New Core Component Proposal

Date Submitted: 03/22/18 12:19 pm

Viewing: **ANSC 406-C**: Beef Cattle Production and Management

Last edit: 04/03/18 1:05 pm

Changes proposed by: d-witt

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andy D Herring</td>
<td><a href="mailto:andy.herring@tamu.edu">andy.herring@tamu.edu</a></td>
<td>979-845-9284</td>
</tr>
</tbody>
</table>

Course Prefix: ANSC

Academic Level: UG

Complete Course Title: Beef Cattle Production and Management

Abbreviated Course Title: BEEF CATTLE PROD & MGM

Crosslisted With:

Semester Credit: 4

Hour(s):

Proposal for:

Communication Designation

<table>
<thead>
<tr>
<th>Number of Sections per Academic Year</th>
<th>Enrollment per Section (Avg.)</th>
<th>23</th>
</tr>
</thead>
</table>

Are the graded writing and presentations evaluated by any assistants (i.e., GATs or undergraduates)?

Who will evaluate them?

The GATs involved help grade the preliminary stages of the individual research paper (the outline and the draft) after they have been instructed on how to do so and utilizing a standardized rubric developed by the instructor. The two preliminary presentations of the group project are also graded by GATs utilizing a standardized rubric. The instructor grades the final versions of the individual research papers and grades the group projects in conjunction with input from GATs.

If you are working with assistants (graduate or undergraduate included), briefly explain how you will monitor and supervise their work and what roles they will play in the teaching of communication.

The GATs are used as lab instructors. There is a weekly meeting with GATs to describe the upcoming week's laboratory activities, and to critique the previous lab activities. The instructor provides standardized guidance and rubrics for all lab activities and grading of homework assignments. The preliminary stages of the individual research paper and the group project counts as homework grades.

All syllabi should contain one of the following statements. Select the statement that applies to your course.

To pass this course you must pass the C component.

List all graded writing and speaking assignments along with the approximate word count or length of time speaking of each. (Note that for most 12-point fonts there are about 250 words on a page if double-spaced and 500 if single-spaced.) In addition, list the percentage of the final grade each assignment represents.

<table>
<thead>
<tr>
<th>Writing/Speaking Assignment</th>
<th>Word count</th>
<th>Length of Speaking Assignment</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Paper Outline</td>
<td>150</td>
<td>0</td>
<td>2.5</td>
<td>No</td>
</tr>
<tr>
<td>Research Paper Draft</td>
<td>750</td>
<td>0</td>
<td>2.5</td>
<td>No</td>
</tr>
<tr>
<td>Writing/Speaking Assignment</td>
<td>Word count</td>
<td>Length of Speaking Assignment</td>
<td>% of final grade</td>
<td>Collaborative?</td>
</tr>
<tr>
<td>----------------------------</td>
<td>------------</td>
<td>-------------------------------</td>
<td>------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Individual Research Paper Final Version</td>
<td>1500</td>
<td>0</td>
<td>15</td>
<td>No</td>
</tr>
<tr>
<td>Group Ranch Project - Round 1 assignment</td>
<td>200</td>
<td>5</td>
<td>2.5</td>
<td>Yes</td>
</tr>
<tr>
<td>Group Ranch Project - Round 2 assignment</td>
<td>200</td>
<td>5</td>
<td>2.5</td>
<td>Yes</td>
</tr>
<tr>
<td>Group Ranch Project - Final Management Plan</td>
<td>1250</td>
<td>15</td>
<td>15</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Add word count of each graded writing assignment and put total word count here.

Add length of each graded speaking assignment and put total presentation time here.

Add the percentage of final grade based on writing/speaking and put the total percentage here. Any combination is allowed, as long as the total meets the requirement.

Explain how collaboration is monitored to ensure equal participation.

20% of the group ranch project final grade is based on peer assessment (80% of the project grade based on individual assessment; 3% of the course grade is based on this peer assessment). This concept is emphasized and assessed at each preliminary assessment (Round 1 and Round 2 homework assignments). The rubric for the group project states that equal participation by all group members is mandatory for written and oral presentation components.

For the individual research paper, the draft component (2.5% of the class grade) is based on peer assessment.

Of the total course grade that is based on communications assignments (40% of course grade), 86.25% is based on individual assessment and 13.75% is based on peer assessment.

Describe the formative feedback provided on student writing and speaking, especially on major assignments.

There are two preliminary assignments for the individual research paper (outline and draft), each counting as 2.5% of the course grade. For both the outline and the draft students receive formative instructor/GAT feedback utilizing a standardized rubric that is available to the students. For the draft assignment, students also receive peer review evaluation.

There are two preliminary assignments for the group ranch project (Round 1 and Round 2 homework assignments) with 1-page summary and 5-minute presentation; these each count as 2.5% of course grade, and instructor/GAT feedback is provided on both of these assignments utilizing a standardized rubric that is available to the students.

Describe how you provide writing and speaking instruction.

Detailed writing expectations and instructions are provided in the syllabus as well as eCampus entries. Students are provided information regarding use of data from sources, organization of information, how to use citations, and conciseness in writing relative to developing a technical, research-based paper. A marked-up example draft is also provided to students.

Speaking instruction is provided by the instructor in class regarding slide development (font size/color schemes), word choice, voice inflection, eye contact, information content, and time management.

Additional Comments

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus [ANSC 406 Syllabus.pdf]
Reviewer Comments

Valerie Balester (v-balester) [02/15/18 11:19 am]: Rollback: Please clarify the following: (1) the list of assignments gives 15 minutes as the length of the only speaking assignment, but the total given is 25 minutes. (2) Each assignment is listed as 15% of the grade, which amounts to 30%, but the total is listed as 32.5%. (3) The collaborative portion of the assignment is equal to the individual, but the individual must be worth 70% of the total percentage. If the total percentage is 30%, 21% of that must be individual. (4) Exact y which assignments get peer reviewed and which (If any) get instructor or GAT feedback on drafts (or, for presentations, on practice deliveries or outlines or slides). There should be formative feedback on at least one written and one spoken assignment. (5) Provide more specific detail on instruction in speaking and writing, separate from instructions and formative feedback.

Wes Osburn [osburnw] [03/22/18 9:18 am]: Rollback: Please insert this information after the faculty provided info under Absences in the syllabus: Rules concerning excused absences may be found at http://student-rules.tamu.edu/ule07. In particular, except for absences due to religious obligations, the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. By state law, if a student misses class due to an obligation of his or her religion, the
absence is excused. A list of days of religious obligation for the coming semester may be found at http://student-
rules.tamu.edu/append4.

Donna Pantel (dpantel) [04/03/18 3:21 pm]: This course is a recertification and has been approved from 1/1/2018 to 1/1/2012.

Donna Pantel (dpantel) [04/03/18 3:25 pm]: This course is actually a NEW CERTIFICATION (not a recertification)
ANSC 406 Spring Semester

ANSC 406
Texas A&M University
Beef Cattle Production and Management

Instructor:  Andy D. Herring, Professor  E-mail: andy.herring@tamu.edu
Office: Kleberg Room 432F  Phone: 845-9284

Office hours:  MWF  8:30 to 9:30 AM, and 11:10 AM to noon
MWF  2:00 to 4:30 PM
R  8:30 AM to noon, 1:00 to 3:00 PM

Appointments are always encouraged, and additional times are available.

Lab instructors/TAs:  Jane Doe, John Smith - Kleberg room xxx

Prerequisites:  ANSC 303 (Nutrition) or 318 (Feeds and Feeding)
ANSC 433 Reproduction

It is not mandatory that students have completed all prerequisites before enrolling, but, extra reading/study time will probably be required for certain course components. Students that do not have any of the prerequisites (or similar courses) should not remain enrolled in the course. Additionally, as a university C-designated course, there is additional work and specific guidelines on writing assignments and oral presentations compared to other 4-hour courses. You cannot pass this class if you do not pass the communication components.

Learning objectives:

This course covers the major principles involved for profitable and sustainable, integrated beef cattle production from the perspective of the U.S. cow-calf sector and from a systems-based approach. The primary learning outcomes for this course will be to: (1) understand the fundamental concepts associated with cow-calf production and how they interact, (2) identify, interpret and convey research that addresses a specific beef cattle production or industry topic through a research paper, and (3) conceptualize, organize and communicate production recommendations relative to a specific ranch scenario through a group project written report and complementary presentation.

Course text and reading:

*Beef Cattle Production Systems* (2014) published by CABI. This is 14-chapter text book designed for beef cattle production courses and includes study questions. The paperback version is much less expensive than hardback; it is also available as an eBook for Kindle or computer through typical outlets. Lectures are tied directly to specific book sections. *There are copies of the book on 2-hour reserve at the West Campus and Medical Science libraries.*

Class handouts will also be provided to supplement some topics.
Class time and locations:

Lectures: 10:20 - 11:10 MWF, Kleberg 123
Labs: Meet at TAMU Beef Center at 12:40 - 2:30 W, 3:00 – 4:50 W, 3:00 – 4:50 R

Topics:

History and utilization of biological types and breeds of cattle, Utilization of performance records, Breed differences and breeding systems, National cattle evaluation programs, Structure of U.S. cattle industry, Reproductive concepts and management, Replacement heifer development, Cow culling decisions, Herd health management, Nutritional/growth aspects/management, Management of feed/pasture resources, Marketing opportunities and considerations, Market grades and pricing of cattle, Systems approach to beef production, Current industry concerns, Global issues

Attendance:

Attendance is crucial for learning, is mandatory for this class, and will be monitored at each lecture and lab meeting. Students with no unexcused absences (lecture or lab) will be eligible for a two-point curve at the end of the semester (87.5 is an A, 77.5 is a B, etc.). More than six (6) unexcused absences will result in your final grade in the course to be reduced by one letter grade; more than 12 unexcused absences will reduce your final grade by two letter grades. Typically, no more than 9 excused absences are permitted.

Rules concerning excused absences may be found at http://student-rules.tamu.edu/rule07. In particular, except for absences due to religious obligations, the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. By state law, if a student misses class due to an obligation of his or her religion, the absence is excused. A list of days of religious obligation for the coming semester may be found at http://student-rules.tamu.edu/append4.

ADA Policy:

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.

Grade:

There will be three lecture exams and a final (Exam IV) scheduled as:

Exam I Friday, February 9 (material ends Feb 5)
Exam II Friday, March 2 (material ends Feb 26)
Exam III Friday, April 6 (material ends Apr 2)
Exam IV Monday, May 7 – 8:00 to 10:00 AM
Final grade will be based on:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Grading scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three lecture exams (11% each)</td>
<td>33%</td>
<td>89.5 - 100 A</td>
</tr>
<tr>
<td>Individual research paper</td>
<td>15%</td>
<td>79.5 – 89.4 B</td>
</tr>
<tr>
<td>Group ranch project</td>
<td>15%</td>
<td>69.5 – 79.4 C</td>
</tr>
<tr>
<td>Homework exercises</td>
<td>25%</td>
<td>59.5 – 69.4 D</td>
</tr>
<tr>
<td>Exam IV (all new material)</td>
<td>12%</td>
<td>Below 59.5 F</td>
</tr>
</tbody>
</table>

Grading scale:

- A: 89.5 - 100
- B: 79.5 – 89.4
- C: 69.5 – 79.4
- D: 59.5 – 69.4
- F: Below 59.5

Research paper:

You will be required to write an in-depth, scientific review of information specific to a topic related to the U.S. beef industry. This paper will follow the general writing style of the *Journal of Animal Science*. Possible topics and the schedule and expectations associated with the outline, summary/draft, and final version (due by 5:00 PM on Monday, April 2) are found on pages 7 to 12 of the syllabus as well as the eCampus page for this class.

Ranch project:

You will be assigned to a group of 4 or 5 students to conduct an in-depth ranch plan for a specific production scenario within Texas. A written report that describes the overall ranch project will be due in lab on April 18/19, with a 15-minute presentation during lab on April 25/26 that highlighting the main points. This presentation must be done in Microsoft Powerpoint. Details on the ranch project will be given during the second or third week of lab, and you will work on components of the project as well as activities in lab as a group throughout the rest of the semester. Your group will give two short (5-minute) practice presentations in lab before the final presentation, each counting as a homework grade.

Participation by all members of your group is crucial for your success! You will confidentially evaluate all members of your group (and they will evaluate you). This evaluation will add or subtract up to 20 points for your individual project grade. **Unfavorable evaluations of you by your group may result in you receiving a grade of “F” for the project.** Peer evaluation form included at the end of the syllabus.

Labs:

The lab period is designed to complement lecture topics with various “hands on” activities. You will be meeting at the TAMU Beef Center which is approximately six miles SW of campus on FM 60 (7707 Raymond Stotzer Parkway) during lab periods. You will be assigned approximately 6 homework assignments during the semester.

*Don’t start (or try to finish) your homework a few minutes before class/lab time.*

Take home assignments that are turned in one to seven days after the due date will receive an automatic 25-point discount. Assignments turned in over 7 days late will not be accepted, and the resulting grade will be a “0.” Students with excused absences will be allowed to make up homework assignments within these same guidelines with modified due dates.

Field trip:
We will go on a field trip to a prominent cow-calf operation within 2 hour drive of campus. It is for your educational benefit and enjoyment to attend the field trip. We have to go outside of lab time. This counts as a university-sponsored activity; a memo will be provided for your other courses. Attendance for the field trip is not mandatory; however, you should plan on going if possible, and, you will receive extra credit (such as removal of 1 or 2 unexcused absences, dropping your lowest homework grade, or something else beneficial...).

Class conduct:

As participants in a senior-level course at one of the main universities in the USA, there is a lot expected of you because you have a lot of potential for success in life. Asking of questions and discussion of relevant information both in and outside of class time is highly encouraged; however, talking to neighbors, texting, sleeping, or studying for other courses during class time will not be tolerated. **Come to class ready for discussions (you will be called upon).**

**NO TEXTING, EMAILS OR CELL PHONES DURING CLASS. These result in unexcused absences as well as impromptu opportunities to answer questions in front of the class.** If you have an emergency situation where you need to receive and send messages during class, let me know ahead of time. **Smart phones cannot be used as calculators for exams; only actual calculators will be allowed for exams.**

The following activities during lecture are also red flags to your instructor:
- Concentrating with your eyes closed
- Studying for another class
- Laughing spontaneously
- Spitting loudly into a container
- Looking at inappropriate pictures of other species
- Leaving the classroom

Academic integrity:

**Aggies do not lie, cheat, or steal, or tolerate those who do.**

Because of consequences for the student, knowledge of the Aggie Honor Code, from definitions of academic misconduct to the process and sanctions that may result should be familiar to both faculty members and students. All aspects are described fully on the Aggie Honor System website [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/).

Violators will be prosecuted to the full extent of TAMU policy.

We don’t cheat for the same reason that we follow beef quality assurance recommendations – **because it’s the right thing to do...**

**Extra credit opportunities:**

There will be several opportunities throughout the semester to complete up to 4 extra-credit tasks. These will include hands-on help with cattle work at university facilities, attendance of special seminars, going on the class field trip, etc. These provide ways to remove unexcused absences if needed, and/or to improve your overall grade average, and will be provided throughout the semester.
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture topic (book section)</th>
<th>Date</th>
<th>Lecture topic (book section)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/17 W</td>
<td>Introduction and structure of U.S. beef cattle industry (1.1 – 1.3)</td>
<td>3/9 F</td>
<td>Fundamentals of health, vaccination and immunity (9.1 – 9.4)</td>
</tr>
<tr>
<td>1/19 F</td>
<td>Production system comparisons and considerations (1.2, 1.3)</td>
<td>3/12 – 16</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>1/22 M</td>
<td>Genetic resources – breed and animal choices (2.3, 3.1, 3.4)</td>
<td>3/19 M</td>
<td>Grazing animal considerations (5.3)</td>
</tr>
<tr>
<td>1/24 W</td>
<td>Fundamentals of selection and crossbreeding (3.4 – 3.6)</td>
<td>3/21 W</td>
<td>Nutritional management of cow herds (4.1 – 4.3)</td>
</tr>
<tr>
<td>1/26 F</td>
<td>Crossbreeding programs – terminal crosses and systems (3.6)</td>
<td>3/23 F</td>
<td>Protein and energy supplementation (4.3)</td>
</tr>
<tr>
<td>1/29 M</td>
<td>Crossbreeding programs – continuous systems (3.6)</td>
<td>3/26 M</td>
<td>Pasture conditions and animal performance (5.1 – 5.4)</td>
</tr>
<tr>
<td>1/31 W</td>
<td>Combination breeding systems and management (3.6, 13.1, 13.5)</td>
<td>3/28 W</td>
<td>Pasture management and grazing systems (5.1 – 5.4)</td>
</tr>
<tr>
<td>2/2 F</td>
<td>Genotype by environment interactions (1.1, 3.8)</td>
<td>3/30 F</td>
<td>Reading Day – no classes</td>
</tr>
<tr>
<td>*2/5 M</td>
<td>Outline Tools and strategies for selection of replacement animals (3.3 – 3.5)</td>
<td>*4/2 M</td>
<td>Paper Grazing systems (5.4)</td>
</tr>
<tr>
<td>2/7 W</td>
<td>Non-traditional inheritance aspects – imprinting/epigenetics (3.6)</td>
<td>4/4 W</td>
<td>Fundamentals of health, vaccination and immunity (9.1 – 9.4)</td>
</tr>
<tr>
<td>2/9 F</td>
<td>Exam I</td>
<td>4/6 F</td>
<td>Exam III</td>
</tr>
<tr>
<td>2/12 M</td>
<td>Animal identification and which records to keep (8.4, 9.6, 13.3, 13.4)</td>
<td>4/9 M</td>
<td>Fundamentals of health, vaccination and immunity (9.1 – 9.4)</td>
</tr>
<tr>
<td>2/14 W</td>
<td>Controlled breeding and calving seasons (8.3, 8.4)</td>
<td>4/11 W</td>
<td>Management of environmental resources (1.3, 5.4, 13.6)</td>
</tr>
<tr>
<td>2/16 F</td>
<td>Calf and cow size considerations and production implications (7.2 – 7.6)</td>
<td>4/13 F</td>
<td>Beef industry market structure (12.4, 13.1, 13.2)</td>
</tr>
<tr>
<td>2/19 M</td>
<td>Body condition score and associated management considerations (8.3)</td>
<td>4/16 M</td>
<td>Marketing alternatives and considerations (12.4)</td>
</tr>
<tr>
<td>2/21 W</td>
<td>Replacement heifer development management (7.1 – 7.3, 8.3)</td>
<td>*4/18 W</td>
<td>Retained ownership, end-product, value-added (11.4, 11.5, 12.1 – 12.3, 13.4 – 13.6)</td>
</tr>
<tr>
<td>2/23 F</td>
<td>General cow herd reproductive culling and longevity (6.4, 8.4, 12.1)</td>
<td>4/20 F</td>
<td>Profitability, business and management (12.1 – 12.4, 11.3, 11.5, 13.1, 13.6)</td>
</tr>
<tr>
<td>*2/26 M</td>
<td>Draft Reproductive health management for bulls and females (8.1, 8.2, 9.1 – 9.6)</td>
<td>4/23 M</td>
<td>Animal value and variability through production phases (12.1, 12.3, 13.5)</td>
</tr>
<tr>
<td>3/2 F</td>
<td>Exam II</td>
<td>4/27 F</td>
<td>Current trends, threats and opportunities for the beef industry</td>
</tr>
<tr>
<td>3/5 M</td>
<td>Growth and development of cattle (6.1, 6.2, 7.1 – 7.6)</td>
<td>4/30 M</td>
<td>Topic to be determined as needed</td>
</tr>
<tr>
<td>3/7 W</td>
<td>Growth and development of cattle (6.1, 6.2, 7.1 – 7.6)</td>
<td>5/1 T</td>
<td>Redefined as “Friday” – Topic TBD</td>
</tr>
</tbody>
</table>
# ANSC 406 BEEF PRODUCTION LABS

## Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/17, 18</td>
<td>No lab meeting due to weather</td>
</tr>
<tr>
<td>1/24, 25</td>
<td>Crossbreeding system problems with homework assignment; Introduction to beef cattle handling, evaluation, and management;</td>
</tr>
<tr>
<td>1/31, 2/1</td>
<td>Evaluation of replacement breeding cattle; cull/keep considerations; assign Ranch Project groups &amp; Round 1 homework assignment</td>
</tr>
<tr>
<td>2/7, 8</td>
<td>5-minute presentation of Round 1 ranch project questions; calculation of frame scores and age-adjusted weights, performance records with young bulls and/or heifers</td>
</tr>
<tr>
<td>2/14, 15</td>
<td>Body condition scoring and cow culling decisions; evaluation of heifers and cows of various ages</td>
</tr>
<tr>
<td>2/21, 22</td>
<td>Reproductive and herd health management, calf vaccinations; Ranch Project Round 2 assignment</td>
</tr>
<tr>
<td>2/28, 3/1</td>
<td>5-minute presentation of Round 2 ranch project questions; feed budgeting</td>
</tr>
<tr>
<td>3/7, 8</td>
<td>Feeder calf evaluation and value; BQA considerations with online certification as assignment</td>
</tr>
<tr>
<td>3/14, 15</td>
<td>Spring Break</td>
</tr>
<tr>
<td>3/21, 22</td>
<td>Pasture evaluation and stocking rate problems; homework assignment on stocking rate calculations</td>
</tr>
<tr>
<td>3/28*</td>
<td>Field trip to area ranch</td>
</tr>
<tr>
<td>3/29</td>
<td>Lab time Thursday will be optional and open for anyone with ranch project questions</td>
</tr>
<tr>
<td>*4/4, 5</td>
<td>Ranch budgets, marketing and production scenarios</td>
</tr>
<tr>
<td>*4/11, 12</td>
<td>Fed cattle evaluation and value determination</td>
</tr>
<tr>
<td>4/18, 19</td>
<td>Lab practicum – various stages to perform previous lab activities (counts as 2 HW grades)</td>
</tr>
<tr>
<td>4/26, 27</td>
<td>Ranch Project presentations</td>
</tr>
</tbody>
</table>

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1All labs will meet at the Beef Center, a component of the TAMU O.D. Butler Animal Science Complex (7707 Raymond Stotzer Pkwy), which is approximately six miles southwest of campus on FM 60, unless otherwise indicated.

*Field trip will be from 1:00 to 5:00 pm with transportation provided.*

Lab attendance is mandatory and counts toward the overall attendance policy for the course (as stated earlier in the Attendance section). If you must attend the other lab time (for which you are not registered), it is **your individual responsibility to report attendance** to the lab instructors. Keep your instructors informed for all needed situations.

*The field trip may occur on these three weeks due to host schedule.*

To complement various lab activities **(and as another extra credit opportunity)**, you should consider completing the online Master of Beef Advocacy Program sponsored by NCBA. You can read more about this program and enroll at: [http://www.beef.org/mastersofbeefadvocacy.aspx](http://www.beef.org/mastersofbeefadvocacy.aspx).
ANSC 406
Guidelines for Research Paper

There will be three stages in the development of the research paper: (1) an outline, (2) a draft stage with 2-3 pages of writing, and (3) the final version. The goal is to have the final version as a scientific, technically accurate, and up-to-date coverage of the selected topic that could serve as an information source for people who are searching for information on specific beef cattle related topics.

Schedule for Research Paper development:
(1) Outline  Due by 5:00 PM on Monday, February 5
(2) Draft   Due by 5:00 PM on Monday, February 26
(3) Final Version  Due by 5:00 PM on Monday, April 2

(1) Outline (eCampus assignment)
The outline should be no more than two pages in length and should have your name and topic at the top of the first page. There are 3 specific components to the outline: (i) the first component will be a general guide as to how your paper will be laid out, showing the sub-topic areas and the flow of the paper; (ii) the second component will be a typed, double-spaced paragraph (150 words long) describing what you know about the topic at that point, and (iii) the third component will be at least 3 references you have to this point as a Literature Cited section. The paragraph must be double-spaced, written in third-person, passive tense, and, the references must be presented in the *Journal of Animal Science* format as a Literature Cited section (example shown below). The points of the outline are to develop and practice organization of thoughts, writing style and format for the Literature Cited section. The outline grade counts as one homework grade, and will be submitted through eCampus.

Literature Cited


The sources in the Literature Cited section need to be in alphabetical order by the last name of the first author.

The citation fields of the sources in the Literature Cited section follow the order of: (i) author(s) of the paper, web page, book, etc., (ii) year of publication, (iii) the title of the paper, chapter, web page, (iv) the source [journal, book, organization, etc.], and (v) volume and page numbers if journal article [or URL and date accessed if web source, or, name of publishing company and city if a book].

*Any journal article that is obtained through the internet is cited as a journal article, NOT as a web source.* Magazine articles, newspaper articles, information from internet blogs, and information from internet discussion groups typically cannot be used as references. Scientific journal articles are the preferred source, but reports or information from governmental agency or university web sites are fine. Industry group web pages may or may not be appropriate, depending upon the paper topic or information provided. Private web pages of ranches, etc. are usually not appropriate, but this also depends upon the topic and information.

(2) Draft (eCampus Peerceptive assignment)
This must be comprised of 650 to 750 words (at least 2 full pages) of writing as it will appear in the final version, plus a minimum of five reference sources. The purpose of the draft is to evaluate writing style, interpretation and presentation of pertinent data, and use of citations. Citations are used within the text with the author and year format (i.e. Smith, 1999; Smith and Jones, 2007; Smith et al., 2009, etc.) as done in the *Journal of Animal Science* as opposed to MLA or some other format. Some writing style considerations and examples are below.

*Checklist for draft:* (i) double-spaced, (ii) passive tense, (iii) third person, (iv) actual values from references incorporated, (v) citation use in text, (vi) Literature Cited section has minimum of 5 sources in proper format. The draft grade counts as one homework grade. It will be a Peerceptive assignment through eCampus).

*Proper tense and word choice:*
**Bad:** You need to watch your cows to see how fat they are if you want them to drop calves.  
**Good:** Cow-calf producers should monitor body condition of their cows if they want to enhance reproductive performance.

*Presenting research results:*
**Bad:** Angus have more marbling than Limousin. Limousin have better yield grades than Angus.  
**Good:** Wheeler et al. (2005) reported that Angus-sired steers had more marbling than Limousin-sired steers (scores of 584 vs. 504), but had less desirable yield grades (3.4 vs. 2.4).

*Conciseness (wordiness and relative information):*
**Bad:** Dr. John Smith and Dr. Lisa Reynolds at the Bigshot Research Center conducted research on the flavor of beef in 2007, and they found that how people use different seasonings on their
beef can influence how it tastes more than whether or not it comes from different breeds of cattle. [50 words used]

Good: Smith and Reynolds (2007) found that seasoning could influence beef flavor more than breed. [14 words that say same thing as the sentence above]

The TAMU Writing Center has many resources for students online about academic writing at (http://writingcenter.tamu.edu/). It is very important to understand what plagiarism is, and how to avoid it. The main ways to avoid plagiarism are: (1) do not turn in the same or a very similar paper for more than one course (someone else’s or your own), (2) paraphrase what your resources have said, don’t ever copy, and (3) give credit to where you got information through use of citations.

(3) Final Version (Turnitin eCampus submission)
The actual paper (final version) will follow the general style and format of the Journal of Animal Science (which can be viewed at http://www.asas.org). The final version should be comprised of 1250 to 1500 words (about 4 to 5 pages of writing not counting cover page or Literature Cited section). The final version of the paper should include somewhere between 10 and 15 sources in your Literature Cited section, but exceptions may occur with specific topics. The paper layout will consist of the following sections:

1. Cover page (your name, paper title, date and “Student Research Summary ANSC 406 Texas A&M University, College Station 77843”) – this will be on a separate page.
2. Introduction (about 100 words) – why is this topic important, and what will you discuss.
3. Literature Review (summary of research findings, what were the actual results of the study and how do they fit with results from other studies; you can use sub-headings or not, this must contain only writing in paragraph style, i.e. no bulleted lists, no tables, figures, graphs, pictures, etc.)
4. Summary (about 100 words) – why was it important to discuss this topic, and what were the take-home main points, how should producers/consumers use this information, etc.
5. Literature Cited (single spaced within citations, double spaced between citations and in alphabetical order based on last names of first authors as shown on previous page)

The headings (2 through 5 above) should be boldfaced and centered (like “Literature Cited” is first page). Your paper should be typed as a single Microsoft WORD file or converted to a single pdf file, be double-spaced (this is single-spaced), have one-inch margins, have a ragged right edge (i.e. not right-hand justified), use 11 or 12 point font (this is Calibri 12 pt), and emailed as an attachment to andy.herring@tamu.edu along with a printed copy of the final version. The grade for the final version of the paper is worth 15% of the grade in the course. The review and grading instrument used for the final version is found on the following page.

Topics for research papers are assigned on a first-come, first-served basis. Identify 3 top choices in rank order.
ANSC 406 Research Paper Review Sheet

Paper content (65 points)  

Adequate coverage of topic: 

Important questions/areas not included: 

Importance of topic conveyed to reader: 

Supporting data from sources: 

Interpretation and presentation of data from sources: 

Style and form, adherence to guidelines (35 points)  

Writing style: 

Use of citations: 

Flow of paper: 

Grammatical/typographical errors: 

Grade
ANSC 406 - Potential Research Paper Topics

**Cow-calf**

1. Heterosis for beef cow reproduction and calf growth to weaning
2. Factors that affect calf survival to weaning
3. Genetic aspects of bull fertility traits
4. Comparison of fixed-time vs. observed estrus synchronization protocols
5. Genotype-environment interactions for beef cow productivity
6. Effects of cow size on maintenance cost
7. Breed differences for calf growth and/or weaning weight
8. Effects of early calf weaning on beef cow reproduction
9. Replacement heifer development strategies
10. Factors affecting longevity of beef cows
11. Disease (fill in the blank) considerations for beef cow herds
12. Impacts of temperament on beef cow productivity
13. Identification of factors that affect profitability for cow-calf producers
14. Retained ownership considerations for cow-calf producers
15. Factors that affect prices/value of culled cows and bulls
16. Grazing distribution/pasture utilization of beef cows
17. BQA recommendations for beef cow herds
18. Factors affecting prices of U.S. feeder calves
19. Alternate calf marketing strategies for cow-calf producers
20. Relationships among calf, yearling and fed cattle prices (or size)
21. Effects of reciprocal Bos indicus-Bos taurus crosses

**Stocker/Feedlot**

1. Implant strategies for growing and/or finishing cattle
2. Calf health related to cost of gain in stocker programs/finishing systems
3. Stocking rate comparisons for stocker cattle production
4. Management aspects and feedlot cattle behavior
5. Genetic aspects of feed intake
6. Supplement considerations for stocker calves
7. Comparisons of different forages for stocker operations
8. Nutritional management of early weaned beef calves
9. Comparison of internal parasite control products for cattle performance
10. Comparison of different energy sources on feedlot cattle performance
11. Rotational vs. continuous grazing systems for stocker calves
12. Impacts of respiratory disease on feedlot cattle performance
13. Does eating behavior/pattern of cattle impact their performance?
14. Effects of ionophores on growing (or finishing) cattle
15. Morbidity and mortality rates in U.S. feedyards
16. Factors that impact prices of feeder calves
17. Comparisons of implants vs. beta-agonists in cattle finishing programs
18. Use of ultrasound in feedlot cattle management/marketing
19. Impacts of corn prices on feedlot cost of gain and profitability
20. Bloat management strategies for grazing cattle
21. Impacts of disease (fill in the blank) on stocker or feedlot cattle
End Product Considerations
1. Effects of implants on beef tenderness
2. Breed differences for marbling ability
3. Use of genetic tests/genomic information for beef carcass traits
4. Survey of carcass traits of U.S. beef cattle over time (National Beef Quality Audits)
5. Factors that affect consumers’ decisions in purchases of beef
6. Impacts of cattle health on carcass traits
7. Effects of electrical stimulation on beef characteristics
8. Influences of growth promoting products on beef carcasses
9. Fatty acids in beef as related to quality/palatability and/or consumer health
10. Relationship between marbling and tenderness in beef
11. Factors that affect shelf life of fresh beef
12. Breed differences for carcass yield traits (rieye area, fat thickness, carcass weight)
13. Trends and impacts of U.S. beef carcass weights
14. Evaluation of “organic” and/or “natural” beef programs vs. conventional programs
15. Nutrition aspects of “grass-fed” and grain-finished beef
16. Relationship between fat thickness and marbling of beef carcasses
17. Survey of USDA certified beef programs
18. Fatty acid profiles of beef from cattle fed different feeds (or different types of beef cuts)
19. Comparison of beef carcass grading/inspection programs in different countries
20. Comparisons of beef prices vs. prices of other protein sources
21. Instrument vs. human grading of beef carcasses

General and/or Public Issues
1. Effects of grazing cattle on public lands
2. Issues of land fragmentation and its impacts on U.S. beef cattle industry
3. Impacts of animal stress on beef cattle welfare
4. Role and potential of fetal programming to influence beef cattle production
5. Hormones in beef products
6. Production of methane by beef cattle
7. Impacts of U.S. policy and regulation on domestic beef cattle production
8. Production and utilization of cloned and/or transgenic cattle
9. Considerations for red meat levels in human diets
10. Cattle vs. wildlife considerations for Texas ranches
11. Cattle numbers and their impacts on U.S. (and/or Texas) cattle industry
12. Import markets of beef products into USA or export markets for U.S. beef products
13. Influences of animal rights groups on U.S. beef production
14. Comparisons of beef production in USA versus other areas of world
15. Emerging and/or potential new disease threats for U.S. beef industry
16. Consumer surveys and/or perceptions about U.S. beef and/or beef production
17. Do cattle contribute to global warming?
18. Do consumers want to know how beef is produced?
19. Roles of cattle prices and feed prices on beef industry sustainability
20. Is tick fever a real threat to U.S. cattle industry?
21. Role of the U.S. Veterinary Feed Directive (VFD) on the U.S. beef cattle industry
ANSC 406
Group Ranch Project

As a group, you will develop a ranch management plan with a beginning scenario and certain fixed factors that will be provided. Your goal is to act as a consultant group and provide the owners of the ranch with recommendations.

Your group will turn in the project written report at the beginning of lab period on April 12/13 and then will present the main points of your project in lab April 19/20. Presentations will be timed and must be between 14 minutes and 16 minutes in length or points will be deducted.

Copies of reports from previous years will be provided as examples.

Two 5-minute presentations will be made in lab and count as homework grades.

The outline below should be followed to prepare the written report.

I. Introduction
   - County and ranch location
   - Starting scenario and owner profile
   - Initial financial aspects (cash on hand, what is invested, etc.)

II. Topography
   - Types of grasses (predominant species, improved vs. native, warm season vs. cool season, etc.)
   - Soil type
   - Historical annual rainfall
   - Water table and sources
   - Predominant mineral deficiencies and/or concerns for area

III. Improvements
   - Fences that need repair (options in fence type and costs, time frame for completions, etc. if necessary)
   - Types of materials used and costs
   - Pasture improvements (improved forages, cost of grass seed and establishment, fertilizer, installing new cross fences, annual maintenance issues, etc.)
   - Water improvements (wells drilled, pipeline put in, tanks/ponds built, etc. and associated costs and maintenance considerations)
   - Facilities (working facilities, pens, pen layout, new cross fences, etc.)
IV. Production Systems
   • Identify which production systems need to be and/or could be used (purebred/seedstock, commercial cow-calf, replacement heifers, stocker cattle, bull development, etc., and, which combination(s) might be most effective)
   • Breed(s) and/or crossbred combination(s) – breed production advantages and disadvantages, regional adaptation, market acceptance, target market etc.
   • Sire selection criteria (reasons for selection, EPDs emphasized, traits to evaluate, etc.)
   • Calving and breeding season(s) considerations

V. Animal Health and Nutritional Considerations
   • Mature cows
   • Bulls
   • Replacement heifers
   • Calves pre-weaning and post-weaning
   • Other cattle (i.e. stocker calves, animals destined for specialized marketing programs, etc.)

VI. Marketing Strategies
   • What types of animals (calves, steers, heifers, cows) can be marketed in different ways
   • Target market(s) to go after

VII. Financial Aspects
   • Total annual operational budget
   • Expenses and income projected annually (including a per cow basis)

VIII. Summary and Overall Recommendations
ANSC 406 Spring Semester

ANSC 406
Texas A&M University
Peer Evaluation for Group Ranch Project

List all group members (DO NOT IDENTIFY YOURSELF HERE OR FOR RANKINGS):

1. 4.

2. 5.

3.

On a scale of 0 to 10 (0 = extremely poor, 10 = superior) rank each member of your group by their initials, **including yourself**, in the same order as above regarding:

Overall level of participation

Contribution of ideas for project

Ability to draw useful information from sources, references, etc.

Willingness to work for success of your group
INSTRUCTOR EVALUATION
ANSC 406
Group Ranch Projects

Instructor: _________________________

County/Members for Ranch Project:

Organization:

Thoroughness:

Presentation Aspects:

General Comments:

________ points out of 100
New Core Component Proposal

Date Submitted: 04/03/18 2:24 pm

Viewing: BESC 481-C : Seminar

Last edit: 05/02/18 1:23 pm

Changes proposed by: kstoddard

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kati Stoddard</td>
<td><a href="mailto:kstoddard@tamu.edu">kstoddard@tamu.edu</a></td>
<td>979-845-8278</td>
</tr>
</tbody>
</table>

Course Prefix: BESC  
Course Number: 481  
Academic Level: UG

Complete Course Title: Seminar  
Abbreviated Course Title: SEMINAR

Crosslisted With:  
Semester Credit: 1  
Hour(s):  
Proposal for:  
Communication Designation

<table>
<thead>
<tr>
<th>Writing/Speaking Assignment</th>
<th>Word count</th>
<th>Length of Speaking Assignment</th>
<th>% of final grade</th>
<th>Collaborative?</th>
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</thead>
<tbody>
<tr>
<td>Critical Analysis of Reading Essay</td>
<td>500</td>
<td>0</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Memo</td>
<td>250</td>
<td>0</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Oral Presentation #1</td>
<td>125</td>
<td>8</td>
<td>20</td>
<td>No</td>
</tr>
<tr>
<td>Oral Presentation #1</td>
<td>125</td>
<td>8</td>
<td>20</td>
<td>No</td>
</tr>
<tr>
<td>Research Paper</td>
<td>1000</td>
<td>0</td>
<td>20</td>
<td>No</td>
</tr>
</tbody>
</table>

Add word count of each graded writing assignment and put total word count here.  

Number of Sections per Academic Year: 8  
Enrollment per Section (Avg.): 14

Are the graded writing and presentations evaluated by any assistants (i.e., GATs or undergraduates)?  
Yes/No: No

If you are working with assistants (graduate or undergraduate included), briefly explain how you will monitor and supervise their work and what roles they will play in the teaching of communication.  
N/A; no graduate or undergraduate assistants used with this course.

All syllabi should contain one of the following statements. Select the statement that applies to your course.  
To pass this course you must pass the C component.

List all graded writing and speaking assignments along with the approximate word count or length of time speaking of each. (Note that for most 12-point fonts there are about 250 words on a page if double-spaced and 500 if single-spaced.) In addition, list the percentage of the final grade each assignment represents.
Add length of each graded speaking assignment and put total presentation time here.

Add the percentage of final grade based on writing/speaking and put the total percentage here. Any combination is allowed, as long as the total meets the requirement.

Explain how collaboration is monitored to ensure equal participation.

There are no collaborative assignments in this course

Describe the formative feedback provided on student writing and speaking, especially on major assignments.

There are 3 Workshop Days scheduled in the semester. During Workshop days students are instructed come with draft presentations or assignments to class. Workshop time is set aside to provide formative assessment through one-on-one with the instructor or with peer review. The instructor will make rounds to check on every student’s progress and discuss questions and concerns on their respective presentations/assignments. One Workshop day will be used to provide formative assessment (feedback) on a presentation and one Workshop day will be used to provide formative assessment (feedback) on a writing assignment. This may take the form of feedback on a draft of slides or an outline of a written assignment.

Describe how you provide writing and speaking instruction.

The first four weeks of class are devoted to introducing the theme of the course as well as providing instruction for writing and speaking. Examples of high scoring assignments from past semesters will be provided and discussed. Writing and speaking guidance will be provided thorough oral presentations, feedback on writing and speaking assignments, and through class discussions.

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus: BESC 481 Syllabus Master for C approval_3-FINAL.pdf

Reviewer Comments: Donna Pantel (dpantel) (05/15/18 1:06 pm): This re-certification and has been approved from 9/1/2018 to 9/1/2022.
BESC 481-932  
Seminar: Insert specific theme here, e.g. Environmental Toxicology  
Spring 2018  
Dr. Kati I. Stoddard  
Tuesday 9:35- 10:25 AM  
Meeting Location: Peterson 112  

BESC 481. Seminar. (1 cr.) Prerequisite: None. University-Approved "Communication Intensive Course".

Course Objectives. This seminar is a capstone course required for BESC majors. The intent of the course is for students to work individually to analyze a single theme related to BESC (Insert specific theme here, e.g. Environmental Toxicology, Water Issues, Viruses, etc.), and to study the problems through readings, presentations, and writing. The theme will be introduced to the class, followed by students working individually to define and understand the complexities within the selected topic by preparing presentations and a research paper on a subtheme. The course will meet weekly for direction by the instructor, but it is expected that the most of your research and preparation will take place outside of the classroom. In using this course format, the intended outcome is to allow the student to draw from a wide range of materials and current events to analyze and understand a discrete aspect within the broad area of bioenvironmental sciences.

The course is divided into two sections. Some of the meetings will be used to provide an overview of the Seminar Theme and for group discussions of 1) selected topics (Group Discussion and Analysis of Reading) or 2) peer-review feedback from presentations. The second part will focus on presentations by the students. Peer-review will be used for presentations, with grading and direction provided by the instructor. The intent is to provide an opportunity for BESC students to study, in detail, one topic within the degree program.

Office Hours: TR 11 am -12:30 pm; or by appointment  
Office: 118A Peterson  
E-mail: kstoddard@tamu.edu

Textbook and/or Resource Materials  
No textbook required for this course. Resource materials will be supplied by the instructor.

Attendance and Participation  
The course will meet weekly. Course material will be posted in eCampus. Class attendance is mandatory and will be included as part of the final grade.

Learning Outcomes  
The goal of this professional experience is to facilitate and improve your ability to:

- Communicate clearly and effectively in written and spoken formats
- Demonstrate competence in usage of English grammar, mechanics, in the language specific to environmental professionals
- Write in a scientifically correct manner, including citations
- Demonstrate core competency in the area of BESC

To pass this course, you must pass the writing and public speaking components.
Grading
All assignments will be due in eCampus by the start of class on the due date.

The Oral Presentation grades will be assessed using the rubric for oral presentations (attached). The instructor will assess each student’s oral presentation grade using this rubric. As a member of the class, you are expected to participate in providing a written critique of presentations using the attached rubric (additional copies will be provided in class). The intent is to use the discussion, peer-review, and presentations to help you become aware and engaged in the seminar topic. Comments received from all rubrics (instructor’s and fellow classmates’) should be taken into account for presentation #2.

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer-Review:</td>
<td>10</td>
</tr>
<tr>
<td>Analysis of Reading:</td>
<td>2 x 5 = 10</td>
</tr>
<tr>
<td>Memo:</td>
<td>10</td>
</tr>
<tr>
<td>Oral Presentation 1 (8-10 min):</td>
<td>20</td>
</tr>
<tr>
<td>Oral Presentation 2 (8-10 min):</td>
<td>20</td>
</tr>
<tr>
<td>Research Paper:</td>
<td>20</td>
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<td>Attendance:</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 Points</strong></td>
</tr>
</tbody>
</table>

Final Grade:
- 90-100 points = A
- 80-89 points = B
- 70-79 points = C
- 60-69 points = D
- <60 = F

To pass this course, you must pass the writing and public speaking components.
To pass this course, you must pass the writing and public speaking components.

BESC 481 Course Schedule: Spring 2018

<table>
<thead>
<tr>
<th>Week / Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (16 Jan)</td>
<td>Housekeeping: Syllabus, Course Organization, presentation of potential theme topics, and distribution of assigned reading</td>
<td></td>
</tr>
<tr>
<td>Week 2 (23 Jan)</td>
<td>Theme Introduction—Environmental Health and Toxicology</td>
<td><strong>SELECTION OF TOPIC FOR PRESENTATIONS</strong></td>
</tr>
<tr>
<td>Week 3 (30 Jan)</td>
<td><strong>Critical Analysis of Assigned Reading #1 Due</strong></td>
<td>Group Discussion and Analysis of Assigned Reading, Workshop Day 1</td>
</tr>
<tr>
<td>Week 4 (6 Feb)</td>
<td>Discussions on Oral Presentation Skills, Peer Review, and using the rubric; Workshop Day 2</td>
<td><strong>MEMO DUE</strong></td>
</tr>
<tr>
<td>Week 5 (13 Feb)</td>
<td>Presentation 1 and Peer Review (4 students)</td>
<td></td>
</tr>
<tr>
<td>Week 6 (20 Feb)</td>
<td>Presentation 1 and Peer Review (4 students)</td>
<td></td>
</tr>
<tr>
<td>Week 7 (27 Feb)</td>
<td>Presentation 1 and Peer Review (4 students)</td>
<td></td>
</tr>
<tr>
<td>Week 8 (6 March)</td>
<td>Presentation 1 and Peer Review (4 students); Note: Mid-semester grades due 3/15/18</td>
<td></td>
</tr>
<tr>
<td>Week 9 (13 March)</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>Week 10 (20 March)</td>
<td>Group Discussion Critical Analysis #2; Workshop Day 3</td>
<td><strong>Critical Analysis of Assigned Reading #2 Due</strong></td>
</tr>
<tr>
<td>Week 11 (27 March)</td>
<td>Presentation 2 and Peer Review (4 students)</td>
<td></td>
</tr>
<tr>
<td>Week 12 (3 April)</td>
<td>Presentation 2 and Peer Review (4 students)</td>
<td></td>
</tr>
<tr>
<td>Week 13 (10 April)</td>
<td>Presentation 2 and Peer Review (4 students)</td>
<td></td>
</tr>
<tr>
<td>Week 14 (17 April)</td>
<td>Presentation 2 and Peer Review (4 students); <strong>RESEARCH PAPER DUE</strong></td>
<td>Note: Last day to Q-drop is 4/17/18</td>
</tr>
<tr>
<td>Week 15 (24 April)</td>
<td>Flex Day: Evaluations and Presentations (if necessary)</td>
<td></td>
</tr>
<tr>
<td>Week 16 (1 May)</td>
<td>Last Day of Classes—Students attend Friday classes</td>
<td></td>
</tr>
</tbody>
</table>

During Workshop Days, students should come with draft presentations/assignments to work on during class. The instructor will use Workshop Days to provide formative assessment through one-on-one instructor or workshop days will provide opportunities for peer review. The instructor will make rounds to check on every student’s progress and discuss questions and concerns on their respective presentations or assignments. **One Workshop day will be used to provide formative assessment (feedback) on a presentation and one Workshop day will be used to provide formative assessment (feedback) on a writing assignment. This may take the form of feedback on a draft of slides or an outline of a written assignment.**
Formal Peer-Review of PowerPoint Presentations (10 points). During the presentations, other students in the class will peer-review the presenter using the evaluation rubric. Both numerical scores and constructive comments are expected and required as part of the peer-review process.

Writing and Communication Assignments:
Use MLA or APA citation format on written assignments. Include in-text citation and a references section. Always provide the hyperlink for websites referenced. Use word count to check the number of words in your writing assignments. High-scored examples of each type of assignment will be provided as examples.

1. Critical Analysis of Reading Essays (2 x 250 words). (2 x 5 points = 10 points)
Two writing assignments address the critical analyses of the materials assigned for Class Discussion and Analysis of Reading. Links to, or copies of, the materials for this assignment will be provided. These materials may include peer reviewed journal articles, investigative reports (e.g., *The New Yorker*, *New York Times*, *Science*) or web-based materials (e.g., PBS programs). For each essay, write a 250 word critical analysis on the assigned reading to prepare for the class discussion. This is equivalent to one page, typed, double-spaced, 1" margins, 12 point, and Times New Roman font.

Your critical analysis of reading should be include appropriate citations, including in-text citations. References do not count towards 250 words.

2. Memo (250 words) (10 points)
Each student will select a topic from a list provided or will contact the instructor for approval of a topic not listed. Provide a one page (250 word) brief introduction of your individual topic, based on the theme of the course (insert specific theme here), indicating your ideas and objectives for your presentations and report. This can be submitted as a word document or PDF. This will be in MEMO format. The heading information in the memo does not count towards your 250 words.

Your memo should be developed using creditable references, including at least two recently published journal articles. Include in-text citations and a list of your references. The heading information in and your references do not count towards your 250 words.

Guidance for writing memos:
- [http://writingcenter.tamu.edu/Students/Handouts-Guides/Guides-(What-Are-You-Writing-Business-Writing/Memos](http://writingcenter.tamu.edu/Students/Handouts-Guides/Guides-(What-Are-You-Writing-Business-Writing/Memos)
- [http://owl.english.purdue.edu/owl/resource/590/1/](http://owl.english.purdue.edu/owl/resource/590/1/)

3. Oral presentation 1 and 2. (20 X 2 = 40 points).
Presentation 1. Basic background of theme, introduction of your topic. The presentation should be 8-10 minutes and will be followed by 1-2 minutes for questions. The PowerPoint presentations will provide you with an opportunity to become more familiar with your research topic. The intent of this assignment is to allow you to become more comfortable with presentations in front of an audience and to answer questions based on your material. You must use at least 2 published references and present information relevant to your topic. Your presentation should include DATA from at least one published study on the topic you have selected.

Presentation 2. Presentation should be 8-10 minutes, followed by 2 minutes for questions. A scientifically correct, informative presentation that demonstrates your increased expertise with the topic, unanswered questions related to the theme, and your ideas for future research or solution. For this presentation, you

To pass this course, you must pass the writing and public speaking components.
To pass this course, you must pass the writing and public speaking components. You must use published references and present data relevant to your topic. Your presentation should include DATA from at least two published studies on the topic you have selected.

TIP: Prior to your oral presentations, practice the talk several times. Staying within the time limit is a strict requirement—you will have 10 minutes (plus or minus 30 seconds) for your presentation and then time will be allowed for questions (1-2 minutes). The two presentations will provide you with an opportunity to become more familiar with your research topic. The intent of this assignment is to allow you to become more comfortable with presentations in front of an audience and to answer questions based on your material. You will be graded on the presentation (mechanics, use of data, color, images, etc.), ability to present your information, and your ability to answer questions. See rubric below eCampus.

Helpful hints on preparing your presentation can be found at http://writingcenter.tamu.edu/Students/Writing-Speaking-Guides under the “Presentations” section

4. Research Paper (1000 words, 20 points). The research paper will be a report of the topic outlined in your MEMO and presentations. The paper will be a formal analysis of the topic, including data presented in class, and independent research. The document format will be Times New Roman, 12-point font, double-spaced, and 1” margins.

The citations (both in-text citation and the list of references) and any figures or tables do not count toward the 1000 words.

The University Writing Center http://writingcenter.tamu.edu/
Online and one-on-one consultation for your writing assignments (2nd floor Evans Library).

Academic Integrity Statement
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 Texas A&M University community from the requirements or the processes of the Honor System. For additional information, please visit: https://aggiehonor.tamu.edu/.

Plagiarism is defined as theft or inadequate citation of other work, including (but not limited to) primary and secondary literature and internet sources. Plagiarism will result in a grade of ‘zero’ for the assignment AND a deduction of the equivalent amount of points from your grade. For example, if plagiarism is discovered on an assignment worth 10 points, the assignment will be given -10 points as its score. Infractions will be reported to the Honor Code Office.

Disability Services
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
To pass this course, you must pass the writing and public speaking components.

the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Make-Up Policy
If an absence is excused, the instructor will either provide the student an opportunity to make up work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. The make-up work must be completed in a timeframe not to exceed 7 calendar days from the last day of the initial absence. The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence. Among the reasons absences are considered excused by the university are the following (see Student Rule 7 for details http://studentrules.tamu.edu/rule07). 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.

1. Participation in an activity that is required for a class and appears on the university authorized activity list at https://studentactivities.tamu.edu/app/sponsauth/index
2. Death or major illness in a student's immediate family.
3. Illness of a dependent family member.
4. Participation in legal proceedings or administrative procedures that require a student's presence.
5. Religious holy day. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.
6. Injury or illness that is too severe or contagious for the student to attend class.
   a. Injury or illness of three or more class days: Student will provide a medical confirmation note from his or her medical provider. The medical confirmation note must contain the date and time of the illness and medical professional’s confirmation of needed absence (see Student Rules 7.1.6.1)
   b. Injury or illness of less than three class days: Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three business days (to include classes on Saturday). At the discretion of the faculty member and/or academic department standard, as outlined in the course syllabus, illness confirmation may be obtained by one or both of the following methods:
      i. Texas A&M University Explanatory Statement for Absence from Class.
      ii. Confirmation of visit to a health care professional affirming date and time of visit.
   c. An absence for a non-acute medical service does not constitute an excused absence.
7. Required participation in military duties.
8. Mandatory admission interviews for professional or graduate school that cannot be rescheduled.
9. Mandatory participation as a student-athlete in NCAA-sanctioned competition.
10. In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student’s physician. Requests for excused absence related to pregnancy should be directed to the instructor; questions about Title IX should be directed to the University Title IX Coordinator.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. Except in the case of the observance of a religious holiday, to be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. an accident or emergency) the student must provide notification by the end of the second working day.
To pass this course, you must pass the writing and public speaking components.

**after the absence.** This notification should include an explanation of why notice could not be sent prior to the class. Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence. When you email me I expect your emails to be professional. If you have missed class due to an excusable reason, I expect prompt, professional, and courteous communication and I expect you to take personal responsibility for yourself.
To pass this course, you must pass the writing and public speaking components.
# Research Paper Rubric (Total 20 Pts)

**Focus or Thesis Statement, Introduction, Body, Organization and Conclusion account for 75% of the Research Paper Score**

<table>
<thead>
<tr>
<th>Assessment Category</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus or Thesis Statement</strong></td>
<td>Excellent (A) (3-2.7)</td>
</tr>
<tr>
<td>Clearly and concisely states the paper's purpose in a single sentence, which is engaging, and thought provoking</td>
<td></td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
</tr>
<tr>
<td>Clearly states the main topic and previews the main points to be discussed</td>
<td></td>
</tr>
<tr>
<td><strong>Body</strong></td>
<td></td>
</tr>
<tr>
<td>Each paragraph has thoughtful supporting detail sentences that develop the main idea</td>
<td></td>
</tr>
<tr>
<td><strong>Organization-Structural Development of Ideas</strong></td>
<td></td>
</tr>
<tr>
<td>Writer demonstrates logical and subtle sequencing of ideas through well-developed paragraphs</td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion paragraph</strong></td>
<td></td>
</tr>
<tr>
<td>Effective restatement of the thesis statement and main points of essay are summarized</td>
<td></td>
</tr>
</tbody>
</table>

**Writing Quality, Citations, References, and Meeting Assignment Metrics account for 25% of the Report Score**

<table>
<thead>
<tr>
<th>Writing Quality, Citations, References, and Meeting Assignment Metrics</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing Quality</strong></td>
<td>Excellent (A) (1.25-1.13)</td>
</tr>
<tr>
<td>A variety of thoughtful transitions are used. They clearly show how ideas are connected</td>
<td>0-2</td>
</tr>
<tr>
<td>Errors in grammar, spelling, capitalization or punctuation</td>
<td></td>
</tr>
<tr>
<td><strong>Citations and References</strong></td>
<td></td>
</tr>
<tr>
<td>All cited works (in-text citation and list of references) are formatted correctly</td>
<td></td>
</tr>
<tr>
<td><strong>Meets Assignment Metrics</strong></td>
<td></td>
</tr>
<tr>
<td>Includes the correct number of peer reviewed articles</td>
<td></td>
</tr>
<tr>
<td><strong>Total (out of 20)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td></td>
</tr>
</tbody>
</table>

Note: Instructor may deduct up to 20% if document does not meet minimum word count

To pass this course, you must pass the writing and public speaking components.
### Analysis of Reading Rubric (Total 5 Pts)

<table>
<thead>
<tr>
<th>Critical Thinking accounts for 70% of the essay score: Writing quality accounts for 30% of the essay score</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Critical Thinking</th>
<th>Excellent (A) (0.50-0.45)</th>
<th>Good (B) (0.44-0.40)</th>
<th>Needs Improvement (C) (0.39-0.35)</th>
<th>Poor (D) (0.34-0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student use of information</td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis OR viewpoints of experts thoroughly questioned.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student position (perspective, thesis/hypothesis)...</td>
<td>Accounts for complexities of issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusions and related outcomes (implications and consequences)...</td>
<td>Are logical</td>
<td>Reflect student’s informed evaluation</td>
<td>Place evidence and perspective discussed in logical priority</td>
<td></td>
</tr>
</tbody>
</table>

### Writing Quality

A variety of thoughtful transitions are used. They clearly show how ideas are connected.

<table>
<thead>
<tr>
<th>Errors in grammar, spelling, capitalization or punctuation</th>
<th>0-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9+</th>
</tr>
</thead>
</table>

### Citations and References

All cited works (in-text citation and list of references) are formatted correctly.

### Total (out of 5)

<table>
<thead>
<tr>
<th>Percent</th>
</tr>
</thead>
</table>

Note: Instructor may deduct up to 20% if document does not meet minimum word count.

To pass this course, you must pass the writing and public speaking components.
## Oral Presentation Rubric (Total 20 Pts)

<table>
<thead>
<tr>
<th>Assessment Category</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent (A) (2-1.8)</td>
</tr>
<tr>
<td>Preppardness</td>
<td></td>
</tr>
<tr>
<td>Well prepared</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td></td>
</tr>
<tr>
<td>Content meets requirements of presentation</td>
<td></td>
</tr>
<tr>
<td>Oration</td>
<td></td>
</tr>
<tr>
<td>Speaks clearly and distinctly</td>
<td></td>
</tr>
<tr>
<td>Pronounces words correctly</td>
<td></td>
</tr>
<tr>
<td>Verbal pace and volume</td>
<td></td>
</tr>
<tr>
<td>Quality of Visuals</td>
<td></td>
</tr>
<tr>
<td>Clean, sharp visuals</td>
<td></td>
</tr>
<tr>
<td>Borrowed graphics have source citation on slide</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
</tr>
<tr>
<td>Uses professional language</td>
<td></td>
</tr>
<tr>
<td>Mannerism and Behavior</td>
<td></td>
</tr>
<tr>
<td>Oration behavior (e.g. Scanning audience, verbal fillers, fidgets, etc)</td>
<td></td>
</tr>
<tr>
<td>Professional Attire</td>
<td></td>
</tr>
<tr>
<td>Attire appropriate for the occasion (business casual)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

To pass this course, you must pass the writing and public speaking components.
Core Curriculum Management

New Core Component Proposal

Viewing: FSTC 481-C : Seminar

Last edit: 04/05/18 1:40 pm
Changes proposed by: poppycapehart

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poppy Capehart</td>
<td><a href="mailto:poppy@tamu.edu">poppy@tamu.edu</a></td>
<td>979-845-2142</td>
</tr>
</tbody>
</table>

Course Prefix  FSTC  
Course Number  481

Academic Level  UG

Complete Course Title  Seminar

Abbreviated Course Title  SEMINAR

Crosslisted With

Semester Credit  1

Hour(s)

Proposal for:

Communication Designation

<table>
<thead>
<tr>
<th>Number of Sections per Academic Year</th>
<th>Enrollment per Section (Avg.)</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>20</td>
<td>16.6</td>
<td>No</td>
</tr>
</tbody>
</table>

If you are working with assistants (graduate or undergraduate included), briefly explain how you will monitor and supervise their work and what roles they will play in the teaching of communication.

N/A

All syllabi should contain one of the following statements. Select the statement that applies to your course.

To pass this course you must pass the C component.

List all graded writing and speaking assignments along with the approximate word count or length of time speaking of each. (Note that for most 12-point fonts there are about 250 words on a page if double-spaced and 500 if single-spaced.) In addition, list the percentage of the final grade each assignment represents.

<table>
<thead>
<tr>
<th>Writing/Speaking Assignment</th>
<th>Word count</th>
<th>Length of Speaking Assignment</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PechaKucha</td>
<td>0</td>
<td>6</td>
<td>16.6</td>
<td>No</td>
</tr>
<tr>
<td>Cover Letter/Statement of Purpose</td>
<td>500</td>
<td>0</td>
<td>16.6</td>
<td>No</td>
</tr>
<tr>
<td>Term Paper</td>
<td>1250</td>
<td>0</td>
<td>16.6</td>
<td>No</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>0</td>
<td>10</td>
<td>33.3</td>
<td>No</td>
</tr>
</tbody>
</table>

Add word count of each graded writing assignment and put total word count here. 1750
Add length of each graded speaking assignment and put total presentation time here.

Add the percentage of final grade based on writing/speaking and put the total percentage here. Any combination is allowed, as long as the total meets the requirement.

Explain how collaboration is monitored to ensure equal participation.

PechaKucha talk: Peers provide a detailed feedback based on different metrics such as mannerisms, visual aids, etc (include attachment when you send to CTE)

The instructor provides brief verbal comments in class and written comments via eCampus

Describe the formative feedback provided on student writing and speaking, especially on major assignments.

Term paper: Students have to provide a rough draft for their term paper for obtaining a mock grade. The instructor will provide detailed comments/edits on metrics such as context and mechanics, organization, language, wording, central message, etc. (include the attachment when you send to CTE). The students use the comments and revise their paper to submit a final draft. Students are also provided with examples of “high quality” term papers from previous semesters. The feedback will focus on ensuring that the students understand how to prepare their writing for maximum impact taking into account the target audience, the quality of their analysis and the quality of the document (formatting/appearance/font, etc). The students will be required to provide a draft of the slides for the final technical presentation. The instructor will provide formative feedback on the slides. If needed, the instructor will arrange for practice presentations.

Describe how you provide writing and speaking instruction.

The instructor will describe the value of scientific critiques of research articles, using web and other resources highlight the difference between good and “bad” presentations, discuss “traps” that are commonly observed in scientific oral presentations such as no outlines, no illustrations, a lifeless presentation, not using humor, going overtime, no eye contact, reading off slides, trying to wing it, etc.

The students will be shown snippets of TED talks, PechaKucha talks, etc.

Additional Comments

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus  
FSTC 481 Food Science Seminar 201831 - 03-22-2018.pdf

Reviewer Comments  
Donna Pantel (dpantel) (05/15/18 2:32 pm): This re-certification and has been approved from 9/1/2017 to 9/1/2021.
FSTC 481 [C] – FOOD SCIENCE SEMINAR - Professional Skills Development

Fall 2018

(C – Course) (1 credit hour)

Instructor Information
Prof. Suresh D. Pillai,
Professor of Microbiology & Director, National Center for Electron Beam Research
418B, Kleberg Center
Tel: (979)458-3229
Email: s-pillai@tamu.edu

Class Schedule: Monday - 3:00 PM – 3:50 PM
Class Room: Kleberg 127

Instructor Office Hours: scheduled as needed by contacting Dr. Pillai (s-pillai@tamu.edu/458-3229)

Textbooks: No textbooks are required for this class. However, the students should routinely refer to online resources and scientific publications. Make use of the resources that are available to assist with scientific writing and presentations that are available on campus.

Computer and Email: Access to a computer and email is necessary to receive class instructions, research scientific papers, review class presentations, and prepare term papers and presentations.

Prerequisites: Senior classification in Food Sciences. Students are encouraged to take this course during their last semester of study.

Expected Incoming Student Knowledge and Expectations:
1. Students should have a strong understanding of food science disciplines such as food chemistry, food microbiology, sensory analysis, etc.
2. Students should be able to identify one or more career interests.
3. Students should be able to write laboratory reports and synopses of scientific papers.
4. Students should be willing to actively participate in class discussions and critique of presentations.

Expected Course Outcomes:
1. Students should gain a better understanding of effective presentations
2. Students should be able to make professional presentations
3. Students should be able to organize, analyze, synthesize, and evaluate information from the scientific literature.
4. Students should be able to synthesize information from the scientific literature and develop a professional quality document
5. Students should be able to discuss the scientific information in their own words.
6. Students should be able to report and discuss scientific information effectively in a professional setting

Grading (Total points: 150)
1) Class participation: 25 points
2) PK format presentation: 25 points
3) Statement of Purpose/Cover letter/Resume (25 points)
4) Term Paper: 25 points
   a. Submission of Draft Term paper: 10 points
   b. Final Term paper: 15 points
5) Final Professional Presentation: 50 points
**Final grade:**
A: 135-150 points  
B: 120-134 points  
C: 105-119 points  
F: < 105 points

To pass this course, you must pass the C component. The minimum requirements to meet this criterion are submission of the writing assignments and the PK and the technical presentations and obtaining a grade of C or above for these assignments. Grades C and above are deemed to have met the C component.

**Class policies:** Attendance and class participation are mandatory. All excused absences are governed by university rules. Silence all phones.

There are 15 scheduled class periods this semester. The first day of class is Monday Aug 27th and the last day of regular class is December 5th. The final presentations will be Dec 12th from 10:30-12:30 PM. The class periods will be spent developing a variety of professional communication skills including writing. There may be some classes where guest speakers may be in attendance. Guest speakers will discuss a variety of professional skills such as interviewing, maintaining a professional online presence, surviving in a professional environment, and how to negotiate salaries. There will be a number of student presentations and classroom discussions where feedback will be provided both from the instructor and your peers (classmates). Student presentations will provide opportunities for students to learn and practice a contemporary presentation format namely the PechaKucha 20x20 format as well as a traditional 10-minute scientific/technical presentation.

**ASSIGNMENTS**

1. **Class Participation (25 points)**  
   Class participation is expected. Unless there is class discussion not much will be gained from this class. The metrics which will be used to evaluate your class participation will include, but not limited to,  
   1) Contributing to learning  
   2) Extemporaneous brief presentations  
   3) Answering questions posed by peers and the instructor  
   4) Providing feedback and constructive comments about presentations

2. **PechaKucha™ 20x20 talks (25 points)**  
The instructor will discuss the PK concept, the PK 20x20 format, as well as provide tips on preparation. The PK 20x20 format is based on 20 slides, with no more than 20 seconds for each slide. Thus, each PK talk will last no more than 6 minutes. Class participation is expected in these discussions. Students will also watch and discuss example PK talks. The details of the PK talks can be reviewed at [http://www.pechakucha.org/faq](http://www.pechakucha.org/faq). Speaking notes will not be permitted.

Each student will give a PK format talk during the first half of this semester. Each talk needs to be in the Pecha Kucha™ 20x20 format. The talk can be on any topic. The aim of this exercise is to provide the students the experience to be good “story tellers” which, ultimately is the basis of a good presentation. Details about PechaKucha™ 20x20 are available at [http://www.pechakucha.org/](http://www.pechakucha.org/)
3. **Statement of Purpose/cover letter/Resume (Total 25 points)**
Depending on whether you are planning to apply to graduate school or the job market you can choose either writing the “Statement of Purpose + curriculum vitae(CV)” or “cover letter” + resume. The deadline for submitting your resume +cover letter or statement of purpose + CV is October 8th.

4. **Term Paper (Total: 25 points)**
Preparing professional-looking documents is the corner stone of any professional career and, therefore, this class exercise is designed to assist you improve these skills to the maximum extent that is possible in one semester. Each student will write a term paper that is at 2000 words (excluding title and references) and least 8 pages long (double-spaced, with 1-inch margin, 12 point, Times New Roman font). Each student will choose a scientific original research paper or will be assigned a scientific paper. The student should use this topic and prepare a critical review of the scientific paper and of the topic that is discussed in the paper. The page limit does not include the title page and the reference listing. **Students will provide a rough draft to obtain a formative feedback. The final version of your term paper is due no later than December 12th by 10:30 AM. Both hard copies and electronic versions are required.**

You need to demonstrate that you understand the topic that is discussed, critique the paper by critically analyzing the experimental hypothesis, objectives, experimental design, data and data analysis and interpretation. A critique of a particular paper should be also be based on an analysis of what others have published in this topic area so that you are able to compare and contrast the paper you are critiquing to what others have published. You need to finally present the information in a logical, clearly understandable manner. The document should have a professional appearance. Make sure you use the university’s resources to ensure that the term paper that you turn in cannot be construed as though it has been “cut and pasted” from previously published work. The term paper should be your own work. **The university’s policies about integrity and plagiarism will be strictly enforced.**

The metrics that will be used in the grading of the final term paper will be as follows:

1. Page length:
2. Layout and appearance of the document:
3. Free from typographical errors:
4. Document adheres to a particular journal style:
5. Original research citations:
6. The paper is organized under clear headings, sections and sub-sections:
7. Demonstration that critical thinking went into the preparation of the document:
8. Critical review of the published information, highlights and shortcomings from published work discussed, derived conclusions from the literature
9. Prepared own tables and graphs based on data synthesis from multiple sources:

The rubrics that will be used in the grading of the term paper will be based on guidelines suggested by the TAMU Writing Center. The grading rubric is attached. In order to assist students to develop the necessary tools to prepare a professional quality critical review, the students will be required to turn in a **draft of the final term paper.** Details of the term paper outline and draft final term paper are provided below.

4a. **Draft of Final Term paper (10 points)**
A draft of the term paper should be submitted by October 1st. A formative feedback as well as a “mock” grade (based on the grading metrics) will be provided. **Students are encouraged to provide as many drafts as needed to improve the quality of the final paper.** The feedback will be to enhance
learning, critical thinking, and professional development. The final version should incorporate these suggestions and comments. Electronic and hard copy versions of draft term paper are needed.

4b. Final Term paper (15 points): due no later than December 12th by 10:30 AM. Both hard copies and electronic versions are required.

5. Final Professional Presentation (50 points)
Each student is expected to make at 10 minute (8 minutes + 2 minutes for Q/A) formal presentation on their term paper topic. This will ensure that the presentations are of sufficient quality and scientific rigor especially since the students have invested effort in preparing the term papers. It is the responsibility of the students to have their final presentation slides reviewed by the instructors if they so desire. If there is an interest, the instructor can arrange for practice presentations. The metrics that will be used in the final presentation grading will be as follows

1. Knowledge of subject matter and evidence of library research: 20 points
2. Scientific quality of the presentation: 20 points
3. Quality of the visuals: 20 points
4. Organization of the presentation: 15 points
5. Ability to answer questions: 10 points
6. Time responsibility: 5 points
7. Professional/business casual appearance and personal confidence: 5 points
8. Peer grading: 5 points (based on evaluation sheets from students)


Class Schedule

Aug 27th: Course objectives, Course expectations, Grading explained, suggested presentation topics, possible term paper topics, pre-course evaluations ; PK presentations, TED and TEDx talks

Sept 3rd: Critical Review; what is it, what is it not; How to write a critical review ; Do’s and don’ts; Students provided topics for writing a critical review. How to cite references

Sept 10th: Preparing a cover letter/Preparing a Statement of Purpose/Resume for Graduate School/ Resume for job applications


Sep 24th: Student PK presentations: (1 through 3).

Oct 1st: Student PK presentations (4 through 7) Deadline for term paper drafts

Oct 8th: Student PK presentations (7 through 10) Deadline for resume + cover letter/SOP + CV
Oct 15th: Field tour - NASA Space Food Facility and eBeam Center
Oct 22rd: Discussion of term paper drafts; discussion of final presentation requirements/
Oct 29th: Class discussion related to professional development
Nov 5th: TBD
Nov 12th: Discussion of term papers
Nov 19th: TBD
Dec 26th: Course Evaluations/Dept. Exit interviews
Dec 12th: Final Presentations. **Deadline for final term paper submissions**

**Academic Integrity:**
We expect the students to demonstrate the highest levels of academic integrity. Do not forget the Aggie Code of Honor! It is expected that you will neither give nor receive unauthorized aid on work in this course. All writing for this course must be your original work. For Texas A&M Honor Council Rules and Procedures, please see [www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor). Submissions from the students will be screened for plagiarism.

_All submissions by the student should have the following signed statement “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”_ [Signature of Student]

**Americans with Disabilities Act (ADA) Policy Statement:**
The Americans with Disabilities Act (ADA) is a federal antidiscrimination 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 located in the Disability Services building at the Student Services at White Creek complex on west campus or call (979) 845-1637 or visit website at: [http://disability.tamu.edu](http://disability.tamu.edu)
<table>
<thead>
<tr>
<th>Criterion</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context and Purpose</td>
<td>Demonstrates thorough understanding of context, audience, and purpose of task.</td>
<td>Demonstrates adequate consideration of context, audience, and purpose of task.</td>
<td>Demonstrates awareness of context, audience, and purpose of assigned task. Communicates in general, rather than specific terms.</td>
<td>Demonstrates minimal attention to context, audience and purpose of task.</td>
<td>No obvious purpose for assigned task.</td>
</tr>
<tr>
<td>Organization</td>
<td>Communication is clear, easy to follow and understand. Information is logically organized. There are cohesive specific sections and effective transitions between sections.</td>
<td>In general, information is organized and easily understood. Well defined sections, each with a central idea. Transitions between sections are rough.</td>
<td>Organization of main ideas might be logical, but does not provide unified “story”. Some sections lack a central idea. No transitions between sections.</td>
<td>Lacks organization, making it difficult to understand the purpose and follow the argument. Most sections have no central idea. No transitions between sections.</td>
<td>No clear organization or purpose. Lack of organization interferes with comprehension. Sections only describe individual sources, and there are no transitions.</td>
</tr>
<tr>
<td>Language, Wording and Syntax</td>
<td>Communication is concise and clear. Word usage is objective, precise, accurate, professional and appropriate. Language skillfully communicates meaning with clarity and fluency.</td>
<td>Communication is generally concise and clear. Language is generally appropriate, attempts to address professional audience, is accurate and conveys intended meaning.</td>
<td>Wording is not concise. Word usage conveys the general meaning, but is sometimes unclear, incorrect or too informal.</td>
<td>Wording is not concise. Improper word choice or usage is common and compromises clarity. Needs of audience are ignored.</td>
<td>Serious issues with language, word choice and syntax must be addressed for effective communication.</td>
</tr>
<tr>
<td>Central Message</td>
<td>Central message is compelling, precisely stated, appropriately repeated, and memorable.</td>
<td>Central message is clear and consistent with supporting material.</td>
<td>Central message is understandable, but not often repeated and not memorable.</td>
<td>Central message can be deduced, but is not explicitly stated.</td>
<td>There is no central idea.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Grammar and punctuation are appropriate to the audience and genre. All facts are paraphrased and cited correctly. Formatting follows professional standards.</td>
<td></td>
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<tr>
<td></td>
<td>Grammar and punctuation are appropriate to the audience. Errors may occur, but are not too distracting. Facts are usually correctly paraphrased. Formatting follows professional standards.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>There are mechanical errors that are distracting and cause confusion. Facts are not consistently paraphrased or cited correctly. Formatting follows professional standards.</td>
<td></td>
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<tr>
<td></td>
<td>Frequent mechanical errors that interfere with comprehension and cause confusion. Quotes are used instead of paraphrasing, and many mistakes in citing references.</td>
<td></td>
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<tr>
<td></td>
<td>Serious issues with communication style. Abundance of mechanical errors makes comprehension impossible. Information is not appropriately cited, and references are not correctly formatted.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Concept presentation¹</th>
<th>Demonstrates advanced understanding of concepts, main ideas, and/or sources. Ideas go beyond restating facts. Presentation of information is authoritative and credible.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrates solid understanding of concepts, main ideas, and/or sources. Begins to show some evidence of evaluation of source material.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates basic understanding of concepts, main ideas, and/or sources.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates basic understanding of the concepts, main ideas, and/or sources; however, some evidence of misunderstanding.</td>
</tr>
<tr>
<td></td>
<td>Does not demonstrate understanding of the concepts, main ideas, and/or sources. The presentation of information lacks credibility.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment of evidence, context and assumptions¹</th>
<th>Describes strengths and weaknesses of studies² and correctly interprets the meaning of these factors when assessing importance of outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Describes strengths and weaknesses of studies and mostly correctly interprets the meaning of these factors when assessing importance of outcomes.</td>
</tr>
<tr>
<td></td>
<td>Describes strengths and weaknesses of some studies and sometimes correctly interprets the meaning of these factors when assessing importance of outcomes.</td>
</tr>
<tr>
<td></td>
<td>Describes strengths and weaknesses of some studies but tends to incorrectly interpret the meaning of these factors when assessing importance of outcomes.</td>
</tr>
<tr>
<td></td>
<td>Fails to consider strengths and weaknesses of studies when interpreting the results.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Derived valid, insightful and appropriate conclusions¹</th>
<th>Accurately summarizes the information presented and derives insightful conclusions.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Accurately summarizes the information presented and attempts to derive overall conclusions.</td>
</tr>
<tr>
<td></td>
<td>Summarizes some of the results and derives a conclusion using those points.</td>
</tr>
<tr>
<td></td>
<td>Summarizes some of the results and derives a conclusion using select points.</td>
</tr>
<tr>
<td></td>
<td>Implies there are not enough data to make a conclusion and states more work needs to be done.</td>
</tr>
</tbody>
</table>

¹Criterion used to evaluate critical thinking.
²‘Studies’ may be modified to be ‘data, information, facts assumptions, perspectives’.

Name:  
Date:  
Presenter:  
Introduced by:  
Topic:  

Please provide your constructive feedback on the presentation using the scales given below. Please do not write your name on this form since we want this to be anonymous. Receiving constructive feedback is a key step in developing strong presentation skills. Feel free to use the “comments” area to provide clarification for your scoring. Use the “suggestions” area to provide additional feedback.

<table>
<thead>
<tr>
<th>Initial Impressions</th>
<th>Tense</th>
<th>1 2 3 4 5</th>
<th>Poised</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>←</td>
<td>→</td>
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</table>

<table>
<thead>
<tr>
<th>Was the topic clearly stated?</th>
<th>Not clear</th>
<th>1 2 3 4 5</th>
<th>Clearly stated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>←</td>
<td>→</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Did the presenter “connect” with the audience?</th>
<th>No</th>
<th>1 2 3 4 5</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>←</td>
<td>→</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mannerisms</th>
<th>Distracting</th>
<th>1 2 3 4 5</th>
<th>None noticed</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>←</td>
<td>→</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Jargon</th>
<th>Excessive</th>
<th>1 2 3 4 5</th>
<th>Appropriate</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>←</td>
<td>→</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Visual aids</th>
<th>Unclear</th>
<th>1 2 3 4 5</th>
<th>Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>←</td>
<td>→</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusions</th>
<th>Not clear</th>
<th>1 2 3 4 5</th>
<th>Clear</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>←</td>
<td>→</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Take-home message?</th>
<th>Not stated</th>
<th>1 2 3 4 5</th>
<th>Clearly stated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>←</td>
<td>→</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Assessment</th>
<th>Needs work</th>
<th>1 2 3 4 5</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>←</td>
<td>→</td>
<td></td>
</tr>
</tbody>
</table>
Suggestions
1) Identify one or more aspects of this presentation which were effective that you would incorporate into your own presentation

2) Identify one or more aspects of this presentation that you would probably change. Why? How?

Adapted from “Effective presentations in science settings” by Jeff Radel, KU Medical Center
Core Curriculum Management

New Core Component Proposal

Date Submitted: 03/20/18 2:18 pm

Viewing: SPAN 301-C : Oral Expression

Last edit: 04/09/18 1:46 pm
Changes proposed by: bernortega

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bertin Ortega</td>
<td><a href="mailto:bernortega@tamu.edu">bernortega@tamu.edu</a></td>
<td>(979) 845-2125</td>
</tr>
</tbody>
</table>

Course Prefix: SPAN
Course Number: 301
Academic Level: UG
Complete Course Title: Oral Expression
Abbreviated Course Title: ORAL EXPRESSION
Crosslisted With:
Semester Credit: 3
Hour(s):
Proposal for: Communication Designation

Communication Designation

Number of Sections per Academic Year: 2
Enrollment per Section (Avg.): 24

Are the graded writing and presentations evaluated by any assistants (i.e., GATs or undergraduates)?
No

If you are working with assistants (graduate or undergraduate included), briefly explain how you will monitor and supervise their work and what roles they will play in the teaching of communication.
Not working with graduate assistants.

All syllabi should contain one of the following statements. Select the statement that applies to your course.
To receive C credit for this course, you must pass the C component.

List all graded writing and speaking assignments along with the approximate word count or length of time speaking of each. (Note that for most 12-point fonts there are about 250 words on a page if double-spaced and 500 if single-spaced.) In addition, list the percentage of the final grade each assignment represents.

<table>
<thead>
<tr>
<th>Writing/Speaking Assignment</th>
<th>Word count</th>
<th>Length of Speaking Assignment</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st presentation</td>
<td>0</td>
<td>10</td>
<td>15</td>
<td>Yes</td>
</tr>
<tr>
<td>2nd presentation</td>
<td>0</td>
<td>5</td>
<td>15</td>
<td>No</td>
</tr>
<tr>
<td>3rd presentation</td>
<td>0</td>
<td>10</td>
<td>20</td>
<td>No</td>
</tr>
<tr>
<td>News summaries</td>
<td>2750</td>
<td>0</td>
<td>20</td>
<td>No</td>
</tr>
</tbody>
</table>

Add word count of each graded writing assignment and put total word count here.

2750
Add length of each graded speaking assignment and put total presentation time here.

Add the percentage of final grade based on writing/speaking and put the total percentage here. Any combination is allowed, as long as the total meets the requirement.

Explain how collaboration is monitored to ensure equal participation.

Students present an outline where they clearly mark their individual contributions to the presentation. Each student needs to contribute/present for about 5 minutes (50% of the total) and are graded individually.

Describe the formative feedback provided on student writing and speaking, especially on major assignments.

There are practice presentations in class and discussion of the performance (Week 4: Presentación informal: "Una reseña;" week 12: Presentación informal: "Una canción en español;" and the weekly "Noticiero 301"). Students turn in the topic of their presentation and an outline for instructor's approval and feedback. Weekly vocabularies and vocabulary controls also help to provide students with better tools for their presentations.

Describe how you provide writing and speaking instruction.

Instructor will present several topics on oral presentations and public speaking during the semester (Week 1: "La preparación del discurso;" week 2: "Mister Oratoria;" week 3: "Las ayudas audiovisuales;" etc.).

Additional Comments: The series of written assignments called "News summaries," do not include any oral performance. For that reason I put 0 minutes for "Length of Speaking Assignment."

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus: 301_F2018.pdf

Reviewer Comments: Donna Pantel (dpantel) (05/15/18 2:38 pm): This course has been submitted for re-certification and has been approved from 9/1/2018 to 9/1/2022.
A student enrolling for the first time in a Texas A & M Spanish language course who has previously acquired knowledge of the language, whether acquired through high school study or cultural/family experience, and who has not received college credit for the language MUST have taken a placement test to determine the appropriate course for his/her level of ability.

**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 in Cain Hall, 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 may 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. If you have any questions about scholastic dishonesty and the consequences of breaches of integrity, you may access the Honor Council Rules and Procedures at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

*A Note on Attendance:* Attendance is essential for a student’s success in this class. The attendance policy for Spanish 310 is discussed below and is guided by Student Rule #7 ([http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)).

**Course Description**

**ORAL EXPRESSION.** Credit 3. Development of oral skills in Spanish through pronunciation practice, discussion of current events, skits, interviews, conversations, role play, impromptu debates and public speaking; conducted in Spanish.

Prerequisite: SPAN 202, 203, or equivalent.

Students who are enrolled in this class must have already taken the departmental placement test or college level prerequisite courses. Concurrent enrollment in two language courses, one of which is a prerequisite for the other, is also not permitted. Students found to be in violation of prerequisite rules are subject to removal from their sections at any time during the semester.

**Course Objectives:** This course will help students improve their oral expression ability in Spanish as well as the comprehension of spoken Spanish through intense practice. The focus of this class is therefore based on active participation by all students.

At the end of this course, students will: 1) speak Spanish with improved confidence and fluency in a variety of situations, 2) organize and deliver formal and informal presentations of various lengths, 3) speak Spanish with greater grammatical precision and formulate speech patterns with articulate sophistication, 4) incorporate various audiovisual tools in their presentations, and 5) distinguish and interpret various aspects of Hispanic culture.

**Method:** By way of discussions, in class activities, homework assignments, readings and formal/informal presentations, students will improve their vocabulary and their dexterity with spoken Spanish. The themes that will be used to generate discussion is based on a list of supplementary materials available through the internet. These materials are intended to offer
students a diverse list of topics, all meant to guide discussions. Other materials will deal with the subject of public speaking and the mechanical aspects of formulating oral presentations.

**Textbook:** There will be no textbook required for this class. Readings will be made available through eCampus, as links, or in PDF format.

**Attendance and homework:** To improve and maintain one's level of Spanish, students must attend class with regularity. As such, students are allowed 3 absences without consequence. After that, 3% of the final grade will be deducted for each subsequent absence. Exceptions are only permissible if these are found to be acceptable by university policy (see Student Rule #7, [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)). Nota bene: Class will meet approximately 42 times during the semester. Absences that exceed 20% of these meetings will automatically prevent a student from passing this course. All assignments must be turned in on time; late work will be accepted only when accompanied by a University sanctioned excuse. Missing 10% of all required assignments will prevent a student from passing the course.

**Activities and distribution of grades:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary and vocabulary quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>News summaries</td>
<td>20%</td>
</tr>
<tr>
<td>1st presentation (paired)</td>
<td>15%</td>
</tr>
<tr>
<td>2nd presentation (individual)</td>
<td>15%</td>
</tr>
<tr>
<td>3rd presentation final (individual)</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>15%</td>
</tr>
</tbody>
</table>

NOTE: This class is a C (Communications) course. To receive C credit for this course, you must pass the C component.

**News summaries ("Noticiero 301") and vocabulary:** Each week, all students must bring to class a news item from the Hispanic world (or from the U.S., depending on the week) to share with the class. Each news item must be accompanied by a 250-300 word summary and it must include 5 vocabulary words with accompanying definitions (taken from the news story). Summaries will be shared in small groups to generate discussion. All vocabulary will be shared with all students and it will be used to create a global list of terms that will be used to create the weekly vocabulary quizzes.

**Presentations:** During the semester, there will be three formal presentations. The first will require a poster and must be limited to 10 minutes; this presentation will require students to work in pairs. The second presentation will be 5 minutes in length, and will be done individually; for this presentation, visual aids or notes will not be allowed. The third presentation is the end of semester final project: an individually delivered 10-minute presentation that must employ PowerPoint or Prezi. **5% of the final presentation will be devoted to the outline and PPT/Prezi due on Monday of the 13th week of the semester.**

<table>
<thead>
<tr>
<th>SCORING RUBRIC</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td></td>
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</tr>
<tr>
<td>Poster/Prezi/PPT Design &amp; PPT Appearance</td>
<td></td>
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</tr>
</tbody>
</table>

**SCORING RUBRIC**

**Speech**
- Student’s speech is completely comprehensible and the student accomplishes the speaking task.
- Student’s speech is generally comprehensible; errors do not impede ability to accomplish the task.
- Student’s speech is at times difficult to comprehend, but the student is able to accomplish the speaking task.
- Significant portions of the student’s speech are difficult or impossible to comprehend and the student is not able to accomplish much of the speaking task.
- Student’s speech is generally incomprehensible and the student fails to accomplish the speaking task.

**Content**
- Presentation illustrates exceptional understanding
- Presentation illustrates clear understanding
- Presentation illustrates basic understanding
- Presentation illustrates some understanding
- Presentation does not show student understanding

**Poster/Prezi/PPT Design & PPT Appearance**
- Professional appearance; images & arrangement of text greatly enhance
- Organization and images aid in understanding of topic; text is
- Adequate organization; somewhat hard to follow; images do not
- Disorganized. Very hard to follow; images detract from message; text is not easily readable;
- Very disorganized; impossible to follow; images detract from message; text is
### Participation:
To maintain and improve your level of Spanish, you must use it. It is expected that all students come to class alert and prepared. Participation includes all manner of contributions in Spanish: in general class discussions and in small group work. Simply attending class, without active involvement, is not sufficient for attaining all possible participation points.

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
</table>
| 10-9    | Student participates in class discussions virtually every class period  
- Questions and comments always reflect a student has done the reading and exercises  
- Speaks almost exclusively in Spanish  
- Attendance is perfect or near-perfect (1-2 absences*) |
| 8.9-7.9 | Student participates in class discussions regularly but not every class period  
- Questions and comments usually reflect student has done the reading and exercises  
- Speaks mostly in Spanish  
- Student has missed some class time but relatively few (2-3 absences*) |
| 7.8-6.8 | Student participates in class discussions from time to time but not regularly  
- Questions and comments sometimes reflect student has done the reading and exercises  
- Student often used English in small groups  
- Student has missed quite a bit of class time (3-4 absences*) |
| 6.7-4   | Student participates in class discussions infrequently  
- Questions and comments sometimes reflect student has done the reading and exercises  
- Student very often uses English in small groups  
- Student has missed much class time (4-5 absences*) |

### Exams:
There will be no exams in this class. Vocabulary quizzes, however, will be given as stated on the syllabus.

### Grading Scale
Grades for this class will be assigned using the following scale:

- A = 100.0-90.0
- B = 89.99-80.0
- C = 79.99-70.0
- D = 69.99-60.0
- F = 59.99-00.0

### MAKE-UPS AND LATE-WORK POLICY
NO make-ups will be permitted for work missed due to unexcused absences. No late work will be accepted unless there is a university-approved excuse in writing.
HELP
Instructor offers office hours. Help is also available in the Language Support Office (LSO) in room 124 Academic. You are encouraged to visit the LSO to consult language problems you may be having, to practice or review course materials, or for help with your writing.

CALENDAR OF ACTIVITIES

WEEK I: Yo
• Introducción al curso, detalles administrativos
• Pronunciación: las vocales y las consonantes
• "La preparación del discurso" (internet)
• A conocernos… y tú, ¿quién eres? Presentación informal: “Yo en 3 minutos”
• Ver videos del proyecto “7 mil millones de otros” (http://www.7billionothers.org/es); los enlaces se enviarán por mail
• Traer tres objetos que nos dicen algo de ti
• Noticiero 301: De su periódico local, de la televisión o del internet, traer una noticia del día. Venga preparado para compartir en clase.
• Entregar resumen de noticia y lista de vocabulario

WEEK II: Tecnología
• El uso de la tecnología en la vida diaria, en la escuela, y en las presentaciones (consejos para mejor emplear audio, imágenes, PowerPoint)
• "Mister Oratoria" (10 errores) (internet)
• Reportajes sobre tecnología por internet (YouTube)
• Noticiero 301: De su periódico local, la televisión o internet, traer una noticia del mundo deportivo. Venga preparado para compartir en clase.
• Entregar resumen de noticia y lista de vocabulario
• Control de vocabulario

WEEK III: Discriminación
• Cómo organizar una presentación formal
• "Las ayudas audiovisuales" (Internet)
• La "presentación de póster"
• Reportajes sobre discriminación por internet (YouTube)
• Noticiero 301: De su periódico local, la televisión o internet, traer una noticia sobre discriminación. Venga preparado para compartir en clase.
• Entregar resumen de noticia y lista de vocabulario
• Control de vocabulario

WEEK IV: Cine
• La importancia de la práctica para la destreza oral
• La comunicación no verbal: el lenguaje corporal
• "Cómo hablar bien en público" (internet)
• Reseñas de cine (enlaces por internet)
• Noticiero 301: De su periódico local, la televisión o internet, traer una reseña de una película recientemente estrenada. Venga preparado para compartir en clase.
• Presentación informal en clase: una reseña de su película favorita, 5 minutos, sin uso de materiales visuales.
• Entregar resumen de su reseña y lista de vocabulario
• Control de vocabulario
WEEK V: Presentación en parejas (Cine)
- Presentaciones de cine en grupos de dos. Las presentaciones deben apoyarse a los lineamientos de tiempo -10 minutos máximo-, lenguaje y temario: presentar al cineasta, a los actores, tipo de cine, contexto histórico de la película y/o la acción, interpretación de la película (mensaje —social, político, personal, etc.). Esta presentación requiere un póster.
- Las presentaciones serán durante las horas de clase.

WEEK VI: Política internacional
- Algunos recursos retóricos eficaces
- Lectura: "Mis queridos descamisados" (Eva Perón; internet)
- Lectura: "La soledad de América Latina (G. García Márquez; internet)
- Lectura: Discurso de José Mújica ante la ONU (internet)
- Noticiero 301: De su periódico local, la televisión o internet, traer una noticia de política. Venga preparado para compartir en clase.
- Entregar lista de vocabulario
- Control de vocabulario

WEEK VII: Política nacional (temas hispanos)
- Los hispanos en EE.UU.
- La inmigración en EE.UU.
- Noticiero 301: De su periódico local, la televisión o internet, traer una noticia sobre inmigración o el hispano en EE.UU. Venga preparado para compartir en clase.
- Entregar lista de vocabulario
- Control de vocabulario

WEEK VIII: Política nacional (tema abierto)
- ¿La legalización de la marihuana?
- ¿El derecho a seguro médico?
- ¿Acción afirmativa?
- Noticiero 301: De su periódico local, la televisión o internet, traer una noticia sobre política general en EE.UU. Venga preparado para compartir en clase.
- Entregar lista de vocabulario
- Control de vocabulario

WEEK IX: Presentación individual (Política)
- Las presentaciones serán durante las horas de clase.

WEEK X: Educación
- La vida universitaria
- El currículo de la escuela secundaria y la universidad
- La enseñanza del español
- Noticiero 301: De su periódico local, la televisión o internet, traer una noticia sobre educación. Venga preparado para compartir en clase.
- Entregar lista de vocabulario
- Control de vocabulario

WEEK XI: Salud
- La salud: ¿cuestión personal o del estado?
- Dietas, ejercicio, y el cuidado personal
- Noticiero 301: De su periódico local, la televisión o internet, traer una noticia sobre salud. Venga preparado para compartir en clase.
- Entregar lista de vocabulario
• Control de vocabulario

WEEK XII: Música y chismes de farándula
• ¿Qué pasa con las celebridades hoy en día?
• "Una canción en español": presentación informal en clase. Las presentaciones deben apegarse a los lineamientos de tiempo -4 minutos máximo-, lenguaje y temario: presentar al cantante/grupo, tipo de música, contexto musical, interpretación de la letra y/o mensaje -social, político, personal, etc. La canción debe escucharse como fondo durante la presentación.
• Noticiero 301: De su periódico local, la televisión o internet, traer una noticia sobre música o farándula. Venga preparado para compartir en clase.
• Entregar lista de vocabulario
• Control de vocabulario

WEEK XIII: Deportes
• Entregar esquema/PowerPoint de la presentación final.
• Sus deportes y equipos favoritos
• El lugar del deporte en las universidades estadounidenses y latinoamericanas
• El lugar del deporte en la cultura general
• Noticiero 301: De su periódico local, la televisión o internet, traer una noticia sobre deporte. Venga preparado para compartir en clase.
• Entregar lista de vocabulario
• Control de vocabulario

WEEK XIV: El futuro y presentación final
• Sus metas personales y profesionales
• Traer su curriculum ("resume") a clase
• Entrevistas de trabajo
• Noticiero 301: De su periódico local, la televisión o internet, traer una noticia sobre el año 2015. Venga preparado para compartir en clase.
• Último control de vocabulario
• Empezar presentaciones finales: tema por definirse.

WEEK XV y de exámenes
• Completar presentaciones finales. Para la fecha exacta del horario del examen final, consultar el calendario oficial de la universidad: http://registrar.tamu.edu/Courses,-Registration,-Scheduling/Final-Examination-Schedules