

University of Texas at Tyler
Communication Sciences & Disorders Program
COMD 3318 Language Acquisition and Development
Spring 2022

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Office: 126 HPR
Class Meeting Time: Tuesday & Thursday 5:30-6:50 PM (Ratliff South 2019)

Office Hours: Tuesday & Thursday 8:15-9:15 AM; 1:00-2:00 PM; 4:30-5:00 pm

In addition to these office hours, I am available by appointment and via email Monday-Friday. I make sure to respond to emails within 24-48 hours. I do not respond to emails after work hours, during weekends or holidays.

Please make sure to download and save a copy of this syllabus and all course materials. Please refer to the syllabus regularly to keep up with assignments. There is no study guide for this course.

Course Prerequisites: COMD 1306 & 2110 must be taken prior to or concurrently with this course)

Please Keep in Mind:

I am here to help and support you in every way that I possibly can. I will be available for you as many times as you need. I will work with you to reach your academic goal and achieve your utmost potential. So, please do not feel that you are inconveniencing me if you write too many emails or ask too many questions. I encourage you to ask questions, no matter how small they may be. It is by your questions and inquiries that I can understand you better and provide you with the help you need.

We will achieve the best learning outcomes when each of us (you as a student and myself as a faculty) does and takes responsibility for his/her part as they should.

Important: I do not give extra credit work in this course or in any of my courses. I provide all my students with every possible tool that, if used as directed, will lead to success in this course. The chance you have to do well is the chance you have now. This syllabus is our contract. You should download/print it and refer to it regularly to keep up with assignments. At the end of the course, please do not try to negotiate your grade with me. I do not give you grades: the grade you EARN is the grade you get.

COURSE DESCRIPTION

This course focuses on normal language acquisition and development through the life span. It describes acquisition of speech, language, perceptual, motor, and cognitive milestones during the prenatal, postnatal, and early childhood stages. It also discusses the factors influencing the nature language acquisition and development throughout the lifespan and describes the various stages of development. The course also addresses the interrelationships among linguistic, neurophysiological, physical, cognitive, social, and cultural factors as they affect language acquisition and development. Students will become familiar with 5 parameters of language (phonology, morphology, syntax, semantics, and pragmatics (social communication) stages of language acquisition and development, and techniques for collecting and analyzing a language sample.

Learning Outcomes:

During this course, students will ...

1. Describe terminology, theories, and principles related to language acquisition and development.

2. Construct a foundation of language acquisition processes in neurotypically developing children.
3. Analyze language-related behaviors and cognitive milestones and functions to develop the critical and clinical skills required for courses on the disordered processes of communication.
3. Engage in hand-on activities that promote critical observation of language behavior and social communication.
4. Analyze children's language production and learning strategies.
5. Conduct language sample analyses that show accurate language sample elicitation calculation processes that can facilitate the prediction of receptive and expressive language developmental levels in children under 6 years of age.
6. Integrate knowledge about sensory, motor, cognitive, and language functions in children.

Textbook: Required

Owens, R.E. (2021). *Language development: An introduction*, 10th Edition. New York: Pearson.

Additional content will be provided for specific weeks noted in the assignment grid at the end of this syllabus.

You do NOT need to subscribe to any websites or buy any additional materials for this course.

The textbook is essential for completing course requirements. It does not matter what format you have it in (online, hardcopy, etc.). What matters is that you use the required edition. Older editions are unacceptable.

Teaching Method

Students are required to study all assigned materials BEFORE arriving to class. While studying, you should keep a notebook by your side. In this notebook write down any questions that may come up and list specific concepts and/or areas that are hard for you to understand. Class time will be used for explaining complex concepts, discussion, and expanding on specific areas of the content. To benefit from this teaching method, you must come to class well prepared. Course content will be presented through various modalities including lecture, discussion, You Tube videos, and hands-on research projects. During class be prepared to answer questions, as I will ask questions to every student in the class. Inability to answer questions will be counted as lack of class participation.

Given the nature of the content and teaching method, your success will depend on the following 3 conditions: (A) regular attendance and regular class participation; (B) reading assigned materials PRIOR to coming to class; and (C) studying and reviewing the materials 2-3 times per week.

Course Policies

Note: *It is essential that you read this syllabus thoroughly and refer to it REGULARLY. Not doing so could cause you to miss some very important deadlines, and you certainly do not want to be overwhelmed. Students are expected to show responsibility and to thoroughly follow all course guidelines outlined in this syllabus.*

Course Assignments:

Very important

- *You are required to keep word copies of each written assignment you submit until the very end of the course.*
- *All assignments MUST be submitted in Word format and ONLY in the designated folders on Canvas.*
- *All assignments submitted for this course MUST be ORIGINAL and must be ONLY written for this course and ONLY for this semester. Any assignments submitted in previous courses or previous semesters will receive zero credit.*
- **Absolutely NO** emailed assignments. Assignments must be submitted on CANVAS, in their designated folder and by the due date (which is listed in the course schedule grid at the end of this document).
- *All written assignments must follow APA Style: i.e., they must be in Word Document form, in double-space, and in Times New Roman font # 12. To learn how to use APA style documentation, please go to Purdue OWL: https://owl.purdue.edu/owl/research_and_citation/apa6_style/apa_formatting_and_style_guide/general_format.html .*

- *Important: Please do not ask me to edit or your work or “look it over” prior to submitting it. You are welcome to seek editing support help from the Writing Center (at the Student Success Center). You are welcome to ask me any specific questions about the assignment, but I do not edit assignments or read them before grading them.*

Completing Assignments PRIOR to Class

Students are expected to read ALL assigned materials, view any assigned videos, and complete ALL other assignments before coming to class. The class will focus on (a) expanding your understanding of the content, answer your questions about the material; and explain any concepts that you may need more help with. You are responsible for the information in the class presentations and discussions, chapter summaries, articles, any videotaped lectures, You Tube videos, articles, material discussed in class, cases, etc. All of these are content for quizzes and exams. The professor reserves the right to assign additional reading materials or new research upon his discretion.

Submitting Assignments:

Absolutely NO emailed assignments. The ONLY piece that can be emailed is the title of the paper/research study. Assignments must be submitted on CANVAS in their designated folder. If the folder is not visible or accessible for any reason, please inform me and I will look into it immediately.

- **Late Assignment & Assignment Re-Write Policy:**

Note: in this course (as well as other courses I teach) there is no work for extra credit, and no chances for retaking any exams.

All assignments must be submitted online and are expected by the due dates, unless a student has an EXTENDED emergency (including hospitalization, death in the family, court duty, accident). In that case, the student MUST present written evidence. A student wishing to submit an assignment after the deadline can do so within 6 days; however, that assignment will lose 21%. For example, if the late assignment is worth 100 points, the maximum grade possible will be 79/100. Any points lost due to mistakes will be taken off the 79%. The best way to avoid this scenario is to be proactive, plan ahead and NOT wait until the last minute to submit assignments. In addition to the possible negative impact on the grade, procrastination cause the procrastinator a great deal of stress.

How to Submit Assignments:

To submit assignments, please go to the Course Assignment folder on Canvas (course menu). In this folder you will find links for submitting each assignment. You will also find guidelines and grading rubrics pertaining to each assignment. All written assignments must be submitted as WORD Docs and as ATTACHMENTS. Please do NOT copy and paste. If you do, this will change your format and may make your entire assignment unreadable. Also, before uploading the assignment, please verify that you are submitting the right file. Any wrong assignments, or assignments not submitted in the designated folder, will receive a zero grade.

1.

2. **Class Exams** (500 points)

This course will have 2 exams (150 points each) and a final (200 points). Each exam will consist of (a) an online segment and (b) a written/essay segment. Both parts will be taken in the classroom at the same time.

3.

4. **Research Paper: Two Options** (180 points)

This assignment may be a group or individual assignment. It may be a research study or a research paper. ONLY research studies can be group assignments. Students who choose to write a regular research paper without conducting field research must do so individually and must follow the specific guidelines for paper writing. Those who plan to conduct a research study must work as a team and must follow the specific guidelines for field research. Research studies with a relevant topic and scholarly quality may be presented at the ASHA National Annual Convention (to take place in November 2022 in New Orleans). These students must follow the guidelines for field research. In either case, ALL students must follow APA guidelines for writers of research. The paper title is the only piece accepted via email. Other than that, I do NOT accept any

assignments via email. Detailed guidelines and grading rubrics will be posted on Canvas. You can access APA guidelines at https://owl.purdue.edu/owl/research_and_citation/apa6_style/apa_formatting_and_style_guide/general_format.html

Option # 1: TERM Paper

If you take this option, you need to select a title, submit a proposal, and submit a paper. The proposal will include (a) a title page; (b) an abstract; and (c) an outline. All must strictly follow APA guidelines. The paper must strictly follow APA guidelines. Detailed grading rubrics and assignment guidelines will be available on Canvas at the beginning of the semester.

The written paper should focus on the acquisition/development of a selected language skill or a related perceptual or cognitive ability; or genetic and environmental issues influencing the development of language. Topics can include the acquisition/development of phonological skills, morphological skills, syntactic skills, semantic skills, social communication/pragmatic skills; any aspect of perception (e.g., hearing abilities, visual perception, etc.), cognitive skills (e.g., object permanence, theory of mind, cause and effect, attention, self-control, etc.); family and socioeconomic issues affecting language development; cultural or environmental issues affecting language development.

The BODY of the paper will consist of 1200-1500 words, using a 12 Times New Romans font, and following APA guidelines, with double-spacing. The word count does not include the title page, the abstract, or the reference page. Papers with a body less than 1200 words or exceeding 1500 will not be accepted for credit.

Option # 2: Research STUDY

Students will select topics for a research paper or research study and email the exact title by the deadline stated in the class schedule grid below. Due to the nature of field research, there are no specific word count rules for the BODY of the paper. If you choose this option, you need to do the following:

- Email title by due date
- Design the research study and present proposal. The proposal must include a timeline
- Work with instructor to get Institutional Review Board (IRB) approval PRIOR to conducting research with human subjects
- Work with instructor to develop the proposal for the ASHA Convention
 - This one must follow ASHA word count rules
- Work with instructor while conducting the research study

Detailed guidelines and a grading rubric will be available on Canvas at the beginning of the semester.

Important: the following will NOT be accepted as topics for this assignment:

- Any topic that does NOT squarely fall within LANGUAGE development.
- Reading skills or reading disorders* (e.g., dyslexia). These are NOT language skills.
- Speech articulation, stuttering, voice*: these are NOT language skills.

Acceptable Sources for Research Project:

ONLY scholarly articles from peer-reviewed scientific journals, books, and documents from Official Institution are acceptable for this assignment.

5.

6. **Developmental Milestone Checklist:** (100 points)

A milestone is a major skill that is expected to emerge at a specific time range. Examples include taking the first step, saying the first word, starting babbling, etc. Milestones are used as a measure to determine if a child is developing specific skills normally and within the expected time. Developmental milestone data is critical for diagnostic and treatment purposes and obtaining milestone data requires extensive research.

Your text provides an impressive record of developmental milestones. This assignment requires that you collect all language, cognitive, neurological, and motor milestones in ONE developmental chart. The chart

format will be available at the beginning of the semester. All you need to do is to enter the data from chapters 4 through 10. This is how you will proceed:

- There is a discussion board forum dedicated for you to post the data from individual chapters
- As you read a chapter (which is required prior to class), you will extract the required data, enter it into the developmental chart, and post it in your forum by the due date.
- Integrate all data into a single, well-organized complete chart and submit it by 4/11.

Language Sample Assignment: (150 points)

You are required to find a verbal child (anywhere between 30-months and 5 years, 11 months), and obtain a language sample of **AT LEAST 100 utterances**. **If the sample is less than 100 utterances**, the entire assignment will receive a grade of ZERO. The definition of an utterance, and specific instructions are in Appendix D of your textbook.

Procedures for obtaining the language sample:

- Play a game with the child and obtain an oral sample of the child's language.
- Make an audio recording of what the child says (without using real names)
- Write down everything sentence/utterance the child says on one line
- Write what you say (in different color)
- Perform a language sample analysis on the child's utterances. You will use language sample analysis guidelines provided in the textbook, and any professional website that provides similar information. Whatever sources you use, you must document them. If you use a website, you must site the link in the references section at the end of the assignment.
- Provide diagnostic impressions. Here you compare the child's utterances to the developmental data in the textbook. You must say if the child is developing language normally or has a language delay/disorder. You **MUST** provide evidence from the textbook or any scientific source you wish to use to prove what you say. A grading rubric will be available online.

Additional guidelines and a grading rubric will be available online at the start of the semester.

Grading: *This course is based on 930 points. This is to ensure that you get every fraction of a point that you deserve, and that if you make a few mistakes in exams or assignments, your grade will not suffer as much. Meanwhile, if you earn a fraction of a point, it will be added to your grade.*

Grade Distribution and Grading Key

<i>Final Grade Itemization</i>		<i>Grading Scale</i>	
Two Exams	300	A	100-90%
Final	200	B	89.99-80%
Research Paper	180	C	79.99-70%
Language Sample Analysis	150	D	69.99-60%
Developmental checklist	100	F	<60%
Total	930		

TENTATIVE

CLASS SCHEDULE & ASSIGNMENT DUE DATES

Week	Topic	Text Reading	Assignment Due Dates
Week 1 1/11 1/13	-Course Introduction -The 5 Parameters of language	-Syllabus -Ch 1	Please read syllabus and arrive to class with questions

Week 2 1/18 1/20	Neurological Bases of Language	Ch 3	
Week 3 1/25 1/27	Overview of Language Acquisition and Development	Reed Ch 2	Due by 10:00 PM MONDAY 01/24 Email paper/study title
Week 4 2/1 2/3	Cognitive, Perceptual, and Motor Bases of Language	Ch 4	Due by 10:00 PM MONDAY 01/31 Research Study/Paper proposal
Week 5 2/8 2/10	Cognitive, Perceptual, and Motor Bases of Language	Ch 4	Due by 10:00 PM MONDAY 02/7 Developmental Milestone Data from Ch 4
Week 6 2/15 2/17	Exam 1 Social and Communicative Bases of Language	Ch 5	Due by 10:00 PM MONDAY 02/14 Developmental Milestone Data from Ch 5
Week 7 2/22 2/24	-Social and Communicative Bases of Language -Language Learning and Teaching Processes	Ch 5 Ch 6	Due by 10:00 PM MONDAY 02/21 Developmental Milestone Data from Ch 6
Week 8 3/1 3/3	-Language Learning and Teaching Processes -Language Sample Analysis	Ch 6	Due by 10:00 PM MONDAY 02/21 Study Appendix D in the textbook
Week 9 3/8 3/10	Spring Break	No Classes	
Week 10 3/15 3/17	First words and Word Combinations in Toddler Talk	Ch 7	Due by 10:00 PM MONDAY 03/14 -Developmental Milestone Data from Ch 7 -Research Paper
Week 11 3/22 3/24	Preschool Pragmatic and Semantic Development	Ch 8	ONLINE by 10:00 PM 3/21 Developmental Milestone Data from Ch 8
Week 12 3/29 3/31	Preschool Development of Language Form	Ch 9	Due by 10:00 PM MONDAY 03/28 Developmental Milestone Data from Ch 9 -Language Sample Analysis due in Assignment Folder
Week 13 4/5 4/7	Early School-Age Language Development	Ch 10	Due by 10:00 PM MONDAY 04/04 Developmental Milestone Data from Ch 10
Week 14 4/12 4/14	School-Age Literacy Development	Ch 11	Due by 10:00 PM MONDAY 04/11 Complete Developmental Checklist
Week 15 4/19 4/21	Adolescent and Adult Language Development	Ch 12	
4/26	Final Exam		4:15-6:15 PM in class

UNIVERSITY POLICIES

A. **UT Tyler Honor Code:** 1. Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. Students

Rights and Responsibilities To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

B. Campus Carry: 1. We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

C. UT Tyler a Tobacco-Free University: 1. All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

D. Academic Honesty Policy: Students will adhere to the highest standards of academic honesty. Anyone caught cheating will earn a “0” for that assignment and will be subject to academic and disciplinary action. Plagiarism (the use of written and oral words or ideas of another person, including another student, without the expressed acknowledgment of the speaker’s or writer’s indebtedness to that person) will not be tolerated. This includes the use of papers or other materials previously submitted to instructors in other classes, as well as video and audio recordings. Students caught plagiarizing will fail this class and be subject to academic and disciplinary action.

E. Student Standards of Academic Conduct 1. Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

a. “Cheating” includes, but is not limited to:

- i copying from another student’s test paper;
- ii using, during a test, materials not authorized by the person giving the test;
- iii failure to comply with instructions given by the person administering the test;
- iv possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes.” The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- v using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- vi collaborating with or seeking aid from another student during a test or other assignment without authority;
- vii discussing the contents of an examination with another student who will take the examination; viii divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student; ix substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- x paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- xi falsifying research data, laboratory reports, and/or other academic work offered for credit; xii taking, keeping, misplacing, or damaging the property of the University of Texas at Tyler, or of

another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
xii misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

b. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

c. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty. d. All written work that is submitted will be subject to review by plagiarism software.

Additional Examples of academic dishonesty and plagiarism:

-Copying part or all of a colleague’s assignment and submitting it as if it were your own work. In this situation both students will be penalized.

-Putting information from a book, article, etc. into a written assignment without clearly attributing the information to the source and documenting the source in the body of the assignment.

-Copying, printing or sharing online quizzes

-Submitting assignments that were previously used for another course.

-Sharing information about exams and/or quizzes with other students

These are just examples of acts of dishonesty that lead to failing the course and further disciplinary action.

Assignments will be submitted via the Safe Assign anti-plagiarism online system, which will immediately trace any words a student plagiarizes from any source out there. Any violations will be taken very seriously.

2. The U-T Tyler Writing Center provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning, as you will be asked to discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix, repair, or operate on your paper.

Location: BUS 202. Appointments: 903-565-5995.

3. Disability/Accessibility Services:

a. In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

b. **The Student Accessibility and Resources (SAR)** office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

4. Grade Replacement/Forgiveness and Census Date Policies:

a. Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester’s Census Date can be found on the Contract itself,

on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

b. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

c. The Census Date (Sept. 10th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- i Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- ii Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- iii Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- iv Being reinstated or re-enrolled in classes after being dropped for non-payment v Completing the process for tuition exemptions or waivers through Financial Aid

5. State-Mandated Course Drop Policy: a. Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). b. Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

6. **Student Absence due to Religious Observance:** a. Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

7. **Student Absence for University-Sponsored Events and Activities:** If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time, the instructor will set a date and time when make-up assignments will be completed.

8. **Social Security and FERPA Statement:** It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically. 10. **Emergency Exits and Evacuation:** a. Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

F. UT Tyler Resources for Students:

1. UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
2. UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
3. The Mathematics Learning Center, RBN 4021 (This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses).
4. UT Tyler Counseling Center (903.566.7254)

1. Demonstrates professional demeanor and a passion for their chosen profession.
2. Receptive to constructive feedback and reflects on his/her work, behavior, and/or practice.
3. Exhibits personal integrity and professional conduct with all members of the learning community