



Texas Wesleyan University Course Syllabus

MCO 2399-01: Persuasive Writing & Communication

Fall 2012

Instructor: Dr. Carol Johnson-Gerendas
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Course Description

MCO 2399 is a special topics course in persuasive writing and communications emphasizing the analysis of persuasive messages and the development of strong arguments. The skills that students learn will prepare them for writing assignments in other college courses and for writing and speaking tasks associated with careers in communications. We will focus on skills of audience analysis, rhetorical analysis, informative research writing, and argument. You will also have opportunities to practice and to demonstrate skills of organization, coherence, paragraph development, and specific case-building. Because writing or communication of any kind is a social process, you will be asked to present information orally and to participate in groups to complete collaborative assignments and peer reviews.

You should think of all writing you produce for this class as public; be prepared to share it with the class. In addition, when topic choice is allowed, you should choose only topics about which you are willing to think critically. **In addition to completing in-class writings and quizzes, students enrolled in MCO 2399 will complete seven academic projects. *NOTE: You must complete and turn in all assignments, in the order in which they are assigned, to pass this class.**

Instructional Methods:

Forum, discussion, lecture, group activity, multimedia, websites, wiki, email.

Course Prerequisites:

ENG 1301, ENG 1302

Entrance Competencies: Students are expected to know how to use a web browser, library databases, Microsoft Word, campus email, online blogs and wikis.

Learning Objectives

Program Goals

Evidence skill and ability to formulate both short and extended written arguments across various communication genres and media platforms.	Student learning outcomes: 1. Effective communication tailored to media mode, 3. Critical analysis of information, University Strategic Plan 2020: Objective 1.1, Objective 1.2, Objective 1.6, Objective 1.7, USA- Bloom's Taxonomy: Objective 1, Objective 3, Objective 3, Objective 3, Objective 5, Objective 6
Research of primary and secondary sources and ability to synthesize/analyze data in support of positions taken on authentic social issues.	Mass Communication, BS Outcome Set: 1.1 Written communication, 2.1 Project management, Student learning outcomes: 3. Critical analysis of information, University Strategic Plan 2020: Objective 1.1, Objective 1.2, Objective 1.6, Objective 1.7, USA- Bloom's Taxonomy: Objective 1, Objective 3, Objective 3, Objective 4, Objective 5, Objective 6
Know and apply key rhetorical theories and strategies in formulation of arguments, and apply those theories to writing and visual media to create stories across a variety of media platforms.	Mass Communication, BS Outcome Set: 1.1 Written communication, 1.2 Use of multiple media platforms, 2.1 Project management, 3.1 Location and evaluation of data and relevant information, Student learning outcomes: 1. Effective communication tailored to media mode, 2. Project development and management by students, 3. Critical analysis of information, University Strategic Plan 2020: Objective 1.1, Objective 1.2, Objective 1.6, Objective 1.7, Objective 2.1, USA- Bloom's Taxonomy: Objective 3, Objective 4, Objective 5

Required Materials

Textbooks

Author(s): Lunsford, Andrea, John J. Ruskiewicz, and Keith Walters
 Title: *Everything's an Argument*
 ISBN: 978 -0-312-53861-3, 1072
 Publisher Name: Bedford / St. Martin's, 2010

Author(s): Yopp, Jan Johnson; Katherine McAdams; Ryan Thornburg
 Title: Reaching Audiences: A Guide to Media Writing 5th Ed.
 ISBN: 978-0-205-69326-9, 369
 Publisher Name: Allyn & Bacon, Pearson, 2010

About the Instructor:

About the Instructor:

Dr. Johnson-Gerendas holds a Ph.D. in Rhetoric from Texas Woman's University. Her master's degree is in English and Literature, and her bachelor's degree is in English. Dr. Johnson-Gerendas is coordinator of TWU's Liberal Studies program, a member of the Learning Community Advisory Council, and teaches professional writing, speech, and communication for the English, Mass Communication, and Business departments at TWU. Her research interests include rhetorical theory, communication theory, new media writing pedagogies, convergent media, discourse analysis, and the rhetoric of women and poverty. She enjoys teaching writing with new media at all levels. She loves research, reading, gardening, biking, and especially spending time with family and friends—and her dogs, Caesar and Neko.



Faculty Website: <http://faculty.txwes.edu/cjohnson07>

UNIVERSITY MISSION: The University endeavors to create a learning environment where each student is provided an opportunity to pursue individual excellence, to think clearly and creatively, to communicate effectively, and to develop spiritual sensitivity, with a commitment to moral discrimination and action, and with a sense of civic responsibility.

DEPARTMENT OF ARTS AND LETTERS MISSION: The School of Arts and Letters integrates the liberal arts, the visual and performing arts, with professional and career preparation at the undergraduate level.

SYLLABUS

This course syllabus is intended to provide students in MCO 2399 with basic information concerning the course.

This syllabus can be viewed as a “blueprint” for the course; changes in the syllabus may be made, but students will be informed of any substantial changes concerning examinations, grading or attendance policies, or project assignments.

This course introduces students to specific rhetorical models and principles for persuading audiences. Subject areas include written, aural, and visual rhetoric across various convergent media/multimodal genres of writing. The course will cover how to select a rhetorical approach based on genre, audience, purpose, and context. It will include how to read and use images to create or reinforce a written or oral argument. Students are exposed to current persuasive writing genres, including social media platforms and other forms of public communication and discourse.

Learning Objectives:

- 1) Evidence skill and ability to formulate both short and extended written arguments across various communication genres.

- 2) Research of primary and secondary sources and ability to synthesize/analyze data in support of positions taken on authentic social issues.
- 3) Know and use key rhetorical theories and strategies in formulation of arguments and apply those theories to writing and visual media across a variety of genres

Students will leave this course with the ability to:

- Explore topics with multiple views, take a position, and argue effectively for that position.
- Reflect and evaluate research from both primary and secondary sources.
- Apply rhetorical and communication theories to analyze authentic issues, take a position, and support their arguments.
- Assess their own and others' efforts.

Departmental Requirements:

Every MCO 2399 student will be required to develop a minimum of seven projects. These projects will vary in length & medium and will include: arguments of fact, arguments of definition, arguments of evaluation, arguments of causality, and proposal arguments, as well as multimedia and visual arguments.

Required Materials:

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ISBN: 978-0-205-69326-9, 369
Publisher Name: Allyn & Bacon, Pearson, 2010

Recommended Materials:

The instructor will provide access to supplementary materials as handouts or website addresses.

Instructional Methods:

MCO 2399 will create an active learning environment where students engage with each other and the professor in exploring existing scholarship and creating new knowledge. The professor will provide brief multimedia & interactive lectures; students will participate in active group discussions; students will engage in academic online database and library research—especially Lexus/Nexus; students will participate via in-class written/oral-speech

responses and small group discussion. Collaborative group projects will be part of this course. Students will screen several contemporary news videos, news websites, and other media content.

Special connections will be made between types of writing and speaking assignments; rhetorical elements in written, visual, and oral discourses; and career preparation and requirements.

Course Requirements:

A. Assignments

Major assignments and point distributions are listed below:

Component	Total Points = 1,000
(In-class writing, discussion, and reading; poll everywhere discussions, reading quizzes, peer review grades, draft checks, etc.)	100
1) Research Lexus/Nexus & Annotated Bibliography First Draft = 50 points (8 sources) Final Draft = 100 points (15 sources)	150
2) Informative News Story / Report: Rhetoric of Fact & Definition	100
3) Analytical News Story / Report: Evaluative & Causal Arguments	150
4) Persuasive Argument	150
5) Multimedia Report: Visual Rhetoric	150
6) Reflective Writing Assignment	100
7) E-portfolio & Presentation	100

Other Instructional Procedures and Expectations:

1. Class discussion of concepts, review of out-of-class assignments, etc.
2. In-class, supervised writing, revision, peer review, and editing.
3. Word-processing of essays outside of class time and revision of those essays both inside and outside of class—using multimodal new media.
4. At least one individual conference with the instructor during the semester.
5. Presentations, group work, and oral readings of your writing.

B. Submitting and Returning Assignments

Blog Postings: Blog posting will allow you to express your own analytical responses to ideas presented in your textbook and the content that we discuss as a class. Grades from blog postings will be average and compared against a maximum of 100 points.

Writing Assignments: All writing assignments must be word-processed and formatted using AP documentation style. They should be turned in on their due date in your calendar. Give credit where credit is due, even if that means numerous citations—all research to support your speech must be identified and cited. Revised drafts and peer review sheets should be turned in with every major project packet. Projects turned in more than three class days after the due date will not be accepted for evaluation unless prior arrangements with the professor have been made. TWO FINAL COPIES OF EVERY ASSIGNMENT MUST BE TURNED IN. The second copy is for departmental files. Your grade will not be recorded UNTIL THE SECOND FINAL COPY IS TURNED IN. Typically, assignments will be graded and returned within two weeks of their due date or sooner.

POLICY ON LATE WORK: All assignments should be submitted on the due date. Late projects will be penalized one letter grade for each class day beyond the due date. Quizzes and collaborative assignments, and any other in-class daily work may NOT be made up. Late projects will not be penalized if a) the student had an official university absence and b) the course instructor has agreed to late submission in advance of the due date.

Rewrite policies: Missed in-class informal writing and impromptu presentation assignments and homework may not be made-up or rewritten. However, if a student has turned in the assignment of an out-of-class project on time **AND** has followed all other writing assignment requirements, that student may rewrite an out-of-class assignment that earns less than a passing grade for a better grade. Here is how:

1. Consult with your instructor or go to the Academic Success Center for help or both.
2. Take your writing assignment, your original outline, and your texts from which to work.
3. Do not only correct grammar or punctuation; if you need to rewrite, you probably need to work on organization, style, development, transitions, within the outline.
4. Carefully heed the professor's comments on the original outline and follow her suggestions.
5. Turn in **the original outline** with your **rewritten copy (I will not grade a rewrite without the original)**:
 - a. print out a **fresh rewritten copy** of your outline.
 - b. include a **new** Works Cited page, if required.

The new grade will be an **average** of your original grade and the rewrite grade. If the rewrite grade is lower than the original, then the original grade will stand. **NOTE:** Rewritten outlines are due one week from the day the original outline is returned to you—no later.

Document Format Requirements for Outlines:

Use Associated Press style manual

1. clean, white 8 ½-by-11-inch paper
2. one-inch margins on all four sides of the paper
3. double-spacing throughout—unless otherwise indicated
4. size 12 font in Times New Roman or Calibri

Basic College-Level Writing Standards:

Written comments will be provided on each graded assignment in order to help students understand the grade earned. However, general criteria for grading writing are summarized below.

The A Paper is an extraordinary example of college writing. It demonstrates a clear main idea that can be followed throughout the development of the paper. It maintains a strong structure from beginning to end, with carefully defined connections between the paragraphs and sentences that consistently give the entire essay a definite sense of purpose and indicates and understanding of audience. It reflects the writer's sophisticated use of language and sense of style, including vivid, precise, and interesting word choices. Its ideas are clear, logical, and thought-provoking; it contains all the positive qualities of good writing: originality; organization; development; focus; controlled voice and tone; effective and dynamic word choice; freedom from errors in spelling, punctuation, and grammar; creative and varied sentence structures.

The B Paper reflects above-average writing. It clearly, logically, and adequately states its central purpose. Its ideas are clear because it contains most of the positive qualities in writing listed above. It is comparatively free of

usage, mechanical, and spelling errors. Although the B Paper indicates competence, it lacks the originality of thought and style which characterizes the A Paper.

The C Paper reflects average skills in writing. It fulfills the basic requirements of the assignment. The paper offers sufficient thesis support, which is concrete, but some of the details may be somewhat vague or inadequately explained. The paper has an organizational pattern, but it may be incompletely carried through in some respects. The language generally communicates with the reader, but there may be times when sentence structure or wording is somewhat awkward. It may, in fact, have few correction marks on it, but it lacks the vigor of thought and expression that would entitle it to a higher grade.

The D Paper indicates below average achievement in expressing ideas correctly and effectively. Most D Papers present a central idea but fail to develop it adequately. The paragraphs within the paper may deviate from the thesis or may fail to help the paper move forward with a clear sense of progression. The paper may contain language that repeatedly becomes hard to follow or major grammatical errors that seriously interfere with its meaning.

An F Paper seriously falls short of appropriate college level writing. F Papers have major flaws in structure, organization, focus, and development. Moreover, an F Paper usually indicates failure to avoid grave errors in grammar, spelling, punctuation, sentence structure, and word usage.

NOTE: Extreme caution should be taken to avoid committing any of the following serious errors: 1) comma splice, 2) fragment, 3) misspelling, 4) punctuation, 5) lack of subject-verb agreement, 6) lack of pronoun-antecedent agreement, 7) tense shifts or misusage, 8) Misplaced or dangling modifiers, 9) inadequate or illogical paragraphs, 10) pronoun reference errors, 11) careless proofreading and/or typing errors.

Effort and class participation:

Writing is a skill that requires practice. Practicing writing through drafting, revising, and peer review typically leads to improvement in one's written texts. Talking about ideas with others—including taking part in class discussion—is another way of improving one's writing. For these reasons, students in writing courses are encouraged to participate in class discussion, revise their drafts, seek advice from others, and offer advice to other writers.

MCO 2399 stories, reports, proposals, and multimedia projects are graded according to the instructor's judgment of the quality of the manuscript, taking into account how well it fulfills the assignment; to what extent it demonstrates the principles taught in the course or expected of students entering the course; how effectively it communicates with its audience; to what extent it engages its reader's imagination and understanding; how easily it can be read and comprehended (reading ease is affected by organization, grammatical correctness, and the physical appearance of the manuscript); and how well developed it is.

IN-CLASS WRITING: In-class writing will allow you to express your own analytical responses to ideas and texts that we discuss as a class. Grades from in-class writing assignments will be averaged with other daily grades and may not be made up.

Stories, Reports, Proposals, and Multimedia Projects must be word-processed and formatted using Associated Press documentation style. Give credit where credit is due, even if that means numerous citations. Revised drafts and peer review sheets should be turned in with every major project packet. Writing projects lose ten points per class day they are late. Projects turned in more than three class days after the due date will not be accepted for evaluation.

TWO FINAL COPIES OF EVERY ASSIGNMENT MUST BE TURNED IN.

The second copy is for departmental files. I WILL NOT RECORD YOUR GRADE UNTIL THE SECOND FINAL COPY IS TURNED IN.

POLICY ON LATE WORK:

All assignments should be submitted on the due date. Late writing projects in MCO 2399 will be penalized one letter grade for each class day beyond the due date. No major assignment will be accepted that is more than three class days late. Quizzes, presentations, collaborative assignments, and any in-class daily work may NOT be made up. Late essays will not be penalized if a) the student had an official university absence and b) the course instructor has agreed to late submission in advance of the due date.

Rewrite policies: Missed in-class writing assignments and homework may not be made-up or rewritten. However, if a student has turned in the **research components and final draft** of an out-of-class project on time **AND** has followed all other writing assignment requirements, that student may rewrite an out-of-class essay that earns less than a passing grade for a better grade. Here is how:

1. Consult with your instructor or go to the ASC for help or both.
2. Take your writing assignment, your original essay, and your texts from which to work.
3. Do not only correct grammar or punctuation; if you need to rewrite, you probably need to work on organization, style, development, transitions, etc.
4. Carefully heed the professor's comments on the original essay and follow her suggestions.
5. Turn in **the original essay** with your **rewritten copy (I will not grade a rewrite without the original)**:
 - a. create a new title page, if required.
 - b. print out a **fresh rewritten copy** of your essay.
 - c. include a **new** Works Cited page, if required.

The new grade will be an **average** of your original grade and the rewrite grade. If the rewrite grade is lower than the original, then the original grade will stand. **NOTE:** Rewritten essays are due one week from the day the original essay is returned to you—no later.

Document Format Requirements:

We will use Associated Press style format on each typed writing assignment.

1. clean, white 8 ½-by-11-inch paper
2. one-inch margins on all four sides of the paper
3. double-spacing throughout—unless otherwise indicated
4. size 12 font in Times New Roman or Arial
5. headings and page numbering according to the MLA

This information can be found in the MLA portion of your course textbook. If you are already a psychology major, you are allowed to use APA instead, but you must study that chapter in our course textbook for your format specifications. When you have a question about documenting sources, go to your source or ask; do not just “wing it.”

POLICY FOR CONTESTING GRADES: To meet with me concerning a grade, you must 1) wait 24 hours after the essay is returned, 2) turn in within one week of the assignment a 1-page statement explaining the specific reasons the essay fulfills the assignment and merits a higher grade.

THE ACADEMIC SUCCESS CENTER (ASC)

I strongly encourage students to seek additional personal instruction and tutoring at the Academic Success Center in the West Library. The consultants can help you plan and revise a specific paper or with developing general writing skills. This academic support service is free to all enrolled students.

Please note the following statement of ethics regarding tutorials:

- A text should reflect the student's own work and efforts; thus, consultants do not write any portion of a student's paper.
- For the same reason, consultants do not proofread what a student has written.
- Consultants do not guarantee a particular grade or even suggest what grade a student is likely to receive on an assignment.
- Consultants do not assist students with take-home exams or final portfolios.

Going over an essay with a writing specialist at any stage in your writing process is a wise choice. However, remember that you will be responsible for what you turn in. All judgment calls regarding your writing before it is turned in are yours and yours alone. Students who receive tutoring, formal or informal, are responsible for assuring that any assistance adheres to the ethical standards described above.

Student Responsibilities:

1. To ask for help when needed.
2. To visit the Academic Success Center or to talk with the instructor when help is needed or when asked to do so by the instructor. This help must be obtained in a timely fashion, not the day before a written assignment is due.
3. To attend class regularly. If you miss class, you must, nonetheless, be prepared for the next class and must have completed any work missed during your absence.
4. To turn in out-of-class assignments on time and in the format designated.
5. To complete reading assignments before class and to be prepared to discuss them.
6. To participate in class discussion and to read aloud when requested to do so.
7. To make a friend in class so that notes and assignments can be exchanged.
8. NOT to expect the instructor to repeat a lecture given during an absence.
9. Respect for classmates and instructor (No cell phone use, no text messaging, no checking email during class, no hats or sunglasses, no food unless treating the whole class, no noisy eating, no liquids near the computers, no disrupting class, no verbal harassment of a classmate, no sleeping on your neighbor, no talking while someone else is speaking to the class, and no outside reading material.

C. Instructor Feedback

- ✓ Class discussion of concepts, review of out-of-class assignments, discussion via class blogs and text.
- ✓ In-class brief reading quizzes/reflections.

- ✓ Word-processing of outlines outside of class time and revision of those outlines both inside and outside of class.
- ✓ At least one individual conference with the instructor during the semester.
- ✓ In-class presentations of reflections and speeches—sharing of ideas and key concepts.

D. Exams

In-class writing, out-of-class writing, reading quizzes, blog responses, and oral responses.

E. Absence Policy & Participation

Regular and punctual attendance at all scheduled classes is expected of all students. University regulations authorize certain absences of students when representing the University (e.g. participation in intercollegiate athletic competitions, and student government, student development, or fine arts events). Absences that may be necessary to fulfill course requirements and are approved by the Provost are also considered to be authorized. **The maximum number of authorized absences during one semester is five for a Monday-Wednesday-Friday class, three for a Monday-Wednesday or Tuesday-Thursday class, and two for a class or laboratory meeting once a week.** Additional authorized absences may be granted on an individual basis when extreme circumstances warrant (e.g. advancement to and representation of the university at regional or national level intercollegiate athletic, academic, or fine arts competition). Individual faculty may not enforce a more restrictive policy than what is set by the University. Students are **required** to notify instructors prior to any missed class and will be held responsible for all class and laboratory assignments.

F. Evaluation & Grading

All assignment will be graded on a point scale.- with a grand total of 1,000 points.

- Blog Reading Response Postings, In-class quizzes, writing, editing, (100 pts.)
- Research & Annotated Bibliography (150 pts)
- Informative Report (100 pts)
- Analytical Report (100 pts)
- Persuasive ArgumentI (150 pts)
- Multimedia Report/Story (150 pts.)
- Reflective Writing (100 pts)
- Final E-Portfolio & Presentation (100 pts.)

Course grades are based on final averages (outlined below).

Final Grade	Final Average
A	900 pts. and above
B	800-899 pts.
C	700-799 pts.
D	600-699 pts.
F	Below 600 pts.

Course Schedule: See attached detailed calendar for the semester.

Note: Course syllabi are intended to provide students with basic information concerning the course. The syllabus can be viewed as a 'blueprint' for the course; changes in the syllabus can be made and students will be informed of any substantive changes concerning examinations, the grading or attendance policies and changes in project assignments.

University Policies:

A. Academic Integrity

Students should read the current [Texas Wesleyan University Catalog](#) and [Student Handbook](#) to become familiar with University policies. These policies include but are not limited to academic integrity, grade appeal, sexual harassment, student access to records, and others; policies specified in the current catalog are applicable unless otherwise stated in this syllabus.

Cheating, plagiarism (submitting another person's material as one's own), or completing assignments for another person who will receive academic credit are impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged material as if it were the student's own work. Disciplinary action may be taken beyond the academic discipline administered by the course instructor. Course exams may not be printed out. Any person possessing a hardcopy of a course exam will be in breach of copyright and may be held liable.

B. American's with Disabilities Act (ADA)

DISABILITY ACCOMMODATIONS: Texas Wesleyan University adheres to a disability policy which is keeping with the relevant federal law. The University will provide appropriate accommodations as determined by the Director of Disability Accommodations Services (817/531-7565). Students must notify instructors of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. For assistance, students should consult with the Director of Disability Accommodations Services.

C. Absence Policy

Regular and punctual attendance at all scheduled classes is expected of all students. University regulations authorize certain absences of students when representing the University (e.g. participation in Intercollegiate athletic competitions, and student government, student development, or fine arts events). Absences that may be necessary to fulfill course requirements and are approved by the Provost are also considered to be authorized. **The maximum number of authorized absences during one semester is five for a Monday-Wednesday-Friday class, three for a Tuesday-Thursday class, and two for a class or laboratory meeting once a week.** Additional authorized absences may be granted on an individual basis when extreme circumstances warrant (e.g. advancement to and representation of the university at regional or national level intercollegiate athletic, academic, or fine arts competition). Individual faculty may not enforce a more restrictive policy than what is set by the University. Students are **required** to notify instructors prior to any missed class and will be held responsible for all class and laboratory assignments.

D. Repeating Course Policy:

Any course taken at Texas Wesleyan University and repeated for a grade must be repeated at Texas Wesleyan University. Any courses taken at another institution may be repeated at Texas Wesleyan, and the most recent grade will be counted. When a course is repeated, the grade point average will be computed using the most recent grade achieved. See page 104 of the 2011-2013 University Catalog.

E. Additional Policies

Due to the limitless variety of potentially hazardous chemicals which may be found in a scientific or other laboratory environment, students having known, or potential, health-related concerns, such as allergies, asthma, contact dermatitis, pregnancy, or other physiological sensitivities should check with their physician on the advisability of

laboratory work. The instructor and/or chair of the teaching department will provide, upon request, a list of chemicals that will be used in experiments during the semester. More detailed information (that is, Material Safety Data Sheets) will be furnished by the deans upon written request.

Useful Links:

The following links are provided to give useful information and help for students taking online courses:

Student Technical Assistance Help Desk

Online: <http://www.txwes.edu/distanceeducation/technicalresources/helpdesk.htm>

Local Telephone: (817) 531-4428 ext. 1

Toll free: 1-877-362-2638

Blackboard CE 6.0 Help

Tutorials and Help: <http://tutorials.webct.com/student/>

CE 6.0 Resources: <http://www.txwes.edu/distanceeducation/studentresources.html>

West Library

<http://ezproxy.txwes.edu/index.php>

Distance Education Website

<http://www.txwes.edu/distanceeducation>

Texas Wesleyan University Website

<http://www.txwes.edu/>

Texas Wesleyan University Counseling Center

For assistance, contact: Scott Methvin at smethvin@txwes.edu