Memorandum

October 4, 2017

To: Executive Committee
   Faculty Senate

From: Valerie Balester, Chair
   W and C Course Advisory Committee

RE: Request for course additions to the W/C Course graduation requirement

The W and C Course Advisory Committee voted to approve the following courses. The W and C Course Advisory Committee reviewed each course and agreed that all aspects of the courses were consistent with guidelines for the W or C Course status requirement. Therefore, these courses should be included in the “W Designated Course” or “C Designated Course” category to meet the writing/communication requirement for graduation.

Courses submitted for W certification:

AERO 302 Aerospace Engineering Laboratory
COMM 438 Propaganda
COMM 460 Communication and Contemporary Issues: Media and Fake News
GERM 315 Literary Investigations: German Short Fiction

Courses submitted for W recertification:

KINE 198 Health and Fitness Activity
PSYC 302 Research Methods and Design in Psychology

Courses submitted for C recertification:

MAST 441 Maritime Piracy
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W and C Course Advisory Committee

CC: Christina Escamilla, Department of Aerospace Engineering
Rodney Bowersox, Head, Department of Aerospace Engineering
Prasad Enjeti, AOC Dean, College of Engineering

DATE: October 3, 2017

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: AERO 302

We recommend that AERO 302 Aerospace Engineering Laboratory be certified as a writing (W) course for four academic years (9/17 to 9/21). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 90
2. Course content appropriate to the major
3. Total number of words: 12,000 (4500 individual)
4. Instructor to student ratio for one section: 1:20

Since original certification, the course has not changed significantly. Up to three Graduate Assistant Teachers help with the course. AERO 302 is a two-credit course that requires students to write six lab reports, three written collaboratively. Team members monitor the collaborative writing. The instructor provides general feedback in classes, and each lab report is graded and returned in a timely fashion so students have time to use suggestions for their next report. In addition, the instructor and GATs are available to help individuals on request. The University Writing Center conducts a workshop on scientific writing, and models and outlines for reports are provided.
Aerospace Engineering 302: Spring 2017
Aerospace Engineering Laboratory
Credits: 2: 1 Lecture Hour; 3 Lab Hours

Instructors
Dr. Nathan Tichenor – ntichenor@tamu.edu, HRBB 616A
Dr. Mohammad Naraghi – naraghi@tamu.edu, HRBB 743B
Dr. Moble Benedict – benedict@tamu.edu, HRBB 746A

Office Hours: By appointment

Teaching Assistants
Shanae Smith - sllsmith31@tamu.edu
Carolyn Walther - carolyn.walther@tamu.edu
Jizhe Cai - caijizhe@tamu.edu

Class Location and Time
Lecture: All – Mon, 4:10 – 5:25pm
(HECC 204)

Lab Sessions: 901 – Tues, 2:20pm – 5:10pm
(HRBB 105) 902 – Thurs, 2:20pm – 5:10pm
903 – Wed, 4:10pm – 7:00 pm

Attendance Policy
Lab Session attendance in mandatory. Only university excused absences will be accepted. See http://student-rules.tamu.edu/rule07 regarding attendance and excused absences.

Text
No text is required for this course. We will be covering a wide range of materials and it would be impractical to buy three or four books for a single chapter each. Taking good notes during class is your best bet. Certain material will also be distributed in handouts.

Prerequisites
Grade of C or better in ENGL 104; grade of C or better in AERO 301, AERO 304, AERO 310, ECEN 215, or registration therein.

Course Description
Intermediate and advanced topics in instrumentation, signal conditioning, data acquisition analysis for aerospace-related measurements; emphasis on technical reporting and data presentation; measurements of materials strain and deformation, pressure, velocity and aerodynamic forces; experimental investigations of static and dynamic response of structures; use of nonintrusive optical techniques; uncertainty analysis; linear regression, Fourier transform and power spectra; tests for statistical significance.

Learning Outcomes
At the end of this course, you will be able to:

1. Apply technical skills to complete aerospace-related laboratory measurements.
2. Learn to effectively conduct these activities as part of a group, because, in reality, nearly all engineering occurs in group settings.
3. Effectively communicate experimental procedures, data, and analysis of that data.

Finally, as an overall goal, you should be able to think about what goes on in the lab in a sophisticated enough manner to critique experiments, design new experiments, and communicate effectively about your experiment.

Safety

*Safety in the laboratory is our primary concern at all times.*

Labs are dangerous places. Everyone must exercise great care to avoid injuries to themselves and others as well as to avoid damaging equipment. Detailed safety instructions will be distributed before the first lab and during the first lab session we will be conducting a safety orientation. Following this, you will be required to sign a safety contract (online) before undertaking any laboratory work.

Minor violations of the safety policy will result in a 5% reduction in overall course grade. Flagrant violations will result in removal from the lab and immediate failure.

Method of Evaluation

**Grading Breakdown**

Grades will be assessed based 10% on the six pre-lab assignments and 90% on the six lab reports. It is anticipated that two reports will be individual and four will be group. Group activities will receive group grades with small adjustments for individual contributions to the group (see below).

<table>
<thead>
<tr>
<th>Pre-lab Assignments (6)</th>
<th>10%</th>
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</thead>
<tbody>
<tr>
<td>Lab Reports (6)</td>
<td>90%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

Lab reports are due at your lab time on the due date. Printed lab reports are to be turned in to the lab TA or to Dr. Tichenor’s office (HRBB 616A). Pre-lab assignments will be turned in to the lab TA when you arrive for lab. Extensions will only be granted with at least 48 hours’ notice. To pass this course, you must pass the W component.

**Approximate Grading Scale**

A – 90-100%,  B – 80-89%,  C – 70-79%,  D – 60-69%,  F – <60%

**Group Dynamics and Assessment**

Much of the work in this class will be conducted in groups. Groups will be selected at random and will stay together throughout the semester. There are a number of reasons that this is a good arrangement for effective learning and retention. Working in groups is also useful training for your eventual professional careers.

An overall group grade will be given for each of the group activities. At the conclusion of each activity, each of you will also submit a confidential individual assessment of the contribution by each of your group members (and yourself). These will then be emailed to the grading TA. Small adjustments to each member’s grade on that lab will be made based on these assessments. Because the adjustments are small, it is more effective for groups with a weak member to get that person to contribute more rather than slam that member with bad evaluations.
Assessments will consist of a single word that indicates the extent to which each member including yourself, fulfilled his/her/your responsibilities. The possible ratings are:

- **Excellent**: Consistently went above and beyond, tutored group members, carried more than his/her fair share of the load
- **Very Good**: Consistently did what (s)he was supposed to do, well prepared and cooperative
- **Satisfactory**: Usually did what (s)he was supposed to do, acceptably prepared and cooperative
- **Marginal**: Sometimes failed to show up or complete assignments, minimally prepared and cooperative
- **Deficient**: Often failed to show up or complete assignments, rarely prepared
- **Unsatisfactory**: Consistently failed to show up or complete assignments, unprepared
- **No Show**: No participation at all

Ratings are not your opinion of the grade that is appropriate for each group member. Ratings are used to adjust the group grade to reflect individual contributions. If a group grade is an ‘A’ and the group members all receive equal ratings, all will receive an ‘A’, regardless of whether their ratings were ‘excellent’ or ‘satisfactory’. If the same hypothetical group had a group grade of ‘C’ and decided to all rate each other as ‘excellent’, everyone would still receive a ‘C’. Use the guidelines above to select your ratings so that we can have a correct understanding of the dynamics of each group. It is our intention that ‘satisfactory’ be a typical and honorable rating.

As a last resort, it will be possible to fire dysfunctional group members or to quit or disband dysfunctional groups. However, this will only be considered after repeated deficient performances and meetings with us about the situation.

**Course Content and Schedule**

AERO 302 comprises of six labs, with each one designed to develop important technical skills that are necessary for quality experimental work. Each of these skills will be discussed and developed in detail over the semester.

**Course Content**

*Catalog Description*

Demonstrates and complements material in courses on aerodynamics, structures and dynamics and controls; basic testing techniques and use of computers. This is a writing-intensive ‘W’ course.

This description is too general for you to know what you will be expected to learn during this class. The following gives more information about the skills we intend this course to develop, which fall into the categories summarized below.
Experimental Uncertainty, Error, and simple Statistics
How confident are we in our measured values? How does measurement uncertainty affect uncertainty of computed results? What is statistical significance? How do these considerations affect how an experiment is designed and conducted?

Linear Regression
How do we fit a function with unknown parameters to data? How certain are we of these parameters? How do we know that a fit is good?

Computerized Data Acquisition
How do we use computers to perform experimental measurements? What elements make up a computerized data acquisition system and what is the function of each?

Fourier Transforms / Power Spectra
How do we handle fluctuating, periodic data? How do we determine the dominant frequencies in a signal? What is signal power?

Basic Instrumentation
What instruments are used to measure common properties? What are advantages and disadvantages of each?

Basics in Experimental Aerodynamics
You will have exposure to basic aerodynamic experiments and the hardware and software needed for those.

Basics in Dynamics and Controls
You will have exposure to structural dynamics and controls approaches to get you familiar with the subjects and help you identify the underlying principles.

Mechanics of Materials and Structures
You will have exposure to Digital Image Correlation for full field strain measurement and mechanics of beams (free and forced response) and simple controls techniques to control the response.

Report Writing
How do we communicate what we learn in the lab? What is an effective data plot? How do we evaluate what others have written?

<table>
<thead>
<tr>
<th></th>
<th>Shockwave Analysis</th>
<th>Bimetallic Beam</th>
<th>Torsional Dynamics Plant</th>
<th>Digital Image Correlation</th>
<th>LSWT</th>
<th>Beam Vibration</th>
</tr>
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<tbody>
<tr>
<td>Writing</td>
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<td>X</td>
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<td>X</td>
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<tr>
<td>Basic Uncertainty</td>
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<td>X</td>
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<tr>
<td>Linear Regression</td>
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<td>X</td>
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<tr>
<td>Power Spectra</td>
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<td></td>
<td>X</td>
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<tr>
<td>Instrument Calibration</td>
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<td>X</td>
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</table>
Anticipated Weekly Schedule
The anticipated weekly schedule can be viewed at tinyurl.com/AERO302Cal-Spring2017. The lecture and lab schedule may shift slightly during the semester to accommodate delays and high workloads. Any changes will be communicated as early as possible, and the shared calendar will be updated accordingly.

Academic Integrity
The Aggie Code of Honor is stated simply as: *An Aggie does not lie, cheat, or steal or tolerate those who do.* The Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

As commonly defined, plagiarism consists of passing off as one's own the ideas, work, writings, etc. that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

In AERO 302, you are encouraged to work with other students while you are completing your individual assignments. Help each other understand the material. However, all the work you submit must be your own; it may not be copied from another student. Likewise, for group lab analyses and reports, groups may give other groups suggestions. But each group must perform and submit its own work.

Perhaps more serious than plagiarism, laboratory work can sometimes tempt one to modify, fabricate, or ignore data that does not support the expected or desired results. This temptation is often exacerbated by looming deadlines. However, your grade here and your later success and honor as a professional depend on you not modifying, fabricating or ignoring data to fit a pre-determined result. In this class you will be judged not on how well your results match “expected” results but rather on your laboratory and analytical skills, as well as your skills as a writer. If the results and conclusions you reach are not those you or we expect, that’s fine. *We do experiments because we don’t know the answer. We do experiments to find the truth.*

Copyrights
The handouts used in this course are copyrighted. By “handouts” we mean all materials generated for this class, which include but are not limited to syllabi, in-class materials, lab handouts, review sheets, and additional problem sets. Handouts may be distributed in class or electronically. Because these materials are copyrighted, you do not have the right to copy the handouts, unless the author expressly grants permission.

Americans with Disabilities Act (ADA) Policy 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 believe you have a disability requiring an accommodation, please contact Disability Services, currently located in
the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**ABET Outcomes**

**Contributions to Professional Component:**
1. Required course on the basics of aerodynamics, mechanics of materials and controls, experimental techniques with understanding of the theories supporting those. Prepares students for junior-level and senior-level courses.
2. Part of the required engineering topics portion of the curriculum. Helps prepare students for engineering practice.
3. Prepares student to have basic knowledge of aerospace approaches and response of aerospace systems.

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Assessment Method</th>
<th>ABET Outcome</th>
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</thead>
<tbody>
<tr>
<td>Explain experimental methods and principles, in fluid mechanics/aerodynamics</td>
<td>Pre-Lab/Homework Projects/Lab Reports</td>
<td>3a-b, 3d-e, 3g, 3k, PC1</td>
</tr>
<tr>
<td>Understanding basic experimental aerodynamics, structures, and controls techniques and applying them in the laboratory</td>
<td>Pre-Lab/Homework Projects/Lab Reports</td>
<td>3a-b, 3e, 3g, 3k, PC1</td>
</tr>
<tr>
<td>Team work</td>
<td>Team Projects/Lab Reports</td>
<td>3a, 3d-e, 3i, 3f, g</td>
</tr>
<tr>
<td>Perform uncertainty analysis on variables which are dependent on uncertain independent variables</td>
<td>Pre-Lab/Homework Projects/Lab Reports</td>
<td>3a-b, 3d-e, 3g, 3k</td>
</tr>
<tr>
<td>Calculate the displacement field within a body via digital image correlation; calculate free and forced response of a beam.</td>
<td>Pre-Lab/Homework Projects/Lab Reports</td>
<td>3a-b, 3d-e, 3g, 3k</td>
</tr>
<tr>
<td>Identify the parameters of a 2nd order system from experimental results and use simple controls methods to control the system’s behavior.</td>
<td>Pre-Lab/Homework Projects/Lab Reports</td>
<td>3a-b, 3d-e, 3g, 3k</td>
</tr>
<tr>
<td>Analyze electric circuits of strain gages and perform related sensitivity analysis.</td>
<td>Pre-Lab/Homework Projects/Lab Reports</td>
<td>3a-b, 3d-e, 3g, 3k</td>
</tr>
</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Nancy Street, Department of Communication
J. Kevin Barge, Head, Department of Communication
Steven Oberhelman, AOC Dean, Liberal Arts
DATE: October 3, 2017
SUBJECT: REPORT ON CERTIFICATION OF W COURSE: COMM 438

We recommend that COMM 438 Propaganda be certified as a writing (W) course for four academic years (9/17 to 9/21). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 35
2. Course content appropriate to the major
3. Total number of words: 3,750
4. Instructor to student ratio for one section: 1:24

Students write three papers related to course content. For the first two essays, students have the option to revise for a higher grade; the third essay is peer reviewed in class. Writing workshops are held throughout the semester with focus on writing a paragraph and developing an essay. Students are instructed on interpretation of propaganda texts.
Instructor: Dr. Nathan Crick, Associate Professor
Department: Communication
Office: 209a Bolton Hall
Email: crick@tamu.edu
Office Hours: Mon / Tues 10:30-12:00 and by appt.

COURSE DESCRIPTION: Examination of common propaganda strategies in contemporary mass mediated environments from a rhetorical perspective. Pre-requisite: Junior or Senior classification

Propaganda as an institutionalized form of mass persuasion has been around at least since the pharaohs of Ancient Egypt built monuments to convince the masses of their divinity. However, the rise of modernity forever altered the nature of propaganda. When the technical power of the mass media combines with the strategic power of organized campaigns based on specialized knowledge of persuasion, one now has the power to influence the attitudes and actions huge populations in a matter of days, if not hours. Although the blatant propagandistic methods of the Nazis have largely passed away, they have only been replaced by more subtle and more influential forms that seek to generate mass consensus often based on distortions and half-truths.

This class addresses the need to educate citizens in the power, abuse, and potential of propaganda in a mass mediated society. It is especially fitting that this course be taught with respect to the rhetorical tradition. Ever since its appearance in Classical Greece, the dominant tension in rhetoric has been its equal power to foster and to undermine democratic practices. Consequently, this course examines propaganda as one form of persuasive discourse that can be used both for constructive and destructive ends. It seeks not to demonize propaganda but to understand its function so that citizens can better navigate through the sea of persuasive messages.

REQUIRED TEXTS
Anthony Pratkanis and Elliot Aronson, Age of Propaganda (New York: Holt, 2001)

STUDENT LEARNING OUTCOMES

Students will learn to
  • Identify specific persuasive strategies embedded in particular propaganda texts.
  • Analyze and audience according to what makes it susceptible to specific propaganda messages
  • Distinguish propaganda from other forms of expression, including art and science
  • Compose propaganda messages in accordance with ethical standards
  • Narrate the origins and history of propaganda
  • Write a rhetorical analysis of a particular artifact of propaganda
POLICIES

Plagiarism and Cheating
“An Aggie does not lie, cheat, or steal, or tolerate those who do.” So don’t do it. Please familiarize yourself with the University’s penalty for these offenses: aggiehonor.tamu.edu

Americans with Disabilities Act (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 believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Attendance
Your presence in the course is vital to your performance in the course. However, although I will be taking attendance for the first few weeks, I do not have a strict attendance policy. This is because you will be tested not simply on the book, but on the material that we discuss and investigate in class. I will be bringing in contemporary examples of rhetoric to investigate and these examples will also be on the exams. As I do not post lecture notes or respond to requests to summarize lectures that you may have missed unless you provided documentation of a University excused absence, it falls to you to acquire this information on your own. Either way, missing class will effectively guarantee that you will not do well in this course. NOTE: Attendance at exams is vital, however. I will not approve making up exams for any other reason than an excuse which falls under student rule #7: http://student-rules.tamu.edu/rule07

Classroom Atmosphere
This class will require you to be attentive and to participate in class discussions. To avoid distractions, please turn off your cell phones. Also, if you are using a laptop, do not use it as an excuse to do Facebook. This is highly distracting to other students and to me.

Grading
I do not offer extra credit in this course and once grades are posted they are final.

It is not possible to pass this course without passing the writing portion of the course.

Standard Letter Grading Scale
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = <60
Grade Breakdown
Midterm 100 * .20 = 20
Paper 1 100 * .10 = 10
Paper 2 100 * .10 = 10
Paper 3 100 * .15 = 15
Presentation 100 * .20 = 20
Final 100 * .25 = 25
TOTAL 100

Requirements

1) **Midterm** (20 points): The midterm will cover the first half of class.

2) **Final** (25 points): The final exam will cover the primarily the second half of class.

3) **Propaganda Campaign & Film Presentation** (20): Every student will create a fictional situation in which a person (or group of people) attempt to persuade a specific individual to do a specific thing in response to a specific problem or goal (for instance: a group of poor college roommates attempts to persuade the old rich man across the hall to finance their trip across Europe). Persuasion must be designed within multi-strategy propaganda campaign that employs four different mediums of communication (print/text, conversation, events, and non-print media) and uses different tactics within each medium. Every student will produce a 5 min. short movie exemplifying these tactics at work through different episodes and will present the movie at the end of the semester.

4) **Short Papers** (35% total, 10/10/15): You will have three short papers (5 pages) due throughout the semester, each capable of being rewritten for a new grade if returned within a week. The papers will require you to interpret an artifact that we examined in class drawing on concepts and quotations from the book. The goal is to be able to write in proper essay in paragraph form, showing how you can use conceptual material to illuminate new interpretations of propaganda texts.

Course Schedule

January
16 Introduction
18 Ch. 1 our age of propaganda
23 Ch. 2&3 mindless propaganda, thoughtful persuasion
25 Ch. 4&5 four stratagems of influence
30 Ch 6-8 pre-persuasion, setting the stage

February
1 Writing Workshop: Rules for Essay Writing #1
The well-written paragraph
<table>
<thead>
<tr>
<th>Week</th>
<th>Ch.</th>
<th>Topic</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>9-11</td>
<td>decoys and factoids</td>
<td>Essay #1 Due</td>
</tr>
<tr>
<td>8</td>
<td>12</td>
<td>credibility</td>
<td>Essay #1 Due</td>
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<tr>
<td>13</td>
<td>13&amp;14</td>
<td>manufacturing credibility</td>
<td>Writing Workshop: Rules for Essay Writing #2</td>
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<td>15</td>
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<td></td>
<td>Essay #1 Rewrites Due</td>
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<td>20</td>
<td>15&amp;16</td>
<td>mass media models</td>
<td>Essay #2 Due</td>
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<td>22</td>
<td></td>
<td>Video Presentation Outline</td>
<td>Essay #2 Rewrites</td>
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<td>27</td>
<td></td>
<td>Midterm review</td>
<td>Essay #3 Due</td>
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<td>March 1</td>
<td></td>
<td>Midterm</td>
<td>Essay Writing and Video Editing</td>
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<tr>
<td>6</td>
<td>17-19</td>
<td>packaging and self-selling</td>
<td>Essay #2 Due</td>
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<td>8</td>
<td>20-23</td>
<td>repetition and distraction</td>
<td>Essay #3 Due</td>
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<td>SPRING BREAK</td>
<td>Essay #3 Due</td>
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<td>20</td>
<td>24</td>
<td>fear</td>
<td>Essay #3 Due</td>
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<td>22</td>
<td>25-26</td>
<td>granfallos and guilt</td>
<td>Essay #3 Due</td>
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<tr>
<td>27</td>
<td>27-29</td>
<td>commitment</td>
<td>Essay #3 Due</td>
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<tr>
<td>29</td>
<td>30</td>
<td>phantoms</td>
<td>Essay #3 Due</td>
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<tr>
<td>April 3</td>
<td>31-33</td>
<td>propaganda in the news</td>
<td>Essay #3 Due</td>
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<td>5</td>
<td>35-37</td>
<td>the selection of cults</td>
<td>Essay #3 Due</td>
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<tr>
<td>10</td>
<td>38-49</td>
<td>resisting propaganda</td>
<td>Essay #3 Due</td>
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<tr>
<td>12</td>
<td></td>
<td>Writing Workshop: Essay Writing and Video Editing</td>
<td>Essay #3 Due at final exam</td>
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<td>17</td>
<td>Video presentations</td>
<td>Essay #3 Due</td>
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<td>19</td>
<td>Video presentations</td>
<td>Essay #3 Due</td>
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<td></td>
<td>24</td>
<td>Video presentations</td>
<td>Essay #3 Due</td>
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<td></td>
<td>26</td>
<td>Peer Review for essay #3</td>
<td>Essay #3 Due</td>
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</tbody>
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FINAL EXAM See TAMU Final Exam Schedule; Essay #3 Due at final exam
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W and C Course Advisory Committee

CC: Nancy Street, Department of Communication
    J. Kevin Barge, Head, Department of Communication
    Steven Oberhelman, AOC Dean, Liberal Arts

DATE: October 3, 2017

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: COMM 460 Communication and Contemporary Issues: Media and Fake News

We recommend that COMM 460 Communication and Contemporary Issues: Media and Fake News be certified as a writing (W) course for four academic years (9/17 to 9/21) for this title only. We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 36
2. Course content appropriate to the major
3. Total number of words: 2000
4. Instructor to student ratio for one section: 1:24

COMM 460 (Media and Fake News) requires students write an essay about their view of fake news (formative essay) and a fake news analysis. The first essay is graded and brought to a required conference with the instructor for feedback before they write the final analysis paper is written. Three grammar review sessions are held during the semester, and the Little English Handbook: Choices and Conventions is required. A library workshop helps students with research.
COMM 460, Section 900
Communication & Contemporary Issues—Media and “Fake” News
Spring 2018

Instructor: Dr. Randall S. Sumpter
Office: Room 209B, Bolton Hall
E-mail: r-sumpter@tamu.edu
Office Hours: TR, 8:10 a.m. to 11:10 a.m. or by appointment.

Course Meeting Time, Place: TR, 2:20 p.m. to 3:35 p.m., Bolton 018

This is a W-Course and as such, it is not possible to pass the course without passing the writing assignments in the course.

Course Description

Rhetorical and other critical approaches to study how communication practices influence the construction of social issues. May be taken two times.

Can you remember a time when you were not exposed to information and entertainment messages designed to attract your attention, to make you change your behavior, or to alter how you think? The media that deliver those messages probably began indirectly shaping your life before you were born. For instance, parents sometimes select names for infants from books published by baby food manufacturers. Now that you are an adult, you are subjected to a storm of media messages each day. Who produces those messages? What rules and routines do they follow to generate them? How often are the results “fake” news?

This course attempts to answer those questions by examining the people who produce our society’s news and entertainment messages, the rules they follow, and the institutions that they work for. This writing intensive course also provides you with an opportunity to shape a research project and to communicate the results. Every written assignment in this class will be graded for grammar, spelling, and punctuation.

Student Learning Outcomes

By the end of this course, you will be able to:

- State the historical antecedents of “fake” news.
- Explain how different social and economic forces bias mass media messages.
- Identify those forces at work in your own media environment.
- Distinguish “fake” from trustworthy news.
Course Prerequisites

Any lower-division communication course or junior classification or approval of the instructor.

Course Requirements

Required Reading:


Useful Web Sites:


Fake News, Misinformation, and Propaganda, Harvard Library. [http://guides.library.harvard.edu/fake](http://guides.library.harvard.edu/fake)


Eric Novotny, Fake News, Penn State University Libraries. [http://guides.libraries.psu.edu/fakenews](http://guides.libraries.psu.edu/fakenews)
Course Policies and Format

Grading — You may earn 125 points in this course. Writing assignments account for 45 of the 125 points. To receive course credit, you also must complete and earn a passing score on all written assignments. Writing assignments will be graded not only for content, but also for language arts (grammar, spelling, and punctuation). For all writing assignments in this class, please use 1-inch margins, 12-point type, and double spaced text. The University Writing Center at http://writingcenter.tamu.edu also offers a variety of useful online tutorials on grammar.

The writing assignments and point values are:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Word Range</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Essay</td>
<td>650 to 750 Words</td>
<td>15 points</td>
</tr>
<tr>
<td>“Fake” News Analysis</td>
<td>1,350 to 1,500 Words</td>
<td>30 points</td>
</tr>
</tbody>
</table>

The additional assignments and point values are:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple choice Exam #1</td>
<td>30 points</td>
</tr>
<tr>
<td>Multiple choice Exam #2</td>
<td>30 points</td>
</tr>
<tr>
<td>10-minute presentation of your fake news analysis</td>
<td>10 points</td>
</tr>
<tr>
<td>Individual workshop</td>
<td>10 points</td>
</tr>
</tbody>
</table>

If you accumulate 90 percent or more of the 125 possible points, you will earn an A for the course; 80 percent to 89 percent, a B; 70 percent to 79 percent, a C; 60 percent to 69 percent, a D, and below 60 percent, a F. The respective point ranges are: A—112 points or more; B—100 to 111 points; C—87 to 99 points; D—75 to 86 points; F—74 points or fewer.

Extra Credit — There are two ways to earn extra credit in this class:

Method No. 1 — Each multiple choice test will include one extra credit question. Total points possible: 2 points.

Method No. 2 — Find a mistake in spelling, punctuation, and/or grammar and bring it to class. The mistake cannot come from social media; the mistake cannot come from digital or analog forms of private communication. You should follow these guidelines:

1. To count, the mistake can’t be intentional like Koffee Korner instead of Coffee Corner.
2. You have to report the time, date, and place that you found the error; you must bring a hardcopy of the error to class. A photograph of the error is acceptable.
3. You cannot report an error previously discovered by your classmates.

Points possible: 1 point for each error you find up to three errors.
15-Point Formative Essay Assignment
COMM 460, Section 900

Write a 650- to 750-word informal essay explaining why you are interested in learning more about fake news. Include examples of how fake news has influenced you, friends, or family. Be sure to include your own definition of fake news. Compare it to the definitions used by the Useful Web Sites (listed above). Use one inch margins, 12-point type, and double space. Turn in a hard copy, not an e-mail attachment. Enter the word count at the bottom of your last page. Your essay will be graded for language arts (grammar, spelling, and punctuation), redundancy, and content. Due Jan 30.

10-Point Individual Workshop
COMM 460, Section 900

Please bring a short (250- to 300-word) typewritten explanation of the progress you have made on your “fake” news analysis, difficulties you may have encountered, and questions you might still have. Report your word count at the bottom of your progress report. Please also bring the 15-point formative essay that I graded earlier. We will discuss both your project and your writing. Your progress report will be graded for grammar, spelling, and punctuation. Due date determined by sign-up sheet.

30-Point “Fake” News Project
COMM 460, Section 900

One of the course objectives is to evaluate how the news and entertainment media and media workers are portrayed in popular culture. Do these workers produce fake or legitimate news? To help do that, each of you will evaluate a film and produce a 1,350 to 1,500-word analysis using a formal essay format. (Reference lists or endnotes do not count toward the word total.) Be prepared to view your film selection more than once. Multiple viewings will be necessary to produce a good analysis.

Film Selection

Select only feature-length theater releases, not made for TV movies or TV serials. (A list of example films is attached, but all the films on the list may not be suitable for this assignment). Your film can represent any genre or sub-genre—drama or melodrama, action/adventure, crime story, western, comedy, or musical. Do not use animated features. Whatever film you select, one of the main characters must be a media worker; your analysis must focus on them, and the film must include many scenes involving the work that they do.

Not everyone can analyze the same half-dozen films. The limit is two analyses per film. You will sign-up for your film during your individual workshop sessions. Be sure that you can secure a copy of the film you wish to analyze.

Components of the Analysis

Backstory: Please start by giving the basic background information about your film that you would find
in a reference work like Leonard Maltin’s *Movie & Video Guide*. You should include the director, the main actors, and film length. Give a condensed version of the plot. Please also report the film’s “backstory.” Is it based on a true story? Is it a remake? Did the film have repercussions beyond the box office? (For example, William Randolph Hearst despised *Citizen Kane* so much that he had film critics for his newspapers produce unfavorable reviews, interrupting Orson Welles’ career for many years.

Also report how the film was received at the time of its release. Look at reviews by period writers (Your analysis must include a minimum of three reviews; you may not use Rotten Tomatoes. For older films, you can find reviews in most large newspapers and industry trade magazines like *Variety*. When you cite an authority or source in your analysis, you must properly document it using one of the systems (like MLA) described in your *Little English Handbook*. Use endnotes, not footnotes for documentation.

**Theme and Media Character:** Movies (and most other cultural products) have themes. The theme is not the same as the plot. In good movies, the theme drives the plot. Tell me what the theme of your movie is. Predominant themes in movies shift with the genre and with the times. Sometimes they are subtle like those that deal with human dignity or social justice issues. Sometimes they are blatant like the “good versus evil” themes you find in action/adventure movies. Sometimes, they are universal but human-scale like “coming of age” movies or “redemption movies.” Many movies have more than one theme. Tell me what the theme of your movie is, and what role your media character plays in support of that theme—villain, sidekick, hero? Support your selection with a few well chosen examples from the movie—either of dialogue or of action.

**Analysis:** What cultural representation of the media and media workers does this film leave us with? What does it say about social institutions other than the media? Do the characters violate or uphold the rules we think journalists should follow? Are the results fake or legitimate news? Can you give examples? Are they important or unimportant people? Are media institutions corrupt or unimportant? Do the people that work within them have unusual or common flaws? What stereotypes are present? Do women reporters always work for men editors? Are minorities present or excluded. What dialogue or action examples from the movie can you use to support your analysis?

**Grading**

Your paper will be graded for: completeness, redundancy, originality, and language arts (spelling, grammar, and punctuation). Provide all components called for in the assignment; do not fudge the page length with large type and spacious margins, use 12-point type, 1-inch margins, and double space. Enter the word count at the bottom of the last page of text. Turn in a hard copy, not an e-mail attachment.

**Originality**—The analysis must be your own! The material under Theme and Media Character and Analysis must be your own ideas in your own words. Material in the Backstory section taken from reviews or reference works must have proper attribution. Under no circumstances should you attempt to pad out your analysis with long, direct quotes from other sources. Paraphrase and cite the source. Refresh your memory on the finer points of scholastic dishonesty by visiting the on-line TAMU Student Rules, Section No. 20 ([http://student-rules.tamu.edu](http://student-rules.tamu.edu)). Plagiarism—in whole or in part—will result in a failing grade for the course.

**Due Date**—Beginning of class on April 10.
10-Point Fake News Analysis Presentation  
COMM 460, Section 900

During this 10-minute presentation (I will be the time keeper), you will share your analysis with the class. The presentation should give enough background that people who have read, heard, or seen it will understand who the main characters are and what the plot is. Your presentation should answer four main questions:

1. Why did you select this particular film?
2. What was the film’s theme?
3. Did the media character(s) follow the rules of journalism or did they generate “fake” news?
4. What does the film say about the media’s place in society or about their relationship with other institutions?

You may use clips from the film to illustrate your points, but those clips should not consume more than a third of your presentation’s time.

Please provide me with a one-page outline of your presentation 48 hours before you give it.

Additional Class Policies

Attendance — The university has an attendance policy; you should follow it. You should remember that examinations will cover reading assignments, lectures, films, and class discussions. Lecture materials will not always be identical to the content of the class readings. You should not expect to earn a good score if you do not attend class meetings and take notes.

Make-Up Work — You may make up examinations and presentations without penalty for the types of documented, excused absences listed in the TAMU Student Rules, Section No. 7 (see http://student-rules.tamu.edu/rule07). The instructor will determine if documentation for an excused absence is adequate; falsification of documentation is a violation of the Honor Code. Make-up work must be completed within a timeframe not to exceed 30 calendar days from the last day of the initial absence. It is solely your responsibility to schedule and to attend authorized make-up sessions. Make-up examinations are essay format. Exams and class activities missed because of unexcused absences cannot be made up.

Regarding Make-Up Exams — Make-up exams for students with University excused absences (see http://student-rules.tamu.edu/rule07) documented to the satisfaction of the instructor will be held at 9 a.m. Wednesdays. The exception to this time shall be for students who are enrolled in a TAMU academic course at 9 a.m. In those cases, an alternate time on Wednesdays will be designated by the Undergraduate Office.
Scholastic Dishonesty. Any student violating the Academic Misconduct guidelines found in Student Rule No. 20 at http://student-rules.tamu.edu and further explained at http://aggiehonor.tamu.edu and elsewhere in the student rules will fail the class.

Classroom Conventions

1. Do not place computer power cables or backpacks in the aisles. They constitute a safety hazard.
2. Turn off your phones before entering the classroom.
3. Do not conduct conversations with other students during lectures or presentations. They are distracting for your classmates and instructor.
4. Lecture notes will not be posted or shared by the instructor. It is your responsibility to be present in class and to take notes. If you miss a class, get the notes from a classmate.
5. Questions about your grade on exams, your absences, and administrative paperwork required by Disability Services, varsity athletics, or other university departments must be handled during office hours or through an appointment with the instructor. These issues cannot be addressed adequately immediately before, during, or immediately after class.
6. The issues listed in #5 should be handled in face-to-face conversations; e-mail is not the appropriate venue for those conversations.
7. Check your university e-mail daily for announcements about class. Grades will be posted at eCampus.

AGGIE HONOR CODE

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/.

Please Note

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 believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.
Copyright Notice

All materials from this course including, but not limited to, class notes, handouts, PowerPoint slides, lecture materials, review sheets, discussion-group materials, and all activities are copyrighted. Therefore, these may not be copied, shared, or sold for any purpose.

Course Calendar Modifications

The course calendar listed below could change in order to take advantage of speakers who may become available or of other events that affect the University community. I reserve the right to adjust the course calendar to accommodate these opportunities. All adjustments will be announced in advance via e-mail.

Course Calendar
COMM 460-900
Fall 2017

(SN = The Sociology of News, LEH = The Little English Handbook.)

Week 1—Introduction and Grammar Review.
Jan 16: Overview of syllabus and introductory comments.
Jan 18: Grammar Review #1 (LEH, pp. 18-42); useful web sites.

Week 2—What is News?

Week 3—Diagnosing Writing Problems.
Feb 1: SN, Chapter 3, “Media Bias.”

Week 4—Media History.
Feb 8: SN, Chapter 4, “Where News Came From.” Grammar Review #4 (LEH, pp. 4-17).

COMM 460-900 Course Calendar (Continued).

Feb 13: SN, Chapter 5, “In Recent Memory.”

Week 6—Assessment.
Feb 20: Exam #1.
Feb 22: How to use databases to build a research paper, Dr. Stephen Bales, Evans Library.
Week 7—Issues and the Media, Part 2, and Workshops
Feb 27:  
SN, Chapter 7, “News Sources”; practice film analyses, sign up for your workshop session.
Mar 1:  
Writing Workshop Day: Appointments between 2:20 p.m.—3:35 p.m.

Week 8—Workshops.
Mar 6:  
Writing Workshop Day: 2:20 p.m.—3:35 p.m.
Mar 8:  
Writing Workshop Day: 2:20 p.m.—3:35 p.m.

SPRING BREAK

Week 9—Issues and the Media, Part 3.
Mar 20:  
Writing Workshop Day: 2:20 p.m.—3:35 p.m.
Mar 22:  
SN, Chapter 8, “Political Culture of News;” Campbell, “Fright Beyond Measure.”

Week 10—Entertainment and Persuasion Media.
Mar 27:  
SN, Chapter 9, “Audience for News.”
Mar 29:  

Week 11—Entertainment and Persuasion Media.
Apr 3:  
Apr 5:  
Students #1—#6 present their film analyses.

Week 12—Student Presentations.
Apr 10:  
Students #7—#12 present their film analyses. Turn in your film analysis.
Apr 12:  
Students #13—#18 present their film analyses

Week 13—Student Presentations.
Apr 17:  
Students #19—#24 present their film analyses.
April 19:  
Class discussion of presentations

Week 14—Student Presentations.
Apr 24:  
Review for Exam #2
Apr 26:  
Exam #2.

May 1:  
Redefined: Go to Friday classes
Suggested Films, Books, Short Stories
<table>
<thead>
<tr>
<th>Books or Short Stories</th>
<th>Films</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absence of Malice, 1981.</td>
<td>Love is a Racket, 1932.</td>
</tr>
<tr>
<td>All the President's Men, 1976.</td>
<td>Love is News, 1937.</td>
</tr>
<tr>
<td>A Dispatch from Reuters, 1940.</td>
<td>Mr. Deeds Goes to Town, 1936.</td>
</tr>
<tr>
<td>The Big Carnival, 1951. (Originally released as Ace in</td>
<td>Nightcrawler, 2014.</td>
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<tr>
<td>Come Fill the Cup, 1951.</td>
<td>The Parallax View, 1974.</td>
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<tr>
<td>Foreign Correspondent, 1940.</td>
<td>Slander, 1956.</td>
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<tr>
<td>Hero, 1992.</td>
<td><strong>No sequels, please.</strong></td>
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<tr>
<td>His Girl Friday, 1940.</td>
<td>Sweet Smell of Success, 1957.</td>
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<td>While the City Sleeps, 1956.</td>
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<td></td>
<td>Woman of the Year, 1942.</td>
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<td></td>
<td>Wrong Is Right, 1982.</td>
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<td></td>
<td>Year of Living Dangerously, 1983.</td>
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</table>
GERM 315-900 — Literary Investigations: German Short Fiction (W)

Dr. Stefanie Harris  
Texas A&M University  
office: ACAD 106B  
Texas A&M University  
office hours: TR 2:00-3:00, or by appt.  
Class meeting: TR 12:45-2:00  
email: stefanieharris@tamu.edu  
ACAD 226  
phone: 845-2124 (INTS main office)

Course description
In this course students will read representative short stories by German-language authors from the 20th and 21st-century, highlighting major themes, stylistic trends, formal devices, and motifs of the genre. The course emphasizes principles of literary analysis and interpretation, and advances reading, writing, listening, and speaking skills in German. All course assignments, as well as class discussions and activities, will be conducted in German.

Prerequisites
GERM 202 or equivalent.

Learning outcomes
Upon completion of the course, students will be able to:
• Describe an important genre in 20th century German literature;
• Perform critical textual analysis of German texts;
• Articulate an understanding of German cultural and social history of the 20th century;
• Express ideas clearly and coherently in German, with varied vocabulary and few grammatical errors.

Required course materials
• Substantial English-German/German-English diction. I recommend Collins German Unabridged Dictionary, 8th ed. (2013).
• This course is on eCampus. Please check ecampus.tamu.edu regularly for additional class materials and daily homework assignments.

Course requirements and evaluation

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Homework</td>
<td>15%</td>
</tr>
<tr>
<td>Essays</td>
<td>55%</td>
</tr>
<tr>
<td>Tests</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
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</tbody>
</table>

Grading scale: 90%-100% = A; 80%-89% = B; 70%-79% = C; 60%-69% = D; 0-59% = F

To pass this course, you must pass the writing (W) component.

Homework
Daily homework assignments will be posted to eCampus. These will consist of exercises from the textbook, short writing assignments, and/or grammar exercises. HW will be scored on a scale of 0-3. Homework completed during class will be deducted 1 point. Homework submitted late will be deducted 1 point, except in the case of university approved excused absence.

Essays
You will write three critical essays of increasing complexity during the semester, emphasizing different principles of literary analysis and interpretation. Essays must be written in German and will be graded on content, organization, and grammatical and linguistic accuracy. Each essay submitted must include the Aggie Honor Code, printed and signed by the student. By signing the Aggie Honor Code, you affirm that your
essay represents your own work in its entirety and that you have not used translation software or a translation website in its composition.

Essays will be written in stages (draft and final, or proposal and final). Reviewing and revising drafts/proposals are critical components of the writing process and your final grade for each essay will take these stages into account. We will be conducting peer review of essay drafts in class so it is critical that you bring a typed, double-spaced, hard-copy of your draft with you to class on the due date listed on the syllabus. Students who do not submit a rough draft at all will have 20 percentage points deducted from the final grade of the paper, except in the case of university-approved excused absence. Students who do not submit a rough draft to class on the assigned date will have 10 percentage points deducted from the final grade of the paper, except in the case of university-approved excused absence.

Instructor feedback on drafts will address content, organization, and grammatical/linguistic areas. Final papers must include a word count and a short note indicating how your final paper addresses feedback from your draft. Final papers must be typed, double-spaced, and submitted in hard copy. Due dates for final versions of the essay are listed on the syllabus; late submissions will be penalized with a 10 percentage point reduction of the final grade, except in the case of university-approved excused absence.

#1: 300-450 words (10%)
#2: 500-600 words (15%)
#3: 750-1000 words (30%)

Tests
These will include both a grammar section, drawn from the reviews in the grammar review book, and short writing prompts. Tests cannot be made-up except in the case of university-approved excused absence.

Preparation and Participation
This class is not only writing intensive, but speaking, reading, and listening intensive! The primary language of the course is German, and everyone must use as much German as possible in the classroom.

Preparation includes completing assigned reading, looking up unknown vocabulary, and preparing questions on the reading, as well as reviewing weekly grammar topics, working through drills, and preparing specific questions for class.

Participation includes consistent use of German in the classroom, voluntary contributions to class discussions, specific questions, and active involvement in class activities, as well as staying on task.

Students start with 16 participation points “in the bank,” and will have their performance assessed weekly: satisfactory adds ½ point per week, outstanding adds 1; poor performance subtracts ½ point, unsatisfactory subtracts 1. Off-task use of any electronic device will result in a subtraction of 1 point for the week. The maximum to be accumulated in this way is 30 points (=10% of the course grade).

Absences
Attendance in class is mandatory. For each unexcused absence in excess of two, student’s final grade will be reduced 5 full percentage points. Attendance is essential to complete the course successfully. For illness-or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1 and 7.1.6.2). University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Academic integrity

Disabilities
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 believe you have a disability requiring an accommodation please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus, or call 979-845-1637. For additional information, visit http://disability.tamu.edu.
| **SITZUNGSPLAN** |
|------------------|------------------|------------------|
| **Mitlesen-Mitteilen** | **German Grammar** | **Termine** |
| **1. Woche**  
30. August und 1. September | Einführung  
Kaminer, “Geschäftstarnungen” | Ch. 2: Der-words, ein-words, and adjectives |
| **2. Woche**  
Kapitel 7: Borchert, “Die Küchenuhr” | Ch. 8: Prefixes  
Ch. 9: Irregular past tense conjugations |
| **3. Woche**  
Kapitel 8: Wiemer, “Zeitsätze” | Ch. 1: Nominative and accusative cases  
Ch. 3: Dative case  
Ch. 6: Dative-accusative prepositions |
| **4. Woche**  
Ch. 18: Relative pronouns |
| **5. Woche**  
27. und 29. September | Kapitel 11: Schädlich, “Fritz”  
Kapitel 12: Polgar, “Geschichte ohne Moral” | Ch. 21: Subjunctive mood |
| **6. Woche**  
Aufsatz 1 (draft); Writing workshop |
| **7. Woche**  
Kapitel 16: Marti, “Neapal sehen” | 29. Sept:  
Aufsatz 1 (final)  
6. Okt:  
TEST 1 |
| **8. Woche**  
Ch. 20: Infinitive clauses  
18. Okt:  
Aufsatz 2 (draft); Writing workshop |
<table>
<thead>
<tr>
<th>9. Woche</th>
<th>Kapitel 17: Wellershoff, “Bleibe”</th>
<th>Ch. 7: Reflexive pronouns and plurals</th>
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<tr>
<td>25. und 27. Oktober</td>
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<tr>
<th>10. Woche</th>
<th>Kapitel 18: Kafka, “Eine kaiserliche Botschaft”</th>
<th>Ch. 5: Genitive case</th>
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<tr>
<td>1. und 3. November</td>
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<tr>
<th>11. Woche</th>
<th>Kapitel 20: Hermann, “Rote Korallen”</th>
<th>Ch. 11: Modal auxiliaries and double infinitives</th>
</tr>
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<tbody>
<tr>
<td>8. und 10. November</td>
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<tr>
<th>12. Woche</th>
<th>Kapitel 21: Fried, “Das Mißverständnis”</th>
<th>Ch. 14: Comparative adjectives and adverbs</th>
</tr>
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<tr>
<td>15. und 17. November</td>
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<tr>
<th>13. Woche</th>
<th>Kapitel 21: Fried, “Das Mißverständnis”</th>
<th>Ch. 15: Superlative adjectives and adverbs</th>
</tr>
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<tr>
<td>22. November</td>
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<tr>
<td>1. und 6. Dezember</td>
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<tr>
<th>12. Dez:</th>
<th>Aufsatz 3 (final)</th>
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<tbody>
<tr>
<td>12. Dez:</td>
<td>Optional writing workshop</td>
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</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Stefanie Harris, Department of International Studies
    Robert Shandley, Head, Department of International Studies
    Steven Oberhelman, AOC Dean, Liberal Arts
DATE: October 3, 2017
SUBJECT: REPORT ON CERTIFICATION OF W COURSE: GERM 315

We recommend that GERM 315 Literary Investigations: German Short Fiction be certified as a writing (W) course for four academic years (9/17 to 9/21). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 70
2. Course content appropriate to the major
3. Total number of words: 3550
4. Instructor to student ratio for one section: 1:25

Since original certification, the course has not changed significantly. Students write three essays and complete daily short writing assignments. Essays 1 and 2 get written instructor feedback on drafts. Formative feedback is also provided through in-class peer review; in addition, students conference with the instructor at mid-term to plan the final essay. Writing is done in German, so the daily homework provides an opportunity for frequent feedback. Writing instruction is provided on rhetorical forms and German written language through lecture, models, a guiding rubric, and peer review exercises.
GERM 315-900 — Literary Investigations: German Short Fiction (W)

Dr. Stefanie Harris
office: ACAD 106B
office hours: TR 2:00-3:00, or by appt.
email: stefanieharris@tamu.edu
phone: 845-2124 (INTS main office)

Texas A&M University
Fall 2016
Class meeting: TR 12:45-2:00
ACAD 226

Course description
In this course students will read representative short stories by German-language authors from the 20th and 21st-century, highlighting major themes, stylistic trends, formal devices, and motifs of the genre. The course emphasizes principles of literary analysis and interpretation, and advances reading, writing, listening, and speaking skills in German.
All course assignments, as well as class discussions and activities, will be conducted in German.

Prerequisites
GERM 202 or equivalent.

Learning outcomes
Upon completion of the course, students will be able to:
• Describe an important genre in 20th century German literature;
• Perform critical textual analysis of German texts;
• Articulate an understanding of German cultural and social history of the 20th century;
• Express ideas clearly and coherently in German, with varied vocabulary and few grammatical errors.

Required course materials
• Substantial English-German/German-English diction. I recommend Collins German Unabridged Dictionary, 8th ed. (2013).
• This course is on eCampus. Please check ecampus.tamu.edu regularly for additional class materials and daily homework assignments.

Course requirements and evaluation
<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Homework</td>
<td>15%</td>
</tr>
<tr>
<td>Essays</td>
<td>55%</td>
</tr>
<tr>
<td>Tests</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
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</tbody>
</table>

Grading scale: 90%-100% = A; 80%-89% = B; 70%-79% = C; 60%-69% = D; 0-59% = F

To pass this course, you must pass the writing (W) component.

Homework
Daily homework assignments will be posted to eCampus. These will consist of exercises from the textbook, short writing assignments, and/or grammar exercises. HW will be scored on a scale of 0-3. Homework completed during class will be deducted 1 point. Homework submitted late will be deducted 1 point, except in the case of university approved excused absence.

Essays
You will write three critical essays of increasing complexity during the semester, emphasizing different principles of literary analysis and interpretation. Essays must be written in German and will be graded on content, organization, and grammatical and linguistic accuracy. Each essay submitted must include the Aggie Honor Code, printed and signed by the student. By signing the Aggie Honor Code, you affirm that your
essay represents your own work in its entirety and that you have not used translation software or a translation website in its composition.

Essays will be written in stages (draft and final, or proposal and final). Reviewing and revising drafts/proposals are critical components of the writing process and your final grade for each essay will take these stages into account. We will be conducting peer review of essay drafts in class so it is critical that you bring a typed, double-spaced, hard-copy of your draft with you to class on the due date listed on the syllabus. Students who do not submit a rough draft at all will have 20 percentage points deducted from the final grade of the paper, except in the case of university-approved excused absence. Students who do not bring a complete, typed rough draft to class on the assigned date will have 10 percentage points deducted from the final grade of the paper, except in the case of university-approved excused absence. Instructor feedback on drafts will address content, organization, and grammatical/linguistic areas. Final papers must include a word count and a short note indicating how your final paper addresses feedback from your draft. Final papers must be typed, double-spaced, and submitted in hard copy. Due dates for final versions of the essay are listed on the syllabus; late submissions will be penalized with a 10 percentage point reduction of the final grade, except in the case of university-approved excused absence.

#1: 300-450 words (10%)
#2: 500-600 words (15%)
#3: 750-1000 words (30%)

Tests
These will include both a grammar section, drawn from the reviews in the grammar review book, and short writing prompts. Tests cannot be made-up except in the case of university-approved excused absence.

Preparation and Participation
This class is not only writing intensive, but speaking, reading, and listening intensive! The primary language of the course is German, and everyone must use as much German as possible in the classroom. Preparation includes completing assigned reading, looking up unknown vocabulary, and preparing questions on the reading, as well as reviewing weekly grammar topics, working through drills, and preparing specific questions for class. Participation includes consistent use of German in the classroom, voluntary contributions to class discussions, specific questions, and active involvement in class activities, as well as staying on task. Students start with 16 participation points “in the bank,” and will have their performance assessed weekly: satisfactory adds ½ point per week, outstanding adds 1; poor performance subtracts ½ point, unsatisfactory subtracts 1. Off-task use of any electronic device will result in a subtraction of 1 point for the week. The maximum to be accumulated in this way is 30 points (=10% of the course grade).

Absences
Attendance in class is mandatory. For each unexcused absence in excess of two, student’s final grade will be reduced 5 full percentage points. Attendance is essential to complete the course successfully. For illness-or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1 and 7.1.6.2). University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Academic integrity

Disabilities
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 believe you have a disability requiring an accommodation please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus, or call 979-845-1637. For additional information, visit http://disability.tamu.edu.
<p>| SITZUNGSPLAN |
|---|---|---|
| <strong>1. Woche</strong>&lt;br&gt;30. August und 1. September | <strong>Mitlesen-Mitteilen</strong>&lt;br&gt;Einführung&lt;br&gt;Kaminer, “Geschäftstarnungen” | <strong>German Grammar</strong>&lt;br&gt;Ch. 2: Der-words, ein-words, and adjectives |
| <strong>2. Woche</strong>&lt;br&gt;6. und 8. September | <strong>Mitlesen-Mitteilen</strong>&lt;br&gt;Kapitel 4: Meinert, “Rotkäppchen ’65”; Gebrüdern Grimm, “Das Märchen von Rotkäppchen”&lt;br&gt;Kapitel 7: Borchert, “Die Küchenuhr” | <strong>German Grammar</strong>&lt;br&gt;Ch. 8: Prefixes&lt;br&gt;Ch. 9: Irregular past tense conjugations |
| <strong>3. Woche</strong>&lt;br&gt;13. und 15. September | <strong>Mitlesen-Mitteilen</strong>&lt;br&gt;Kapitel 7: Borchert, “Die Küchenuhr”&lt;br&gt;Kapitel 8: Wiemer, “Zeitsätze” | <strong>German Grammar</strong>&lt;br&gt;Ch. 1: Nominative and accusative cases&lt;br&gt;Ch. 3: Dative case&lt;br&gt;Ch. 6: Dative-accusative prepositions |
| <strong>4. Woche</strong>&lt;br&gt;20. und 22. September | <strong>Mitlesen-Mitteilen</strong>&lt;br&gt;Kapitel 9: Biermann, “Das Märchen vom kleinen Herrn Moritz, der eine Glatze kriegte” | <strong>German Grammar</strong>&lt;br&gt;Ch. 13: Word order and future tense&lt;br&gt;Ch. 18: Relative pronouns |
| <strong>5. Woche</strong>&lt;br&gt;27. und 29. September | <strong>Mitlesen-Mitteilen</strong>&lt;br&gt;Kapitel 11: Schädlich, “Fritz”&lt;br&gt;Kapitel 12: Polgar, “Geschichte ohne Moral” | <strong>German Grammar</strong>&lt;br&gt;Ch. 21: Subjunctive mood |
| <strong>8. Woche</strong>&lt;br&gt;18. und 20. Oktober | <strong>Mitlesen-Mitteilen</strong>&lt;br&gt;Kapitel 16: Král, “Supermarkt” | <strong>Termine</strong>&lt;br&gt;18. Okt: Aufsatz 2 (draft); Writing workshop |</p>
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<th>Woche</th>
<th>Datum</th>
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<td>Ch. 7: Reflexive pronouns and plurals</td>
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<td>Ch. 5: Genitive case</td>
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<td>1. Nov.</td>
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<td>Aufsatz 2 (final)</td>
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<td>Ch. 11: Modal auxiliaries and double infinitives</td>
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<td>Ch. 14: Comparative adjectives and adverbs</td>
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<td>Ch. 15: Superlative adjectives and adverbs</td>
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<td>22. Nov.</td>
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<td>Aufsatz 3 (Vorschlag)</td>
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<td>24. Nov.</td>
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<td>Thanksgiving holiday</td>
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<td>1. Dez.</td>
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<td>TEST 2</td>
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<td>6. Dez.</td>
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<td>Optional writing workshop</td>
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<td>12. Dez.</td>
<td></td>
<td>Aufsatz 3 (final)</td>
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</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Beth Netherland, Department of Health & Kinesiology
Melissa Sheffield-Moore, Head, Department of Health & Kinesiology
Christopher Cherry, AOC Dean, College of Education and Human Development

DATE: October 3, 2017

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: KINE 198

We recommend that KINE 198 Health and Fitness Activity be certified as a writing (W) course for four academic years (1/18 to 1/22). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 75%
2. Course content appropriate to the major
3. Total number of words: 3150
4. Instructor to student ratio for one section: 1:20

KINE 198 is a one-credit course. Students write a research proposal, two reflections, and a description. They also complete a proposal concept paper and reading matrix in preparation for writing the research proposal. Students write multiple drafts of the proposal and receive instructor and peer feedback on the drafts during workshops. Common errors are discussed in class. Students write reflections on their writing process, view samples, learn how to use various writing tools such as graphic organizers, and have a session with the Library.
KINE 198: Health & Fitness Yoga – Writing Intensive

**Instructor:** Beth Netherland

**Office Hours:** Tue. and Thur. 11:00am to 12:30pm
Fri. 10:00 to 11:00am

**Office:** PEAP 232

**Phone:** 458-3678

**E-mail:** beth-m-tessandori@tamu.edu

**TERM:** spring 2017

**MEETING TIME AND LOCATIONS**
Mon. 12:40 – 1:30pm (206 PEAP)
Wed. 12:40 – 1:30pm (135 PEAP)

**PREREQUISITES:** None

**RESOURCE MATERIAL:** eCampus content

**COURSE DESCRIPTION:**
KINE 198 qualifies as a writing intensive course and is therefore dedicated to improving writing skills most commonly associated with the discipline. In addition to the technical and analytic content of the assignments, papers and essays will be graded in part for spelling, grammar, punctuation, style, and clarity. Several class periods will be devoted to in-class writing instruction and activities such as revising and proofreading.

The course consists of two components, lecture and activity. Students will meet one day a week for lecture and one day a week for the activity portion. The lecture portion will cover current health issues including mental and physical health, nutrition, human sexuality, communicable and non-communicable diseases, use and abuse of drugs, and safety.

The activity portion will cover basic knowledge and techniques of yoga improving the individual’s fitness through the utilization of this knowledge.

**COURSE RATIONALE:**
Writing intensive classes increase the civic and professional effectiveness of Texas A&M students once they graduate. Through reflective and technical writing assignments health and kinesiology majors will be able to communicate with various groups in the field of health and kinesiology and with the lay public.

Research indicates that daily health/fitness related behaviors determine the quality and longevity of our life. This course is designed to provide information to create awareness of and motivation toward development of positive health and fitness behaviors. The practice of long-term positive health and fitness behaviors are essential to an individual’s physical, intellectual, emotional and social well being.

**COURSE OBJECTIVES:**
The student will be able to differentiate between healthy and unhealthy behaviors and to recognize behavior change strategies regarding the following topics: physical fitness, nutrition, sexuality, drugs, personal safety, stress and general wellness.

The student will be able to define key terms related to physical fitness, nutrition, sexuality, drugs, personal safety, stress, general wellness and human diseases.

The student will be able to demonstrate personal awareness concerning the importance of physical fitness, nutrition, sexuality, drugs, personal safety, stress, and general wellness.

The student will be able to identify responsible behaviors associated with drug misuse/abuse, personal safety, human sexuality and interpersonal relationships.

The student will be able to recognize factors contributing to the development of non-communicable diseases and to the spread of communicable diseases and their treatment options.

The student will be able to demonstrate reflective writing.
The student will be able to edit written work.

The student will be able to create a practical assignment in the field of health and kinesiology that integrates scientific literature.

The student will be able to demonstrate that writing is a continuous process that requires time, energy, and practice. The student will be able to create and present a descriptive analysis of a yoga posture.

The student will be able to demonstrate proper yoga technique.

**GRADING POLICY:**
Research Concept, Matrix, and Proposal 60 points 2,400 words
In-Class Assessments & Reflections 20 points 250 words
Mindfulness Reflection 5 points 250 words
Asana Description 5 points 250 words
Asana Presentation 5 points
Skill Assessment 5 points

**To pass this course, you must pass the writing component of the course.**

**GRADE SCALE:**
Out of 100 assigned points
90-100 = A
80-89 = B
70-79 = C
60-69 = D
Below 60 = F
Pass/Fail-Below 70 = F

**Writing Center Consultation:**
The University Writing Center (UWC), located in Evans Library 1.214, offers help to writers at any stage of the writing process including brainstorming, researching, drafting, documenting, revising, and more; no writing concern is too large or too small. These consultations are highly recommended but are not required. While the UWC consultants will not proofread or edit your papers, they will help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at writingcenter.tamu.edu, or stop by in person.

**Americans with Disabilities Act (ADA)**
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 believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

**ATTENTION STUDENTS:**
1. It is the responsibility of the student to inform his/her instructor if they have a condition that may impair or influence participation in an activity class (e.g. physical handicap, use of medication, etc.).
2. Should you become unable to participate in or complete the skill evaluation in this activity class, alternative methods of evaluation may be provided at the instructor’s discretion.
3. The courses in which you have elected to participate are either required as part of your major or elected. Regardless of the case, you must realize that there is a certain assumption of risk, which you engender when you participate in activity classes such as these. You must be aware of the assumption.

ATTENDANCE POLICY

Attendance is a critical component of all KINESIOLOGY classes and is essential to learning a skill. Additionally due to the skill progressions found in teaching activities, it is crucial, for safety reasons, to require regular attendance.

A student shall be allowed 2 unexcused absences without penalty. For each unexcused absence beyond the first two unexcused absences, 15 points will be deducted from the final grade.

PLEASE NOTE: A student will automatically fail after the 4th unexcused absence. Excused absences, as defined in Rule 7 of the Texas A&M University Student Rules will not result in any point deduction, however written documentation will be required to receive an excused absence. Any combination of excused and unexcused absences totaling 7 or more, where no more than 3 absences are unexcused will require a grade of Incomplete to be issued in the class.
All excuse notes must be turned in within 7 days of the absence. I DO NOT accept the Explanatory Statement for Absence from Class (the form to self-report your illness).

One point will be deducted from the final grade for each tardy up to 10 minutes. After 10 minutes, the student is considered absent.

Academic Integrity

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
For additional information please visit: http://aggiehonor.tamu.edu

*PLEASE NOTE:*
The handouts used in this course are copyrighted. By “handouts,” I mean all materials generated for this class, which include, but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

It is also considered Academic Dishonesty to provide falsified documentation in order to obtain an excused absence.

As commonly defined, plagiarism consists of passing off as one’s own, the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic crimes, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”
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<thead>
<tr>
<th>Week/Date</th>
<th>In-class Activities</th>
<th>Required Reading, Viewing, Research and Writing Assignments</th>
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</thead>
<tbody>
<tr>
<td>Week 1 (1/18)</td>
<td>In addition to discussing health topics, lectures include mini-lessons about the writing process and your proposal development.</td>
<td>Required viewing and/or reading</td>
</tr>
<tr>
<td>Week 2 (1/25)</td>
<td>Analyzing the components of a research proposal</td>
<td>Required viewing and/or reading</td>
</tr>
<tr>
<td>Week 3 (2/1)</td>
<td>Generating Ideas: introduction to brainstorming</td>
<td>Concept due</td>
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<td>Wellness and Longevity</td>
<td>Peer &amp; Instructor Feedback</td>
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<tr>
<td>Week 4 (2/8)</td>
<td>Using a Research Matrix: a systematic approach</td>
<td>Articles due</td>
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<td>Wellness and Longevity cont…</td>
<td>Instructor Feedback</td>
</tr>
<tr>
<td>Week 5 (2/15)</td>
<td>Identifying Databases and Information Resources: An intro to health science research</td>
<td>Reading matrix due</td>
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<td>Instructor Feedback</td>
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<tr>
<td>Week 6 (2/22)</td>
<td>Using Databases and Information Resources: An intro to health science research cont…</td>
<td>Meeting Location: Medical Sciences Library computer room</td>
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<td>Mindfulness reflection due</td>
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<td>Instructor Feedback</td>
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<tr>
<td>Week 7 (3/1)</td>
<td>Generating Ideas: introduction to looping and mind mapping</td>
<td>Reading matrix due</td>
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<td>Stress and Performance</td>
<td>Instructor Feedback</td>
</tr>
<tr>
<td>Week 8 (3/8)</td>
<td>Identifying feedback at different stages of the writing process, identifying types of readers and integrating citations</td>
<td>Reading Matrix due</td>
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<td>Financial Wellness</td>
<td>Instructor Feedback</td>
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<td>Week 9 (3/22)</td>
<td>Practicing logic feedback/editing</td>
<td>Research Proposal – description of problems and causes due</td>
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<td>Financial Wellness cont…</td>
<td>Peer Feedback</td>
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<tr>
<td>Week 10 (3/29)</td>
<td>Practicing structure and organization feedback/editing</td>
<td>Research Proposal – revised draft of problems and causes due</td>
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<td>Exercise Behavior Change</td>
<td>Peer &amp; Instructor Feedback</td>
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<tr>
<td>Week 11 (4/5)</td>
<td>Practicing sentence level feedback/editing</td>
<td>Research Proposal – solutions due</td>
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<td>Psychoactive Drugs</td>
<td>Peer and Instructor Feedback</td>
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<tr>
<td>Week 12 (4/12)</td>
<td>Practicing feedback/editing cont…</td>
<td>Research Proposal – revised draft of solutions due</td>
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<td>Reproduction and Fetal Development</td>
<td>Peer Feedback</td>
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<tr>
<td>Week 13 (4/19)</td>
<td>Practicing feedback/editing cont…</td>
<td>Research Proposal – introduction and conclusion due</td>
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<td>Sexually Transmitted Infections</td>
<td>Peer and Instructor Feedback</td>
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<tr>
<td>Week 14 (4/26)</td>
<td>In-class proposal reflection</td>
<td>Revised Research Proposal due</td>
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<td>Instructor Feedback</td>
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</table>
*Schedule and due dates are subject to change at instructor’s discretion*

The Medical Sciences Library (MSL) is on west campus, adjacent to the Reynolds Medical Sciences Building. A tunnel below Raymond Stotzer Parkway connects MSL to the Veterinary Medical Administration building.

https://www.google.com/maps/place/Medical+Sciences+Library/@30.611917,-96.3515216,17z/data=!4m13!1m7!3m6!1s0x864683a48447effb:0xfe8c8fa055757077!2s202+Olsen+Blvd,+College+Station,+TX+77845!3b1!8m2!3d30.611917!4d-96.3493329!3m4!1s0x864683a455ff9ffd:0x85dfba50b7f8805a8m2!3d30.611765!4d-96.351535

**YOGA ASSESSMENTS**

**Mindfulness Reflection (5 points): Wednesday, February 22nd**
Use one intention from the LIFE approach during a conditioning session. Describe the intention and generate a written reflection of your exercise experience.

250 word minimum – Instructor Feedback

**Asana Description (5 points): Monday, April 3rd**
Submit a description of your asana (250 words). Describe in detail how to perform/practice the posture. Note any particular points of safety. Provide variations to accommodate all populations. List the benefits of regularly doing this posture in bullet format. Include a picture of the posture at the bottom center of the page. List your references.

250 word minimum – Instructor Feedback

**Asana Presentation (5 points): Monday, April 3rd**
Each student will teach an asana in a small group. Within the small group, students will create a vinyasa (flow of poses).

Peer and Instructor Feedback

**Skill Development/Form Assessment (5 points): Monday, April 10th**
This assessment involves safety, form, and alignment performance on physical activities and does not involve a writing component.

Peer and Instructor Feedback

**RESEARCH PROPOSAL**

**Research Proposal - Concept (5 points)**
Submit a description of your research proposal concept. Briefly describe the problem or medical condition. Identify a target population and explain why you're interested and/or passionate about the topic.

250 word minimum – Peer and Instructor Feedback

**Research Proposal - Reading Matrix (15 points)**
Summarize 9 to 12 articles related to your topic. Each summary will connect to the delineation of the problem, the causes or solutions. Organize your summaries into a reading matrix. Include the citation, a brief summary of each article and any useful quotations.

900 word minimum – Instructor Feedback
Research Proposal (40 points):
Submit the following sections of your research proposal after mid-term: introduction, description of the problem, literature review of causes and treatments, conclusion and reference page. A fully developed proposal will be due near the end of the semester

1,000 to 1,500 words – Peer and Instructor Feedback

IN-CLASS ASSESSMENTS (20 points)
Group and/or individual assessments are administered most class lecture to measure higher order knowledge of content. Evaluations include generating ideas in graphic organizers, analyzing health science research and editing written work at different stages of the writing process.

Peer and Instructor Feedback

Updated 01/2017
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W and C Course Advisory Committee

CC: Michael Donnellan and Lisa Geraci, Department of Psychology
    Heather Lench, Head, Department of Psychology
    Steven Oberhelman, AOC Dean, Liberal Arts

DATE: October 3, 2017

SUBJECT: REPORT ON CERTIFICATION OF W COURSE: PSYC 302

We recommend that PSYC 302 Research Methods and Design in Psychology be certified as a writing (W) course for four academic years (9/17 to 9/21). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 25%
2. Course content appropriate to the major
3. Total number of words: 2000
4. Instructor to student ratio for one section: 1:24

PSYC 302 is a 4-credit course. The writing assignments are sequenced to allow for students to build up their skills for writing a final American Psychological Association (APA) style report. Students write an article summary, then six shorter assignments, each a smaller section of the final report (title, references, abstract, introduction, methods, results, and discussion), then a final paper putting it all together. The final paper is worth 20% of the grade, so that the shorter assignments provide feedback and practice at low stakes. Students receive extensive instructor feedback on the shorter assignments. Instruction is given on APA style using discussion, examples, lecture, and practice.
Psychology 302 (PSYC 302)
Research Methods and Design in Psychology
Meeting Times:
Room:

**Instructor:**
Name:
Email:
Office:
Office Hours:
Office Phone:

**Course Website:**
http://www.ecampus.tamu.edu/

**Prerequisites:**
PSYC 107 (Introduction to Psychology) & PSYC 301 (Elementary Statistics for Psychology)

**Required Text:**

Optional Text:

**Textbook Blog (for your interest):**
http://www.everydayresearchmethods.com/
http://wwnorton.com/college/psych/research-methods-in-psychology/

**Description from Course Catalog:**
Research techniques in psychology with emphasis on the experimental method; laboratory exercises applied to specific problems in psychology.

**IMPORTANT:** BECAUSE THIS IS A WRITING INTENSIVE COURSE, YOU CANNOT PASS THIS COURSE (PER UNIVERSITY RULES ABOUT W COURSES) WITHOUT EARNING A PASSING GRADE (60%) ON THE WRITING COMPONENT (LAB)!

**Expanded Course Description**
This course is a university designated “W” course, meaning that at least 25% of your grade must be based on writing and students must produce at least 2,000 words of graded writing. Effective written communication about the background, purpose, procedures, results, and interpretation of empirical studies is a crucial part of the science of psychology. Beyond the importance of technical writing for scientific progress, good writing skills are prized in virtually all professions. **Writing well is a skill that can be developed with deliberate practice. You will have the chance to develop your skills in this course.**
Beyond emphasizing scientific writing, this course will teach you about psychological research from a methodological perspective. Other courses in psychology (e.g., Abnormal Psychology) teach you about the theories and scientific knowledge in particular content areas based on empirical research. This course teaches you how that research is designed, conducted, and evaluated. Accordingly, you will learn about different kinds of research questions (e.g., descriptive questions versus causal questions) and how these questions are addressed with specific research designs. You will master the foundational concepts of reliability, validity, and generalizability. You will also learn about research ethics and how to further apply the statistical skills you acquired in PSYC 301 to evaluate psychological research. Ultimately, you will be trained to be critical consumers of the research findings found in both the scientific literature and discussed in everyday life through popular media.

**Student Learning Outcomes:**
At the end of PSYC 302, the successful student should be able to:

1. Demonstrate understanding of the methods, techniques, and procedures essential to solid research design in the psychological sciences.
2. Identify threats to the internal validity of studies in terms of causal inferences.
3. Identify threats to the generalizability of findings to different populations and ways of operationally defining core constructs.
4. Interpret and critique published research in psychology from a methodological perspective (e.g., evaluate the measurement of variables in terms of reliability and construct validity; evaluate the validity of the statistical conclusions and inferences made from the findings).
5. Interpret and critique psychological research studies presented in the popular press.
6. Design a research study to investigate a theoretically or practically important topic in psychological science.
7. Describe and evaluate psychological research in written documents.

Texas A&M University has identified student learning outcomes that describe our institutional commitment to your educational goals. These include the ability to demonstrate critical thinking, effective communication, and social, cultural, and global competence. Please see: [http://provost.tamu.edu/essentials/pdfs/copy_of_UndergraduateLearningOutcomesFinal.pdf](http://provost.tamu.edu/essentials/pdfs/copy_of_UndergraduateLearningOutcomesFinal.pdf)

Most relevant to this course are:

**Critical Thinking:** You will learn how to critically evaluate research designs and quantitative information reported in psychological research and in the popular media.

**Communication:** You will learn how to effectively describe research designs and findings and how to express criticisms of existing research. You will learn how to interpret methodological information presented in scientific reports.

**Social Responsibility:** You will consider how data should be collected, presented, and interpreted in an ethical manner. You will learn the principles that define ethical psychological research (Respect for Persons; Beneficence; and, Justice) and learn to evaluate research procedures according to their fidelity to these principles. You will learn about the importance of transparency in conducting and reporting research.
Empirical and Quantitative Skills: You will learn how quantitative psychological research is designed and interpreted. You will learn how to evaluate causal claims from research and to evaluate the generalizability of findings. You will learn how to evaluate the measures and experimental manipulations used in psychological research.

Course Structure:
The course will consist of lecture and lab sections. Both are required. The material covered in the lectures will supplement the text to provide comprehensive coverage of the material. Reading the text is important for success in 302 and I think you will learn best if you have read the text in advance of lectures. I will provide a version of my slides after lecture to encourage you to actively process the material during class. (I also want you to attend class because class attendance is a strong correlate of course performance according to a meta-analysis of the existing studies.). The posted slides will have the same general content as the lecture slides but may not include all of the graphics I display in class given copyright issues.

Class Attendance:
Given that well over half of the material on each test will come from the lecture, class attendance is mandatory. However, attendance will not be formally monitored and there will be no direct penalty for absences. You do not need to ask me if I covered anything important in lecture because the answer is always some version of this response: “Yes. Ask a classmate for details.”

Statement about Diversity and Course Climate:
The Psychology Department supports the Texas A&M University commitment to diversity and welcomes individuals of all ages, backgrounds, citizenships, disabilities, education levels, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences (See http://diversity.tamu.edu/).

I see PSYC 302 as a learning community where civility and mutual respect are crucial for success. I will come to lecture excited and prepared to teach the material. I will treat you like mature members of a learning community. Likewise, I expect that you will come to lecture and lab prepared to learn and ready to contribute to the course in a thoughtful manner. Please do not engage in distracting behaviors during scheduled course meeting times. For example, do not read the newspaper, use a cell phone, talk with others, or leave in the middle of lecture or lab in a disruptive fashion. I appreciate your attention to these common courtesies. Let’s be nice to each other and have a great semester!

Limits to Confidentiality
Texas A&M University and the Department of Psychology are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees—including instructors—cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report the following information to other University offices if you share it with me, even if you do not
want the disclosed information to be shared:

- Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff.
- Credible threats of harm to oneself, to others, or to university property

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual.

If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (https://scs.tamu.edu/). Students can report concerning, non-emergency behavior at http://tellsomebody.tamu.edu.

**Grades:**
Final grades are based on performance on three equally weighted exams (25% each for a total of 75% of your final grade) and performance on a final written paper and written laboratory assignments (25% of your final grade). Letter grades will be assigned based on the percentage of total possible points earned according to this convention (but see the warning below about performance on the writing components): A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 59% and below. I round .50 and higher so that a score of 89.50% is rounded to 90% for assigning grades. **These are strict cut-offs!**

Exams (75% of final grade): There will be 3 exams each worth 25% of your final grade. Exams will include multiple choice, short answer, calculations, and essay questions. Each exam will be explicitly focused on the topics covered in that section of the course but the course build upon itself so make sure you keep up with the material throughout the entire semester.

Written Lab Activities and Final Paper (25% of final grade): There will be 7 written assignments over the course of the semester: drafts and revisions of the Title page and References, Abstract, Introduction, Method, Results, and Discussion, and one PSYCINFO article summary. These assignments are designed to help you learn about research methods and to provide instruction and practice in how to communicate in APA-style written format. **ALL WRITING ASSIGNMENTS MUST BE TYPED.**

For most written assignments you will be required to submit a draft which will be returned to you with a preliminary score. You will then be required to submit a revision that addresses and incorporates the feedback provided by your lab instructor. Written assignments must follow the requirements described in the APA Publication Manual, 6th edition. Your lab instructor will provide additional information about these style and formatting requirements.

A major goal of this course is for you to successfully apply what you have learned in lecture and lab to produce an APA-style research paper. Your final paper (minimum of 2,000 words; but must not exceed 11 double-spaced pages typed in 12-pt font) will be extensions and refinements of your previous writing assignments. In other words, you will apply what you learned during the early part of the course about writing the Title, Abstract, Method, and Reference sections to write analogous sections for your final paper. Note that you will already have written multiple drafts and received feedback on
the Introduction, Results, and Discussion sections. The final paper must include a minimum of 10 references. You may not include more than one direct quote. Your lab instructor will provide further details about paper requirements and grading criteria during lab sessions. Final papers should be submitted through eCampus using the Turnitin tool. This tool is also available for developmental feedback purposes for all other writing assignments, if you choose to use it.

**IMPORTANT: BECAUSE THIS IS A WRITING INTENSIVE COURSE, YOU CANNOT PASS THIS COURSE (PER UNIVERSITY RULES ABOUT W COURSES) WITHOUT EARNING A PASSING GRADE (60%) ON THE WRITING COMPONENTS.**

**Make-Up Exams:**
Make up tests will be provided in accordance with the university rules on excused absences (http://student-rules.tamu.edu/rule07). Make up exams will only be considered in rare and extraordinary circumstances, and only if you contacted me before the scheduled test. There are no make ups for students who did not contact me beforehand unless you, either: 1) have documentation proving extreme circumstances that made it impossible for you to contact me before the test; or 2) you had a university excused absence that does not necessitate notifying the instructor beforehand (see the student rules).

**Lab Attendance:**
Lab attendance is mandatory and will be monitored by the lab TA. Your lab TA will further specify the lab attendance policy. There are no labs the first week of classes. Labs are held in Milner Hall in the computer labs.

**Plagiarism:**
Plagiarism consists of taking the ideas, words, or images (i.e., intellectual products) of another person and passing them off as your own. You are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have their permission. Plagiarism is one of the worst academic crimes because it undermines trust and makes it impossible to properly allocate credit for intellectual products. *Don’t do it! You might fail this class depending on the circumstances.*

**Grade Disputes:**
If you wish to dispute a grade on an assignment or exam, you must submit a written rationale to justify the change within 1 week of receiving your score.

**Americans with Disabilities Act (ADA) Policy 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 believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall (Room B118) or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

**Academic Integrity Statement:**
“An Aggie does not lie, cheat, or steal or tolerate those who do.”
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information visit: [http://www.aggiehonor.tamu.edu/](http://www.aggiehonor.tamu.edu/)

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"An essential ingredient in the research process is the judgment of the scientist."

- Jacob Cohen (1990)

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**Schedule**

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<th>Week</th>
<th>Topics</th>
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<td>Introduction; Philosophy of Science and Psychology</td>
<td>Chapters 1 &amp; 2</td>
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<td>2</td>
<td>Research Validity</td>
<td>Chapter 3</td>
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<td>3</td>
<td>Research Ethics</td>
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<td>4</td>
<td>Statistical Review</td>
<td>Appendices (pages 441-486)</td>
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<td>Review &amp; Exam 1</td>
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<td>6</td>
<td>Measurement Reliability and Validity</td>
<td>Chapter 5</td>
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<td>7</td>
<td>Surveys and Samples</td>
<td>Chapters 6 &amp; 7</td>
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<td>8</td>
<td>Correlational Research</td>
<td>Chapter 8</td>
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<td>9</td>
<td>Multivariate Research</td>
<td>Chapter 9</td>
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<td>10</td>
<td>Review &amp; Exam 2</td>
<td>Chapters 5 to 9</td>
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<td>11</td>
<td>Experiments and Internal Validity</td>
<td>Chapters 10 &amp; 11</td>
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<td>Factorial Designs</td>
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<td>Quasi-Experiments</td>
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<td>14</td>
<td>Replication and Generalization</td>
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<tr>
<td>Finals Week</td>
<td>Exam 3</td>
<td>Chapters 10 to 14</td>
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</table>
LAB SYLLABUS ADDENDUM

The laboratory component of the course consists of a series of active learning activities and writing assignments. The objective of the lab component is to provide students with an introduction to common methods and procedures used in psychological research, experience in analyzing data collected in such research, and communicating results to the scientific community. This lab is a mandatory component of PSYC 302.

POLICIES

1. During the course of the semester, you will be required to submit written drafts and revisions of the 6 sections of a research paper in APA format. These drafts will be returned to you with specific feedback to improve your writing. You will then be required to submit a revision that responds to this feedback. The revision will be scored and returned to you as well. In addition to the required drafts and revisions of the 6 paper sections, you can also submit an optional second revision of your Introduction and Discussion sections and get feedback before turning in your final paper.

2. Scores assigned to drafts and revisions will NOT count towards your final lab grade. These are provided for development purposes to give you a sense of the quality of the work. However, if you fail to submit BOTH a draft and revision for a specific section (e.g., Title Page and References), then that section of the final paper will NOT be graded—that is, you will earn a zero for that entire section of the final research paper. Put differently: Only the final research paper contributes to your final grade. You must have submitted BOTH the first draft and revision for that section earlier in the semester to have that section officially graded.

3. First drafts and revisions of written assignments will be due on the assigned date. (a) Any assignment that is submitted more than 3 days after the due date will NOT be graded (unless you provide a University-approved excuse for ALL of the days late, in accordance with University rules; see http://student-rules.tamu.edu/rule07). (b) Any assignment (first draft or revision) that is submitted late (after the end time of your lab period) and unexcused will be penalized 5 points for the first day, 2 additional points for the second day, and 2 additional points for the third day. Although the scores for the drafts and revisions will not count towards the final lab grade, late penalties WILL be deducted from the final paper grade up to the maximum amount of points for that section.

4. The final research paper must be a minimum of 2,000 words (excluding title page, abstract, tables, figures, and references). It is due on [Insert Date] and will not be accepted more than 3 days past the due date (unless you provide a University-approved excuse for ALL of the days late, in accordance with University rules; see http://student-rules.tamu.edu/rule07). Late and unexcused submissions will be penalized 5 points for every date past the due date. Your lab instructor will provide additional details about the final paper submission process as the date approaches.
LAB ATTENDANCE
Because we only meet once per week, attending lab is both mandatory and essential to your success in this course. You are expected to take an active role in lab activities, including computer experiments in PsychMate and class discussion of results. These roles require your attendance! You are allowed one unexcused absence (for any reason). Each subsequent unexcused absence will result in a deduction of 2.5% of the total points in the course from your overall grade. Material missed due to an unexcused absence will NOT be covered by your lab instructor outside of lab. Absences will be considered excused if the student provides timely and appropriate documentation in accordance with Texas A&M policy (see Student Rule 7, http://student-rules.tamu.edu/rule07 ). It is your responsibility to contact classmates (not the instructor) to obtain any materials presented or distributed in missed labs. It is recommended that you get the email addresses of a few classmates in case you miss a lab.

Arrival to lab more than 15 minutes after the designated start time will be considered an absence. Leaving before lab is over without the instructor’s permission will also be treated as an absence.

OTHER INFORMATION
All assignments should be completed individually. However, it is okay to get feedback on your written work from others, including class members. Effective written communication takes practice and often rounds of revision. Everyone improves their writing with feedback and editing! Be sure to ask questions of your lab instructor as you work on your report drafts and final paper.

Academic Integrity Statement and Policy
"AGGIE HONOR CODE—‘An Aggie does not lie, cheat, or steal or tolerate those who do.’

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information, please visit http://student-rules.tamu.edu/aggiecode.

Plagiarism
As commonly defined, plagiarism consists of taking the ideas, words, or images (i.e., intellectual products) of another person and passing them off as your own intellectual products. You are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have their permission. Plagiarism is one of the worst academic crimes because it undermines trust and makes it impossible to properly allocate credit for intellectual products. Don’t do it! If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section: Scholastic Dishonesty.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
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<tbody>
<tr>
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<td>No Lab</td>
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<td>2</td>
<td>Lab Introduction; Critically Reading Research; Finding Research</td>
<td>PSYCINFO Article Summary Assigned</td>
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<td>3</td>
<td>PsychMate Software Getting Started and 4 Modules – Spatial Reasoning,</td>
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<td></td>
<td>Executive Control, Measuring Traits, Human Factors</td>
<td>PSYCINFO Article Due</td>
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<td>4</td>
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<td>5</td>
<td>Stroop Task; APA Title Pages and References</td>
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<td>Section 4 Assigned</td>
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<td>9</td>
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<td>Section 5 Assigned</td>
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<td>10</td>
<td>APA Discussions</td>
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<td>13</td>
<td>Open Consulting Time</td>
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<tr>
<td>14</td>
<td>Open Consulting Time</td>
<td>Work on Final Papers</td>
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<tr>
<td>Finals</td>
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<td>Final Papers Due</td>
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</table>
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W and C Course Advisory Committee

CC: Paula Morris, Department of General Academics
    JoAnn DiGeorgia-Lutz, Head, Department of General Academics
    Donna Lang, AOC Dean, Texas A&M Galveston

DATE: October 3, 2017

SUBJECT: REPORT ON RECERTIFICATION OF C COURSE: MAST 441

We recommend that MAST 441 Maritime Piracy be certified as a Communication (C) course for four academic years (9/17 to 9/21). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 95
2. Course content appropriate to the major
3. Total number of words: 3250
4. Total minutes of oral performance: 40
5. Instructor to student ratio for one section: 1:15

Since original certification, the course has not changed significantly. Writing assignments include an abstract and a term paper; speaking assignments include four ten-minute presentations. Some of the presentations are given individually (at least 5 minutes, usually 10), and some, collaboratively. Formative feedback on the term paper comes from instructor comments on an abstract, outline, and rough draft, as well as peer review of the draft. For all of the presentations, students practice with a group or partner and receive peer feedback. Instruction includes review of model presentations and workshops conducted by the Galveston Writing Lab on writing issues such as style, plagiarism, researching, and citation.
MAST 441  Maritime Piracy  Spring 2018

Times:  TBA  Room:  TBA

Instructor: Mr. Thomas J. Oertling, MA, Instructional Assistant Professor

Office: SAGC 402  Office phone: 409-741-4026  Email: oertlint@tamug.edu

Office Hours: TBA

Textbook:
There is no textbook for this class; students will be conducting their own research. Articles, readings or books will be assigned. Required reading list will include:
   Treasure Island by Robert Louis Stevenson
   Captain Blood by Raphael Sabatini

Prerequisites:  Junior or senior classification and permission of Instructor

Course Description: Research of social, economic, political and cultural aspects of piracy from ancient to modern times; presentation of findings; understanding modern perception of pirates through modern art, literature and movies.

Learning Outcomes:
By the end of the term, the student will:
   • Differentiate between ‘pirate’ and ‘terrorist.’
   • Identify some of the major pirates in history, and the breadth and scope of Piracy through time and in various geographic areas.
   • Compare the tactics, weaponry, ships, and men involved in Piracy in both historic and modern periods.
   • Formulate an analysis of the economic, social, political and emotional aspects of Piracy and the relationships between these aspects.
   • Interpret how our perception of Piracy is changed or altered through literature, films, public events and festivals.
   • Recognize social, political, economic and historical background and conditions which allow piracy to exist and thrive, and what efforts, conditions, programs and/or military actions are necessary for the successful eradication of Piracy.

This is a C course and to receive C credit for this course, you must pass the C component—see requirements listed in this syllabus.
Grading Scale:
90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, below 60 = F

Grades will be based on:
- 4 Oral presentations, 10 minutes each 40%
- Abstract (250 words) 5%
- Term Paper (3,000 words) 50%
- Class participation 5%

Presentations / Feedback
Presentation topics will be assigned from the list of overall topics listed below. Students will turn in copies of their presentations and citations for source material used in them. Presentations will be 10 minutes in length and contain PowerPoints. Some presentations will be individual and others will be done as groups, where two or three students give individual talks, but together form a unified whole.

In all instances of the presentations:

1) Students will first practice their presentations with a paired individual partner, or with another group (for the group presentations). With the peer feedback form, each partner/group will listen to the other’s presentation, complete the form in real time during the presentation, and then give their feedback immediately upon the conclusion. The completed peer feedback form is given to the partner/other group to use in improving the presentation mechanics and messaging.

2) You may will then work on your revision, practice it, and go to the Hyper-Media lab in the library and record your presentation. Notify me that you/your group has recorded the presentation and I will then review it and provide any additional feedback via an in-class consultation regarding issues that might help you improve your final graded presentation.

Term Paper
The student will write a term/research paper on some pertinent aspect of the course, which may or may not have been covered during the course. The paper will contain a minimum of 3,000 words, Times New Roman 12 font, double spaced, MLA format, and will be broken up into the following components which will be due during the course of the semester (see schedule below): Abstract, outline, rough draft, final draft.

Attendance and Make-Up Policies:
Unexcused absences will be noted and taken into account in tabulating the final grade. Do not fail to show up for scheduled presentations. Information concerning absences is
The University views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures (Part III, Section 45).

**Make-up Policy:**
If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. See Student Rule 7 for the reasons absences are considered excused by the university (http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)

Student will provide one or both of these (at instructor’s discretion), within one week of the last date of the absence:
(i) Texas A&M University Explanatory Statement for Absence from Class form available at http://www.tamug.edu/studentrules/Academic_Rules/Absence%20Statement.pdf or (ii) Confirmation of visit to a health care professional affirming date and time of visit.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.

**Americans with Disabilities Act (ADA) Policy Statement**

“The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability
requiring an accommodation, please contact the Counseling Office, Seibel Student Center, or call (409)740-4587. For additional information visit http://www.tamug.edu/counsel/Disabilities.html.”

Academic Integrity

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”

CHEATING WILL NOT BE TOLERATED!!!

Statement on Academic Dishonesty

“For many years Aggies have followed a Code of Honor: "Aggies do not lie, cheat, or steal, nor do they tolerate those who do." As such, it is the responsibility of students and faculty members to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. The Aggie Code of Honor and the Scholastic Dishonesty sections in the TAMUG University Rules handbook will be the standard upon which scholastic integrity is maintained in this course. Academic dishonesty infractions will result in failure of this course as a minimum sanction. Honor Council Rules and Procedures are listed on the web page http://www.tamug.edu/HonorSystem”. (this link is required).

Family Educational and Rights to Privacy Act (FERPA)

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. Currently enrolled students wishing to withhold any or all directory information items may do so by going to https://howdy.tamu.edu and clicking on the "Directory Hold Information" link in the Student Records channel on the MyRecord tab. Directory items include name, UIN, local address, permanent address, email address, local telephone number, permanent telephone number, dates of attendance, program of study (college, major, campus), classification, previous institutions attended, degrees honors and awards received, participation in officially recognized activities and sports, medical residence location and medical residence specialization.

The complete FERPA notice to students and the student records policy is available at the Office of the Registrar webpage: http://registrar.tamu.edu/Catalogs,-Policies-Procedures/FERPA/FERPA-Notice-to-Students#0-StatementofRights.

Items that can never be identified as public information are a student’s social security number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to
protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

TENTATIVE SCHEDULE

Week 1
Introduction to course, syllabus, readings. Discussion.
Piracy, definition, vs. act of war, privateering, raiding, etc
Periods of Piracy;
   Ancient Greek, Roman, Egyptian
   Medieval

Week 2
Periods of Piracy
   Renaissance Sea Dogs
   Golden Age, 1680-1720

Week 3
Early 19th C
   Eastern Piracy, China, South China Sea.
Pirate Hall of Shame
   Cast of characters
   Female Pirates

Week 4
Pirate Hall of Shame cont’d
Pirate Tech
   Vessel Types: sloop, cutter, schooner, brig, etc.: Prey/Chase
   Weapons: Ordnance, Small arms, Edged weapons

Week 5 Abstract Due
Pirate Tech
   Tactics: Terror and Intimidation, Number, Stealth, Deception

Week 6
Pirate Tech: Clothing, Food, Health

Week 7
Somalia: Geography, Maritime Law, Follow the money, Pirates or Terrorists

Week 8 Outline Due
Taking Care of Business: Shipping Industry
   Costs
   Countermeasures
   Gov’t & Internat’l responses
SE Asia and China: Geography, Gangs

Week 9
Sources of Piracy: Economic, Political, Social

Week 10
Week 11
Pirate Government: Qualities of a leader
Media: Sanitized for your protection
In Books
In Movies

Week 12  Rough draft due
Media: Sanitized for your protection
Festivals and Ren Faires & Periodicals
Dr. Curley: Capt. Hook and Long John Silver

Week 13
Archeology: Evidence for Piracy?
   Port Royal, Whydah, Queen Ann’s Revenge

Week 14
Archeology: Queda Merchant, Morgan’s ships at Portobello

Final paper due the day of the final (TBA) /No Final Exam is scheduled for this course.

Presentation Rubric

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Needs Improvement</th>
<th>Acceptable</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenter’s Name:________________</td>
<td>Date:_____________</td>
<td>Presentation Topic _______________________________</td>
<td></td>
</tr>
<tr>
<td>Slouching or leaning Unclean or wrinkled clothes, too casual</td>
<td>___/5</td>
<td>Upright, alert, attentive posture; clean, dressed appropriately for presentation</td>
<td></td>
</tr>
<tr>
<td>Immobile or continuous moving Over or under using gestures, unusual mannerisms,</td>
<td>___/5</td>
<td>Occasional movement toward audience and side to side Occasional gestures that supplement and match</td>
<td></td>
</tr>
<tr>
<td>Over attentions to some people or staring at slides</td>
<td>___/5</td>
<td>Briefly looking at all members of audience individually, while also scanning general</td>
<td></td>
</tr>
<tr>
<td>Expression and inflection</td>
<td>Flat facial expression or mismatched with content</td>
<td>___/5</td>
<td>Smiling and other facial expressions that matches content. Uses emphasis, pauses and vocal changes to highlight words and effect audience response</td>
</tr>
<tr>
<td>---------------------------</td>
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</tr>
<tr>
<td>Volume, Fluency and Articulation</td>
<td>Monotonic or robotic (lacking emotion) Awkward pauses, saying “uhm” a lot or “you know” Mispronunciation or poor articulation</td>
<td>___/5</td>
<td>Audible projection of voice to farthest person in audience Familiarity with the terms enabling a comfortable rate of flow Correct and clear pronunciation of words</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Score</td>
<td>Comment</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------</td>
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</tr>
<tr>
<td>Pace</td>
<td>Speaking too fast or slow</td>
<td>___/5</td>
<td>Speaks at a rate that enables people to follow</td>
</tr>
<tr>
<td>Introduction</td>
<td>Background, content or relevance to audience missing or uncertain</td>
<td>___/20</td>
<td>Good tight presentation</td>
</tr>
<tr>
<td>Organization and Time management</td>
<td>Disorganized, confusing Dangling ideas, abrupt breaks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research/ Sources</td>
<td>Too many internet sources, coffee table books</td>
<td>___/20</td>
<td>Varied and quality sources</td>
</tr>
<tr>
<td>Content and coverage of topics</td>
<td>Didn’t cover topic well, left points out, presentation did not come across as a whole</td>
<td>___/20</td>
<td>Thorough coverage of topic, well coordinated as a whole</td>
</tr>
<tr>
<td>and synthesis of data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graphics</td>
<td>Too few, poor quality, not well used</td>
<td>___/10</td>
<td>Well illustrated and good use within presentation</td>
</tr>
</tbody>
</table>