Literature and...
- Studying Literature at A&M-Commerce
- The Graduate Seminar

### *Required Readings*

- Krouse and O'Callaghan (2020), "Cinema, Popular Culture, and New Media"
- Semenza (2005), "The Graduate Seminar"
- Derleth (2019), "The Shy Guide to Speaking Up: Grad Seminar Edition"
- Review Literature course offerings and faculty profiles

### *Assignments Due*

- Forum 6
  - First post by Wednesday
  - Response post by Friday

## Week #8: October 14-18

## Meetings with Dr. Johnson

### Topics

- Program planning

### Required Readings

- Calarco (2020), "Staying on Track in Your Program"
- "To Thesis or Not to Thesis" (40 minute recorded presentation)
- TAMUC Graduate Catalog, "English MA/MS" (review)

### Assignments Due

- Draft Personalized Study Program due prior to meeting with Dr. Johnson

Week #9: October 21-25

Midterm grades due October 21 at 5:00 pm

### Topics

- Rhetoric and Writing as a field of study
- Why study rhetoric and writing?
- Doing the writing

### Required Readings

- Krouse and O'Callaghan (2020), "Rhetoric and Composition"
- Calarco (2020), "Chapter 4: Reading and Writing About Other People's Research"
- Purdue OWL, "Graduate Writing Overview"
- CCCC (2022), "Position Statement on Citation Justice"

### Assignments Due

- Forum 7
  - First post by Wednesday
  - Response post by Friday

Week #10: October 28-November 1

### Topics

- Rhetoric & Writing and...
- Studying Rhetoric & Writing at A&M-Commerce
- Work/life Balance

### *Required Readings*

- Krouse and O'Callaghan (2020), "Professional Writing and Technical Communication"
- Calarco (2020), "Chapter 12: Balancing Teaching, Research, Service, and Life"
- Derleth (2019), "Surviving Grad School: Tips for a Restorative and Productive Semester Break"
- Review Rhetoric & Writing course offerings and faculty profiles

### *Assignments Due*

- Forum 8
  - First post by Wednesday
  - Response post by Friday

## Week #11: November 4-8

### *Topics*

- Digital Humanities as both field of study AND method
- Critical Theory as both field of study AND method

### *Required Readings*

- Kirschenbaum (2010), "What is Digital Humanities and What's it Doing in English Departments?"
- Krouse and O'Callaghan (2020), "English Studies in the Digital Age"
- Krouse and O'Callaghan (2020), "Critical Theory"

### *Assignments Due*

- Forum 9
  - First post by Wednesday
  - Response post by Friday

## Week #12: November 11-15

### **Research Tools**

### *Topics*

- Researching research as a researcher

### *Required Readings*

- Calarco (2020), "Chapter 6: Doing Research and Finding Funding"
- TAMUC Library, "How to Start a Research Project"

- TAMUC Library, “Organizing and Citing Your Research Resources”

*Assignments Due*

- Forum 10
  - First post by Wednesday
  - Response post by Friday

**Week #13: November 18-22**

*Topics*

- More on Writing
- Citation Management tools

*Required Readings*

- Calarco (2020), “Chapter 7: Writing About Your Research”
- Newman (2018), “Writing in the Humanities: The Seminar Paper and Beyond” (1 hour recorded presentation)
- TAMUC Library, “Citation Management Tools”
- UNC Writing Center, “Annotated Bibliographies”

*Assignments Due*

- Forum 11
  - First post by Wednesday
  - Response post by Friday

**Week #14: November 25-29**

*Campus closed/no classes November 27-29*

**Observe Thanksgiving. Reflect. Rest.**

**Week #15: December 2-6**

*Last Day of Classes December 6*

**Writing Workshop. TBA.**

**Week #16: December 9-13**

*Finals Week. No regular classes held.  
Final Grades due December 16 at 5:00 pm*

## Finals

- Submit your course portfolio for review by Monday, December 9 at 11:59 pm



### English 502

#### INSTRUCTOR INFORMATION

FALL 2024

#### COURSE INFORMATION

#### INSTRUCTOR INFORMATION

Instructor: Dr. Shannon Carter

Office Location: Talbot Hall, 214

Office Hours: Tuesday, 3-5 (see D2L to sign up for office hours). If that won't work, let's work together to find another time that will.

University Email Address: Shannon.Carter@tamuc.edu

Office Phone: my private cell number is in D2L (for security, since this is wide open on the internet). Your texts are welcome anytime.

Office Fax: 903-886-5980

#### Course Materials

Everything you need and more. No need to purchase anything.

[September2023-MA/MS EnglishGuidebook](#)

#### Course description:

Three semester hours. Primarily for English MA/MS students, English 502 is an introduction to graduate studies in English including histories, challenges, and debates in English studies. This course is required of all students in the Masters program and should be taken within the students first year. Graded on a satisfactory (S) and unsatisfactory (U) basis.

Introduction:

Welcome! This course serves as a general introduction to graduate school in general and English studies in particular. Consider this a hands-on, semester long orientation to our program and ways to effectively navigate your coursework over the next couple of years. By "effectively navigate," I mean both in terms of required courses and coursework AND, more importantly, your own personal and professional needs as they relate to your personal and professional goals. You define what success in this program means for you, and we'll talk about how to help you meet that mark. Studies will develop a flexible and generative understanding of the diverse fields that characterizes English studies, especially with respect to those areas of specialization offered in our program (e.g., rhetoric and composition, literary studies)

Includes study of the profession and the historical development of English studies, especially with respect to the wide range English studies encompass and the specific ways you can take up these different paths in our particular program (e.g., rhetoric and composition, literary studies).

Over the course of the semester, students will be invited to take up questions like the following: How have theorists and scholars defined English studies? What does/can graduate study in these areas do and to what end? What does it look like? What might you expect in the graduate seminars we offer? How might you effectively prepare to take on/up the expectations in ways that both support your own goals and your definition of success? What "counts" as scholarship in this complex field? How might graduate study in English Studies, rhetoric and composition, and literary studies take up topics and questions you might wish to purpose at some point in your program? How might this all serve your central goals for pursuing an advanced degree in the field?

Topics for this weekly workshop will include the following:

- Degree Planning, including the available areas of emphasis (rhetoric and composition, literary studies) AND the third option: a general program of study in English studies more broadly.
- Comprehensive exams
- final phase of your program: thesis (518) versus the Master's Portfolio? What's the best option for you? Imposter syndrome! Are you feeling like you don't belong here? First, you do because you're here! Second, you are absolutely not alone, even though you may feel as though you're the only one. Frankly, I'm still regularly fighting that imposter syndrome myself!
- Work/life/school balance: As this is a hands-on, workshop designed to help you succeed in this program, you'll be asked to share your experiences and advice and answer one another's questions. For example, we do not have any human children, so I'll ask those who are parents or guardians to
- Additional topics: what do you want/need to discuss/explore together? Let me know and we'll build it into the schedule

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## Course Description

### Student Learning Outcomes (Should be measurable; observable; use action verbs)

1. Define, identify, and explain what English studies is and does, both in general and in rhetoric and composition and literary studies.
2. Summarize the historical and recent developments in the field and consider how this information might serve their proposed program of study.
3. Demonstrate an understanding of the formal requirements and procedures involved in successfully completing the program.

Major assignments: Weekly discussions, short reading and writing assignments related to the above objectives

Culminating project for the course: develop a “personal study program” designed to help guide you through this degree in ways that best align with your goals for this program, developing academic and teaching interests in the field. Students should also consider topics that might have more to do with work-life balance, though you needn't include this in your final assignment unless you wish to share that information in this document.

## ASSIGNMENTS

|   |
|---|
| WEEKLY Writing Assignments (150 words or less), designed to lead you to a successful final project, which itself is designed to help you with your coming program from start to finish! |
| MIDTERM Project (reflections, individual or group conferences, establish your “smart goals”)  |
|   |
| Portfolio: Program Plan/Roadmap   |

## COURSE ASSESSMENT

*As an instructor, my approach to this course is via a “labor-based model.” Here’s how Traci Gardner describes this approach in “When Your Grades are Based on Labor” (<https://tracigardner.com/labor/index.php>):*

*Grades in this course are based on your labor—on the time and intensity that you put into your writing. You are not punished for making mistakes as long as you work to improve throughout the term.*

*To help explain what this means, she offers the following infographic, which I find communicates this approach more clearly than most anything I’ve encountered on the*

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*subject. We will, of course, discuss this approach on the regular throughout the course, but to get us started in this important document, the syllabus:*

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# When Your Grades Are Based on Labor

[Read more at tracigardner.com/labor](http://tracigardner.com/labor)



Your grades are based on your labor—on the time and intensity you put into your writing. Here's how to approach your projects.



## Focus on Ideas

Focus on your ideas, on what you're trying to say. Forget about the pressure to be perfect. Focusing on perfection can distract writers from developing their ideas. Because you are graded on labor, mistakes won't undermine your grade.



## Write for Yourself

You're studying the kinds of writing that are important in your field and developing a sense of what makes that writing effective. Don't worry about impressing me. Write what will make you successful in the workplace.



## Take Risks

Try kinds of writing that stretch your abilities and help you learn new things. There's no need to play it safe. After all, the safe, easy route doesn't push you improve your writing.



## Have a Do-Over

If you take a risk and it doesn't turn out, you can always try again. Just as in a game, you have unlimited do-overs. Making mistakes is part of the learning process. As long as you are trying to improve your work, you can't fail.



## Put In the Effort

You will write, rewrite, start over, and try again. All this work counts, as long as you listen to feedback, incorporate what you hear, and reflect on how to improve.

Credits: Infographic was created on canva.com. Icons are all from The Noun Project, used under a CC-BY 3.0 license: report by Lil Squid, Fluorescent Light Bulb by Matt Brooks, analytics by Wilson Joseph, aim by Gilbert Bages, Switch Controller by Daniel, and Gym by Sathish Selladurai.

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Grades in this course will be based on the following scale:

**A = 90%-100%; B = 80%-89%; C = 70%-79%; D = 60%-69%; F = 59% or Below**

|  |  |
|--|--|
| Weekly Writings  | 30% of final course grade              |
| Midterm Reflections  | 30% of final course grade (fc, pc, nc) |
| 1. Midterm Reflections<br>2. Midterm Conferences (with Instructor) |  |
| Final Project: Personalized Writer's Toolkit                       | 40% of final course grade (fc, pc, nc) |
| Total Points possible  | 100%                                   |

Full prompts for assignments and due dates will be available in D2L.

## **LMS**

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

### **Interaction with Instructor Statement**

If you email me Monday-Friday, expect a 24–48-hour response. If I do not respond within that time, feel free to send up a follow email...seriously! Please do! I get a LOT of emails and

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sometimes one might get lost in the shuffle, or I simply might not have received it. **Never feel bad about follow-ups.** If you email me after 5pm on a Friday, though, you will most likely not get a response until Monday at the earliest. I like my weekends, just like you. You are welcome to email me nonetheless, just please be aware the response will not be as quick as an email sent during the week. Also, you are welcome to come to my office.

## **Communication**

Communication is SO important in this course! If you communicate with me, I can and will do whatever I can to best help you. However, if you do not communicate with me, I cannot even begin to know what you need or how I can help. Communication is key. You can email me, talk with me before or after class, or come by during my office hours. I am here however you need, but help me help you by utilizing communication.

## **Attendance**

*Since this is an online class, your attendance will be determined by your active participation in the forums and other activities, as well as the amount of time you have spent in the course. It is important for you to regularly check in to avoid falling behind.*

*Please do not disappear without any communication. Firstly, we will worry about you. Additionally, if I am unaware of your situation, I won't be able to collaborate with you to find a possible path towards successfully completing this course. We understand that sometimes life can make it difficult to reach out and inform your instructors about what's going on. That is understandable, as we are all human beings first. If you find yourself overwhelmed and unable to cope, there is no shame in deciding that this might not be the right semester to take on this class.*

## **Grievance Procedure**

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with **Dr. Hunter Hayes, Chair of the Department of Literature and Languages** ([hunter.hayes@tamuc.edu](mailto:hunter.hayes@tamuc.edu)). Where applicable, students should also consult University Procedure 13.99.99.R0.05 (“Student Appeal of Instructor Evaluation”).

## **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance and will be to the students' benefit.

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## **Academic Honesty/Plagiarism:**

The official departmental policy: “Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b [1,2,3])

If you ever have any questions about a particular use of a source, always ask your instructor (me). They (I) want you to avoid plagiarism, too, so they (I) will help you do so whenever and wherever they (I) can. Do what you can to take advantage of this support – to look innocent in addition to being innocent when it comes to charges of plagiarism.

Students guilty of academic dishonesty or plagiarism can expect to fail the assignment in question or the entire course depending on the nature of the incident.

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).  
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).  
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

## **AI Use in Courses**

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided, the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

## **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)  
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedure/s/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

### **Collection of Data for Measuring Institutional Effectiveness**

To measure the level of compliance with the university's Institutional Effectiveness guidelines, throughout the semester, I will collect some of the ungraded texts you produce. The texts will be part of a portfolio created on your behalf and will be measured to ensure that our program "promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation" (see "Department of Institutional Effectiveness," <http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx>). This is solely an assessment of program effectiveness and in no way affects students' course grades or GPAs.

### **Students with Disabilities -- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
Velma K. Waters Library Rm 162  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

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For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## RESOURCES

### A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

### Writing Center

The Writing Center offers writers free, one-on-one assistance. We welcome all writers, majors, and disciplines—undergraduate and graduate students alike. In fact, we work from the premise that all writers, no matter their ability level, benefit from the feedback of knowledgeable readers. The Writing Center staff is trained to provide writers with just this service. In short, we are here to help you help yourself. The Writing Center offers one-on-one sessions with writers—both face-to-face and online—begin on the hour and last up to 45 minutes. You cannot sign up for back-to-back appointments, but you may sign up for as many appointments as you'd like each day and week. For more information, visit <https://www.tamuc.edu/writing-center>

### Library

The Velma Waters Library supports the research, learning and teaching interests of students, faculty and staff. Connect with a librarian, explore our research and course guides, and attend workshops.

- ❑ **Chat with a Librarian!** Get immediate assistance with our [chat service](#) on the main Library page: <https://www.tamuc.edu/library/>
- ❑ **Email** [ask@tamuc.libanswers.com](mailto:ask@tamuc.libanswers.com). We will respond to your email within 24 hours, often much sooner.

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- **Text** your question to 903.225.2862.
- **Call** the Waters Library at 903.886.5718 or contact the librarian for your college/department to discuss your research needs.
- **Meet With Us!** Don't stay up all night searching Google. Schedule a one-on-one consultation held in-person or via Zoom with the librarian for your college/academic department.
- **Visit Us!** We'd love to meet you in-person!
  - Waters Library Research Office: Second Floor, Room 213
  - Waters Library University Archives: 4<sup>th</sup> Floor, Room 406A
  - A&M – Commerce at Mesquite Metroplex Center: Second Floor, Study Room

### **Student Career Preparedness Office**

Meet with career advisors who can help you with the resources and tools needed to prepare you for your next phase after graduation and beyond. To schedule an appointment, you can either call 903.468.3223, emailing [hirealion@tamuc.edu](mailto:hirealion@tamuc.edu) or go online by clicking [schedule an appointment](#).

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **Calendar**

See D2L for most accurate and latest deadlines