New Core Component Proposal

Date Submitted: 02/22/18 5:49 pm

Viewing: BUSN 403-W : Personal Competency Assessment

Last edit: 02/22/18 5:49 pm
Changes proposed by: michellediaz

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancy Simpson</td>
<td><a href="mailto:n-simpson@tamu.edu">n-simpson@tamu.edu</a></td>
<td>979-845-4140</td>
</tr>
</tbody>
</table>

Course Prefix: BUSN  
Academic Level: UG  
Complete Course Title: Personal Competency Assessment  
Abbreviated Course Title: PERS COMPETENCY ASSESSMT

Crosslisted With
Semester Credit: 3  
Hour(s):
Proposal for:  
Writing Designation

Number of Sections per Academic Year: 8  
Enrollment per Section (Avg.): 24

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

Writing Designation

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 writing.

While some instructors do ask teaching assistants to help with formative feedback, no teaching assistants are responsible for final (summative) evaluation of student work. The instructor of record for each section evaluates and assigns 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 W component.

List all graded writing assignments along with the approximate word count 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 assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>three (3) learning experience reflections</td>
<td>900</td>
<td>12.5</td>
<td>No</td>
</tr>
<tr>
<td>three (3) description and self-assessment of mindset</td>
<td>450</td>
<td>6</td>
<td>No</td>
</tr>
<tr>
<td>seven (7) definition, artifact description and competency assessment</td>
<td>1050</td>
<td>14.7</td>
<td>No</td>
</tr>
<tr>
<td>personal brand</td>
<td>50</td>
<td>1</td>
<td>No</td>
</tr>
<tr>
<td>philosophy statement</td>
<td>150</td>
<td>2</td>
<td>No</td>
</tr>
<tr>
<td>Writing assignment</td>
<td>Word count</td>
<td>% of final grade</td>
<td>Collaborative?</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>------------</td>
<td>------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>professional development plan</td>
<td>200</td>
<td>2.8</td>
<td>No</td>
</tr>
<tr>
<td>website welcome page</td>
<td>50</td>
<td>1</td>
<td>No</td>
</tr>
</tbody>
</table>

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

2850

Add the percentage of final grade based on writing and put the total percentage here.

40

Explain how collaboration is monitored to ensure equal participation.

None of the assignments are collaborative, therefore this is not at issue.

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

They initially receive feedback from the instructor about first drafts. Instructors ask students to define and expand on concepts or ideas and to further develop ideas by connecting to related concepts in their coursework and experiences. Instructors also give feedback on the structure and grammar. After the first few assignments, instructors facilitate in-class peer feedback. Students then turn in their drafts along with the peer feedback; instructors reinforce the effectiveness of the peer feedback and add further questions for them to consider. At the midway point of the semester, instructors inform students of the main areas of strength and opportunities for growth in their writing.

Describe how you provide writing instruction.

Writing instruction occurs through periodic in-class analysis of writing, either of student writing or published works of successful business authors. Instructors help students identify what works in the writing and why, and then helps them think about how to apply these observations to their own writing.

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

Attach Course Syllabus: BUSN403syllabus_Spring2018.docx

Reviewer Comments: Donna Pantel (dpantel) (04/03/18 3:24 pm): This course is a recertification and has been approved from 1/1/2018 to 1/1/2022.
Instructor:       Bailey Urban
Office:          340CC Wehner
Phone:           979.862.1993
Email:           burban@mays.tamu.edu
Office Hours:    TR from 1:30-3:30pm, or by appointment
Course Support:  Patrick Williams, Cami Rhome, and Sarah Hooper in Wehner 238

Course Materials:
Required: Brown, Brene. (2012). *Daring Greatly*
Suggested: Abell, Alicia. (2003). *Business Grammar, Style & Usage* (Copy also available to rent at WCL front desk.)
All other materials for this course will be posted on http://ecampus.tamu.edu.

Catalog Description:
Self-assessment of development of core business competencies including communication, problem-solving, management and leadership, ethical decision making, teamwork; compilation and evaluation of evidence of competencies; preparation of competency portfolio; creation of professional development plan. Prerequisite: junior or senior classification or approval of instructor.

Course Objectives and Learning Outcomes:
To make meaningful change in the world, each student can live and learn as a transformational leader - this means you inspire and influence others toward a common vision, you courageously challenge the status quo to create sustainable value and positive social impact, and you foster development of yourself and others through reflective learning. Mays has created a framework to help you become a Mays Transformational Leader. This framework builds on the Aggie core values and integrates mindsets (the way you think), business acumen (the knowledge you gain through study and experience), and competencies (the practical skills you need in business and life).

Mays Business School has committed to helping you develop these three areas. The Mays Transformational Leader Portfolio is our way of doing just that, and it is your chance to shape and tell your story. When you commit yourself to this holistic development, you prepare to effectively influence yourself, others, and organizations through reflective, lifelong learning.
Current research on leadership indicates that self-awareness is a key competency for leaders. As aspiring business leaders, you need to know who you are, what you value, and how you are prepared to contribute productively to an organization, business, or nonprofit enterprise. This course is designed to help you develop this knowledge. You will learn to self-assess and plan for continued learning and business competency and mindset development. You will develop your ability to integrate business knowledge and skills gained from your courses, internships and other experiences. You will develop your ability to effectively communicate in writing. You will create an MTL Portfolio that describes and documents your strengths, values, knowledge, skills, and abilities.

The finished Mays Transformational Leader Portfolio is comprised of 12 written deliverables: 3 reflections, 3 descriptions and self-assessments of mindsets, 3 descriptions and self-assessments of competencies, 3 additional pieces that define and guide your development (a personal brand, a philosophy statement, and a professional development plan), and an easily navigable website that is a representation of who you are.

Someone who knows you well and reads your portfolio should be able to look at it and say, “That’s (your name here).”

**Evaluation (grades):**

<table>
<thead>
<tr>
<th>Component</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mays Transformational Leader Portfolio</td>
<td>40%</td>
</tr>
<tr>
<td>Present</td>
<td>20%</td>
</tr>
<tr>
<td>Participating</td>
<td>20%</td>
</tr>
<tr>
<td>Prepared</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Mays Transformational Leader Portfolio**

You will have several opportunities to turn in pieces of your portfolio for feedback prior to final submission. However, here are general descriptions for your portfolio grade:

- **A:** all elements are included and are of high quality
- **B:** all elements are included but are not of consistently high quality
- **C:** some elements are missing; or all elements are included and are of average quality
- **D:** some elements are missing and some of those that are included are of poor quality
- **F:** many elements are missing, and those that are included are of poor quality

**Present** is simple -- it’s you showing up for the whole class period and being on time.

**Participating** includes thoughtful engagement through contribution and active listening during class, and constructive feedback to your peers on peer review days.

**Prepared** includes preparation for each class period by reading/watching assigned materials, completing quizzes and drafts of written work, bringing 2 paper copies to class, as well as any other pre-work.

To pass this course, you must pass the W component.
Writing Resources
Writing is not defined simply by surface features such as grammar, mechanics, format, and usage, but also the quality of the argument and critical thought (higher-order thinking skills such as analysis, synthesis, and evaluation), organization, and suitability of the writing to an audience. We will read and discuss a few articles on the importance of effective communication in your personal and professional life.

I encourage you to visit and utilize the resources of Mays Communication Lab (Wehner 339), which can help you clarify your thinking and refine your approach to any communication piece. Business Communication Consultants provide constructive personal feedback for targeted improvement in all areas of oral and written communication. To schedule an appointment, visit www.mays.tamu.edu/communication-lab.

Another resource is the Texas A&M University Writing Center (UWC). To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at http://uwc.tamu.edu or stop by in person. The UWC website provides many useful writing resources.

Discussion of grades: Because of privacy issues, I cannot discuss grades by phone or email. Please make an appointment to see me in my office if you wish to discuss grades.

Academic Integrity: It is our confident expectation that our class will function as a learning community—a group of people working together to learn and to support each other in that learning. As a learning community, I must be able to trust one another, and for this reason I place a high value on scholastic honesty. Scholastic honesty means, in essence, that everything that you claim as your own work, is your own work. To copy another person’s work and claim it as your own, is a violation of trust and a violation of the Aggie Honor Code: An Aggie does not lie, cheat or steal or tolerate those who do. Your signature on every piece of work that you turn in to me is your pledge that it is your own work. Please refer to www.tamu.edu/aggiehonor for additional information about the Aggie Honor Code.

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.
Course Schedule
I will make changes to this schedule, if needed, as the course progresses.

<table>
<thead>
<tr>
<th>Date</th>
<th>In Class</th>
<th>Homework [always due by 5pm 1 day before class, so due on 5pm on Mondays/Wednesdays]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday Jan 16</td>
<td>Who are we?</td>
<td>Purchase book <em>Daring Greatly</em>. (First reading QUIZ due on Monday, January 22 at 5pm)</td>
</tr>
<tr>
<td></td>
<td>Why are we here?</td>
<td>Brainstorm &amp; submit on eCampus by 5pm Wednesday:</td>
</tr>
<tr>
<td></td>
<td><em>[What is a Mays Transformational Leader portfolio?]</em></td>
<td>8 - 10 key learning experiences</td>
</tr>
<tr>
<td></td>
<td>Participation Agreement</td>
<td>Email picture to me</td>
</tr>
<tr>
<td></td>
<td>Why does this course matter to you?</td>
<td>Read articles/watch videos on Reflection and Self-Awareness.</td>
</tr>
<tr>
<td></td>
<td>Grammar Diagnostic Pre-Test</td>
<td>One on one meeting with Bailey</td>
</tr>
<tr>
<td>Thursday Jan 18</td>
<td>Why Reflect?</td>
<td>Narrow to 4 (+) experiences; begin writing about these experiences, using reflection questions as guide.</td>
</tr>
<tr>
<td></td>
<td><em>[What is a Mays Transformational Leader?]</em></td>
<td>Start Feedback [Link on eCampus].</td>
</tr>
<tr>
<td></td>
<td>What is a mindset? A competency?</td>
<td>Complete &amp; submit on eCampus by 5pm:</td>
</tr>
<tr>
<td></td>
<td>Present Learning Experiences (groups)</td>
<td>(1) <em>StrengthsFinder 2.0</em> top 5 strengths and (2) <em>Jungian Typology</em> (MBTI).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Print your Strengths Insight Report that is customized to you <em>(not your Signature Theme Report)</em> and highlight a sentence or two that encapsulates what that talent theme looks like for you. Bring to class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read introduction and chapter 1, <em>Daring Greatly</em>, and complete reading quiz 1 on eCampus by 5pm Monday.</td>
</tr>
<tr>
<td>Tuesday Jan 23</td>
<td>Guest Speaker: Mr. Patrick Williams, Assistant Director of Undergraduate Advising Office</td>
<td>Complete first draft of your Learning Experience Reflections 1 &amp; 2—bring two paper copies to class.</td>
</tr>
<tr>
<td></td>
<td>What is the value of understanding my own and others’ personalities?</td>
<td>Listen to at least 1 Strengths Podcast for your 5 Talent Themes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read ch 2 - Myth 1 and STOP before Myth 2, <em>Daring Greatly</em> and complete reading quiz and submit 360 Feedback results on eCampus by 5pm Wednesday.</td>
</tr>
<tr>
<td>Date</td>
<td>In Class</td>
<td>Homework [always due by 5pm 1 day before class, so due on 5pm on Mondays/Wednesdays]</td>
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<td>---------------</td>
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</tr>
<tr>
<td>Thursday Jan 25</td>
<td>Peer Review: Reflections 1 and 2&lt;br&gt;Personal Brand: Who are you?&lt;br&gt;360 Feedback Debrief</td>
<td>Write first draft of your Personal Brand and bring two paper copies to class.&lt;br&gt;Read rest of ch 2 starting with Myth 2, <em>Daring Greatly</em> and complete reading quiz on eCampus by 5pm.</td>
</tr>
<tr>
<td>Tues Jan 30</td>
<td>Is effective writing something you’re born with or a skill you cultivate?&lt;br&gt;Peer Review: Personal Brand</td>
<td>Read ch 3 until page 83, <em>Daring Greatly</em> and complete reading quiz on eCampus by 5pm.&lt;br&gt;Complete first draft of your Learning Experience Reflections 3 &amp; 4—bring two paper copies to class.</td>
</tr>
<tr>
<td>Thursday Feb 1</td>
<td>Peer review: Reflections 3 &amp; 4 <em>Advisors Visiting</em></td>
<td>Complete reading of the rest of ch 3, on eCampus by 5pm.&lt;br&gt;Read articles/watch videos for Communicate &amp; Work with Others Competencies.</td>
</tr>
<tr>
<td>Tuesday Feb 6</td>
<td>What does a bad listener look like?&lt;br&gt;What characterizes an effective business team?&lt;br&gt;List possible artifacts for Communicate and Work with Others</td>
<td>Complete reading of Ch 4 UNTIL “The Shield: Perfectionism” on eCampus by 5pm.&lt;br&gt;Prepare resume and a job you’re interested in (or plan to have) for cover letter activity.</td>
</tr>
<tr>
<td>Thursday Feb 8</td>
<td>How can I be a more effective professional communicator?&lt;br&gt;Guest Speaker: Jeana Guillory, Communication Lab Director</td>
<td>Complete first draft of definition, criteria and artifact description/evaluation for (1) Communicate and (2) Work with Others and bring two paper copies of each competency to class.&lt;br&gt;Set up Wix account, email link, and post 5 items by 5:00pm.&lt;br&gt;Complete reading of rest of ch 4 starting with The Shield: Perfectionism, on eCampus by 5pm.</td>
</tr>
<tr>
<td>Sun Feb 11</td>
<td>Dinner at Bailey’s, 7pm (tentative)</td>
<td></td>
</tr>
<tr>
<td>Tuesday Feb 13</td>
<td>MTL Portfolio &amp; Wix account&lt;br&gt;Peer Review: Competency Pages</td>
<td>Continue revising Reflections and Competency pages and complete reading on ch 5, on eCampus by 5pm.</td>
</tr>
<tr>
<td>Thursday Feb 15</td>
<td>What does it take to create/find opportunities in business?&lt;br&gt;<em>mindset: entrepreneurial</em></td>
<td>Complete reading quiz on ch 6 by 5pm.&lt;br&gt;Read articles and/or watch videos for Create competency and entrepreneurial mindset</td>
</tr>
</tbody>
</table>

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*Note: Dates for homework and readings are subject to change.*

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*ATM* | *MAYS BUSINESS SCHOOL*
---|---
"TEXAS A&M UNIVERSITY"
<table>
<thead>
<tr>
<th>Date</th>
<th>In Class</th>
<th>Homework [always due by 5pm 1 day before class, so due on 5pm on Mondays/Wednesdays]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuesday</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb 20</td>
<td>Is it possible we're all creatives?</td>
<td>Read ch 7, <em>Daring Greatly</em> and complete reading on eCampus by 5pm.</td>
</tr>
<tr>
<td></td>
<td>Am I an intrapreneur?</td>
<td>Write your reflection on <em>Daring Greatly</em> and bring two paper copies to class.</td>
</tr>
<tr>
<td></td>
<td>List potential artifacts for Create</td>
<td>Read articles/watch videos for inclusive mindset.</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb 22</td>
<td>Daring Greatly Debrief</td>
<td>Complete first draft of definition, criteria and artifact description/evaluation for creating opportunities and bring a paper copy to class.</td>
</tr>
<tr>
<td></td>
<td><strong>mindset: inclusive</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb 27</td>
<td>Peer review :Competency, Reflections, and Book Review pages <em>Advisors Visiting</em></td>
<td>Work on portfolio based on feedback from peers/instructors.</td>
</tr>
<tr>
<td></td>
<td><strong>mindset: social impact</strong></td>
<td>Read article/watch videos on Design Thinking and Social Impact.</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 1</td>
<td>What is Design Thinking? How can I use it as a problem solving strategy for social impact?</td>
<td>Read articles/watch videos for Problem Solving Competency.</td>
</tr>
<tr>
<td></td>
<td><strong>mindset: social impact</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td>*In-class workshop *Advisors Visiting *Mid-Term Evaluation</td>
<td>Work on portfolio based on feedback from peers/instructors.</td>
</tr>
<tr>
<td>Mar 6</td>
<td></td>
<td></td>
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<tr>
<td><strong>Thursday</strong></td>
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<td></td>
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<tr>
<td>Mar 8</td>
<td>Guest Speaker: <a href="http://example.com">Professor Mike Alexander</a> Director of Professional MBA Program</td>
<td>Read articles and/or watch videos for Act Ethically and ethical mindset.</td>
</tr>
<tr>
<td></td>
<td><strong>mindset: analytical</strong></td>
<td></td>
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<tr>
<td></td>
<td>List possible artifacts for Problem Solving</td>
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<tr>
<td>SPRING BREAK</td>
<td></td>
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<tr>
<td>March 12-16</td>
<td></td>
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<tr>
<td><strong>Tuesday</strong></td>
<td></td>
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<tr>
<td>Mar 20</td>
<td>What characterizes an ethical business person?</td>
<td>Read articles and/or watch videos for Lead and Manage competencies.</td>
</tr>
<tr>
<td></td>
<td><strong>mindset: ethical</strong></td>
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<tr>
<td></td>
<td>List potential artifacts for Act Ethically</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>In Class</td>
<td>Homework [always due by 5pm 1 day before class, so due on 5pm on Mondays/Wednesdays]</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Thursday Mar 22</td>
<td>Is there a difference between leadership and management?</td>
<td>Read articles and/or watch videos for Lead and Manage competencies.</td>
</tr>
<tr>
<td></td>
<td>List possible artifacts for Lead and Manage competencies</td>
<td></td>
</tr>
<tr>
<td>Tuesday Mar 27</td>
<td>Guest Speaker: <a href="#">Lieutenant General John Van Alstyne</a></td>
<td>Complete first draft of definition, criteria and artifact description/evaluation for (1) Leading, (2) Managing, and (3) Act Ethically and bring a paper copy to class.</td>
</tr>
<tr>
<td></td>
<td>What are the different leadership styles? What is situational leadership?</td>
<td></td>
</tr>
<tr>
<td>Thursday Mar 29</td>
<td>Peer review of Mindset and Competency pages</td>
<td>Work on MTL Portfolio.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Choose ONE mindset: social impact, global, systems thinking, or ethical and write first draft of the definition and criteria and bring one paper copy to class.</td>
</tr>
<tr>
<td>Tuesday April 3</td>
<td>*In-class workshop <a href="#">Advisors Visiting</a></td>
<td>Read articles/watch videos on values.</td>
</tr>
<tr>
<td>Thursday April 5</td>
<td>Why/how do businesses create values statements?</td>
<td>Read articles/watch videos on philosophy.</td>
</tr>
<tr>
<td></td>
<td>What are my core values?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is your guiding framework for why you do whatever it is you do?</td>
<td></td>
</tr>
<tr>
<td>Tuesday April 10</td>
<td>Philosophy statement</td>
<td>Write philosophy statement and bring one paper copy to class.</td>
</tr>
<tr>
<td></td>
<td>Portfolio Elements Checklist</td>
<td>Complete “10 year plan” (yourtenyearplan.com).</td>
</tr>
<tr>
<td>Thursday April 12</td>
<td>Peer review: philosophy statement</td>
<td>Write first draft of professional development plan and bring one paper copy to class.</td>
</tr>
<tr>
<td></td>
<td>Professional development plan</td>
<td>Work on MTL Portfolio.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read articles/watch videos on goals and dreams.</td>
</tr>
<tr>
<td>Tuesday April 17</td>
<td>Peer review: Professional Development Plan</td>
<td>Final MTL Portfolios due April 24.</td>
</tr>
<tr>
<td></td>
<td>Mays Transformational Leader Quiz / Discussion</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>In Class</td>
<td>Homework [always due by 5pm 1 day before class, so due on 5pm on Mondays/Wednesdays]</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
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<tr>
<td>Thursday April 19</td>
<td>*In-class workshop</td>
<td>Make revisions to portfolio.</td>
</tr>
<tr>
<td></td>
<td>Grammar Diagnostic Post-Test</td>
<td>Work on portfolio – get as close to complete as you can (you will be glad you did later).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sign up for oral exam time.</td>
</tr>
<tr>
<td>Tuesday April 24</td>
<td>MTL Portfolio (Class Only)</td>
<td>Make revisions to portfolio based on peer feedback.</td>
</tr>
<tr>
<td></td>
<td>Showcase</td>
<td></td>
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<tr>
<td></td>
<td>@ Comm Lab Media Space</td>
<td></td>
</tr>
<tr>
<td></td>
<td>final portfolios due</td>
<td></td>
</tr>
<tr>
<td>Thursday April 26</td>
<td>Final Exam – Oral</td>
<td>Memo of submittal</td>
</tr>
<tr>
<td>and Friday April 27</td>
<td>Class Wrap Up</td>
<td></td>
</tr>
<tr>
<td>Sunday April 29</td>
<td>Dinner at Bailey’s, 7pm</td>
<td></td>
</tr>
<tr>
<td>Tuesday May 1</td>
<td>REDEFINED DAY (Friday classes).</td>
<td>Finalize portfolio.</td>
</tr>
<tr>
<td>Wed May 2</td>
<td>***MTL Portfolio Showcase @ Master’s Student Lounge (Wehner 284) – Location Subject to Change</td>
<td>Memo of submittal with portfolio link due by 4pm on 5/2.</td>
</tr>
<tr>
<td></td>
<td>4pm-6:30pm</td>
<td></td>
</tr>
</tbody>
</table>
**New Core Component Proposal**

Date Submitted: 02/27/18 8:25 pm

**Viewing:** HLTH 482-W: Grant Writing in Health

Last edit: 02/27/18 8:25 pm

Changes proposed by: hnicksic

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hildi Nicksic</td>
<td><a href="mailto:hnicksic@tamu.edu">hnicksic@tamu.edu</a></td>
<td>979-458-1246</td>
</tr>
</tbody>
</table>

Course Prefix: HLTH  
Course Number: 482

Academic Level: UG

Complete Course Title: Grant Writing in Health

Abbreviated Course Title: GRANT WRITING IN HLTH

Crosslisted With

Semester Credit: 1

Proposal for: Writing Designation

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**Writing Designation**

Number of Sections per Academic Year: 28  
Enrollment per Section (Avg.): 20

Are the graded writing assignments 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 writing.

N/A

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

To receive W credit for this course, you must pass the W component.

List all graded writing assignments along with the approximate word count 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 assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significance (parts 1-3)</td>
<td>925</td>
<td>70</td>
<td>No</td>
</tr>
<tr>
<td>Final proposal (parts 1-7)</td>
<td>2005</td>
<td>70</td>
<td>No</td>
</tr>
</tbody>
</table>

Add word count of each graded writing assignment and put total word count here. 2005

Add the percentage of final grade based on writing and put the total percentage here. 95
Addional Comments

This is a percentage-based course. The significance and the final proposal combine to 70% of the course grade. The non-proposal writing assignments, including a determinants chart and a review of a discovered grant opportunity, are worth 10%. Writing engagement points come from submitting drafts throughout the semester as required, self-reflection upon the two major submissions (what was your writing process? what did you learn? how did you apply feedback? etc.), and getting and giving peer reviews. This piece is worth 15%. The final 5% comes from the pitch presentation at the end of the semester.

<table>
<thead>
<tr>
<th>Additional Comments</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

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

Attach Course Syllabus
HLTH 482 Syllabus.pdf

Reviewer Comments
Donna Pantel (dpantel) (04/03/18 3:37 pm): This course is a recertification and has been approved from 9/1/2018 to 9/1/2022.
HLTH 482 Grant Writing
Spring 2018
Section 901 – Friday 10:20a-11:10a; BLOC 306
Section 903 – Friday 11:30a-12:20p; BLOC 306
Section 907 – Friday 12:40p-1:30p; BLOC 306

Instructor Information
Hildi Nicksic, PhD
Blocker 320
hnicksic@tamu.edu (Note: In subject line, include course and section number.)
979-458-1246
Office Hours: Tuesdays 11:30a-2:00p and by appointment

Course Description
HLTH 482 Grant Writing is a 1-credit writing intensive course focused on grant writing in the field of health education, health promotion, health care, and public health. Students are introduced to the common components of grant applications. Students will write a grant proposal on a health-related topic using a recursive writing process.

Prerequisite: Admission to professional phase of program

Course Objectives
By the completion of this course, the student will...
1. ...be familiar with terminology common to grant writing.
2. ...identify and locate appropriate sources of grant funding.
3. ...write an effective mission statement.
4. ...differentiate between an agency mission statement and a program mission statement.
5. ...create a mock grant proposal, to include required sections.

This course is designed to strengthen students' writing ability and to increase confidence in writing, both in general and specific to a grant application.

Textbooks

Additional supplemental reading assignments may be provided throughout the semester.
**Course Information, Policies, and Expectations**

**Grading and Evaluation**
For a passing grade, and to earn the graduation-necessary W credit, students must earn at least 70% in this writing course and complete all activities. Failure to complete an activity or earning below a 70% in the course will result in a failing grade.

**Grading categories:**
- Significance and Final: 70%
- Non-proposal assignments: 10%
- Writing engagement: 15%
- Pitch: 5%
- Total: 100%

**Significance section:** This section is the foundation for the grant proposal, encompassing an overview of the problem, a literature review, and a community assessment.

**Final proposal:** The final proposal will include the revised significance section, plus four other sections: information about the applicant agency, personnel, program and activities, participants, and budget.

**Non-proposal assignments:** Throughout the semester, assignments that will not be part of the final grant proposal will be required. These may include a list of researched determinants of the health problem, a description of an applicable funding opportunity, and a review of pitch presentations.

**Writing engagement:** Writing engagement includes such things as participation in peer editing, self-grading of writing pieces, self-reflection on the writing process and individual progress, and demonstration of revision. Visitation of the writing center for an individual consultation is extra credit for this category.

**Pitch:** At the end of the semester, teams of about four students will present a short, persuasive “pitch” of their proposed project to the Peer Review Committee (aka the rest of the class).

**Writing Expectations and Resources**
This is a writing-intensive class, designed to allow students to practice writing skills in a way that will be useful as they enter the workforce. All course assignments must be written in a thoughtful, professional manner with appropriate grammar, punctuation, spelling, style, tone, and format. Students should be prepared to revise and edit multiple drafts before submitting assignments! Similarly, students should expect to provide and receive constructive criticism of writing in review sessions.

Writing is a process! For each step of this process, many resources exist to aid in the creation of a successful final product. **Assistance is available to TAMU students through the TAMU Writing Center.** The University Writing Center (UWC), located in 214 Evans Library and 205 West Campus Library. Help is available with brainstorming, researching, drafting, documenting, revising, and more; no concern is too large or too small. UWC consultants will also help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 979-458-1455, visit the web page at writingcenter.tamu.edu, or stop by in person.

Citing with American Psychological Association (APA) style is required in this course, as it is the standard citation format in the field of health and social sciences. Significant weight will be placed on correct format, so students must become familiar with this style of citation. The required APA Manual includes rules and examples. The Online Writing Lab at Purdue University also offers a useful reference page on correct use of APA style, and students should consider bookmarking this site ([https://owl.english.purdue.edu/owl/resource/560/01](https://owl.english.purdue.edu/owl/resource/560/01)).
Class Attendance and Participation
Attendance is the first aspect of course success and enables each student to receive optimal benefit. Given the nature of this course and the peer support required, **attendance is mandatory** and participation in class discussion and peer review is expected. For each unexcused absence, 3% per missed class will be deducted from the final earned grade. Written documentation will be required for any excused absence, as defined in Rule 7 of the Texas A&M University Student Rules.

Communication
Effective communication is essential to the learning process. Particularly when tackling a new form of writing, asking for clarification and checking understanding is critical! Questions during class are highly encouraged, as other students may share the same lack of understanding and answers can be presented to the class as a whole. As needed, please contact Dr. Nicksic with questions or concerns so that any issues may be resolved in a timely manner. General course communications will be sent through eCampus; ensure you are regularly checking the website and your corresponding email account. **When emailing Dr. Nicksic, include course number and section in the subject line, begin with an appropriate greeting, and conclude with your full name.** Even writing emails is a chance to practice your writing skills – in this case for professional communications.

eCampus (Blackboard)
The eCampus platform will be used share course information and materials, and as an online gradebook. Students must use eCampus to access all assignment instructions, relevant resources, course announcements, copies of class presentations, and supplemental readings. In addition, students can communicate with classmates and instructors through the email function. Students should also regularly review individual course progress and grades, and ensure he/she is up to date with all course information.

Assignments
Activities throughout this course are designed to prepare each student to complete the final submission, the grant application. Unless specifically noted, **ALL ASSIGNMENTS ARE INDIVIDUAL EFFORTS.** All assignments must be submitted prior to the beginning of class on their due date if an electronic submission and at the beginning of class if a hard copy submission. Specific requirements for completion and submission will be given with each assignment.

All APA-formatted assignments must include an appropriate cover page, running head, and title (see pages 41-42 in APA manual). On the first page of all non-APA formatted assignments, students must include full name(s), due date, and course and section number in the top, right-hand corner and the assignment title as a heading.

All assignments must be turned in on the due date at the beginning of class to receive credit. If a student has a university-approved excused absence on the due date, assignments may be submitted early with instructor permission. No assignments will be accepted past their due date without a documented excuse. **Read assignment directions carefully! Following directions is essential, not only as a general academic practice, but particularly to grant writing.** Proposals that fail to meet submission requirements will not be considered for funding!

In-Class Technology
Given that this is a writing intensive class, it is expected that you will work on your writing during class, which requires a computer. If you have a laptop, bring it! If you do not own a laptop, you can check one out from either Evans Library or the annex. You will need your TAMU student ID card. The checkout period is four hours, which means you can pick up the computer before class and return it after class.
Americans with Disabilities Act (ADA)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

The Aggie Honor Code
All students are expected to abide by the Aggie Honor Code. Students should be aware of all Honor Council Rules and Procedures on the Aggie Honor System Office website at http://aggiehonor.tamu.edu.

“Aggies do not lie, cheat or steal, nor do they tolerate those who do.”

“The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty, integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting the understanding and loyalty to truth and confidence in each other.” (http://student-rules.tamu.edu/aggiecode)

Academic Integrity
Academic integrity is upholding the Aggie Honor Code and maintaining standards of honesty and integrity in all academic endeavors. All forms of academic misconduct, including cheating, misrepresenting class attendance, and plagiarism, violate the Aggie Honor Code and will not be tolerated. Plagiarism is a serious violation of academic integrity, and can be committed intentionally or unintentionally. According to the Aggie Honor System Office, plagiarism is "The appropriation of another person's ideas, processes, results, or words without giving appropriate credit." To avoid plagiarism, restate information in your own words and cite all sources. For more information on academic integrity and plagiarism, see http://library.tamu.edu/services/library_tutorials/academic_integrity/academic_integrity_3.html.

Professionalism
As a component of upholding a standard of academic integrity, students are expected to conduct themselves professionally during class and in communications with professors, teaching assistants, and peers. Extend to others the common courtesy of speaking in a respectful tone, using appropriate language, and treating others as you would want to be treated. This is particularly important in the critique of others’ work!

Professionalism also includes abiding by the “no cell phones in class” policy and being engaged in class. If a phone call or text about a family emergency is expected during class, please let Dr. Nicksic know in advance. Cell phones must be silenced or turned off and put away for the duration of the class session.
## Course Schedule*

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic* and Required Readings</th>
<th>Assignment(s) Due</th>
<th>Submission Method</th>
<th>Page Limits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Jan 19</td>
<td>Course Overview</td>
<td>Getting to Know You (DUE Jan. 17 by midnight)</td>
<td>Online to eCampus</td>
<td>n/a</td>
</tr>
<tr>
<td>2 Jan 26</td>
<td>Proposal Planning and Credible Information</td>
<td>Determinants assignment (may complete individually or with team)</td>
<td>Hard copy to class</td>
<td>n/a</td>
</tr>
<tr>
<td>3 Feb 2</td>
<td>Establishing Need and Writing Considerations</td>
<td>Introduction of Problem: Prevalence and Outcomes/Associations</td>
<td>Hard copy to class; online to eCampus</td>
<td>200-300 words (~1 page)</td>
</tr>
<tr>
<td>4 Feb 9</td>
<td>Assessing Community</td>
<td>Literature Review: Determinants with application to program need</td>
<td>Hard copy to class; online to eCampus</td>
<td>375-450 words (~1.5 pages)</td>
</tr>
<tr>
<td>5 Feb 16*</td>
<td>Justifying Agency and Personnel</td>
<td>Community Assessment: Demographics and current resources</td>
<td>Hard copy to class; online to eCampus</td>
<td>350-425 words (~1.5 pages)</td>
</tr>
<tr>
<td>6 Feb 23</td>
<td>Crafting a Mission; Goals, Objectives, and Aims</td>
<td>Significance (Introduction + Lit Review + Community Assessment)</td>
<td>Hard copy to class; online to eCampus</td>
<td>925-1175 words (~4 pages)</td>
</tr>
<tr>
<td>7 Mar 2</td>
<td>Program Implementation</td>
<td>**Applicant Agency and Personnel (with management flow chart)</td>
<td>Hard copy to class; online to eCampus</td>
<td>250-300 words (~1 page)</td>
</tr>
<tr>
<td>8 Mar 9</td>
<td>Participation and Recruitment</td>
<td>**Program Description and Implementation (with logic model)</td>
<td>Hard copy to class; online to eCampus</td>
<td>250-300 words (~1 page)</td>
</tr>
<tr>
<td>9 Mar 23</td>
<td>Writing the Budget Justification</td>
<td>Participants</td>
<td>Hard copy to class; online to eCampus</td>
<td>250-300 words (~1 page)</td>
</tr>
</tbody>
</table>

March 12-16: Spring Break

March 30: No Class
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading(s)</th>
<th>Submission Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Apr 6</td>
<td>Final Submission Review</td>
<td><em>n/a</em></td>
<td>Budget Justification (with budget table) Hard copy to class; online to eCampus 250-300 words (~1 page)</td>
</tr>
<tr>
<td>11 Apr 13</td>
<td>Understanding the Peer Review Process</td>
<td>“Understanding the Review Process”, chap 18 (pgs. 251-264)</td>
<td>Final Proposal (Overview + Revised Significance + Revised other sections) Hard copy to class; online to eCampus 2005-2475 words (~8 pages)</td>
</tr>
<tr>
<td>12 Apr 20</td>
<td>Locating Grant Opportunities</td>
<td></td>
<td>Online to eCampus n/a</td>
</tr>
<tr>
<td>13 Apr 27</td>
<td>Preparing the Pitch</td>
<td></td>
<td>Online to eCampus n/a</td>
</tr>
<tr>
<td>14 May 1</td>
<td>Pitches</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Pitches due Apr 29.**

*Email to Dr. Nicksic as .pptx or .ppt by midnight on 29th.*

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*a Available on eCampus

*b This schedule, including topics and required readings, is subject to change.

**Group submission – each must submit identical paper

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**A note about word limits:**

- When provided with a word count minimum and maximum in a grant, it is **critical** to stay within the required range. This is true for each individual section and the proposal it its entirety.
- If your piece is over the word maximum, you need to determine where you might have said the same thing in a different way, which is superfluous and can be removed, or where you can be more concise. (Did you say “as well as” when “and” would have worked?)
- Similarly, if your text is under the word minimum, it likely means you did not fully address the component and you need to add detail.
- In-text citations **do** count toward word limits.

**Things to think about in formal, professional writing:**

- Refrain from using the word “very”. Select, instead, a more specific word. For example, use ‘exhausted’ instead of ‘very tired’.
- Refrain from using contractions. For example, use ‘did not’ instead of ‘didn’t’.
- Refrain from using first person. Instead, use third-person language. Replace words like ‘we’ and ‘our’.
- Sentences must start with a letter (not a numeral).
New Core Component Proposal

Date Submitted: 02/22/18 4:40 pm

Viewing: **INTS 491-W : Research**

Last edit: 02/22/18 4:39 pm
Changes proposed by: mcerrato

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maddalena Cerrato</td>
<td><a href="mailto:mcerrato@tamu.edu">mcerrato@tamu.edu</a></td>
<td>979-845-2124</td>
</tr>
</tbody>
</table>

**Course Prefix** | INTS

**Academic Level** | UG

**Complete Course Title** | Research

**Abbreviated Course Title** | RESEARCH

**Crosslisted With**

**Semester Credit** | 0-3

**Hour(s)**

**Proposal for:**

Writing Designation

<table>
<thead>
<tr>
<th>Number of Sections per Academic Year</th>
<th>Enrollment per Section (Avg.)</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>1</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 writing.

No; all writing evaluated by individual faculty member who is working with the student.

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 W component.

List all graded writing assignments along with the approximate word count 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 assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Paper Proposal</td>
<td>750</td>
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<td>No</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>600</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Outline</td>
<td>500</td>
<td>5</td>
<td>No</td>
</tr>
<tr>
<td>First Draft</td>
<td>3750</td>
<td>0</td>
<td>No</td>
</tr>
<tr>
<td>Final Paper</td>
<td>6000</td>
<td>80</td>
<td>No</td>
</tr>
</tbody>
</table>
Add word count of each graded writing assignment and put total word count here. 11600

Add the percentage of final grade based on writing and put the total percentage here. 100

Explain how collaboration is monitored to ensure equal participation. None.

Describe the formative feedback provided on student writing, especially on major assignments. Professor provides feedback (oral and esp. written) on each step of the paper in progress (proposal; annotated bibliography; draft(s)). Feedback focuses on presentation, style, organization, and rhetorical strategies, as well as scholarship, content and sources.

Describe how you provide writing instruction. Students use the following as primary texts: "MLA Handbook for Writers of Research Papers" (7th edition, 2009); and "How to Write a BA Thesis: A Practical Guide from Your First Ideas to Your Finished Paper" (2005). Research articles germane to student’s research field used for modeling. Materials discussed for both content and writing style.

General writing instructions provided both at the beginning of the semester and at every step of the research.

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

Attach Course Syllabus: WI-certification-INTS 491 syllabus.pdf

Reviewer Comments: Donna Pantel (dpantel) (04/03/18 3:45 pm): This course is a certification and has been approved from 1/1/2018 to 1/1/2022.
INTS 491: Research [Senior Thesis]

Instructor: Various faculty in and associated with International Studies.

Course description
Research conducted under the direction of faculty member in international studies. To pass this course students must pass the W component.

Prerequisites
INTS 201; completed international experience, senior classification, and approval of instructor.

Course materials


Grading
Research paper proposal 5%
Annotated bibliography 10%
Outline 5%
First draft -- feedback
Final paper 80%

*See “INTS 491 Guidelines for Students and Instructors” (attached) for details on formatting, sources, and grading.

Schedule
Prior to the start of the semester, instructor and student will establish a schedule for regular communications (usually bi-weekly, in-person and/or virtually) to be followed during the semester and a schedule of deadlines for submission of individual components of research paper.

Suggested schedule:

  Week 2: Research paper proposal: 2-3 pages, typed, summarizing research project.
  Week 5: Annotated bibliography of at least 10 substantive (not internet-based) sources; at least 2 of the entries must be from a foreign-language source. Entry provides summary of text and statement about how text figures into student’s research. The annotation (at least one substantial paragraph per source) must show that student is familiar with the text.
  Week 7: Outline of research paper.
  Week 10: 10-15 page draft of work-in-progress that articulates focus and central argument of paper (although that argument may not yet be conclusive). Draft should be coherent, reasonably well-edited, and thus amount to more than just a collection of notes. The draft may not yet have a conclusion.
  Week 14: Final research paper due (20-25 pages).

Academic Integrity
“An Aggie does not lie, cheat, or steal, or tolerate those who do.” You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at http://student-rules.tamu.edu/rule07. All instances of academic dishonesty, especially plagiarism, will be referred to University authorities and the Aggie Honor System Office. See specific information on plagiarism at http://aggiehonor.tamu.edu/Descriptions/Plagiarism.aspx.

Disabilities
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 Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information, visit http://disability.tamu.edu.
Department of International Studies
INTS 491 Research
Guidelines for Students and Instructors

These guidelines are intended to facilitate consistency in thesis format and grading. Instructors should use these guidelines, and the sample syllabus, in evaluating the thesis and determining a grade. INTS will honor any specific course requirements that exceed these general guidelines. The student agrees to abide by all requirements listed by the instructor in the course contract and syllabus.

The Research Paper will be based on the student's area of specialization in the INTS curriculum (Track and Area). It should be specific to the country where the student did the international experience or to the student's INTS geographic area of concentration, but a comparative context relating the topic to another region is encouraged. Its focus should be primarily on a current topic, with historical discussion in a secondary, supporting role. Finally, the research should show an ability to work with the designated foreign language.

The INTS research paper must be original work done for this course alone. If the INTS research paper shares a topic and research data with any of the student's other academic projects past or present, the student must first consult with the instructor. If students wish to include previous research they have done as a source for their research paper, it should be cited like any other source and made available to the instructor. Students are advised to keep photocopies of foreign-language and other texts that they found online or from other sources outside of the TAMU libraries and make them available upon request.

Formatting
• Length: The thesis should range from 20-25 pages of text, not counting the title page, prefatory materials, bibliography ("Works Cited") and sections (such as an appendix of tables, pictures, interview transcripts, etc.) following the actual text.

• Use Times New Roman font, size 11 or 12; double-space. Indented quotations longer than four lines of text. Indented "block" quotes must also be double-spaced. These are used for quotations longer than four lines of text and do not count toward the research paper’s required length.

• Include:
  a. title page (unnumbered)
  b. text (numbered, starting with page 1)
  c. optional endnotes (not footnotes!), after the text but before the "Works Cited" section (page numbers continuing)
  d. works cited (page numbers continuing)

• For citing and crediting your sources use the MLA or an equivalent standard (e.g. APA, Chicago). Consult with the instructor first regarding the standard to be used and use it consistently.

• Students must submit two copies of the research paper by the due date agreed upon with the instructor. One copy is to be submitted directly to your instructor; the other copy should be submitted to the INTS office, to the attention of Ms. Laura Stratta (I-stratta@tamu.edu). This second copy is for departmental records and to ensure clearance for graduation.

Sources
• The number of sources should reflect the scope and breadth of a major undergraduate research project. A simple rule to go by: no fewer than 10 book-length and hard-copy article sources (from peer-reviewed academic journals or equivalent). "Hard copy" means that the source exists in paper form and can be obtained at libraries (through the Interlibrary Loan Service if our libraries do not have it) or for purchase, even if there is also an online version. It is up to the student to find out the status of the sources used.

• Foreign language: 2-3 of the ten basic sources should be in the foreign language. Directly quoted material from those sources must have a translation, in brackets, following the original in your paper. This applies to short as well as longer block quotations.
• An edited book made up of articles by different authors may serve for multiple bibliographical entries in the Works Cited section, but each entry must then also list the entire book (see MLA Handbook).

• In addition to the basic sources, students may use other sources such as newspaper articles, video, interviews, and items available online. Some of these could be in the foreign language.

• Accurate and fair use of sources: Students should be meticulous in their use of sources. Direct quotes should be employed judiciously. If the research paper relies too heavily on quotation it is at best weakened by looking “padded,” at worst not truly the student’s own effort.

• Plagiarism: Students should be careful when paraphrasing a source in order to ensure that the result is a restatement of that source's information and/or ideas truly in the student’s own words and with the proper citation. Note that even when citing (and thus crediting) a source, a paraphrase that uses the source's turns of phrase, vocabulary and sentence structure will almost certainly be an instance of plagiarism. Students are responsible for informing themselves about ways to avoid doing so. The Texas A&M University Web site's information regarding academic integrity, the Writing Center's resources, and the MLA Handbook for Writers of Research Papers should be the student’s first line of information. All of the above also applies to foreign-language sources. In other words, a translation of an original source, even if that translation is a paraphrase, must also be used accurately and fairly. Plagiarism will be treated as an academic violation in this course.

Grading
To meet minimum requirements and a passing grade the research paper must, among other things, be at least 20 pages in length, not counting the bibliography, etc., and must be turned in on time (i.e., by the date specified by your thesis instructor), except in the case of university-approved excuse. An A-quality thesis usually offers, when appropriate, a comparative dimension in its analysis, and to some extent relates the issues pertaining to the primary country to the context of another (preferably non-U.S.) country or region.

Suggested grading criteria:

A Evidence of original and balanced scholarship; clear ability to use foreign language sources and to incorporate findings and perspectives of non-U.S. writers; carefully chosen sources; excellent organization of entire paper; clear articulation of focus and main thesis; correct formatting; accurate and fair use of sources; accurate citation format; no or very few spelling and grammatical errors; generous length of 20-25 pages (not counting title page, bibliography, block quotations, tables, illustrations and so on).

B Solid scholarship; good, balanced mix of sources including foreign language sources; clear organization and articulation of focus and thesis; good grasp of grammar and careful editing; accurate and fair use of sources and citation format; minimum length of at least 20 pages of actual text (not counting title page, bibliography, block quotations, tables, illustrations and so on).

C Articulation of focus and thesis is quite hesitant; reliance on superficial sources; careless editing; fair use of sources, but one or two inaccuracies in citation format; grammatical errors are more widespread; minimum length; adequate use of foreign language sources.

D Muddled thesis and focus; very careless editing; may have multiple inaccuracies in referencing sources (such as incorrect page numbers, presence of sources in the bibliography but not cited in the thesis).

F Fails to meet overall standards and is too short; instances of plagiarism, even unintentional; unfair use of sources; scholastic dishonesty as defined by MLA Handbook and TAMU Student Rules.

December 2017
Core Curriculum Management

New Core Component Proposal

Date Submitted: 02/22/18 4:58 pm

Viewing: INTS 497-W : Independent Honors Study

Last edit: 02/22/18 4:58 pm
Changes proposed by: mcerrato

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maddalena Cerrato</td>
<td><a href="mailto:mcerrato@tamu.edu">mcerrato@tamu.edu</a></td>
<td>979-845-2124</td>
</tr>
</tbody>
</table>

Course Prefix: INTS
Academic Level: UG
Complete Course Title: Independent Honors Study
Abbreviated Course Title: INDEPENDENT HONORS STUDY
Crosslisted With:

Semester Credit: 3
Hour(s):
Proposal for:
Writing Designation

Number of Sections per Academic Year: 6
Enrollment per Section (Avg.): 1

Are the graded writing assignments 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 writing.

If all writing evaluated by individual faculty member who is working with the student.

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 W component.

List all graded writing assignments along with the approximate word count 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 assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Paper Proposal</td>
<td>750</td>
<td>5</td>
<td>No</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>600</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Outline</td>
<td>500</td>
<td>5</td>
<td>No</td>
</tr>
<tr>
<td>First Draft</td>
<td>6000</td>
<td>0</td>
<td>No</td>
</tr>
<tr>
<td>Final Paper</td>
<td>7500</td>
<td>80</td>
<td>No</td>
</tr>
</tbody>
</table>
Add word count of each graded writing assignment and put total word count here.

Add the percentage of final grade based on writing and put the total percentage here.

Explain how collaboration is monitored to ensure equal participation.

none

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

Professor provides feedback (oral and esp. written) on each step of the paper in progress (proposal; annotated bibliography; draft[s]). Feedback focuses on presentation, style, organization, and rhetorical strategies, as well as scholarship, content and sources.

Describe how you provide writing instruction.

Students use the following as primary texts: "MLA Handbook for Writers of Research Papers" (7th edition, 2009); and "How to Write a BA Thesis: A Practical Guide from Your First Ideas to Your Finished Paper" (2005). Research articles germane to student’s research field used for modeling. Materials discussed for both content and writing style.

Additional Comments

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

Attach Course Syllabus  WI-certification-INTS 497 syllabus.pdf

Reviewer Comments  Donna Pantel (dpantel) (04/03/18 3:45 pm): This course is a new certification and has been approved from 1/1/2018 to 1/1/2022.
INTS 497: Research [Senior Honor Thesis] WI

Instructor: Various faculty in and associated with International Studies.

Course description
Research conducted under the direction of faculty member in international studies. To pass this course students must pass the W component.

Prerequisites
INTS 201; completed international experience, senior classification, and approval of instructor.

Course materials


Grading
Research paper proposal 5%
Annotated bibliography 10%
Outline 5%
First draft --- feedback
Final paper 80%

*See “INTS 497 Guidelines for Students and Instructors” (attached) for details on formatting, sources, and grading.

Schedule
Prior to the start of the semester, instructor and student will establish a schedule for regular communications (usually bi-weekly, in-person and/or virtually) to be followed during the semester and a schedule of deadlines for submission of individual components of research paper.

Suggested schedule:

Week 2: Research paper proposal: 2-3 pages, typed, summarizing research project.
Week 5: Annotated bibliography of at least 10 substantive (not internet-based) sources; at least 2 of the entries must be from a foreign-language source. Entry provides summary of text and statement about how text figures into student’s research. The annotation (at least one substantial paragraph per source) must show that student is familiar with the text.
Week 7: Outline of research paper.
Week 10: 20-25 page draft of work-in-progress that articulates focus and central argument of paper (although that argument may not yet be conclusive). Draft should be coherent, reasonably well-edited, and thus amount to more than just a collection of notes. The draft may not yet have a conclusion.
Week 14: Final research paper due.

Academic Integrity
“An Aggie does not lie, cheat, or steal, or tolerate those who do.” You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at http://student-rules.tamu.edu/rule07. All instances of academic dishonesty, especially plagiarism, will be referred to University authorities and the Aggie Honor System Office. See specific information on plagiarism at http://aggiehonor.tamu.edu/Descriptions/Plagiarism.aspx.

Disabilities
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 Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information, visit http://disability.tamu.edu.
Department of International Studies  
INTS 497 Independent Honors Study  
Guidelines for Students and Instructors

These guidelines are intended to facilitate consistency in thesis format and grading. Instructors should use these guidelines, and the sample syllabus, in evaluating the thesis and determining a grade. INTS will honor any specific course requirements that exceed these general guidelines. The student agrees to abide by all requirements listed by the instructor in the course contract and syllabus.

The Research Paper will be based on the student's area of specialization in the INTS curriculum (Track and Area). It should be specific to the country where the student did the international experience or to the student’s INTS geographic area of concentration, but a comparative context relating the topic to another region is encouraged. Its focus should be primarily on a current topic, with historical discussion in a secondary, supporting role. Finally, the research should show an ability to work with the designated foreign language.

The INTS research paper must be original work done for this course alone. If the INTS research paper shares a topic and research data with any of the student's other academic projects past or present, the student must first consult with the instructor. If students wish to include previous research they have done as a source for their research paper, it should be cited like any other source and made available to the instructor. Students are advised to keep photocopies of foreign-language and other texts that they found online or from other sources outside of the TAMU libraries and make them available upon request.

**Formatting**

- Length: The thesis should range from 25-35 pages of text, not counting the title page, prefatory materials, bibliography ("Works Cited") and sections (such as an appendix of tables, pictures, interview transcripts, etc.) following the actual text.

- Use *Times New Roman* font, size 11 or 12; double-space. Indent quotations longer than four lines of text. Indented "block" quotes must also be double-spaced. These are used for quotations longer than four lines of text and do not count toward the research paper’s required length.

- Include:
  a. title page (unnumbered)
  b. text (numbered, starting with page 1)
  c. optional endnotes (not footnotes!), after the text but before the "Works Cited" section (page numbers continuing)
  d. works cited (page numbers continuing)

- For citing and crediting your sources use the [MLA or an equivalent](http://www.mla.org) standard (e.g. APA, Chicago). Consult with the instructor first regarding the standard to be used and use it consistently.

- Students must submit two copies of the research paper by the due date agreed upon with the instructor. One copy is to be submitted directly to your instructor; the other copy should be submitted to the INTS office, to the attention of Ms. Laura Stratta (l-stratta@tamu.edu). This second copy is for departmental records and to ensure clearance for graduation.

**Sources**

- The number of sources should reflect the scope and breadth of a major undergraduate research project. A simple rule to go by: no fewer than 10 book-length and hard-copy article sources (from peer-reviewed academic journals or equivalent). “Hard copy” means that the source exists in paper form and can be obtained at libraries (through the Interlibrary Loan Service if our libraries do not have it) or for purchase, even if there is also an online version. It is up to the student to find out the status of the sources used.

- Foreign language: 2-3 of the ten basic sources should be in the foreign language. Directly quoted material from those sources must have a translation, in brackets, following the original in your paper. This applies to short as well as longer block quotations.
• An edited book made up of articles by different authors may serve for multiple bibliographical entries in the Works Cited section, but each entry must then also list the entire book (see MLA Handbook).

• In addition to the basic sources, students may use other sources such as newspaper articles, video, interviews, and items available online. Some of these could be in the foreign language.

• Accurate and fair use of sources: Students should be meticulous in their use of sources. Direct quotes should be employed judiciously. If the research paper relies too heavily on quotation it is at best weakened by looking “padded,” at worst not truly the student’s own effort.

• Plagiarism: Students should be careful when paraphrasing a source in order to ensure that the result is a restatement of that source's information and/or ideas truly in the student’s own words and with the proper citation. Note that even when citing (and thus crediting) a source, a paraphrase that uses the source's turns of phrase, vocabulary and sentence structure will almost certainly be an instance of plagiarism. Students are responsible for informing themselves about ways to avoid doing so. The Texas A&M University Web site's information regarding academic integrity, the Writing Center’s resources, and the MLA Handbook for Writers of Research Papers should be the student’s first line of information. All of the above also applies to foreign-language sources. In other words, a translation of an original source, even if that translation is a paraphrase, must also be used accurately and fairly. Plagiarism will be treated as an academic violation in this course.

**Grading**

To meet minimum requirements and a passing grade the research paper must, among other things, be at least 30 pages in length, not counting the bibliography, etc., and must be turned in on time (i.e., by the date specified by your thesis instructor), except in the case of university-approved excuse. An A-quality thesis usually offers, when appropriate, a comparative dimension in its analysis, and to some extent relates the issues pertaining to the primary country to the context of another (preferably non-U.S.) country or region.

Suggested grading criteria:

A  Evidence of original and balanced scholarship; clear ability to use foreign language sources and to incorporate findings and perspectives of non-U.S. writers; carefully chosen sources; excellent organization of entire paper; clear articulation of focus and main thesis; correct formatting; accurate and fair use of sources; accurate citation format; no or very few spelling and grammatical errors; generous length of 30-45 pages (not counting title page, bibliography, block quotations, tables, illustrations and so on).

B  Solid scholarship; good, balanced mix of sources including foreign language sources; clear organization and articulation of focus and thesis; good grasp of grammar and careful editing; accurate and fair use of sources and citation format; minimum length of at least 30 pages of actual text (not counting title page, bibliography, block quotations, tables, illustrations and so on).

C  Articulation of focus and thesis is quite hesitant; reliance on superficial sources; careless editing; fair use of sources, but one or two inaccuracies in citation format; grammatical errors are more widespread; minimum length; adequate use of foreign language sources.

D  Muddled thesis and focus; very careless editing; may have multiple inaccuracies in referencing sources (such as incorrect page numbers, presence of sources in the bibliography but not cited in the thesis).

F  Fails to meet overall standards and is too short; instances of plagiarism, even unintentional; unfair use of sources; scholastic dishonesty as defined by MLA Handbook and TAMU Student Rules.

*December 2017*
Core Curriculum Management

New Core Component Proposal

Date Submitted: 02/08/18 3:05 pm

Viewing: PETE 436-W : Petroleum Technical Presentation II

Last edit: 03/13/18 12:36 pm
Changes proposed by: albertus.retnanto

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albertus Retnanto</td>
<td><a href="mailto:albertus.retnanto@qatar.tamu.edu">albertus.retnanto@qatar.tamu.edu</a></td>
<td>97444230281</td>
</tr>
</tbody>
</table>

Course Prefix      PETE       Course Number 436
Academic Level     UG
Complete Course Title Petroleum Technical Presentation II
Abbreviated Course Title      PETR TECH PRESENT II
Crosslisted With
Semester Credit    1
Hour(s)
Proposal for:
Writing Designation

Writing 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>1</td>
<td>20</td>
<td>20</td>
<td>No</td>
</tr>
</tbody>
</table>

Are the graded writing assignments 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 writing.

None

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 W component.

List all graded writing assignments along with the approximate word count 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 assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction for the paper consisting problem statement, review of previous work presented in the literature, and study objectives</td>
<td>800</td>
<td>20</td>
<td>No</td>
</tr>
<tr>
<td>2. Methodology and technical content for the paper on a subject related to petroleum technology</td>
<td>1000</td>
<td>40</td>
<td>No</td>
</tr>
<tr>
<td>3. Discussion, conclusions, title, references, and abstract for the paper</td>
<td>800</td>
<td>20</td>
<td>No</td>
</tr>
</tbody>
</table>

In Workflow

1. QT Dean
2. PETE Department Head
3. EN College Dean UG
4. W & C Preparer
5. W & C Advisory Committee Chair
6. Faculty Senate Preparer
7. Faculty Senate
8. Provost II
9. President
10. Curricular Services

Approval Path

1. 02/12/18 11:15 am Troy Bickham (tbickham): Approved for QT Dean
2. 02/12/18 11:42 am Kathy Beladi (k-beladi): Approved for PETE Department Head
3. 03/02/18 9:38 am Prasad Enjeti (enjeti): Approved for EN College Dean UG
4. 04/12/18 4:30 pm Donna Pantel (dpantel): Approved for W & C Preparer
5. 04/12/18 4:32 pm Donna Pantel (dpantel): Approved for W & C Advisory Committee Chair
Add word count of each graded writing assignment and put total word count here. 2600
Add the percentage of final grade based on writing and put the total percentage here. 80

Explain how collaboration is monitored to ensure equal participation.
None of the assignments is collaborative.

Describe the formative feedback provided on student writing, especially on major assignments.
Formative feedback on student writing:
- Instructor provides feedback on the topic/area based on the student interest
- In class workshop on literature review and citation
- Peer review on draft of student’s paper
- Student is required to meet one to one with tutor on writing from Office of Academic Success Collaborative. Tutor will provide feedback on student paper
- Instructor provides written and oral comments on student paper
- Student will have opportunity to revise after feedback and meet tutor and faculty for final review

Describe how you provide writing instruction.
Writing instruction:
- The course is dedicated only to technical writing and presentation. Instruction on how to write following Society of Petroleum Engineering style guide will be given in detail during the course.
- Instructor provides writing instruction such as:
  * Show models of good introduction
  * In-class writing exercises on methodology
  * Discussion on how to present results
- Student selects the topic based on their actual work during summer internship, undergraduate research, lab work, etc.
- Select and read at least five references for the technical paper (mostly from Society of Petroleum Engineering’s papers)
- Discussion, in-class writing, and shows examples of good papers
- Presentation practice as part of preparation for student paper contest

Additional Comments
PETE 436 prepares student of a written technical paper on a subject related to petroleum technology and an oral presentation of the paper in a formal technical conference format. As additional of written paper, student is required to prepare a poster and a powerpoint presentation as part of the outcome of this course.

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

Attach Course Syllabus PETE436 Syllabus Fall 2017.pdf
Reviewer Comments
Albertus Retnanto (albertus.retnanto) (02/11/18 11:58 am): PETE 436 is expired as a W course as of January 1, 2018. Recertification will be necessary to extend approval for another four years, until September 1, 2022.
Donna Pantel (dpantel) (04/03/18 3:47 pm): This course is a recertification and has been approved from 1/1/2018 to 1/1/2022.
Petroleum Engineering 436
Petroleum Technical Presentations II
Credit 1: (0-3) Required for seniors
Fall 2017

Instructor : Dr. Albertus Retnanto
Office : Room 204K
Office Hours : UT 16:00 – 18:00
Phone : 4423-0281
E-mail : albertus.retnanto@qatar.tamu.edu
Lab : W 14:40 – 17:20 QENG 213F

Catalog Description: Preparation of a written technical paper on a subject related to petroleum technology and an oral presentation of the paper in a formal technical conference format.

Prerequisites(s): PETE 336, satisfactory performance in junior student paper contest

Textbooks Required: SPE Style Guide, Society of Petroleum Engineers, Richardson, TX, 2015-2016 edition;

Topics Covered:
1. Review of library and literature database resources
2. Conducting and writing a review of technical literature
3. Engineering method vs. scientific method
4. Conducting an independent study of an engineering problem
5. Analysis/interpretation of results and drawing conclusions
6. Organizing the technical paper
7. Writing titles, abstracts
8. Preparing and submitting the technical paper
9. Designing and developing PowerPoint slides and poster
10. Developing and delivering the oral presentation

Method of Evaluation:
Weekly Written Assignments 40%
Formal Written paper 40%
Oral/Poster Presentation 20%

To pass this course you must pass the W component.

Grade Cutoffs: (Percentages)
A: > 90 B: 89.99 to 80 C: 79.99 to 70 D: 69.99 to 60 F: < 59.99
### Contributions to Meeting the Curriculum Requirements of Criterion 5:

<table>
<thead>
<tr>
<th>Math and Science</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Petroleum Engineering</td>
<td>Provides skills to conduct an independent study of a petroleum engineering problem, and to synthesize results and draw appropriate conclusions from the study. Provides skills to write technical papers and give oral presentations in a professional setting.</td>
</tr>
<tr>
<td>General Education</td>
<td>None</td>
</tr>
</tbody>
</table>

### Course Learning Outcomes and Relationship to Program Outcomes:

<table>
<thead>
<tr>
<th>Course Learning Outcome: At the end of the course, students will be able to</th>
<th>Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather information, make calculations and/or analyze data to achieve the specific objectives of an independent study of a petroleum engineering problem</td>
<td>b, c, e, i, k</td>
</tr>
<tr>
<td>Prepare an Introduction for a paper/presentation, consisting of problem statement, review of previous work presented in the literature, need for further study, and study objectives</td>
<td>e, g, i, k</td>
</tr>
<tr>
<td>Prepare a Methodology section for a paper/presentation, including tasks, data and methods employed, and assumptions made in the study</td>
<td>c, e, g, i, k</td>
</tr>
<tr>
<td>Summarize the results of an independent study in appropriate textual, tabular and graphical forms, consistent with engineering and Society of Petroleum Engineers (SPE) presentation standards</td>
<td>b, g, k</td>
</tr>
<tr>
<td>Prepare a Discussion section for a paper/presentation, including analysis and interpretation of study results</td>
<td>b, e, g, i, k</td>
</tr>
<tr>
<td>Draw appropriate conclusions from an independent study consistent with project objectives and properly supported by data, calculations and/or analysis</td>
<td>b, c, e, g, k</td>
</tr>
<tr>
<td>Identify limitations of the work and prepare recommendations for further work, if appropriate, supported by evidence presented in the results and discussion of the study</td>
<td>b, c, e, g, k</td>
</tr>
<tr>
<td>Identify the significance, potential benefits, and possible applications of the results and conclusions of your independent study</td>
<td>c, e, g, h, k</td>
</tr>
<tr>
<td>Prepare a References section, consistent with the SPE style guide, listing all literature cited in a technical paper</td>
<td>e, f, g, i</td>
</tr>
<tr>
<td>Write a title and abstract for a paper/presentation of an independent study consistent with SPE standards</td>
<td>g</td>
</tr>
<tr>
<td>Prepare Microsoft PowerPoint slides and poster for an independent study that can be used in an oral presentation to persuade others that the study results, conclusions and recommendations are correct and useful</td>
<td>g, k</td>
</tr>
<tr>
<td>Present the result of an independent study orally to a panel of practicing engineers from the petroleum industry and faculty members in 10 to 15 minutes, using PowerPoint slides</td>
<td>g</td>
</tr>
</tbody>
</table>
### Related Program Outcomes:

<table>
<thead>
<tr>
<th>No.</th>
<th>PETE graduates must have…</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>An ability to design and conduct experiments, as well as to analyze and interpret data</td>
</tr>
<tr>
<td>c</td>
<td>An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability</td>
</tr>
<tr>
<td>e</td>
<td>An ability to identify, formulate, and solve engineering problems</td>
</tr>
<tr>
<td>f</td>
<td>An understanding of professional and ethical responsibility</td>
</tr>
<tr>
<td>g</td>
<td>An ability to communicate effectively</td>
</tr>
<tr>
<td>h</td>
<td>The broad education necessary to understand the impact of engineering solutions in a global and societal context.</td>
</tr>
<tr>
<td>i</td>
<td>A recognition of the need for, and an ability to engage in life-long learning.</td>
</tr>
<tr>
<td>k</td>
<td>An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.</td>
</tr>
</tbody>
</table>

### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>W</td>
<td>Review of library and literature database resources</td>
</tr>
<tr>
<td>2</td>
<td>W</td>
<td>Technical writing (ASC)</td>
</tr>
<tr>
<td>3</td>
<td>W</td>
<td>Eid Al-Adha holiday</td>
</tr>
<tr>
<td>4</td>
<td>W</td>
<td>Organizing the technical paper</td>
</tr>
<tr>
<td>5</td>
<td>W</td>
<td>Analysis/interpretation of results and drawing conclusions</td>
</tr>
<tr>
<td>6</td>
<td>W</td>
<td>Peer review workshop (ASC)</td>
</tr>
<tr>
<td>7</td>
<td>W</td>
<td>Preparing the technical paper</td>
</tr>
<tr>
<td>8</td>
<td>W</td>
<td>SPE ATCE</td>
</tr>
<tr>
<td>9</td>
<td>W</td>
<td>Preparing the technical paper</td>
</tr>
<tr>
<td>10</td>
<td>W</td>
<td>Developing power point slide presentation and poster (ASC)</td>
</tr>
<tr>
<td>11</td>
<td>W</td>
<td>Preparing the technical paper and developing power point slide presentation and poster</td>
</tr>
<tr>
<td>12</td>
<td>W</td>
<td>Preparing the technical paper and developing power point slide presentation and poster</td>
</tr>
<tr>
<td>13</td>
<td>W</td>
<td>Fall break</td>
</tr>
<tr>
<td>14</td>
<td>W</td>
<td>Preparing the technical paper and practice of Power point presentation (technical paper due)</td>
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<tr>
<td>15</td>
<td>W</td>
<td>Practice of Power point presentation and review</td>
</tr>
<tr>
<td>16</td>
<td>W</td>
<td>Evaluation of presentation and poster (slide and poster due)</td>
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Americans with Disabilities Act (ADA) Policy Statement:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Academic Services Office, Academic Affairs, 4423-0221.

Prepared by: Dr. Albertus Retnanto, August 15, 2017
Core Curriculum Management

New Core Component Proposal

Date Submitted: 02/27/18 8:58 am

Viewing: PHIL 352-W : Africana Philosophy

Last edit: 02/27/18 8:58 am
Changes proposed by: lradzik

Contact(s)

<table>
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<tr>
<th>Name</th>
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<tr>
<td>Linda Radzik</td>
<td><a href="mailto:lradzik@tamu.edu">lradzik@tamu.edu</a></td>
<td>979-845-5660</td>
</tr>
<tr>
<td>Amir Jaima</td>
<td><a href="mailto:ajaima@tamu.edu">ajaima@tamu.edu</a></td>
<td>979-845-5660</td>
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Course Prefix: PHIL  
Course Number: 352  
Academic Level: UG  
Complete Course Title: Africana Philosophy  
Abbreviated Course Title: AFRICANA PHILOSOPHY  
Crosslisted With: AFST 352  
Semester Credit Hour(s): 3  
Proposal for: Writing Designation

Writing Designation

Number of Sections per Academic Year: 1  
Enrollment per Section (Avg.): 25  
Are the graded writing assignments 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 writing.
Not applicable.

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 W component.

List all graded writing assignments along with the approximate word count 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 assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
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<tr>
<td>10 Reading Responses, 400 words each</td>
<td>4000</td>
<td>15</td>
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<tr>
<td>Take home exam</td>
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<td>Essay 1</td>
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<td>Essay 3</td>
<td>1500</td>
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<td>No</td>
</tr>
<tr>
<td>Writing assignment</td>
<td>Word count</td>
<td>% of final grade</td>
<td>Collaborative?</td>
</tr>
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<td>Add word count of each graded writing assignment and put total word count here.</td>
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<tr>
<td>Add the percentage of final grade based on writing and put the total percentage here.</td>
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</tbody>
</table>

Explain how collaboration is monitored to ensure equal participation.
Not applicable

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

Students turn in the 10 reading responses over the course of the semester and receive written comments on each. This amounts to a “summative” form of feedback, which will enable them to steadily improve their writing throughout the course.

Students turn in three essays. They receive thorough written feedback on two papers, which will enable them to revise one of them.

Describe how you provide writing instruction.

I will lecture about particular forms of writing (such as summarizing a debate, or defending an original thesis) and research methods (such as proper citation practices); and I provide written feedback on their essays (described above). Additionally, my writing instruction will take place via modeling and discussion. Our in-class discussions of the reading assignments frequently focus on the ways in which the philosophical arguments are constructed and what rhetorical moves the authors make in order to convince their readers.

Additional Comments

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

Attach Course Syllabus  PHIL 352 W sample.docx
Reviewer Comments  Donna Pantel (dpantel) (04/03/18 3:58 pm): This course is a new certification and has been approved from 1/1/2018 to 1/1/2022.
COURSE INFORMATION  
Texas A&M University: Fall 20xx Department of Philosophy  
Course: PHIL353/AFST352: Africana Philosophy  
Time: T/Th 12:45pm - 2pm  
Location: YMCA 113

CONTACT INFORMATION  
Professor: Amir R Jaima  
Office Location: YMCA 415  
Office Hours: by appointment:  
http://professorjaima.youcanbook.me/  
Email: ajaima@tamu.edu

COURSE DESCRIPTION:  
In this course we will examine the relatively new subfield of philosophical inquiry called Africana Philosophy. On the surface, the term “Africana” refers to the African diaspora, that is, those who have ancestors from the African continent, though they may live elsewhere in the world; this includes primarily, though not exclusively, those identified as African, Afro-Caribbean, and African-American. Considered in this way, Africana Philosophy refers simply to the thoughts and ideas produced by members of these groups. Considered more critically, however, (as we will do in this course), the term “Africana”—and its attendant ideas: “Africa”, “race”, “Black”, etc.—is a modern orientation and set of questions characterized by the historical and socio-political situation of colonization and anti-black/anti-African racism. In other words, in the last 500 years or so, philosophy produced the Enlightenment and the European moment of Modernity, birthing the ideals of Reason, Freedom and Equality, and a universal Humanism. Yet, concurrent and consistent with this moment, there also occurred the violent subjugation and institutional enslavement and dehumanization of numerous members of the African diaspora. Moreover, and most importantly for our purposes, the logic and language of Modernity provide justifications and rationalizations for these occurrences and institutions. Africana Philosophy, thus, emerges from the “underside of Modernity,”(Dussel 1996) and as a “philosophy born of struggle,”(Harris 2000) that is, a response to this philosophically paradoxical, historical situation and its legacy. This philosophy born of struggle subdivides into three penumbral questions that will structure this course:  
1) A commitment to liberation: What are the ideas of “freedom” and “equality” such that they are consistent with institutional slavery and/or domination?  
2) A philosophical anthropology: What does it mean to be “human” such that the modern ideal of “universal humanism” does not automatically extend to all? In short, what does it mean to be “black”?  
3) A meta-critique of Reason: What is “reason” such that it can function as a tool to “justify” 1 & 2, and subjugate and silence large portions of the world’s population?  

PREREQUISITES: Junior or senior classification, or permission of the instructor.

REQUIRED TEXTS:  
☐ All texts will be made available electronically. See the course bibliography for the full list of citation information for course readings.

LEARNING OUTCOMES:  
Students will be able to:  
• identify the prominent figures and texts that comprise the Africana philosophical “canon.”  
• describe and explain the main arguments and terms that pertain to Africana philosophical concerns and questions.  
• formulate thoughtful philosophical questions that generate discussion and serve as the basis for arguments.  
• synthesize the arguments presented in scholarly texts and concisely re-articulate the main points both orally and in writing.  
• evaluate, analyze and integrate information from a variety of sources.  
• defend an original, persuasive argument in support of a philosophical position.

EVALUATION & COURSE REQUIREMENTS:  
Reading Responses: 15%  
Once a week, each student will be expected to pose two thoughtful questions that critically engage the reading, and attempt to answer one of those questions in approximately ~400 words. Your reflection should obviously indicate
familiarity with the particular text. Reflections should be typed and printed. They are due at the beginning of class on either Tuesday or Thursday, depending on which text you decide to write. Over the course of the term, students will be expected to 10 reflections. This gives you three passes, but missed reflections cannot be made up.

Class Presentation: 10%
Each of you will be responsible for leading the class in a discussion on an aspect of the assigned reading for a given day.

Take-Home Exam: 15%
A take-home, essay exam. ~1500 words.

Essay #1: 20%
~1500 words on an assigned topic.

Essay #2: 20%
~1500 critically engaging a work of secondary literature by a living Africana scholar/writer/thinker.

Essay #3: 20%
1500-2000 words on a topic of your choosing, relevant to the course (subject to professor approval).

As with all W courses, you must pass the writing elements in order to pass the class.

GRADING SCALE:
A: (90-100); B: (80-89); C: (70-79); D: (69-60); F: (59 and Below)

A FEW PHILOSOPHY RESOURCES:
Internet Encyclopedia of Philosophy: www.iep.utm.edu/
Stanford Encyclopedia of Philosophy: http://plato.stanford.edu/

ATTENDANCE POLICY:
The University is clear and thorough on what constitutes an “excused absences” (see: http://student-rules.tamu.edu/rule07). You are responsible for acquiring appropriate documentation substantiating any “excused absence.” Beyond that you are permitted two absences, for whatever reason. Additional absences will be negatively affect your grade, 5% points per class off of your final grade.

TECHNOLOGY POLICY:
Please silence cell phones during class time. Please do not use social media during class time. Electronic formats of the assigned readings are permissible, but not on your cell phone.

LATE WORK POLICY:
Assignments must be turned in on time in order to be candidates for full credit. Late Papers will be penalized 5% points per 24-hr period. That said, if you anticipate needing more time in order to do your best work, for a compelling reason, I will consider granting an extension.

RELIGIOUS HOLIDAYS:
If any class meetings or assignments fall on a religious holiday that you observe, please inform the professor and alternative arrangements will be made.

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

ACADEMIC INTEGRITY
It’s your education. Do your own work.
http://library.tamu.edu/services/library_tutorials/academic_integrity/index.html

AGGIE HONOR CODE
“An Aggie does not lie, cheat or steal, or tolerate those who do.” https://aggiehonor.tamu.edu/

WRITING CENTER
http://writingcenter.tamu.edu/
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<th>TOPIC</th>
<th>READING DUE</th>
<th>ASSIGNMENTS DUE</th>
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| 1  | 8/31  | Th  | Questions, cont’d                         | Lucius Outlaw, “African, African American, Africana Philosophy”  
                  | Enrique Dussel, “Europe, Modernity, and Eurocentrism” |                |
| 2  | 9/5   | T   | The Context of Emergence                   | Sylvia Wynter, “1492”                           |                |
|    | 9/7   | Th  | The Context, cont’d                       | 1492” cont’d                                    |                |
| 3  | 9/12  | T   | The Context, cont’d                       | LaRose Parris, *Being Apart*, “Intro.”           |                |
|    | 9/14  | Th  |                                            | Parris, *Being Apart*, “Ch.1: The Enlightenment, Scientific Racism, and Chattel Slavery” |                |
| 4  | 9/19  | T   | The duty to rebel under conditions of oppression | David Walker, *Appeal* (entirety) |                |
                  | ----, “What to the Slave is the Fourth of July?” |                |
|    |       |     |                                            | Suggested:                                     |                |
|    |       |     |                                            | Leonard Harris, “The Insurrectionist Ethics” |                |
|    |       |     |                                            | W.E.B. DuBois, *Souls of Black Folk*, “Of The Dawn of Freedom” (pp. 16-34)  
                  | Ida B. Wells, *A Red Record*, (Chs.1&10) |                |
|    | 9/28  | Th  | Self-defense, cont’d                       | George Jackson, *Blood in my Eye* (selections)  
<pre><code>              | Huey P. Newton, *The HP Newton Reader*: “In Defense of Self-defense” (1&amp;2) |                |
</code></pre>
<p>|    |       |     |                                            | Suggested:                                     |                |
|    |       |     |                                            | Tommy Curry &amp; Max Kelleher, “Robert F. Williams and Militant Civil Rights” |                |
|    | 10/3  | T   | On violent means of liberation             | Frantz Fanon, <em>The Wretched of the Earth</em>, “On Violence” |                |
| 6  | 10/5  | Th  | Preemptive self-defense                    | Tommy Curry, “Please Don’t Make Me Touch ‘Em” |                |</p>
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<th>Date</th>
<th>Day</th>
<th>Time</th>
<th>Topic</th>
<th>Reading</th>
<th>Notes</th>
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Appiah, IMFH, “The Illusion of Race”  
Lucius Outlaw, “‘Conserve’ Races?” | Review                                    |
---, “The Fluid Symbol of Mixed Race”  
Linda Alcoff, “On Being Mixed”  
| 10/17 | T    |      | Library Visit                                                       |                                                                                           |                            |
| 10/24 | T    |      | WRITING WORKSHOP                                                  | WRITING WORKSHOP                                                                | Essay # 1 Due               |
| 10/31 | T    |      | Blackness: De-valued Humans                                        | Derrick Bell, “The Space Traders”  
Anna J. Cooper, *A Voice From the South*, “What Are We Worth?” (228-285)           |                            |
| 11/2  | Th   |      | Blackness: Invisible Humans                                        | George Yancy, “The Elevator Effect”  
W.E.B. DuBois, *Souls of Black Folk*, “Of Our Spiritual Strivings” (pp. 7-15)  
Ralph Ellison, *Invisible Man*, “Prologue” (pp. 5-11) |                            |
Tommy Curry, “Eschatological Dilemmas” |                            |
| 11/9  | Th   |      | Black Thoughts?                                                   | Paul Taylor, “Three Challenges to Race-Thinking”  
Kristie Dotson, “How is this Paper Philosophy?” |                            |
| 11/14 | T    |      | Black Ideas?                                                       | Nahum Chandler, *X*, (ch.1)                 |                            |
| 11/16 | Th   |      | Black Learning?                                                    | Paulo Freire, *Pedagogy of the Oppressed* (ch1)  
Carter G Woodson, *The Miseducation of the Negro* (chs. 1-4)  
Suggested:  
Tommy Curry, “On Derelict and Method” |                            |
<p>| 11/21 | T    |      | NO CLASS                                                          | Essay #2 Due                     |                            |
| 11/23 | Th   |      | NO CLASS—Thanksgiving Break                                        |                                                                                           |                            |</p>
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<td>Suggested: Frantz Fanon, BSWM, “The Negro and Psychopathology”</td>
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<td>11/30</td>
<td>Th</td>
<td>Racial Battle Fatigue, Racial Realism, &amp; Whiteness</td>
<td>Derrick Bell, “Racial Realism”</td>
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<td>Smith et al. “You Make Me Wanna Holla”</td>
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<td>Linda Alcoff, <em>The Future of Whiteness</em>, (Intro &amp; Conc)</td>
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<td>Suggested: Smith et al. “Racial Battle Fatigue”</td>
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<td>Lewis Gordon, “Critical Reflections on Three Popular Tropes in the Study of Whiteness”</td>
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<td>14</td>
<td>12/5</td>
<td>T</td>
<td>Conclusion</td>
<td>Amir Jaima, “Don’t Talk to white People”</td>
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**COURSE BIBLIOGRAPHY:**


Core Curriculum Management

New Core Component Proposal

Date Submitted: 03/07/18 7:52 am

Viewing: PHIL 371-W : Philosophy of Literature

Last edit: 03/21/18 4:17 pm
Changes proposed by: lradzik

Contact(s)

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Course Prefix: PHIL  
Course Number: 371

Academic Level: UG

Complete Course Title: Philosophy of Literature

Abbreviated Course Title: PHIL OF LITERATURE

Crosslisted With: 3

Proposal for: Writing Designation

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<th>Word count</th>
<th>% of final grade</th>
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<td>10 reading responses of 400 words each</td>
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<tr>
<td>Essay 1</td>
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<td>Essay 2</td>
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</tr>
<tr>
<td>Essay 3, Short Story</td>
<td>3000</td>
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</tr>
<tr>
<td>Final Essay</td>
<td>1500</td>
<td>20</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 writing.

Not applicable

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 W component.

List all graded writing assignments along with the approximate word count 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.

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<td>Add the percentage of final grade based on writing and put the total percentage here.</td>
<td>80</td>
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</tr>
</tbody>
</table>

Explain how collaboration is monitored to ensure equal participation.
Not applicable

Describe the formative feedback provided on student writing, especially on major assignments.
Students turn in the 10 reading responses over the course of the semester and receive written comments on each. This amounts to a “summative” form of feedback, which will enable them to steadily improve their writing throughout the course.

Students turn in three essays. They receive thorough written feedback on two papers, which will enable them to revise one of them.

Describe how you provide writing instruction.
I will lecture about particular forms of writing (such as summarizing a debate, or defending an original thesis) and research methods (such as proper citation practices); and I provide written feedback on their essays (described above). Additionally, my writing instruction will take place via modeling and discussion. Our in-class discussions of the reading assignments frequently focus on the ways in which the philosophical arguments are constructed and what rhetorical moves the authors make in order to convince their readers.

Additional Comments

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

Attach Course Syllabus: PHIL 371 Syllabus.pdf

Reviewer Comments: Donna Pantel (dpantel) (04/03/18 3:49 pm): This course is a new certification and has been approved from 1/1/2018 to 1/1/2022.
COURSE INFORMATION
Texas A&M University: Spring 20xx
Department of Philosophy
Course: PHIL371W: Philosophy of Literature
Time: T/Th 12:45-2:00pm
Location: YMCA 113

CONTACT INFORMATION
Professor: Amir R Jaima
Office Location: YMCA 415
Office Hours: by appointment: http://professorjaima.youcanbook.me/
Email: ajaima@tamu.edu

COURSE DESCRIPTION:

"Philosophical analysis of the major recurrent themes in world literature including fate, the meaning of tragedy, death, odyssey, good and evil, time and eternity, hope and salvation; works selected from a variety of cultures and historical periods.” (TAMU course catalog)

In order to gain insight and perspective on the question, “What is the relationship between philosophy and literature?” we will examine the various ways in which they relate vis-à-vis the four most common connecting words: Of, And, In, and As. We will read texts that explicitly pose the guiding question(s) for this course, as well as texts that, more generally, seem most at home, so to speak, when read through the lens of one manner of relating or another. Furthermore, students will produce texts that relate literature to philosophy in a variety of ways. This will enable students to evaluate the question(s) and methodological choices not only as a reader, but also as a writer.

Prerequisite: Junior or Senior classification or permission of the instructor.

COURSE OBJECTIVES:
Students will:
- gain familiarity with philosophical and literary texts from various genres and cultural traditions that pose questions regarding the relationship between literature.
- encounter a variety of rhetorical strategies and patterns of reasoning. Students will be able to:
  - formulate thoughtful philosophical questions that generate discussion and serve as the basis for arguments.
  - interpret and analyze the arguments presented in scholarly texts and concisely re-articulate the main points in both discussion and writing.
  - defend an original, persuasive argument in support of a philosophical position in both discussion and writing.

TEXTS: Required:
- Wright, Richard. Eight Men
- Himes, Chester. Plan B
- All other texts will be available through eCampus.
EVALUATION & COURSE REQUIREMENTS:

Participation: 10%
Active participation includes (but is not limited to): keeping up with the assigned reading, asking questions and sharing comments/criticisms, listening attentively, and responding to your classmates’ questions and comments.

Reading Responses: 15%
Each week, students should pose two questions that relate to the reading for that week, and attempt to answer one of those questions in approximately ~400-words. You are expected to do 10 responses over the course of the semester.

Essay #1: Book Review: 15%
Each student will select a work of literature and write a critical review. Approx. ~1000 words. NB: Critical, in the philosophical sense, does not necessarily mean “negative;” it does not necessarily imply criticism, though it may include criticism.

Essay #2: Secondary Lit: 15%
Each student will write one ~1000-word essay (~3-4 pages) engaging a work of secondary “philosophical” literature.

Essay #3: Short Story: 15%
Students will write a short story (~3000-word /10 pages) on a philosophical theme of your choosing.

Presentation: 10%
During the final class meetings, students will give a short presentation on the content of and motivation for their short story.

Final Essay: 20%
Each student will write a ~1500-word essay on a topic of your choosing, subject to professor approval. This essay will be due on the day and time of the Final.

Nota bene: Students will have the option to rewrite either essay 1 or essay 2 in light of my feedback for an improved grade.

Grading policy: A= 90-100, B= 80-89, C=70-79, D= 60-69, F=Below 60

This is a Writing-Intensive course. You must pass the writing components of this course in order to pass the course.
## COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>wk</th>
<th>date</th>
<th>day</th>
<th>TOPIC</th>
<th>READING DUE</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/18</td>
<td>Th</td>
<td>Introduction</td>
<td>Philosophy Of/And/In/As Literature</td>
<td></td>
</tr>
</tbody>
</table>
| 2  | 1/23 | T   | Listen to:  
1) Philosophy Now #32: Philosophy and Literature  
2) The Unmute Podcast: Amir Jaima on Philosophy and Literature | RR1         |
|    | 1/25 | Th  | Danto, “Philosophy as/and/of Literature”  
Lamarque, *Philosophy of Literature*, ch.1&2 | RR2         |
| 3  | 1/30 | T   | Aristotle, *Poetics* | RR3         |
|    | 2/1  | Th  | Plato, Republic, X |             |
| 4  | 2/6  | T   | Sartre, “What is Literature?,” excerpts | RR4         |
|    | 2/8  | Th  | Tolstoy, “What is Art?” (excerpts)   |             |
| 5  | 2/13 | T   | Nussbaum, *Love’s Knowledge*, Intro |             |
|    | 2/15 | Th  | Posner, “Against Ethical Criticism”  
Nussbaum, “Exactly and Responsibly” | Essay 1 DUE |
| 6  | 2/20 | T   | Morrison, “Home”  
Morrison, *Playing in the Dark*, excerpts | RR5         |
|    | 2/22 | Th  | Du Bois, “Criteria of Negro Art” |             |
| 7  | 2/27 | T   | Forster, *Aspects*, chs 2&3 | RR6         |
|    | 3/1  | Th  | Forster, *Aspects*, chs 4&5 |             |
| 8  | 3/6  | T   | Wharton, *The Writing of Fiction*, excerpts | RR7         |
|    | 3/8  | Th  | NO CLASS | Essay 2 DUE |
|    | 3/13 |      |             |             |
|    | 3/15 |      |             |             |
| 9  | 3/20 | T   | Chester Himes, *Plan B* | RR8         |
|    | 3/22 | Th  | Octavia Butler, “The Evening and the Morning and the Night” |             |
“Man of All Work,” “Man, God Ain’t Like That” | RR9         |
| 11 | 4/3  | T   | Dostoyevsky, “Notes from the Underground” | RR10        |
|    | 4/5  | Th  | Dostoyevsky, “The Grand Inquisitor” |             |
| 12 | 4/10 | T   | de Sade, “Philosophy in the Bedroom” | RR11        |
|    | 4/12 | Th  | Plato, “Symposium” |             |
| 13 | 4/17 | T   | Borges, “Funes”  
Borges, “Pierre Menard”  
Borges, “On Exactitude in Science” | RR12        |
|    | 4/19 | Th  | Bell, “Space Traders”  
Du Bois, “The Comet” | Short Story DUE |
| 14 | 4/24 | T   | Group1 short stories |             |
|    | 4/26 | Th  | Group2 short stories |             |
| 15 | 5/1  | T   | Group3 short stories |             |
A FEW PHILOSOPHY RESOURCES:
Internet Encyclopedia of Philosophy: www.iep.utm.edu/
Stanford Encyclopedia of Philosophy: http://plato.stanford.edu/

ATTENDANCE POLICY:
The University is clear and thorough on what constitutes an “excused absences” (see: http://student-rules.tamu.edu/rule07). You are responsible for acquiring appropriate documentation substantiating any “excused absence.” Beyond that you are permitted one absence, for whatever reason. Additional absences will be negatively affect your grade, 2.5% points per class off of your final grade.

RELIGIOUS HOLIDAYS:
If any class meetings or assignments fall on a religious holiday that you observe, please inform the professor and alternative arrangements will be made.

TECHNOLOGY POLICY:
Please silence cell phones during class time. Unless otherwise indicated, please take notes using only “old” technologies, i.e. pen/pencil and paper. Furthermore, Google is not taking this class; you are.

LATE WORK POLICY:
Assignments must be turned in on time in order to be candidates for full credit. Late Papers (essay and short story) will be penalized 5% points per 24-hr period. That said, if you anticipate needing more time in order to do your best work, for a compelling reason, I will consider granting an extension.

ACADEMIC INTEGRITY
http://library.tamu.edu/services/library_tutorials/academic_integrity/index.html

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

AGGIE HONOR CODE
“An Aggie does not lie, cheat or steal, or tolerate those who do.”
https://aggiehonor.tamu.edu/

WRITING CENTER
http://writingcenter.tamu.edu/
## New Core Component Proposal

**Viewing:** PHIL 413-W: Eighteenth-Century Philosophy

**Last edit:** 02/24/18 1:54 pm

Changes proposed by: lradzik

### Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda Radzik</td>
<td><a href="mailto:lradzik@tamu.edu">lradzik@tamu.edu</a></td>
<td>979-845-5660</td>
</tr>
<tr>
<td>Stephen Daniel</td>
<td><a href="mailto:sdaniel@tamu.edu">sdaniel@tamu.edu</a></td>
<td>979-845-5660</td>
</tr>
</tbody>
</table>

### Course Information

- **Course Prefix:** PHIL
- **Course Number:** 413
- **Academic Level:** UG
- **Complete Course Title:** Eighteenth-Century Philosophy
- **Abbreviated Course Title:** EIGHTEENTH - CENT PHIL
- **Crosslisted With:**
- **Semester Credit:** 3
- **Hour(s):**
- **Proposal for:**
  - Writing Designation

### Writing Designation

- **Number of Sections per Academic Year:** 1
- **Enrollment per Section (Avg.):** 25
- **Are the graded writing assignments 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 writing.

Not applicable.

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 W component.**

List all graded writing assignments along with the approximate word count 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 assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses to reading questions 1</td>
<td>250</td>
<td>6.33</td>
<td>No</td>
</tr>
<tr>
<td>Responses to reading questions 1</td>
<td>250</td>
<td>6.33</td>
<td>No</td>
</tr>
<tr>
<td>Responses to reading questions 1</td>
<td>250</td>
<td>6.33</td>
<td>No</td>
</tr>
<tr>
<td>Research paper</td>
<td>2500</td>
<td>16</td>
<td>No</td>
</tr>
<tr>
<td>Add word count of each graded writing assignment and put total word count here.</td>
<td>3250</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add the percentage of final grade based on writing and put the total percentage here.</td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain how collaboration is monitored to ensure equal participation.</td>
<td>Not applicable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe the formative feedback provided on student writing, especially on major assignments. Students turn in a proposal, bibliography and a draft in advance of the Research Paper and receive written feedback.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe how you provide writing instruction. While I will sometimes lecture about particular forms of writing (such as summarizing a debate for the essay exams) and research methods (such as proper citation practices), most of my writing instruction will take place via modeling and discussion. In addition to the written feedback (described above) that students will receive on their writing, our in-class discussions of the reading assignments frequently focus on the ways in which the philosophical arguments are constructed and what rhetorical moves the authors make in order to convince their readers.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional Comments**

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

Attach Course Syllabus  [PHIL 413 W sample.docx](#)

Reviewer Comments  Donna Pantel (dpantel) (04/03/18 3:54 pm): This course is a new certification and has been approved from 1/1/2018 to 1/1/2022.
PHIL 413.900: 18TH CENTURY PHILOSOPHY
Tuesday & Thursday: 12:45-2:00 (YMCA 115)
Spring 20xx

Prof. Stephen Daniel, YMCA 417, sDaniel@tamu.edu
Office Hours: TTh 12:15-12:45, 2:00-3:30, and by appointment

COURSE DESCRIPTION
In 18th Century Philosophy students learn to analyze and evaluate discussions by early modern thinkers on mind, nature, freedom, knowledge, God, morality, and political obligations. By interpreting 18th century philosophers in their historical context, students enhance their critical writing and speaking abilities and learn how to identify their own assumptions more clearly.

Prerequisites: Junior or Senior classification or permission of the instructor

LEARNING OUTCOMES: By the end of this course, students should be able to:
- Identify and explain the central philosophical questions that occupied Western thinkers in the 18th Century.
- Identify and explain the theories defended by some of the most influential Western thinkers of the period.
- Independently comprehend the meaning and argumentative structure of philosophical material.
- Evaluate and compare texts and ideas in both discussion and writing.
- Critique texts, arguments, and ideas in both discussion and writing.
- Design and execute a philosophical project that participates in current debates.

REQUIRED TEXTS
Supplemental texts will be made available through eCampus.
Recommended text: Frederick Copleston, History of Philosophy, vols. 5-6.

COURSE REQUIREMENTS
Reading questions, 1-2 pg., 3 sets 12 points each (36 points total)
Three In-class Tests 30 points each (90 points total)
Research Paper, 10 pages 30 points
Final Exam 30 points

A: 186 - 164.5 points
B: 164 - 146 points
C: 145.5 - 127.5 points
D: 127 - 114 points
F: 113.5 – 0 points
Because this is a Writing-Intensive course, students must pass the writing portions of the class in order to pass the class as a whole. In this class the “writing portions” include the answers to the reading questions and the Research Paper.

Attendance and Participation
There is no separate grade for participation, but it affects your mastery of the material. TAMU Student Rule 7 notes that you are expected to attend all classes and defines the policy for excused absences. If you miss the tests, reading answers, or final exam, contact me immediately. You should definitely still turn in assignments even after they are due (but no more than one week late) to receive some credit.

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. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://aggiehonor.tamu.edu/

Americans with Disabilities Act (ADA) Policy Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information visit http://disability.tamu.edu/

Religious Holidays
If any class meetings or assignments fall on a religious holiday that you observe, please inform the professor and alternative arrangements will be made.

**Reading and Assignment Schedule** (subject to change, updated version available through eCampus)

<table>
<thead>
<tr>
<th>Jan.</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Introduction vii-viii, 17-20</td>
</tr>
<tr>
<td>19</td>
<td>Milton on Locke 115-36</td>
</tr>
<tr>
<td>24</td>
<td>Locke Essay 1-3, 11-23, 31-33</td>
</tr>
<tr>
<td>26</td>
<td>Locke Essay 42-61</td>
</tr>
<tr>
<td>31</td>
<td>Locke Essay 61-79</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feb.</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Locke Essay 79-96</td>
</tr>
<tr>
<td>7</td>
<td>Locke Essay 96-108</td>
</tr>
<tr>
<td>9</td>
<td>Test 1</td>
</tr>
<tr>
<td>14</td>
<td>Leibniz, New Essays 115-26</td>
</tr>
<tr>
<td>16</td>
<td>Berkeley Principles 127-38 §25</td>
</tr>
<tr>
<td>21</td>
<td>Berkeley Principles 138 §25–150 §55</td>
</tr>
</tbody>
</table>
23 Berkeley Principles 151 §56 –162 §107; reading questions due
28 Berkeley Principles 162 §107-174 §156
Mar. 2 Catharine Cockburn / Emilie du Châtelet
7 Riley on Rousseau 193-221 (mid-sem)
9 Test 2
21 Kail on Hume 167-92; research paper proposals and bibliographies due
23 Hume 229-31, Treatise Liv.6 & App 320-27; Inquiry 328-36
28 Hume Inquiry 336-51; reading questions due
30 Hume Inquiry 351-69
Apr. 4 Hume Inquiry 381-94; drafts of Research Paper due
6 Reid Common Sense 133-39; Intellectual Powers 443-46
11 Test 3
13 Kant Critique of Pure Reason 389-402
18 Kant Critique of Pure Reason 402-417
20 Kant Critique of Pure Reason 417-35 (Q drop deadline); reading questions due
25 Kant Critique of Pure Reason 435-50
27 Kant Critique of Pure Reason 451-62; Research Paper due
May 2 [No class: redefined Friday class]
9 (Tuesday) Final exam 8:00-10:00
New Core Component Proposal

Date Submitted: 03/09/18 9:04 am

Viewing: PHYS 327-W : Experimental Physics I

Last edit: 03/09/18 9:04 am
Changes proposed by: skessler

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sherree Kessler</td>
<td><a href="mailto:skessler@tamu.edu">skessler@tamu.edu</a></td>
<td>979-458-5948</td>
</tr>
</tbody>
</table>

Course Prefix: PHYS
Academic Level: UG
Complete Course Title: Experimental Physics I
Abbreviated Course Title: EXPERIMENTAL PHYSICS I
Crosslisted With:
Semester Credit: 2
Hour(s):
Proposal for:
Writing Designation

<table>
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<tr>
<th>Writing Designation</th>
<th>Number of Sections per Academic Year</th>
<th>Enrollment per Section (Avg.)</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Are the graded writing assignments evaluated by any assistants (i.e., GATs or undergraduates)?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Who will evaluate them?</td>
<td>GATs</td>
<td></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 writing.

Grading of the weekly writing assignments is shared between the professor and teaching assistant (GAT). Grading of the final paper is done by the professor. The GAT is carefully trained and supervised as follows: The professor grades the first two weekly papers. Grading consists not only of marking problems but explaining to the students how to better write their reports. Before they are returned to the student, the GAT carefully reads them and observes what the professor did. The GAT and the professor meet and discuss this after each paper. For the next two weeks, the professor and GAT split the grading, and each then reads the other’s work and discusses questions and commonalities. Subsequently the TA does grading on his or her own. The professor occasionally reviews grading by the GAT to ensure that the feedback to the students is appropriate and useful.

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 W component.

List all graded writing assignments along with the approximate word count 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 assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab report 1</td>
<td>500</td>
<td>3</td>
<td>No</td>
</tr>
</tbody>
</table>
Add the word count of each graded writing assignment and put total word count here.

- Lab report 2: 500 words, 3% of final grade, collaborative?
- Lab report 3: 500 words, 3% of final grade, collaborative?
- Lab report 4: 500 words, 3% of final grade, collaborative?
- Lab report 5: 500 words, 3% of final grade, collaborative?
- Lab report 6: 500 words, 3% of final grade, collaborative?
- Lab report 7: 500 words, 3% of final grade, collaborative?
- Lab report 8: 500 words, 3% of final grade, collaborative?
- Lab report 9: 500 words, 3% of final grade, collaborative?
- Lab report 10: 500 words, 3% of final grade, collaborative?
- Final Paper: 2000 words, 30% of final grade, collaborative?

Add the percentage of final grade based on writing and put the total percentage here.

- Total word count: 7000 words
- Total percentage: 60%

Explain how collaboration is monitored to ensure equal participation.

- Students do not collaborate on writing.

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

- Students receive detailed feedback on lab reports from the professor during the first few assignments, and from the GAT afterwards. The required first draft of the final paper is reviewed by the professor and appropriate comments, suggestions and revisions are provided.

Describe how you provide writing instruction.

- Students are provided with verbal explanations of and written examples for writing lab reports and the first draft of the final paper during lectures. The professor reviews many common mistakes that experience has shown, and shows the students how to avoid these. Students also receive templates for the lab reports and paper draft. They are also given instruction on technical writing, including guidelines for following APS format.

Additionally, the feedback students receive on their weekly reports is extensive, including comments on important aspects of writing such as dimensional consistency, proper use of equations, appropriateness of diagrams, completeness and readability, and grammar.

Additional Comments

- Percentage of final grade shown above is based on 2 credit hours for PHYS-327. See syllabus.

This is a recertification.

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

Attach Course Syllabus

- PHYS 327-328 Syllabus - Spring 2018.pdf

Reviewer Comments

- Donna Pantel (dpantel) [04/03/18 3:57 pm]: This course is a recertification and has been approved from 1/1/2018 to 1/1/2022.
PHYS 327 and PHYS 328 are taught together. You may not enroll in one without enrolling in the other. You will receive the same grade in both courses. All of the following applies to both course numbers.

Instructor information
Instructor George R. Welch
Email grw@tamu.edu
   Please write PHYS-327 in the subject line for preferred response.
Office ENPH 209
Office hours M 9:00-10:00, T 9:00-10:00 (subject to changes announced in class)
Telephone 979-845-7717 (department office)

Course meeting times and locations
Lecture MW 1:50 p.m. – 2:40 p.m., MPHY-213
Lab Section 901: M 3:00 p.m. – 5:50 p.m, MPHY-150
   Section 902: W 3:00 p.m. – 5:50 p.m, MPHY-150
Note error on Howdy with lab meeting times.
Exam 1 Monday, Apr 23 at 1:50 p.m. (in class)
Exam 2 Monday, May 7 at 3:30 p.m. (in classroom)

Course description and prerequisites
Description Laboratory experiments in modern physics and physical optics with an introduction to current, state-of-the-art recording techniques.
Corequisites PHYS 327 and PHYS 328 must be taken together
Prerequisites PHYS 221

Learning outcomes or course objectives
By the end of this course, students will be able to:
1. Perform experiments that were critical to the development of modern physics.
2. Perform calculations relevant to the physics behind these experiments.
3. Calculate uncertainty in the quantities derived by their experimental data.
4. Write a brief lab report summarizing procedures and results of these experiments.
5. Give an oral presentation of the style used in physics conferences on a topic relevant to their work in this course.
6. Write a paper in the style of the Physical Review.
7. Present their experimental results at a poster session as commonly practices by professional physicists.
Textbook: *Experiments in Modern Physics*, by Melissinos and Napolitano. This is “sort-of” optional. It’s a great book and I recommend it if you are planning a career in physics. We will use it some, but if the purchase is a financial hardship then talk to me.

Laboratory Notebook: *Computation Book*, Ampad #22-157. This exact model is absolutely required. No substitutions.

Notes: Instructor’s notes will be provided via email or on course web site.

Grading policies:
Rules regarding excused absences are found at http://student-rules.tamu.edu/rule07. Only work missed with excused absences may be made up.

<table>
<thead>
<tr>
<th>The grade in this class will consist of</th>
<th>Grading scale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1 15%</td>
<td>A: 90-100%</td>
</tr>
<tr>
<td>Exam 2 15%</td>
<td>B: 80-89%</td>
</tr>
<tr>
<td>10 Lab reports 20%</td>
<td>C: 70-79%</td>
</tr>
<tr>
<td>Oral presentation 15%</td>
<td>D: 60-69%</td>
</tr>
<tr>
<td>Poster presentation 15%</td>
<td>F: 0-59%</td>
</tr>
<tr>
<td>Term paper 20%</td>
<td></td>
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</table>

To pass this course you must pass the writing component. To receive W credit for this course you must pass the writing component. To pass this course you must pass the communication component. To receive C credit for this course you must pass the communication component.

Course topics and major assignment dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Lecture topic</th>
<th>Lab topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/17</td>
<td>Introduction</td>
<td>No labs</td>
</tr>
<tr>
<td>2</td>
<td>1/22, 1/24</td>
<td>Lab topics</td>
<td>No labs</td>
</tr>
<tr>
<td>3</td>
<td>1/29, 1/31</td>
<td>Lab topics</td>
<td>Intro/Tour</td>
</tr>
<tr>
<td>4</td>
<td>2/5, 2/7</td>
<td>Writing and speaking</td>
<td>Lab 1</td>
</tr>
<tr>
<td>5</td>
<td>2/12, 2/14</td>
<td>Writing and speaking, Oral Presentations</td>
<td>Lab 2</td>
</tr>
<tr>
<td>6</td>
<td>2/19, 2/21</td>
<td>Oral Presentations</td>
<td>Lab 3</td>
</tr>
<tr>
<td>7</td>
<td>2/26, 2/28</td>
<td>Oral Presentations</td>
<td>Lab 4</td>
</tr>
<tr>
<td>8</td>
<td>3/5, 3/7</td>
<td>Oral Presentations</td>
<td>Lab 5</td>
</tr>
<tr>
<td>9</td>
<td>3/12--3/16</td>
<td><em>Spring Break</em></td>
<td></td>
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<tr>
<td>10</td>
<td>3/19, 3/21</td>
<td>Oral Presentations</td>
<td>Lab 6</td>
</tr>
<tr>
<td>11</td>
<td>3/26, 3/28</td>
<td>Oral Presentations</td>
<td>Lab 7</td>
</tr>
<tr>
<td>12</td>
<td>4/2, 4/4</td>
<td>Oral Presentations, Posters</td>
<td>Lab 8</td>
</tr>
<tr>
<td>13</td>
<td>4/9, 4/11</td>
<td>Oral Presentations, Paper-LaTeX</td>
<td>Lab 9</td>
</tr>
<tr>
<td>14</td>
<td>4/16, 4/18</td>
<td>Posters/Papers, Exam Review</td>
<td>Lab 10</td>
</tr>
<tr>
<td>15</td>
<td>4/23, 4/25</td>
<td>Exam 1, Poster Session</td>
<td>No Labs</td>
</tr>
<tr>
<td>16</td>
<td>4/30</td>
<td>Papers due</td>
<td>No Labs</td>
</tr>
<tr>
<td>Finals</td>
<td>5/7</td>
<td>Exam 2</td>
<td></td>
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</table>
Handouts
The handouts used in this course are copyrighted. By “handouts,” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

Americans with Disabilities Act
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/

Academic integrity
The Aggie honor code states that “an Aggie does not lie, cheat, or steal, or tolerate those who do.” For additional information, please visit http://aggiehonor.tamu.edu/

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

If you have any questions regarding plagiarism, please consult: http://aggiehonor.tamu.edu/Rules-and-Procedures/Rules/Honor-System-Rules
**Core Curriculum Management**

**New Core Component Proposal**

Date Submitted: 04/17/18 1:22 pm

Viewing: **ASTR 491-W : Research**

Last edit: 04/17/18 1:22 pm

Changes proposed by: skessler

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sherree Kessler</td>
<td><a href="mailto:skessler@tamu.edu">skessler@tamu.edu</a></td>
<td>979-458-5948</td>
</tr>
</tbody>
</table>

Course Prefix  ASTR  
Academic Level  UG  
Complete Course Title  Research  
Abbreviated Course Title  RESEARCH  
Crosslisted With  
Semester Credit  0-4  
Proposal for:  
Writing Designation

<table>
<thead>
<tr>
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<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview</td>
<td>500</td>
<td>25</td>
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<td>Draft</td>
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<tr>
<td>Final</td>
<td>2500</td>
<td>25</td>
<td>No</td>
</tr>
</tbody>
</table>

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

5500

*In Workflow*

1. PHYS Department Head
2. SC College Dean UG
3. W & C Preparer
4. W & C Advisory Committee Chair
5. Faculty Senate Preparer
6. Faculty Senate
7. Provost II
8. President
9. Curricular Services

*Approval Path*

1. 04/17/18 2:27 pm  
   Lewis Ford (a-ford):  
   Approved for PHYS Department Head
2. 04/26/18 8:51 am  
   Lucas Macri (lmacri):  
   Approved for SC College Dean UG
3. 05/15/18 1:00 pm  
   Donna Pantel (dpantel):  
   Approved for W & C Preparer
4. 05/15/18 3:24 pm  
   Donna Pantel (dpantel):  
   Approved for W & C Advisory Committee Chair

*Writing Designation*

Number of Sections per Academic Year  10  
Enrollment per Section (Avg.)  1

Are the graded writing assignments 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 writing.  
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 W component.

List all graded writing assignments along with the approximate word count 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 the percentage of final grade based on writing and put the total percentage here.

Explain how collaboration is monitored to ensure equal participation.

N/A

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

This program is structured to allow the student and their faculty mentor to develop a research paper following the style of one of the research journals used in their area of research.

The student will present draft elements of this work at several stages along the way from the inception of the work until the final draft is completed. At each of these steps, the student and their mentor will discuss the writing product and ways to improve their exposition of the research. The model used here is very similar to the mentor student relationship for writing a thesis or dissertation. Feedback to the student is provided by the mentor at each stage of the development of their writing product.

Describe how you provide writing instruction.

The writing instruction for students participating in this course is primarily based on reading examples of similar writings in journals and then modeling that style in their own writing. The feedback that the student receives from their mentor as they progress through this writing project also serves as a form of writing instruction for the student. Additionally, students are required to attend three University writing workshops.

This is not the standard track for students in physics to satisfy their writing course requirements for graduation. We have another set of courses aimed at providing an organized class to address this requirement. ASTR 491-9xx is used in exceptional circumstances when a student has been unable to meet the W/C requirements through the standard set of courses. This course is identical to PHYS 491-9xx except the student works with a faculty member in Astronomy, rather than in Physics.

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

Attach Course Syllabus

ASTR 491 Form.pdf

Reviewer Comments

Donna Pantel (dpantel) (05/15/18 1:00 pm): This is a certification course and has been approved from 9/1/2018 to 9/1/2022.
ASTR 491-9XX Undergraduate Research with Writing Credit (1 credit)

A grade can only be earned in this course by submitting a research style paper of at least 2500 words in length and of acceptable quality as determined by the lecturer in the course. It is suggested that the format be similar to that used by one of our professional journals.

In order to register for the 9XX section and earn W credit, the following requirements must be met:

1. You must be an undergraduate Physics major.
2. You must have a faculty advisor who agrees to read and respond to drafts of your written work.
3. You must attend 3 writing workshops offered by the Office of Undergraduate Research, the Honors Program, or the Writing Center. You must choose the most appropriate workshop/tutorial for your research area in each of the following topics:
   a. Plagiarism/proper citing of sources
   b. Common stylistic, punctuation, and grammatical errors
   c. Components of a thesis
4. You must submit the overview section of your research document to your research advisor and the course lecturer by Week 3 and another section by Week 6 for feedback. You will revise these and incorporate them into your final research document. A draft of your completed document must be submitted to your advisor in Week 12. After each of these assignments are submitted, you must have a writing conference with your research advisor.
5. You must submit the final version of your document by Week 14.

Application to Earn Writing Credit for research writing in Physics.

__________________________________________________________________________
Name of Student

ASTR 491-9 ___ ___ \[____ / ______\]
Course Subject (PHYS), Number and Section \[Semester/Year\]

__________________________________________________________________________
Name of Research Advisor

Research Advisor Agreement

I agree to read and respond to drafts of my student’s research document.

__________________________________________________________________________
Signature of Research Advisor

Return to Sherree Kessler
New Core Component Proposal

Viewing: **IDIS 340-W : Manufacturer Distributor Relations**

Writing Designation

- **Number of Sections per Academic Year**: 3
- **Enrollment per Section (Avg.)**: 60
- **Are the graded writing assignments evaluated by any assistants (i.e., GATs or undergraduates?)**: Yes
- **Who will evaluate them?**
  - Student grader (Mason Harris) and myself. If needed, will add at GAT

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 writing.

  - Student grader and myself grades for content and writing based on a rubric. I then sample 20% of what he grades to check for accuracy.

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

  - To receive W credit for this course, you must pass the W component.

List all graded writing assignments along with the approximate word count 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 assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company Sponsored Class Project</td>
<td>1500</td>
<td>40</td>
<td>Yes</td>
</tr>
<tr>
<td>Individual Writing Assignment #1 (Distribution process)</td>
<td>1000</td>
<td>15</td>
<td>No</td>
</tr>
<tr>
<td>Individual Writing Assignment #2 (Distribution process)</td>
<td>1000</td>
<td>15</td>
<td>No</td>
</tr>
</tbody>
</table>
Add word count of each graded writing assignment and put total word count here.
3500

Add the percentage of final grade based on writing and put the total percentage here.
70

Explain how collaboration is monitored to ensure equal participation.
The Company Sponsored Class project is a collaborative effort between five students. In addition to the 1500 word project report, a 15 minute presentation is required in which all must participate. Each group is monitored through a regular "check-in” meeting with instructor (one per group) as well as group feedback on participation through a written participation evaluation. Also each participant must present in the final presentation.

Describe the formative feedback provided on student writing, especially on major assignments.
The instructor will provide feedback on a draft of the first individual assignment that covers the overall content and support of main points, grammar, and readability.

Describe how you provide writing instruction.
Class time is given to instruction on how to research and manage a project, write a report as well as how to put together a presentation.

Additional Comments
We began teaching this class as a writing intensive class this semester (Spring 2018). We are asking for certification as a writing intensive class for Fall of 2018 if possible.

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

Attach Course Syllabus
IDIS 340 Spring 2018 Syllabus .docx

Reviewer Comments
Donna Pantel (dpantel) (05/15/18 2:34 pm): This course has been submitted for certification and has been approved from 1/1/2017 to 1/1/2021.
## IDIS 340: Manufacturer Distributor Relationships
### Spring 2018

*Class also supported through eCampus ([http://ecampus.tamu.edu](http://ecampus.tamu.edu))*

<table>
<thead>
<tr>
<th>Instructor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. F Barry Lawrence</td>
</tr>
<tr>
<td>Leonard and Valerie Bruce Chair Professor in Industrial Distribution Program</td>
</tr>
<tr>
<td>Program Coordinator, Industrial Distribution Program</td>
</tr>
<tr>
<td>Thomas and Joan Read Center for Distribution Research and Education</td>
</tr>
<tr>
<td><strong>Office:</strong> Call Peggy Jo Johnson at (979)-324-0139</td>
</tr>
<tr>
<td><strong>Email:</strong> <a href="mailto:barry.lawrence@tamu.edu">barry.lawrence@tamu.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Co-Instructor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kevin Friar</td>
</tr>
<tr>
<td>Senior Lecturer</td>
</tr>
<tr>
<td><strong>Telephone:</strong> (281) 685-8372</td>
</tr>
<tr>
<td><strong>Office:</strong> Fermier 203F</td>
</tr>
<tr>
<td><strong>Email:</strong> <a href="mailto:kevin.friar@tamu.edu">kevin.friar@tamu.edu</a></td>
</tr>
<tr>
<td><strong>Appointments:</strong> Please e-mail me to schedule or ask availability after class.</td>
</tr>
<tr>
<td><strong>Office Hours:</strong> Wednesday 1:30-3:00PM, Thursday 11:30-12:30PM</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Assistant:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mason Harris</td>
</tr>
<tr>
<td>(832) 525-7818</td>
</tr>
<tr>
<td><strong>Email:</strong> <a href="mailto:masonharris123@tamu.edu">masonharris123@tamu.edu</a></td>
</tr>
</tbody>
</table>
**Course Description:**

Students will learn the approaches and procedures for developing and maintaining strategic manufacturer distributor relationships: marketing channel design, channel roles, managing uncertainty, market growth, accountability, channel compensation and managing the financial goals of the distributor. Class includes an industry project that culminates with student presentations of their findings to an executive panel of the sponsoring company.

Prerequisites: The prerequisite for this course is IDIS 240: admitted to major degree sequence (upper level) in industrial distribution.

To receive W credit for this course, you must pass the W component.

**Sections:**

- **501**  TR 12:45PM-2:00PM, FERM 303
- **502**  TR 2:20PM-3:35PM, FERM 303
- **503**  TR 3:55PM-5:10PM, THOM121

**Overall Course Learning Outcomes:**

Upon completion of this course, students will be able to:

1) Identify types of companies involved in distribution channels.

2) Explain relationships between manufacturers and distributors.

3) Understand how relationships interact to maximize efficiencies within distribution channels and enhance the customer value proposition.

4) Critically analyze challenges faced by companies within distribution channels.

5) Work in teams and demonstrate communication skills relating distributor relationships.

6) Formulate alternative solutions to manufacturer distributor relationships challenges.

**Resource Materials:**

Recommended Text: Driving Profitable Growth: A Distributor’s Playbook to Generate–Manage–Sustain Competitive Advantage by Senthil Gunasekaran, Pradip Krishnadevarajan, & F. Barry Lawrence
Attendance Policy:

It is the student’s professional responsibility to attend all lectures as per their registered schedule. Attendance is required for every industry guest presentation and class project presentation. Please take notes during the guest speaker presentations, as you will be expected to submit a reflection paper on each guest speaker. The guest lectures will be included in the exam material. Students will be allowed to drop one guest speaker reflection paper. Excused absences stated by Student Rule #7, http://student-rules.tamu.edu/rule07, are the only acceptable reasons for making up assignments.

Course Grading:

- Guest Speaker Reflections: \( \frac{1}{} \) 100 points
- Individual Writing Assignments: 300 points (150 points for each assignment)
- Midterm Exam: \( \frac{1}{} \) 100 points
- Final Exam: \( \frac{1}{} \) 100 points
- Class Project: \( \frac{1}{} \) 400 points (200 points for presentation, 200 points for final report)

TOTAL \( \frac{1}{} \) 1000 points divided by 10 to get a percentage grade

Determination of Final Grades within the Course:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>
Make-up Policy:

All unexcused missed or late assignments, in-class quizzes, projects, or presentations will receive at most half credit. All unexcused missed exams will receive zero credit. If the absence is excused, the instructor must either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor.

Note on Plagiarism: All documents, including exams and project reports you turn in will be put through “Turn It In” to test for over quotation or otherwise drawn materials from other sources. Turn It In scores less than 10% are fine. Between 10% and 30% will be penalized in the grading. Greater than 30% will be closely examined by the instructor for possible plagiarism (a ZERO on the assignment).

Guest Speaker Takeaways (100 points):

For each guest speaker, students will be expected to write and turn in 5-10 key takeaway they took from the presentation. The assessment should describe the key takeaways in the context of the speaker’s message and how it will impact their project. There will be 6 guest lectures. Each speaker assessment carries 20 points. Each student will be allowed to drop one assessment (best 5 will be used). You must submit your written takeaway paper on or before 8AM of the due date using the “Turnitin” link in e-campus. Your assignment is due within five days of the guest speaker’s class discussion.

Individual Writing Assignments (300 points):

There will be two individual writing assignments. Each assignment will be 1000 words. Assignments will be graded based on content and writing skills. Always place your name and section number in the upper right corner of the first page. Individual assignments can be found in e-campus. You must submit the assignments on or before 8AM of the due date using the “Turnitin” link in e-campus. Please check the course schedule for due dates for this assignment.

Exams (200 points):

• The course will have a mid-term and a final exam.

• Short Answers/Essays. General theme problem will be introduced for you to address.
• The expectation will be to include the information from readings, reflective discussions, reading article, and other sources covered in the class up to that point.

• Graphics, citations, and external sources (with bibliography) will improve your grade.

• Final exam will be comprehensive.

Please check class schedule for exam dates

Class Project (400 points):

Students will work in groups of 3 to 6 students on a real time project. Grades will be determined on both content and writing skills. During presentations, team members should be ready to answer specific questions directed to them. In addition a written final report will be submitted on or before 8AM of the due date through “turnitin” in e-campus unless otherwise noted. More information will be provided in class regarding this project and its requirements. Please check class schedule for due dates on assignments.

Course Support:

Technology Support: For technological issues related to e-Campus and software, contact the TAMU Help Desk:

• Student e-Campus Help Website, http://ecampus.tamu.edu/student-help.php

• TAMU IT Help Desk: Website: http://hdc.tamu.edu/index.php (Online Chat is available)

Phone: (979) 845-8300

Email: helpdesk@tamu.edu

The TAMU Help Desk is open 24 hours a day 7 days a week. If your technical problems are unable to be resolved within 48 hours, please contact the instructor for additional assistance.

Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.
Course Technology:

E-Campus. This course will use the TAMU e-Campus, powered by Blackboard Learn, as the virtual classroom. Within e-Campus, you can find all course related content and assessments (including but not limited to course materials, content, videos, activities, assessments, etc.). The recommended browsers for e-Campus access are Mozilla Firefox or Google Chrome (Internet Explorer is not recommended). For additional information on support browsers for e-Campus, please visit http://tx.ag/eCampusBrowserSupport. To login to e-Campus:

- Go to http://ecampus.tamu.edu
- Click the Login button
- Use your TAMU NetID and password to login

Once logged into eCampus, you will see a list of all courses for which you are enrolled in for the semester. To navigate to this course, click on the name of the course. If you have any problems logging into the course, please see the technology support section below. For this course, you will find a home page “Welcome to IDIS 340” which contains links to all the course materials. For any questions regarding e-Campus course navigation, please contact the TA.

Course Policies:

Late Work Policy: LATE WORK is not accepted. This course relies on discussion, interaction, and group work among class members. Therefore, it is essential that work be completed on schedule. At the beginning of every module, you should spend time planning. Read the learning modules in e-Campus very carefully. Please do not wait until the last day to do the work. Punctuality is especially important when assignments impact your classmates. If your schedule impacts others, notify them and me and make alternative arrangements. If an unforeseen event(s) arises such as a university-excused absence, you must follow the TAMU student rule regarding attendance to makeup these assignments. For more information on TAMU excused absences, please visit http://student-rules.tamu.edu/rule07. If you do not have a university-excused absence and miss an assignment, you may see a deduction of a point or two in your overall grade. If this is a rare occurrence and your work for this class it otherwise excellent, it should make no difference in your final grade for the course. It is only when work is frequently late and/or quality of the work is consistently below standard that your final grade will suffer. In those rare circumstances where an emergency takes you away from the course for an extended period, contact your instructor right away to make arrangements.
Course Copyright Statement: The materials used within this course are copyrighted. These materials include, but are not limited to, the syllabi, quizzes, exams, lab problems, online handouts, course videos, etc. Because these materials are copyrights, you do not have the right to copy or distribute these materials, unless permission is expressly granted.

Incomplete Grade: Grades of “INCOMPLETE” will be given only for certifiable medical reasons or in other extraordinary circumstances arranged in advance. If you are planning to be away from your usual location (travel, vacation, etc.) during this course, consider dropping the course or discuss your situation with me and we can see if you will be disadvantaged by your mobility or impacting others’ work.

Communication Expectations: The best way to contact the instructor and graduate assistant for this course is via email (see contact information at the top of the syllabus). Students should expect a response from the instructor or graduate assistant no later than 48 hours after an email is sent or voicemail is left. Course assignments, projects, and other assessments will be graded no later than 14 days after the due dates posted within the syllabus and e-Campus calendar. If dates need to be adjusted based on unforeseen circumstances, an announcement will be sent from e-Campus.

Institutional Policies

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, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

If you find that course content or software are not accessible, please contact your course instructor or disability services so that appropriate accommodations to the learning environment can be made.

Academic Integrity Statement and Policy: For many years, Aggies have followed a Code of Honor, which is stated in this very simple verse:

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

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.
For more information please visit, http://student-rules.tamu.edu/aggiecode and http://aggiehonor.tamu.edu/

Statement of Plagiarism:

All materials generated for this class (which may include but are not limited to syllabi and in-class materials) are copyrighted. You do not have the right to copy such materials unless the instructor expressly grants permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writing, etc. which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission of that person. Plagiarism is one of the worst academic violations, for the plagiarist destroys trust among others. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

Export Control Statement: United States export control laws regulate the release of goods and technologies that affect U.S. national security or foreign policy interests. Distance education students and course content MUST comply with these U.S. export control laws. If TAMU indicates that you are attempting to access course content from an IP address associated with a country currently subject to economic and trade sanction, your TAMU NetID account will be terminated and you will be contacted by the TAMU Export Control Office and the Office of Identity Management. For additional visit, https://vpr.tamu.edu/resources/export-controls/resources.

Let us know if you have any questions.

GIG’ EM and Happy Learning!!!
Relation between IDIS 340 Course Objectives and ABET Outcomes

An Industrial Distribution graduate has the following abilities at the time of graduation.

A. *an ability to select and apply the knowledge, techniques, skills, and modern tools of the
discipline to broadly-defined engineering technology activities.*

B. *an ability to select and apply a knowledge of mathematics, science, engineering, and
technology to engineering technology problems that require the application of principles
and applied procedures or methodologies.*

C. *an ability to conduct standard tests and measurements; to conduct, analyze, and interpret
experiments; and to apply experimental results to improve processes.*

D. *an ability to design systems, components, or processes for broadly-defined engineering
technology problems appropriate to program educational objectives.*

E. *an ability to function effectively as a member or leader on a technical team.*

F. *an ability to identify, analyze, and solve broadly-defined engineering problems.*

G. *an ability to apply written, oral, and graphical communication in both technical and non-
technical environments; and an ability to identify and use appropriate technical
literature.*

H. *an understanding of the need for and an ability to engage in self-directed continuing
professional development.*

I. *an understanding of and a commitment to address professional and ethical responsibilities
including a respect for diversity.*

J. *a knowledge of the impact of engineering technology solutions in a societal and global
context; and*

K. *a commitment to quality, timeliness, and continuous improvement.*

L. *an ability to accomplish the integration of systems using appropriate analytical,
computational, and application practices and procedures.*

M. *an ability to apply knowledge of probability, statistics, engineering economic analysis and
cost control, and other technical sciences and specialties necessary in the field of
industrial engineering technology.*

The following table indicates how this course contributes to the achievement of the overall
programmatic educational outcomes. Entries with an “H” signify a high relevancy.
<table>
<thead>
<tr>
<th>Course Objective</th>
<th>IDIS Program Educational Outcome</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
<th>M</th>
<th>Assessment Method</th>
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</thead>
<tbody>
<tr>
<td>Identify types of companies involved in distribution channels <em>(Understand)</em></td>
<td></td>
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<td>H</td>
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<td></td>
<td></td>
<td></td>
<td>Guest Speakers, Exams 1 &amp; 2, Project</td>
</tr>
<tr>
<td>Relationships between manufacturers and distributors <em>(Understand)</em></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>H</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Guest Speakers, Exams 1 &amp; 2, Project, Individual Writing Assignment 1&amp;2</td>
</tr>
<tr>
<td>Understand how relationships interact to maximize efficiencies within distribution channels <em>(Create)</em></td>
<td></td>
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<td></td>
<td>H</td>
<td>Guest Speakers, Project, Individual Writing Assignment 1&amp;2</td>
</tr>
<tr>
<td>Critically analyze challenges faced by companies within distribution channels <em>(Evaluate)</em></td>
<td></td>
<td>H</td>
<td>H</td>
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<td>H</td>
<td>Guest Speakers, Project</td>
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<tr>
<td>Work in teams and demonstrate communication skills relating to distributor relationships <em>(Apply)</em></td>
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<td>Project</td>
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<tr>
<td>Formulate alternative solutions to manufacturer distributor relationships challenges <em>(Apply)</em></td>
<td></td>
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<td>H</td>
<td>Project</td>
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</table>
Core Curriculum Management

New Core Component Proposal

Date Submitted: 03/30/18 2:27 pm

Viewing: PHIL 414-W : Nineteenth Century Philosophy

Last edit: 03/30/18 2:27 pm

Changes proposed by: Radzik

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda Radzik</td>
<td><a href="mailto:lradzik@tamu.edu">lradzik@tamu.edu</a></td>
<td>979-845-5660</td>
</tr>
<tr>
<td>Daniel Conway</td>
<td><a href="mailto:conway@exchange.tamu.edu">conway@exchange.tamu.edu</a></td>
<td>979-845-5660</td>
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</tbody>
</table>

Course Prefix   PHIL  
Academic Level  UG
Complete Course Title  Nineteenth Century Philosophy
Abbreviated Course Title  19TH CENT PHILOSOPHY
Crosslisted With
Semester Credit  3
Hour(s)
Proposal for:  Writing Designation

Writing Designation

Number of Sections per Academic Year  1
Enrollment per Section (Avg.)  25
Are the graded writing assignments evaluated by any assistants (i.e., GAs or undergradautes)?  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 writing.

Not applicable

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

To receive W credit for this course, you must pass the W component.

List all graded writing assignments along with the approximate word count 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 assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
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<tbody>
<tr>
<td>Paper</td>
<td>3750</td>
<td>40</td>
<td>No</td>
</tr>
</tbody>
</table>

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

Add the percentage of final grade based on writing and put the total percentage here.
Explain how collaboration is monitored to ensure equal participation.
   Not applicable

Describe the formative feedback provided on student writing, especially on major assignments.
   Students will receive detailed, written comments on multiple drafts of the paper.

Describe how you provide writing instruction.
   I provide dedicated lectures and modules devoted to library research, grammar, peer review, and style throughout the semester. I also provide copious comments on each draft submitted for evaluation, including comments on grammar, spelling, syntax, logic, paragraph development, thesis statements, and conclusions.

I also meet regularly with students outside of class to discuss their ideas, their writing-related anxieties, and strategies for becoming more confident in their writing. Finally, I regularly recommend the excellent resources available to students via the Writing Center.

I have taught university-level writing-intensive courses since 1980.

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

Attach Course Syllabus  PHIL 414 W sample.pdf

Reviewer Comments  Donna Pantel (dpantel) (05/15/18 3:21 pm): This course has been submitted for certification and has been approved from 1/1/2018 to 1/1/2022.
The aim of this course is to introduce students to five influential European thinkers of the nineteenth century: the philosophers G.W.F. Hegel, Karl Marx, Søren Kierkegaard, and Friedrich Nietzsche; and the playwright Henrik Ibsen. No prior acquaintance with the history, methods, or terminology of philosophy is presupposed.

This course will employ a lecture/discussion format. Prepared students are encouraged to voice their considered opinions and to respond respectfully to the considered opinions of others. Students are therefore expected to master the assigned reading material in advance of each class meeting. **Those students who fail or choose not to master the assigned reading material in advance of each class meeting should form no reasonable expectation of deriving the maximum educational benefit from class meetings.**

It is the obligation of each student to identify to the instructor any problems or difficulties encountered in the course of completing the reading assignments.

Additional consultation hours are available to any student upon request.

**Prerequisites:** Junior or Senior Classification or permission of the instructor.

**Attendance Policy**
Class attendance is expected. Students will be held responsible for all announcements made in class, including any announcements pertaining to the revision of course requirements or reading assignments and the re-scheduling of examinations. The University’s policy on excused absences is available here: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

**Learning Outcomes**
Engaged students may expect to acquire and perfect the following skills:
- Sustainable study habits and practices;
- Critical analysis and evaluation of complex arguments;
- Sympathetic appreciation of alternative traditions, cultures, and beliefs;
Capacity for respectful disagreement and spirited debate; University-grade critical thinking, writing, and speaking skills.

Course Requirements

Criteria for successful completion of this course include: informed class participation (10%); one paper completed in multiple drafts (40%); and two in-class examinations (25% each). Only those students who pass the W component of the course (the assigned paper) will receive W credit for the course. Students who pass the course while failing the W component of the course will receive credit for PHIL 414.500 (rather than PHIL 414.900).

Grading Scale

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-90</td>
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<tr>
<td>89-80</td>
<td>B</td>
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<td>79-70</td>
<td>C</td>
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<tr>
<td>69-60</td>
<td>D</td>
</tr>
<tr>
<td>59-0</td>
<td>F</td>
</tr>
</tbody>
</table>

Writing Assignment

The assigned paper is due in its first draft, 12-15 pages in length, at the beginning of class on Thursday, October 5. Mandatory second drafts, 15-20 pages in length, are due on Thursday, November 8. Optional third drafts, of any length in excess of 15 pages, are due at the beginning of class on Tuesday, December 4. Students may expect to receive grades, copious comments, and constructive criticism on each draft they submit. Only the highest of these grades will count toward the writing component of the final course grade.

In-Class Examinations

The two in-class examinations have been scheduled for the following dates: October 18 and November 29. It is the responsibility of each student to obtain blue books and bring them to class on the scheduled examination dates. The instructor will not provide blue books for those students who do not have them.

An optional third examination has been scheduled for December 4, which is the final class meeting of the semester. The grade for this exam may be exchanged for the lower of the student's grades on the previous two exams.

Final Examination

No final examination has been scheduled for this course.
Office Consultation Hours
Thursday, 2:15-3:15 in 414 YMCA Building, and by appointment.

Library Assignment
On Tuesday, September 4 all students are required to attend the library presentation by Stephen Bales, Humanities and Social Sciences Librarian, in Evans Library Annex, Room 601.

Q-Drop Deadline Friday, November 16.

Required Reading

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason in History</td>
<td>Hegel</td>
<td>MacMillan/LLA</td>
</tr>
<tr>
<td>The Communist Manifesto</td>
<td>Marx</td>
<td>Penguin</td>
</tr>
<tr>
<td>Fear and Trembling</td>
<td>Kierkegaard</td>
<td>Cambridge UP</td>
</tr>
<tr>
<td>Four Major Plays</td>
<td>Ibsen</td>
<td>Oxford UP</td>
</tr>
<tr>
<td>Thus Spoke Zarathustra</td>
<td>Nietzsche</td>
<td>Viking Penguin</td>
</tr>
</tbody>
</table>

Schedule of Reading Assignments
All reading assignments should be completed prior to the dates listed.

Week I      August 28, 30      Introduction
Week II     September 4, 6    Hegel, chapters 1-2
Week III    September 11, 13  Hegel, chapters 3-4
Week IV     September 18, 20  Hegel, chapters 5-6
Week V      September 25, 27  Marx
Week VI     October 2, 4      Marx
                 First Draft of paper due Oct. 5
Week VII    October 9, 11    Kierkegaard
Week VIII   October 16, 18   Kierkegaard; Test #1
Week IX     October 23, 25   Ibsen
Week X      Oct. 30, Nov. 1  Ibsen
Week XI     November 6, 8    Nietzsche
                 Second Draft of paper due Nov. 8
Week XII    November 13, 15  Nietzsche
Week XIII   November 20      Nietzsche
Academic Integrity

"An Aggie does not lie, cheat or steal nor tolerate those who do."

Upon accepting admission to Texas A&M University, you immediately assumed a commitment to uphold the Honor Code. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://aggiehonor.tamu.edu.

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Religious Holidays

If any class meetings or assignments fall on a religious holiday that you observe, please inform the professor and alternative arrangements will be made.
New Core Component Proposal

Date Submitted: 04/07/18 8:17 am

Viewing: PHIL 416-W: Recent British and American Philosophy

Last edit: 04/07/18 8:17 am
Changes proposed by: lradzik

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda Radzik</td>
<td><a href="mailto:lradzik@tamu.edu">lradzik@tamu.edu</a></td>
<td>979-845-5660</td>
</tr>
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Course Prefix: PHIL  
Course Number: 416  
Academic Level: UG  
Complete Course Title: Recent British and American Philosophy  
Abbreviated Course Title: RECENT BRIT-AMER PHIL  
Crosslisted With: 
Semester Credit: 3  
Hour(s): 
Proposal for:  
Writing Designation

Writing Designation

Number of Sections per Academic Year: 1  
Enrollment per Section (Avg.): 25  
Are the graded writing assignments 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 writing.

Not applicable

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 W component.

List all graded writing assignments along with the approximate word count 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 assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short paper 1</td>
<td>1000</td>
<td>20</td>
<td>No</td>
</tr>
<tr>
<td>Short paper 2</td>
<td>1000</td>
<td>20</td>
<td>No</td>
</tr>
</tbody>
</table>

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

2000

Add the percentage of final grade based on writing and put the total percentage here.

40
Explain how collaboration is monitored to ensure equal participation.
   not applicable

Describe the formative feedback provided on student writing, especially on major assignments.
   Students are required to submit an initial draft of Short Paper 1. These will receive written, formative feedback.

Describe how you provide writing instruction.
   While I will sometimes lecture about particular forms of writing (such as summarizing a debate for the essay exams) and research methods (such as proper citation practices), most of my writing instruction will take place via modeling and discussion. In addition to the written feedback (described above) that students will receive on their writing, our in-class discussions of the reading assignments frequently focus on the ways in which the philosophical arguments are constructed and what rhetorical moves the authors make in order to convince their readers.

Additional Comments  Sorry about that! I’ve attached the correct syllabus.

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

Attach Course Syllabus  PHIL 416 W sample.pdf

Reviewer Comments  Valerie Balester (v-balester) (04/06/18 6:02 pm): Rollback: The attached syllabus is for PHIL 418, not 416.
   Donna Pantel (dpantel) (05/15/18 3:21 pm): This course has been submitted for re-certification and has been approved from 1/1/2018 to 1/1/2022.
   Donna Pantel (dpantel) (05/15/18 3:22 pm): *certification not re-certification
PHIL 416.500

Syllabus

Spring 20XX

Time: TR 9:35-10:50
Place: 113 YMCA
Instructor: Michael Hand, Ph.D.
Office: 416 YMCA
Ph: 845-5660
Hrs: MW 10:00-11:00, TR 11:00-12:00
Text: No textbook required. Readings will be made available through the library’s course reserve system. (Philosophy is hard; it shouldn’t also be expensive.)

This is a senior-level course in twentieth-century Anglophone philosophy. As such, it is not a topical philosophy course (like one in metaphysics, ethics, or philosophy of science). Rather, it is a course in the history of philosophy, though an odd one in that its target historical period is very recent. The twentieth century is a convenient target period because it begins with a profoundly important development, the emergence of language as a fundamental venue for philosophical questioning (and of modern logic as an investigative tool). This development will occupy us at the beginning of our tour of important (and sometimes entertaining) philosophical ideas from the last century. We start, however, with a brief review of some aspects of elementary logic, the sort of thing you were exposed to in PHIL 240.

Prerequisites: Junior or Senior classification or permission of the instructor.

LEARNING OUTCOMES: By the end of this course, students should be able to:

- Identify and explain the central philosophical questions that occupied Western thinkers in the 18th Century.
- Identify and explain the theories defended by some of the most influential Western thinkers of the period.
- Independently comprehend the meaning and argumentative structure of philosophical material.
- Evaluate and compare texts and ideas in both discussion and writing.
- Critique texts, arguments, and ideas in both discussion and writing.
COURSE REQUIREMENTS
Short Paper 1  20% (1,000 words, draft required)
Short Paper 2  20% (1,000 words)
Test 1  20%
Test 2  20%
Final Exam  20%

GRADING SCALE
A: 100-90%
B: 89-80%
C: 79-70%
D: 69-60%
F: 59-0%

Because this is a Writing-Intensive course, students must pass the writing portions of the class (Short Papers 1 and 2) in order to pass the class as a whole. Students must submit a draft of the first Short Paper in advance in order to receive full credit.

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

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. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://aggiehonor.tamu.edu/

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**Religious Holidays**

If any class meetings or assignments fall on a religious holiday that you observe, please inform the professor and alternative arrangements will be made.

**Reading Schedule** (subject to change, updated version available through eCampus)

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<td>2</td>
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<tr>
<td>2</td>
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<td>[No class: redefined Friday class]</td>
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<tr>
<td>9</td>
<td>(Tuesday) <strong>Final exam 8:00-10:00</strong></td>
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New Core Component Proposal

Date Submitted: 03/07/18 10:21 am

Viewing: **PHIL 418-W : Existentialism**

Last edit: 03/07/18 10:21 am
Changes proposed by: lradzik

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda Radzik</td>
<td><a href="mailto:lradzik@tamu.edu">lradzik@tamu.edu</a></td>
<td>979-845-5660</td>
</tr>
<tr>
<td>Claire Katz</td>
<td><a href="mailto:ckatz@tamu.edu">ckatz@tamu.edu</a></td>
<td>979-845-5660</td>
</tr>
</tbody>
</table>

Course Prefix: PHIL

Academic Level: UG

Complete Course Title: Existentialism

Abbreviated Course Title: EXISTENTIALISM

Crosslisted With: 3

Semester Credit Hour(s): 3

Proposal for: Writing Designation

**Writing Designation**

| Number of Sections per Academic Year | Enrollment per Section (Avg.) | 25 |

Are the graded writing assignments evaluated by any assistants (i.e., GAs 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 writing.

Not applicable

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 W component.

List all graded writing assignments along with the approximate word count 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 assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
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</thead>
<tbody>
<tr>
<td>Term Paper</td>
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<td>35</td>
<td>No</td>
</tr>
</tbody>
</table>

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

Add the percentage of final grade based on writing and put the total percentage here.
Explain how collaboration is monitored to ensure equal participation.

Not applicable

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

Students submit first drafts of their term papers in advance. They receive written comments from the instructor. They also participate in in-class peer review activities on two occasions before submitting the final draft.

Describe how you provide writing instruction.

Class time is reserved to discuss particular forms of writing (such as how to summarize a debate for the essay exams, or how to pick a good term paper topic) and research methods (such as proper citation practices). However, most of my writing instruction will take place via modeling and discussion. In addition to the written and peer feedback that students will receive on their writing, our in-class discussions of the reading assignments frequently focus on the ways in which the philosophical arguments are constructed and what rhetorical moves the authors make in order to convince their readers.

Additional Comments

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

Attach Course Syllabus

PHIL 418 W sample.docx

Reviewer Comments

Donna Pantel (dpantel) (05/15/18 2:35 pm): This course has been submitted for certification and has been approved from 1/1/2018 to 1/1/2022.
Philosophy 418 . 500 Existentialism
Spring 20xx MWF 1 : 50 pm-2: 40pm YMCA 113

Professor Claire Katz, PhD  Phone: 845-5660 (dept. office)
Murray and Celeste Fasken Chair in  Email: ckatz@tamu.edu
Distinguished Teaching in the Liberal Arts  Office Hours: By appointment
Office: YMCA 402D

Course Description
“Hell is other people,” Sartre famously tells us in his play, “No Exit.” Is this true? Or, as Levinas asserts, do we become human subjects through our encounter of the Other who commands us to respond to him or her ethically?
This course will examine major texts in 19th and 20th century existentialism with an eye towards two themes: the role of the Other as either a threat to or the basis of the formation of our subjectivity and the question of ethics as it is reframed in contemporary European philosophy. In this course we will discuss themes that go to the heart of human existence—Being, anxiety, freedom, responsibility, ethics, religion, just to name a few. We will discuss these themes respectfully and critically. If you are not interested or able to discuss these themes in this manner, then this philosophy class might not be the right class for you.
Prerequisites: Junior or Senior classification or permission of the instructor.

LEARNING OUTCOMES: By the end of this course, students should be able to:
- Identify and explain the central philosophical questions that occupy the thinkers in this tradition.
- Identify and explain the theories defended by some of the most influential thinkers in this tradition.
- Independently comprehend the meaning and argumentative structure of philosophical material.
- Evaluate and compare texts and ideas in both discussion and writing.
- Critique texts, arguments, and ideas in both discussion and writing.

Books and Articles
Soren Kierkegaard, Fear and Trembling
Marino, Basic Writings of Existentialism
Jean-Paul Sartre, No Exit and Three Other Plays
Other readings will be posted on ecampus.

Requirements
Two in class essay exams: 25 % each  Please bring an exam booklet (whichever size you wish) to the exam.
Term Paper: 35%, draft required, 8-10 pages
Final exam is optional and may be used to replace a previous exam grade for one exam.
Weekly Reading Questions: 15 % The questions, based on the reading for that week, are due through email to me by noon on Monday. Although you may submit more than one question per week, I will not accept questions for material after we have discussed that material. For example, you may not submit 9 questions on May 1 and expect credit.

GRADING SCALE
A: 100-90%
B: 89-80%
C: 79-70%
D: 69-60%
F: 59-0%

Because this is a Writing-Intensive course, students must pass the writing portion of the class (the Term Paper) in order to pass the class as a whole. Students must submit a draft of the Term Paper in advance and participate in peer review exercises in order to receive full credit.

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, the 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: 845-1637

Academic Integrity Statement
"An Aggie does not lie, cheat, or steal or tolerate those who do." [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor) Please include the following on all work: "On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work," followed by your signature.

Religious observance

Attendance [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)
Absences related to Injury or Illness: [http://attendance.tamu.edu/](http://attendance.tamu.edu/)

<table>
<thead>
<tr>
<th>Week</th>
<th>M</th>
<th>W</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/15</td>
<td>No Class</td>
<td>Introduction</td>
<td>Genesis 22:1-19 (handout)</td>
</tr>
<tr>
<td>1/22</td>
<td>Kierkegaard, <em>Fear and Trembling</em></td>
<td>Kierkegaard, <em>Fear and Trembling</em></td>
<td>Library Visit: Go to Evans Annex 405 B</td>
</tr>
<tr>
<td>2/12</td>
<td>Camus, “The Myth of Sisyphus” <em>(BW)</em></td>
<td>Sartre, <em>Existentialism is a Humanism</em> (also in BW)</td>
<td>Sartre, <em>Existentialism is a Humanism</em></td>
</tr>
<tr>
<td>2/19</td>
<td>Sartre, <em>Existentialism is a Humanism</em></td>
<td>Sartre, “The Republic of Silence” (ecampus)</td>
<td>Writing Workshop</td>
</tr>
<tr>
<td>2/26</td>
<td>Sartre, <em>No Exit and three other plays</em></td>
<td>Sartre, <em>No Exit and three other plays</em></td>
<td>Sartre, continued</td>
</tr>
<tr>
<td>3/5</td>
<td>Review</td>
<td>EXAM I</td>
<td>Discussion of Term Paper Assignment</td>
</tr>
<tr>
<td>3/12</td>
<td>Spring Break</td>
<td>Spring Break</td>
<td>Spring Break</td>
</tr>
<tr>
<td>3/26</td>
<td>Levinas, “Dying For…” (ecampus)</td>
<td>Levinas, “Existentialism and Anti-Semitism” (ecampus)</td>
<td>No Class—Reading Day</td>
</tr>
<tr>
<td>4/2</td>
<td>Work on Plays</td>
<td>Levinas, “Being Jewish” (ecampus)</td>
<td>Existentialism in popular culture</td>
</tr>
<tr>
<td>4/16</td>
<td>Discuss Guest lecture</td>
<td>Discuss film: Crimes and Misdemeanors (found on Media Matrix)</td>
<td>Writing Workshop: Peer Review</td>
</tr>
<tr>
<td>4/23</td>
<td>Review</td>
<td>EXAM II</td>
<td>Writing Workshop: Peer Review</td>
</tr>
<tr>
<td>4/30 and 5/1 (Tue)</td>
<td>Closing Reflections Term Papers Due</td>
<td>Review for Optional Final</td>
<td></td>
</tr>
<tr>
<td>5/7</td>
<td>Optional Final Exam</td>
<td></td>
<td></td>
</tr>
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New Core Component Proposal

Date Submitted: 04/05/18 3:10 pm

Viewing: ENGL 355-W : The Rhetoric of Style

Last edit: 04/05/18 3:10 pm
Changes proposed by: coppedgesarah

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah Coppedge</td>
<td><a href="mailto:coppedgesarah@tamu.edu">coppedgesarah@tamu.edu</a></td>
<td>979-845-8357</td>
</tr>
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<td>979-845-9936</td>
</tr>
</tbody>
</table>

Course Prefix: ENGL  
Course Number: 355

Academic Level: UG

Complete Course Title: The Rhetoric of Style

Abbreviated Course Title: RHETORIC OF STYLE

Crosslisted With: 

Semester Credit: 3 Hour(s)

Proposal for: Writing Designation

Number of Sections per Academic Year: 4

Enrollment per Section (Avg.): 25

Are the graded writing assignments 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 writing.

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 W component.

List all graded writing assignments along with the approximate word count 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 assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonplace Book</td>
<td>7000</td>
<td>20</td>
<td>No</td>
</tr>
<tr>
<td>Field Reports</td>
<td>2500</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Progymnasmata</td>
<td>5500</td>
<td>60</td>
<td>No</td>
</tr>
</tbody>
</table>
Add word count of each graded writing assignment and put total word count here.
15000

Add the percentage of final grade based on writing and put the total percentage here.
90

Explain how collaboration is monitored to ensure equal participation.
None of these assignments are collaborative.

Describe the formative feedback provided on student writing, especially on major assignments.
Before each Progymnasmata assignment, I will provide you with a copy of my grading rubric for the assignment to give you a sense of what I will be targeting in each assignment. This sheet will break down each component of your grade and add up to 100 points. I will read each assignment, mark up a rubric, and provide a few paragraphs of comments on your assignment.

Describe how you provide writing instruction.
The bulk of the course is focused on writing. In addition to discussions of the assignments, days with assigned chapters from Performing Prose focused on the mechanics of rhetorically savvy writing (learning about how to use tropes or create a favorable footing with an audience), while days with other assigned reading were applied labs where students take the lessons from the textbook and look for their use in selections from prose and poetry, thereby learning how to analyze writing and apply the ideas in their own work.

Additional Comments
Course discussion was centered around writing each of the six progymnasmata. Additionally, as these sequences are designed to build upon one another (with earlier assignments specifically providing foundations for later ones), students are able to grow and improve on their writing in conversation with one another, as we work out how to master the different argument forms and how they fit together.

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

Attach Course Syllabus
ENGL 355- Rhetoric of Style1.pdf

Reviewer Comments
Donna Pantel (dpantel) (05/15/18 2:06 pm): This re-certification and has been approved from 9/1/2018 to 9/1/2022.
ENGL 355
Rhetoric of Style

Course Description
A class that focuses on the rhetorical choices authors make to compose texts for particular purposes and specific audiences.

Course Description
Welcome to Rhetoric of Style. In this class, unlike other rhetoric classes you may have taken, we will be less concerned with persuasion as such and more concerned with the rhetorical tradition of eloquence. Eloquence is a strategy of persuasion, it is what makes our ideas palatable to our audiences, but it is also and more importantly concerned with linguistic excellence in and of itself. As such, while we will always bear persuasion in mind, this course is designed to help you become a better and more thoughtful writer.

Meeting Location / Time
LAAH 372 (http://aggiemap.tamu.edu/?bldg=0275), TR 11:10PM-12:15PM

Style
All writing has style. To say otherwise is to view style as something that has been added on later, and this view has been used to reject style in the rhetorical tradition at key moments throughout history. Style, then, for the purposes of this course will be all the decisions writers make in crafting their products. So even something as boring as a lab report or as everyday as a cellphone bill will be viewed as having a style, just maybe a style that our training in writing has conditioned us to see as the opposite of style: clarity. However, as we will find in class, clarity is a particular style, amongst many others. Throughout this course, we will read and write in a variety of different styles to better understand how writerly choices ultimately structure how we think about the ethos, pathos, and logos of rhetoric.

Learning Objectives
In this course, students will

- Become better writers through an understanding of the choices writers make to accomplish particular goals and produce particular effects.
- Identify the means by which writers communicate their purpose to audiences.
- Analyze their writing and the writing of others for stylistic devices.
- Explain the relationship between stylistic devices and rhetorical appeals in writing.

Class Notes
Plan on bringing a pen or pencil to every class. We will be working with paper!

Assignments

Turn-in Procedures
All assignments will be turned in on eCampus (https://ecampus.tamu.edu) to the appropriate drop box under the "Assignments" sidebar link. Do not bring a printed copy or email me your assignment.

### Assignment Values

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>Daily</td>
<td>10%</td>
</tr>
<tr>
<td>Commonplace Book</td>
<td>Daily</td>
<td>20%</td>
</tr>
<tr>
<td>Field Reports</td>
<td>6 Times</td>
<td>10%</td>
</tr>
<tr>
<td>Progymnasmata (6)</td>
<td>6 Times</td>
<td>60%</td>
</tr>
</tbody>
</table>

### Assignment Descriptions

#### Attendance

Show up to class for full credit. You may miss up to two unexcused absences or be late to class four times before your grade will begin to lower.

#### Commonplace Book

Here is the description of a commonplace book from *Performing Prose*:

> "Start keeping a commonplace book, a regular practice among many writers who have come to be known for their style. Henry David Thoreau, for example, kept one that grew to enormous proportions during his relatively short lifetime. A commonplace book is an informal record of your reading in which you copy out sentences and slightly longer passages that you find striking or well written, along with your own comments about the quotations. You can also practice your own prose performance by varying, parodying, or imitating the passages you copy.

To keep a commonplace book that focuses on style—one that records passages you like as much for the way they are written as for what they say—is a good way to advance your study of style, for at least two reasons. First, just the act of writing down the passage forces you to slow down and look at it more closely; the words and the patterns are more likely to impress themselves upon your mind. Second, as your commonplace book grows, you are building what the linguists call a corpus (literally a body) of samples you can use in stylistic study. You can begin your analysis by informally commenting on the passage. (13-14)

""

Commonplace books are historically kept on paper, which I strongly recommend for this course. Purchase a notebook or composition book and begin recording quotes that you find interesting or suggestive. Leave space for commentary (either as you transcribe or as you read through later). Make sure to include author, title, and page number so you remember where the quote is from. Also for the purposes of this class, please indicate on what date you documented the quote.
I will be checking your commonplace book once in Week 5 and grading it at the conclusion of the course. In both cases, you will receive a grade of a ✓, ✓+, or ✓-. To get a ✓, you will need to document two to three quotes per week from your reading (for my class and beyond) and have provided some commentary. Commonplace books that exceed this standard will get a ✓+; those that do not will get a ✓-. If you receive a grade you do not like at the check-in at Week 5, doing more will result in a better final grade.

Field Reports
Field reports are assignments designed to get you looking for material related to the class discussion for a given unit. For each of the six prompts below, you may bring in something you have written or a piece of writing by someone else (it is up to you). You may source your field reports from your commonplace book and you may also fill your commonplace book with objects for the field reports.

On the six days designated as field reports, you will bring in your response to the prompt and be prepared to share it and defend your reasoning for selecting it to the class. We will discuss and evaluate all the field reports with an eye toward better understanding what makes the solutions work together as solutions.

1. Bring in a few sentences of "good" writing by someone else.
2. Write a short description of space you know well in the high style. Write it again in the low.
3. Bring in a sentence (either your own or someone else's) that is blue. Bring one that is red.
4. Write a slogan for this class.
5. Tell a story using emoji.
6. What does summer feel like?

To submit your field report, there will be a drop box on eCampus for each. You can also bring in your object in print or copied in your common place book.

Progymnasmata (6 Papers)
The Progymnasmata ([https://en.wikipedia.org/wiki/Progymnasmata](https://en.wikipedia.org/wiki/Progymnasmata)) are a series of classical rhetorical "pre-exercises" that were given to aspiring rhetoricians to teach them the necessary skills to eventually become an effective public speaker. Sequenced in such a way that they build upon one another, the exercises—usually numbering between 12 and 14—ask students to move from mythos to logos, beginning in narrative and ending in logical argumentation. Along the way, students would learn a variety of writing techniques.

Though the progymnasmata would often be completed over the course of ten years, we will be completing a smaller selection over the semester. For each of the assignments, you will be asked to write a two (2) page, double-spaced paper completing the exercise's task. Additionally, in class on the day we go over the assignment, I will give a division, which is the order in which the argument will progress. I will grade you on how well you conform to the division, how strongly you argue your position, and the creativity shown in your solution.

Fable
A simple, short story that often featured talking animals in which a moral is offered at the beginning or end.

[Click here to see the assignment sheet for the fable](assignments/fable.pdf)

Anecdote
A commentary on a famous quote or action from history.

[Click here to see the assignment sheet for the anecdote](assignments/anecdote.pdf)

Personification
An imagined speech from the perspective of a famous figure from history at a moment of crisis.
Encomium OR Invective
An encomium elucidates a person, place, or thing with the goal of praising it and, by extension, explaining why it is worthy of praise. An invective does the opposite, explaining a person, place, or thing with the goal of attacking it as unworthy of praise.

Refutation
A logical reasoning against some piece of wisdom or conclusion drawn from history or folklore.

Description
A detailed and complete description of a person, place, or thing.

Course Policies
Any course syllabus is a contract between teacher and student. By continuing in this class, you are agreeing to be bound by the policies laid out on this page. Failure to read or understand these policies does not excuse you from being governed by them.

You Are Responsible For Your Success
It is not my job to remind you to submit late work, provide documentation for absences you believe are eligible to be excused, or apprise you of all course material or announcements you may have missed during any absence. It is your responsibility to:

- keep track of any missing work or late work that you have,
- to inform me of A&M-approved reasons to grant you an excused absence,
- to learn of any course announcements or changes to the class schedule that you might have missed
- to understand the material contained in this syllabus.

Ask fellow students or attend office hours if you need assistance in any of these respects. Furthermore, understand that late work is graded at my convenience.

Email
I am available to answer email from 9:00am until 5:00pm Monday through Friday. Emails arriving outside of that time will be answered at my earliest convenience, but do not count on a quick answer to emails sent late at night or on the weekends.

Grading
To pass this course, you must pass the "W" component.

Per university policy, I cannot discuss grades via email. Please drop by my office hours if you would like to discuss your grade on an assignment.

Grade Values
- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F 59 or less

Feedback and Assignment Points
Before each Progymnasmata assignment, I will provide you with a copy of my grading rubric for the assignment to give you a sense of what I will be targeting in each assignment. This sheet will break down each component of your grade and add up to 100 points. I will read each assignment, mark up a rubric, and provide a few paragraphs of comments on your assignment.
These points will be weighted according to the point breakdown described on the Assignments page (assignments.html), which will determine your overall final grade.

Absence / Tardiness
Students are expected to attend all classes. Failure to do so, as part of a larger pattern of chronic tardiness and lateness, will result in consequences for your final grade.

Tardiness is defined as an arrival in class after the first five minutes of class. This behavior, while sometimes unavoidable, is disruptive. If you are running late, please do your best to enter the classroom quietly and find the first and most easily accessible seat available.

Excused Absences
Student Rule 7 (http://student-rules.tamu.edu/rule07) covers the cases in which absences will be excused and in which late work will be tolerated. The following conditions will be excused:

- Participation in an activity appearing on the university authorized activity list. (see List of Authorized and Sponsored Activities)
- Death or major illness in a student’s immediate family. Immediate family may include: mother, father, sister, brother, grandparents, spouse, child, spouse’s child, spouse’s parents, spouse’s grandparents, stepmother, step-father, step-sister, step-brother, step-grandparents, grandchild, step-grandchild, legal guardian, and others as deemed appropriate by faculty member or student’s academic Dean or designee.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student’s presence.
- Religious holy day. (See Appendix IV.)
- Injury or Illness that is too severe or contagious for the student to attend class.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.
- Mandatory participation as a student-athlete in NCAA-sanctioned competition.
- 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.

Note About Excused Absences
In the event of a chronic illness or other sudden condition that will result in significant time away from class, please inform of the situation before you return to class, so that we can work out how to handle the situation before it becomes an issue.

Technology
In the 21st century, it is unreasonable to accept "my computer died" as an excuse for late work. If you are working on assignments on a computer, please back up your work offsite. Sites such as Dropbox (https://www.dropbox.com/) and Google Drive (https://drive.google.com/) provide space for storing copies of your work; even a USB drive can be enough. Save multiple times throughout each work session to both your backup and your computer's copy. As a rule, I hold you accountable for making sure your technology is working correctly.

Late Work
Under Student Rule 7.4, I am under "under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence." As such, late assignments will not be graded. However, if you are having problems with an assignment or there are extenuating circumstances not covered under the excused absence policy, email me 24 hours before the deadline of an assignment to discuss an extension.
Academic Integrity

Aggie Honor Code. "An Aggie does not lie, cheat, or steal, or tolerate those who do." It is the student's responsibility to know the Aggie Honor Code and to understand what constitutes scholastic dishonesty and to avoid it all costs. Anything (particularly plagiarism and cheating on quizzes or projects) that appears to be a violation of the Aggie Honor Code will be reported to Dr. Christine Murray, Associate Director of Undergraduate Studies in English and the Aggie Honor System Office. For additional information please visit: http://aggiehonor.tamu.edu/ (http://aggiehonor.tamu.edu/).

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Course Schedule

How To Read This Schedule: All readings will be completed before class on the date on which they are assigned. Anything in bold is work to be completed before class and brought with you on the day listed. Paper due dates, also in bold, indicate that the completed manuscript of your paper must be in the correct dropbox on eCampus before class starts on the day indicated.

Unit 1: Levels of Style / Fable

Week 1

Introduction

Tue 01/17

- Course Overview
- What is Style?
- What is Rhetoric?

Thu 01/19

- Three Styles
  - Performing Prose, Chapter 2
    (http://muse.jhu.edu.ezproxy.library.tamu.edu/chapter/29384)
  - Performing Prose, Chapter 5
    (http://muse.jhu.edu.ezproxy.library.tamu.edu/chapter/29387)

Week 2

Tue 01/24

- Fables
  - David Sedaris, “The Migrating Warblers”
    (http://www.davidsedarisbooks.com/squirrel.html#excerpt)
    (scroll down)
• Gabrel Garcia Marquez, “A Very Old Man with Enormous Wings”  
  (https://www.ndsu.edu/pubweb/~cinichol/CreativeWriting/323/MarquezManwithWings.htm)  
• Angela Carter, “The Werewolf”

Thu 01/26

• Field Work #1

Unit 2: Footing / Anecdote

Week 3

Tue 01/31

• Performing Prose, Chapter 4  
  (http://muse.jhu.edu.ezproxy.library.tamu.edu/chapter/29386)

Thu 02/02

• Donald Barthelme, “Game”  
  (http://www.latexnet.org/~burnt/Game.html)  
• Joyce Carol Oates, “How I Contemplated the World From the Detroit House of Corrections and Began My Life Over Again”  
• Fable Due

Week 4

Tue 02/07

• Anecdote  
• J.K. Rowling, “The Tale of the Three Brothers” + Commentary  
• Office Hours Rescheduled to 02.06

Thu 02/09

• Field Work 2

Unit 3: Sentences / Personification

Week 5

Tue 02/14

• Rheotrical Style, Chapter 7  
• Commonplace Book Check
Thu 02/16
- Dashiell Hammett, “Arson Plus”
- Anecdote Due

Week 6

Tue 02/21
- *Rhetorical Style*, Chapter 8
- *Rhetorical Style*, Chapter 9

Thu 02/23
- Charlotte Perkins Gilman, “The Yellow Wallpaper”

Week 7

Tue 02/28
- Personification
- Biden/Obama Memes
- John Gardner, From *Grendel*
  (also be familiar with the plot of *Beowulf*
  (https://en.wikipedia.org/wiki/Beowulf))

Thu 03/02
- Field Work 3

Unit 4: Tropes / Encomium OR Invective

Week 8

Tue 03/07
- *Performing Prose, Chapter 6*
  (http://muse.jhu.edu.ezproxy.library.tamu.edu/chapter/29388)

Thu 03/09
- Anaïs Nin, “The Houseboat”
  (http://www.ohioswallow.com/extras/9780804011471_excerpt.pdf)
- Personification Due
Week 9

Tue 03/14
No Class

Spring Break

Thu 03/16
No Class

Spring Break

Week 10

Tue 03/21

- Encomium / Invective
- Nicholson Baker, From Mezzanine
  (https://proseanalysisinhypertext.wikispaces.com/Encomium+to+Perforation)
- Franklin P. Adams, “To a Thesaurus”
  (https://www.futilitycloset.com/2010/01/20/to-a-thesaurus/)
- J.M. Coetzee, From Age of Iron
  (http://grammar.about.com/od/stylescrapbookpassages/a/coetzeeiron.htm)
- H.L. Mencken, “The Libido for the Ugly”
  (https://journals.psu.edu/wph/article/download/4100/3917)

Thu 03/23

- Field Work 4

Unit 5: Schemes / Refutation

Week 11

Tue 03/28

- Performing Prose, Chapter 7
  (http://muse.jhu.edu.ezproxy.library.tamu.edu/chapter/29389)

Thu 03/30

- Jorge Luis Borges, “The Circular Ruins”
  (https://www.sccs.swarthmore.edu/users/00/pwillen1/lit/cruins.htm)
- Jorge Luis Borges, “The Library of Babel”
  (https://www.sccs.swarthmore.edu/users/00/pwillen1/lit/babel.htm)
- Encomium/Invective Due
Week 12

Tue 04/04

- Refutations
  - “I Believe North Dakota Does Not Exist” (http://www.inklingsnews.com/c/2009/12/03/i-believe-north-dakota-does-not-exist/)
  - “The Open Office Trap” (http://www.newyorker.com/currency-tag/the-open-office-trap)

Thu 04/06

- Field Work 5

Unit 6: Imagery / Description

Week 13

Tue 04/11

- Performing Prose, Chapter 8 (http://muse.jhu.edu.ezproxy.library.tamu.edu/chapter/29390)

Thu 04/13

- “Call of Cthulhu” by H.P. Lovecraft (http://www.hplovecraft.com/writings/texts/fiction/cc.aspx)
- Refutation Due

Week 14

Tue 04/18

- Descriptions
  - Italo Calvino, From Invisible Cities (https://www.sccs.swarthmore.edu/users/00/pwillen1/lit/citysum.htm)

Thu 04/20

- Field Work 6

Week 15

Tue 04/25

- Tim O’Brien, “The Things They Carried”
- Commonplace Book Final
Thu 04/27
  - Description Due

Week 16

Tue 05/02

No Class

Redefined Day (Go To Friday Classes)
New Core Component Proposal

Viewing: **PHIL 480-W : Medical Ethics**

**Contact(s)**

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Linda Radzik</td>
<td><a href="mailto:lradzik@tamu.edu">lradzik@tamu.edu</a></td>
<td>979-845-5660</td>
</tr>
<tr>
<td>Merritt Rehn-DeBraal</td>
<td><a href="mailto:mrehndebraal@tamu.edu">mrehndebraal@tamu.edu</a></td>
<td>979-845-5660</td>
</tr>
</tbody>
</table>

- **Course Prefix**: PHIL
- **Course Number**: 480
- **Academic Level**: UG
- **Complete Course Title**: Medical Ethics
- **Abbreviated Course Title**: MEDICAL ETHICS
- **Crosslisted With**:
- **Semester Credit**: 3
- **Hour(s)**: 3
- **Proposal for**: Writing Designation

**Writing Designation**

- **Number of Sections per Academic Year**: 1
- **Enrollment per Section (Avg.)**: 25
- **Are the graded writing assignments 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 writing.

Not applicable

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 W component.

List all graded writing assignments along with the approximate word count 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 assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study Paper 1</td>
<td>800</td>
<td>20</td>
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</tr>
<tr>
<td>Case Study Paper 2</td>
<td>1200</td>
<td>20</td>
<td>No</td>
</tr>
</tbody>
</table>

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

2000
Add the percentage of final grade based on writing and put the total percentage here.

Explain how collaboration is monitored to ensure equal participation.

Not applicable

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

Students are required to submit an initial draft of Case Study Paper 2. These will receive written, formative feedback.

Describe how you provide writing instruction.

While I will sometimes lecture about particular forms of writing (such as answering short answer essay questions) and research methods (such as proper citation practices), most of my writing instruction will take place via modeling and discussion. In addition to the written feedback (described above) that students will receive on their writing, our in-class discussions of the reading assignments frequently focus on the ways in which the philosophical arguments are constructed and what rhetorical moves the authors make in order to convince their readers. Students also receive peer feedback on their writing during the two, in-class symposiums, which are described in the syllabus and which figure into their grade for the course.

Additional Comments

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

Attach Course Syllabus  PHIL 480 w sample.pdf

Reviewer Comments  Donna Pantel (dpantel) (05/15/18 3:23 pm): This course has been submitted for re-certification and has been approved from 1/1/2019-1/1/2023.
PHILOSOPHY 480W-900  
MEDICAL ETHICS

Fall 20xx  
MWF 12:40pm – 1:30pm  
Location: YMCA 113

INSTRUCTOR

Dr. Merritt Rehn-DeBraal, Ph.D.  
mrehndebraal@tamu.edu  
(979) 845-7133  
Office: YMCA 402B  
Office Hours: MW 1:45pm-2:45pm, or by appointment

OVERVIEW

This is an upper level course in applied ethics that focuses on issues arising in the field of medicine. Over the course of the semester, we will explore a variety of topics ranging from the basics of the doctor-patient relationship to end-of life care, reproductive technology, and access to health care.

Students will also develop foundational knowledge in central theoretical approaches to ethics, including deontology, utilitarianism, justice theory, virtue ethics, and care ethics. Throughout the course we will use these theories to formulate philosophical arguments and analyze the values and assumptions behind our own arguments and the arguments of others.

This course does not have any prerequisites.

OUTCOMES

Students will be able to:

- define key terms, theories, and principles used in the field of medical ethics.
- apply ethical theories and philosophical methods to analyze real-world medical issues and case studies, both in discussion and in writing.
- critically and charitably assess differing ethical arguments and perspectives, both in discussion and in writing.
- think through their own ethical positions and assumptions and build effective, factually and philosophically informed arguments on a variety of topics in medical ethics.
- formulate well thought out questions for reflection and discussion and connect course readings to current events and their own lives.
- assess their progress in achieving the learning outcomes for the course and identify areas for continued growth.
REQUIRED TEXTS


Texts are available through the campus bookstore. Additional readings will be posted on eCampus.

COURSE REQUIREMENTS

1) **In-Class Exams (40% of final grade, 20% each):** These short answer exams will take place in class and will test your understanding of terms, arguments, and issues covered in the readings and in-class discussions. The first exam will cover Units 1 through 3. The second exam will be cumulative with an emphasis on Units 4 through 7.

2) **Case Study Papers (40% of final grade, 20% each):** The case study papers will test your ability to apply ethical principles to build an argument for a specific course of action to be taken in a medical case. For the first paper you will be given a list of cases to choose from. For the second paper you may choose any case that is of interest to you. The first paper should be roughly 800 words, and the second should be 1,200 words. For the second paper you are required to submit a draft for feedback in advance.

3) **Symposiums (10% of final grade, 5% each):** For each of your case study papers, you will participate in an in-class symposium in groups of four. The symposiums are an opportunity for students to engage each other’s work in a collegial, small group environment. For the first symposium you will read your group members’ case study papers beforehand and prepare questions related to each paper to be discussed in your small group in class. For the second symposium, you will read or present your paper to your small group in class rather than distributing your papers ahead of time. The second symposium will take place during our final exam time.

4) **Discussion Questions (10% of final grade, 5% each):** Students will each sign up for two dates to bring in two questions for class discussion. These questions can come directly from the assigned readings for that date, or students may wish to bring in a relevant case or news item for discussion. Questions should be posted on eCampus at least one class period prior to your date.

As this is a W-course, you must pass the writing elements (the two case studies) in order to pass the course.
HOW TO DO WELL IN THIS CLASS / WHAT TO EXPECT

Your success in this class depends on your taking an active role in the course.

This means that you should come to class having spent some time not just reading—but also rereading and reflecting on—the assigned materials, looking up terms or concepts that are unfamiliar (really, do this!), and noting places where you have questions.

You should then come to class prepared to ask questions and engage with your classmates. The practice of philosophy requires dialogue and conversation. While I do some lecturing, my pedagogy is largely interactive and discussion based. (If talking in class stresses you out, please email or come and talk to me—there are things we can do to help with this!) We will also spend time in class referencing texts, so it is a good idea to bring a copy of assigned readings with you. Hard copies are preferred, but electronic copies on laptops or tablets are also fine (no phones, please).

Because philosophy takes place through dialogue, it is also important that we work together to create a supportive, collaborative learning environment. To accomplish this, we should remember to be respectful and constructive in our comments to each other at all times. This does not mean that we must never disagree or challenge each other, but it means we should do so in a charitable and productive manner.

Responsible dialogue is also especially important because of the nature of the topics we will cover in this course. Some topics that we will be working on, such as assisted suicide, could be triggering. In cases where I know in advance that assigned topics or materials have the potential to be triggering, I will do my best to prepare students for what to expect beforehand and offer different options for encountering this material. However, I may not be able to predict the effects of all materials or discussions. I encourage students with concerns about triggering material to come in and talk to me or send me an email if that is more comfortable.

Finally, when in class, it is important to be present. This means being in the room with your classmates and not texting, snapchatting, etc. Actively listen to your classmates, learn their names, and respond to their comments and questions. You will get more out of the class this way.

Oh, and also, read the syllabus! 😊

COURSE POLICIES

Attendance

The material covered in every class period is important for your achieving course outcomes and doing well on the assignments for the course. In the event that you must miss class, you should take the following steps:
1) Make sure that you have carefully read/watched/listened to the material assigned for class that day.
2) Check eCampus for any additional handouts or resources shared in class.
3) Get notes from a classmate.
4) Email or come by office hours if:
   - you have questions or you would like to go over the covered material further.
   - you missed (or know that you will miss) an in-class assignment for which you would like to request a makeup opportunity (see makeup policy below).

You are not otherwise required to notify me if you need to miss a single class. However, I do recommend getting in touch if you are missing multiple classes or if you have any other questions or concerns about your ability to attend class regularly or punctually.

“The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully.” University rules related to excused and unexcused absences are located online: http://student-rules.tamu.edu/rule07.

Assignment Submission, Makeup Work, and Late Policy

For in-class assignments (exams and symposiums), make-up assignments will be allowed only in the case of excused absences and legitimate emergencies. If you wish to request a make-up assignment you must let me know as soon as possible. If you are uncertain whether an absence qualifies as excused, please ask.

Assignments completed outside of class (case study papers and discussion questions) are due by the beginning of class on the dates indicated. If you are unable to submit an assignment on time for any reason, you should contact me at least 24 hours before the due date or as soon as circumstances arise. Otherwise, discussion questions will be accepted up to two days late with a 50% penalty. Papers will be accepted up to three days late with a penalty of 10% per day late.

Papers should be uploaded to eCampus as a Word document or PDF (your first case study paper should also be emailed to your symposium group members). Submitting a paper late may adversely affect your ability to complete the symposium assignment. Missing or dysfunctional attachments may also result in a late penalty.

Personal Electronics

My recommendation is that we treat class as a break from our individual electronics and that we keep electronics packed away as much as possible during class. However, laptops and tablets may be used during class so long as they are being used in a way that significantly enhances learning rather than detracting from it. Phones should not be out during class at any time without prior permission.

If you are using technology in a way that is off task or otherwise disruptive, you may be asked to leave the classroom.
Communication

All email messages sent to students about this course will be sent to your TAMU email address. Please email me with questions, concerns, ideas, etc. at any time during the course (or beyond). I do my best to respond to all emails within 24 to 48 hours. I will also regularly post materials on eCampus.

Plagiarism and Academic Integrity

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

Plagiarizing or otherwise cheating on any assignment for this course will result in at minimum a grade of F for the assignment. Any subsequent instances of plagiarism or cheating will result in a grade of F for the course. All instances of academic misconduct will be reported to the university.

To avoid plagiarism, you must indicate when you are using language or ideas that are not your own. This means that if at any time you submit work in which you use someone else’s words or ideas but neglect to credit that person, this will constitute plagiarism. It is also plagiarism if you credit the author, but use his/her exact words or sentence structure without indicating so with quotation marks.

You are responsible for the integrity of ALL work you submit for this course. With all the demands on our time and energy and with the wealth of information at our fingertips, it can be tempting to take shortcuts in completing assignments. Please don’t do it—it’s not worth it, I promise!

If you are struggling with an assignment or have questions about how to appropriately acknowledge sources in your work, get in touch right away. I am here to help! For additional information, please visit: http://aggiehonor.tamu.edu.

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Grading Scale

A = 90–100%       B = 80–89%       C = 70–79%       D = 60–69%       F = <60%
Syllabus Note

This syllabus and the below schedule are subject to revision. Students will be notified of any changes. Notices of changes will be announced in class and sent to students via eCampus and/or their TAMU email addresses.

COURSE SCHEDULE

Come to class prepared to discuss the materials listed for that date.

BIC = Bioethics in Context: Moral, Legal, and Social Perspectives
CS = Bioethics: Legal and Clinical Case Studies

Unit 1: Getting Started: Key Terms, Principles, and Theories

| M   | 8/28 | Introduction: What are we up to in this course? |
| W   | 8/30 | Consequentialism and Deontology                |
|     |      | BIC, p. 25-33 (Ch. 1, Beginning to “...the desired consequence.”) |
| F   | 9/1  | BIC, p. 38-47 (Ch. 1, Kantian Deontology section to “...act on it.”) |
| M   | 9/4  | Four Principles Approach                      |
|     |      | BIC, p. 49-53 (Ch. 1, “Principlism”)           |
| W   | 9/6  | Virtue Ethics and Care Ethics                 |
|     |      | BIC, p. 56-64 (Ch. 1, “Virtue Ethics” to “...everyone can accept.”) |
| F   | 9/8  | Interlude: Guest Speaker, Dr. Grace Lassiter  |
|     |      | [reading on eCampus]                          |
| M   | 9/11 | Ethical Relativism; Legal Issues; Case Study Method |
|     |      | BIC, p. 66-68, 81-83 (Ch. 1, “Conclusion”; Ch. 2, “Ethics and the Law”) |
|     |      | Jones and DeMarco, “Relativism” [eCampus]     |

Unit 2: Roles and Relationships

| W   | 9/13 | Physicians and Patients: Rights and Responsibilities |
|     |      | AMA Code of Ethics, 1.1.3-1.1.4, 1.1.7 [eCampus]     |
|     |      | CS, p. 166-170 (Ch. 4, “Case VII: Patient Fails”)    |
| F   | 9/15 | Informed Consent                                  |
|     |      | BIC, p. 158-159, 161-167 (Ch. 5, “The Basics of Informed Consent” to “...best interest standard.”) |
|     |      | CS, p. 97-101 (Ch. 2, “Case VII: Unwanted Procedure”) |
| M   | 9/18 | Decision-Making Capacity                          |
|     |      | BIC, p. 169-175, 177-179 (Ch. 5, “Assessing Capacity” to “...to decide.”) |
|     |      | BIC, p. 237-239 (Ch. 6, “Determining Whether” to “...quality of life.”) |
|     |      | CS, p. 126-128 (Ch. 3, “Case IV: Decisional Capacity”) |
W  9/20  Autonomy for Parents and Minors  
   BIC, p. 254-260 (Ch. 6, “Treatment Decisions Involving Children” to “...his physical condition.”)  
   CS, p. 252-253 (Ch. 7, “Case VI: Children Having Babies”)  
F  9/22  Confidentiality  
   BIC, p. 310-316, 318-321 (Ch. 8, “Physician’s Obligation of Confidentiality” to “...the involved risks.”)  
M  9/25  Issues in Nursing Ethics  
   CS, p. 205-208, 224-229 (Ch. 6, “Introduction” & Cases V & VI)  

### Unit 3: Cultural Competence and Patient Diversity  

W  9/27  Cultural Competence  
   BIC, p. 329-337, 339-340 (Ch. 9, Beginning to “...should be respected.”)  
F  9/29  BIC, p. 344-346, 354-358 (Ch. 9, “Cultural Competency and Informed Consent” to “...outlined above.” / “When Culture Conflicts with the Law” to “...violation of the law.”)  
M  10/2  LGBTQ Healthcare  
   Potter, “Do Ask, Do Tell” [eCampus]  
   Ouyang, “A Transgender Learning Gap in the ER” [eCampus]  
   Ellin, “Trans Patients Face Challenges at the Hospital” [eCampus]  
W  10/4  Obesity, Stigma, and Bias  
   Farrell, excerpt from Fat Shame [eCampus]  
   Coffey, “Shocking Ways Large Women Are Mistreated by Health-Care Providers” [eCampus]  
   Review for Exam  
F  10/6  **Exam 1**  

### Unit 4: Health Care Systems, Justice, and Access  

M  10/9  Theories of Justice; Allocation Models  
   BIC, p. 92-105 (Ch. 3, “Theories of Justice” to “...complex equality.”)  
W  10/11  Comparing Systems  
   BIC, p. 105-108 (Ch. 3, “Policy Options” to “...and by Daniels.”)  
   Parks and Wike, from Bioethics in a Changing World [eCampus]  
   BIC, p. 115-119 (Ch. 3, “PPACA” to “...improvements in care.”)  
   BIC, p. 143-144 (Ch. 4, “Emergency Treatment”)  
F  10/13  Citizenship and Access  
   Dwyer, “Illegal Immigrants, Health Care, & Social Responsibility” [eCampus]  
M  10/16  Racial Inequalities in Health Care  
   Roberts, “Debating the Cause of Health Disparities” [eCampus]
Unit 5: Norms, Disabilities, and Differences

W 10/18  Defining Disability  
Barnes, “Disability, Minority, and Difference” [eCampus]

F 10/20  Vulnerability and Autonomy  
Hoffmaster, “What Does Vulnerability Mean?” [eCampus]

Kittay, “The Ethics of Care, Dependence, and Disability” [eCampus]

M 10/23  Deafness and Genetic Screening  
Fahmy, “Selecting for Deafness” [eCampus]

W 10/25  Medical Treatment of Intersex  
Feder, from Making Sense of Intersex

F 10/27  In-Class Film Screening: Intersexion  
Case Study Paper 1 due (to instructor and group members)

Unit 6: Aging and End of Life Care

M 10/30  Aging and the Goals of Medicine  
Callahan, “Limiting Health Care for the Old” [eCampus]

Bell, “What Setting Limits May Mean” [eCampus]

W 11/1  Autonomy and Dementia  
Menzel and Steinbock “Advance Directives, Dementia, and Physician-Assisted Death” [eCampus]

F 11/3  Symposium 1 (in class)  
Symposium Questions Due (bring hard copy to class)

M 11/6  Euthanasia and Assisted Suicide  
BIC, p. 242-245 (Ch. 6, “Withdrawing vs.” to “...support discontinued.”)  
CS, p. 171-176 (Ch. 4, Cases VIII and IX)

W 11/8  In-Class Film Screening: How to Die in Oregon [Content Note: Suicide]

F 11/10  Conclusion of How to Die in Oregon [Content Note: Suicide]

M 11/13  Distributing Care  
Holstein, “Home Care, Women, and Aging” [eCampus]

Tronto, “Age-Segregated Housing as a Moral Problem” [eCampus]

Unit 7: Reproductive Health, Technology, and Abortion

W 11/15  Abortion  
BIC, p. 367-375 (Ch. 10, Beginning to “...Missouri v. Danforth.”)  
Little, “Abortion, Intimacy, and the Duty to Gestate” [eCampus]

F 11/17  IVF, Surrogacy, and Miscarriage  
BIC, p. 381-387 (Ch. 10, “In Vitro Fertilization” to “...near future.”)  
Miller, “The Moral Meanings of Miscarriage” [eCampus]
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Reading/Activity</th>
</tr>
</thead>
</table>
| 11/20 | M    | Embryos and Stem Cell Research  
BIC, p. 402-405 (Ch. 10, “The Stem-Cell Debate”)  
Mundy, “Souls on Ice: America’s Human Embryo Glut” [eCampus] |
| 11/22 | W    | No Class—Reading Day |
| 11/24 | F    | No Class—Thanksgiving Break |
| 11/27 | M    | Gamete Market  
Steinbock, “Egg Donation and Commodification” [eCampus] |
| 11/29 | W    | Sex Selection  
Seavilleklein and Sherwin, “Myth of the Gendered Chromosome” [eCampus]  
Review for Exam |
| 12/1  | F    | Exam 2 |

**Unit 8: Synthesis and Reflection**

<table>
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<tr>
<th>Date</th>
<th>Day</th>
<th>Reading/Activity</th>
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</table>
| 12/4  | M    | Farmer and Campos, “Rethinking Medical Ethics” [eCampus]  
**Draft of Case Study Paper 2 Due** |
| 12/6  | W    | Revisiting Where We Started: Discussion [no reading]  
**Course Evaluations [bring electronic device]** |
| 12/11 | M    | Symposium 2, 10:30am – 12:30pm  
Case Study Paper 2 Due (submit to instructor and bring copy) |
New Core Component Proposal

Date Submitted: 04/17/18 1:21 pm

Viewing: PHYS 491-W : Research

Last edit: 04/17/18 1:21 pm
Changes proposed by: skessler

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sherree Kessler</td>
<td><a href="mailto:skessler@tamu.edu">skessler@tamu.edu</a></td>
<td>979-458-5948</td>
</tr>
</tbody>
</table>

Course Prefix       PHYS          Course Number  491
Academic Level      UG
Complete Course Title Research
Abbreviated Course Title RESEARCH
Crosslisted With
Semester Credit     0-4
Hour(s)
Proposal for:
Writing Designation

Writing Designation

<table>
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<th>Number of Sections per Academic Year</th>
<th>Enrollment per Section (Avg.)</th>
<th>Final Grade %</th>
<th>Collaborative?</th>
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<tbody>
<tr>
<td>70</td>
<td>1</td>
<td>25</td>
<td>No</td>
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</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 writing.

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 W component.

List all graded writing assignments along with the approximate word count 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 assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
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<td>Overview</td>
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</tr>
<tr>
<td>Draft</td>
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<tr>
<td>Final</td>
<td>2500</td>
<td>25</td>
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Add word count of each graded writing assignment and put total word count here.

5500

In Workflow

1. PHYS Department Head
2. SC College Dean UG
3. W & C Preparer
4. W & C Advisory Committee Chair
5. Faculty Senate Preparer
6. Faculty Senate
7. Provost II
8. President
9. Curricular Services

Approval Path

1. 04/17/18 2:27 pm
   Lewis Ford (a-ford):
   Approved for PHYS Department Head
2. 04/26/18 8:51 am
   Lucas Macri (lmacri):
   Approved for SC College Dean UG
3. 05/15/18 3:23 pm
   Donna Pantel (dpantel):
   Approved for W & C Preparer
4. 05/15/18 3:25 pm
   Donna Pantel (dpantel):
   Approved for W & C Advisory Committee Chair
Add the percentage of final grade based on writing and put the total percentage here.

100

Explain how collaboration is monitored to ensure equal participation.

N/A

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

This program is structured to allow the student and their faculty mentor to develop a research paper following the style of one of the research journals used in their area of research.

The student will present draft elements of this work at several stages along the way from the inception of the work until the final draft is completed. At each of these steps, the student and their mentor will discuss the writing product and ways to improve their exposition of the research. The model used here is very similar to the mentor student relationship for writing a thesis or dissertation. Feedback to the student is provided by the mentor at each stage of the development of their writing product.

Describe how you provide writing instruction.

The writing instruction for students participating in this course is primarily based on reading examples of similar writings in journals and then modeling that style in their own writing. The feedback that the student receives from their mentor as they progress through this writing project also serves as a form of writing instruction for the student. Additionally, students are required to attend three University writing workshops.

Additional Comments

This is not the standard track for students in physics to satisfy their writing course requirements for graduation. We have another set of courses aimed at providing an organized class to address this requirement. PHYS 491 - 9xx is used in exceptional circumstances when a student has been unable to meet the W/C requirements through the standard set of courses.

This is a 2nd recertification for this course.

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

Attach Course Syllabus

PHYS 491 Form.pdf

Reviewer Comments

Donna Pantel (dpantel) (05/15/18 3:23 pm): This course has been submitted for re-certification and has been approved from 9/1/2018 to 9/1/2022.
PHYS 491-9XX Undergraduate Research with Writing Credit (1 credit)

A grade can only be earned in this course by submitting a research style paper of at least 2500 words in length and of acceptable quality as determined by the lecturer in the course. It is suggested that the format be similar to that used by one of our professional journals.

In order to register for the 9XX section and earn W credit, the following requirements must be met:

1. You must be an undergraduate Physics major.
2. You must have a faculty advisor who agrees to read and respond to drafts of your written work.
3. You must attend 3 writing workshops offered by the Office of Undergraduate Research, the Honors Program, or the Writing Center. You must choose the most appropriate workshop/tutorial for your research area in each of the following topics:
   a. Plagiarism/proper citing of sources
   b. Common stylistic, punctuation, and grammatical errors
   c. Components of a thesis
4. You must submit the overview section of your research document to your research advisor and the course lecturer by Week 3 and another section by Week 6 for feedback. You will revise these and incorporate them into your final research document. A draft of your completed document must be submitted to your advisor in Week 12. After each of these assignments are submitted, you must have a writing conference with your research advisor.
5. You must submit the final version of your document by Week 14.

Application to Earn Writing Credit for research writing in Physics.

__________________________________________________________________________
Name of Student

__________________________________________________________________________
PHYS 491-9 ___ ___
Course Subject (PHYS), Number and Section

__________________________________________________________________________
Name of Research Advisor

Research Advisor Agreement

I agree to read and respond to drafts of my student’s research document.

__________________________________________________________________________
Signature of Research Advisor

Return to Sherree Kessler
Core Curriculum Management

New Core Component Proposal

Date Submitted: 03/20/18 1:34 pm

Viewing: RUSS 301-W : Advanced Grammar and Composition I

Last edit: 03/20/18 1:34 pm
Changes proposed by: e-rich

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Elisabeth Rich</td>
<td><a href="mailto:e-rich@tamu.edu">e-rich@tamu.edu</a></td>
<td>9798452124</td>
</tr>
</tbody>
</table>

Course Prefix: RUSS
Course Number: 301
Academic Level: UG
Complete Course Title: Advanced Grammar and Composition I
Abbreviated Course Title: ADV GRAMMAR & COMP I
Crosslisted With: 
Semester Credit: 3
Hour(s): 
Proposal for: Writing Designation

Writing Designation

Number of Sections per Academic Year: 1
Enrollment per Section (Avg.): 20
Are the graded writing assignments 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 writing.
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 W component.

List all graded writing assignments along with the approximate word count 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 assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition #1</td>
<td>500</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Composition #2</td>
<td>500</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Composition #3</td>
<td>500</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Composition #4</td>
<td>500</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Composition #5</td>
<td>500</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Composition #6</td>
<td>500</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Writing assignment</td>
<td>Word count</td>
<td>% of final grade</td>
<td>Collaborative?</td>
</tr>
<tr>
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</tr>
<tr>
<td>Add word count of each graded writing assignment and put total word count here.</td>
<td>3000</td>
<td>60</td>
<td>N/A</td>
</tr>
<tr>
<td>Add the percentage of final grade based on writing and put the total percentage here.</td>
<td></td>
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<tr>
<td>Explain how collaboration is monitored to ensure equal participation.</td>
<td></td>
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<tr>
<td>Additional Comments</td>
<td>The committee should note that this course is required in our major and minor, and that because of its small class size, RUSS 301 has an excellent instructor-to-student ratio to ensure course quality.</td>
<td></td>
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</tbody>
</table>

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

Attach Course Syllabus  [Russian 301 Syllabus.doc](#)

Reviewer Comments  
Donna Pantel (dpantel) (03/20/18 2:05 pm): This is a recertification.
Donna Pantel (dpantel) (05/15/18 2:37 pm): This course has been submitted for re-certification and has been approved from 9/1/2018 to 9/1/2022.
Course Prerequisite: RUSS 202 with a passing grade


Course Description:

This course combines a review of grammar at an advanced level with a substantial writing component. Students are also assigned readings of authentic texts from contemporary literature, which will be analyzed and discussed in class.

RUSS 301 is designated as a writing-intensive course. Students will not receive W credit for it without earning a passing grade on the writing component.

Learning Outcomes:

During the course of this semester, students will:

- develop all four language skills in Russian (speaking, reading, listening comprehension, and writing);
- acquire a greater command of Russian vocabulary;
- expand their knowledge of Russian grammar;
- read authentic texts from contemporary prose.

Course Requirements:

Daily homework
Six compositions (with mandatory rewrites)
Three quizzes

Grading: Classwork/Homework 10%
Six compositions (Each composition will be 500 words in length, and will represent 10% of your final grade. On the first draft of each composition, I will identify your errors in accordance with a “Correction Key” provided in the appendix of the textbook. You will then revise your composition and resubmit it for a final grade.)

Testing:

<table>
<thead>
<tr>
<th>Quiz</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>10</td>
</tr>
<tr>
<td>II</td>
<td>10</td>
</tr>
<tr>
<td>III</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Grading Scale:

A = 100-90  
B = 89-80   
C = 79-70   
D = 69-60   
F = 59 and below

Attendance and Make-up Policies: The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located online at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). If an absence is excused, the make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence.

American 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 accommodation, please contact the Department of Student Life, Services for Students with Disabilities (845-1637) in Room B118 of Cain Hall.

**Calendar of Assignments**

Aug. 28: Introduction and Review
Aug. 30: Presentation of New Grammar (Genitive Plural of Nouns; Quantifying; Placement and Position); Grammar Exercises

Sept. 4: Grammar Exercises; Reading: “Приезд отца в гости к сыну”
Sept. 6: Composition: За обедом; Oral Prewriting Exercises

Sept. 11: First Composition Due
Sept. 13: Method of Self-Correction

Sept. 18: Presentation of New Grammar (Adjectives; Short-Form Adjectives; Adverbs; Nouns as Modifiers; Measurement); Grammar Exercises
Sept. 20: Reading: “Нам нужно общение”; Composition: Квартира для семьи из четырёх человек; Oral Prewriting Exercises

Sept. 25: Second Composition Due
Sept. 27: Quiz #1

Oct. 2: Presentation of New Grammar (Pronouns; Translating Any, Every, and Each)
Oct. 4: Grammar Exercises; Reading: “Я не первая деди...”

Oct. 9: Composition: Не место красит человека, а человек место; Oral Prewriting Exercises
Oct. 11: Third Composition Due

Oct. 16: Presentation of New Grammar (Comparatives; Superlatives; Translating the Same and Different; Translating Also); Grammar Exercises
Oct. 18: Reading: “В трамвае”; Composition: Я друга жду; Oral Prewriting Exercises

Oct. 23: Fourth Composition Due
Oct. 25: Quiz #2

Oct. 30: Presentation of New Grammar (Adverbial Clauses; Verbal Adverbs)
Nov. 1: Grammar Exercises

Nov. 6: Reading: “Взрыв у Макдоналдса”; Composition: В будуаре; Oral Prewriting Exercises
Nov. 8: Fifth Composition Due

Nov. 13: Presentation of New Grammar (Adverbial Clauses; Participles)
Nov. 15: Grammar Exercises; Reading: “Неделя как неделя”

Nov. 20: Composition: Трагедия в ванной; Oral Prewriting Exercises
Nov. 22: Thanksgiving

Nov. 27: **Sixth Composition Due**
Nov. 29: Quiz #3

Dec. 4: Student Evaluations

*Assignments and exam dates are subject to change*