Core Curriculum Management

New Core Component Proposal

Date Submitted: 09/24/18 12:18 pm

Viewing: ANTH 301-W : Indians of North America

Last edit: 10/25/18 12:30 pm

Changes proposed by: a-thoms

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Alston Thoms</td>
<td><a href="mailto:a-thoms@tamu.edu">a-thoms@tamu.edu</a></td>
<td>979-862-8541</td>
</tr>
</tbody>
</table>

Course Prefix ANTH

Course Number 301

Academic Level UG

Complete Course Title Indians of North America

Abbreviated Course Title INDIANS OF N AMERICA

Crosslisted With

Semester Credit 3

Proposal for:

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)?

Yes

Who will evaluate them?

A Department of Anthropology PhD student with prior TA experience in grading undergraduate papers and/or participation in writing-related training/workshops will assist the instructor-of-record in evaluating and grading writing assignments.

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.

The TA will attend all classes during the semester and maintain office hours. All grading by a PhD grad student TA, including drafts and final products, will be done via formal data-content and style rubrics, reviewed by the instructor-of-record, and discussed with the TA.

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>Current status of assigned tribe</td>
<td>500</td>
<td>5</td>
<td>No</td>
</tr>
<tr>
<td>Native lifeways of assigned tribe</td>
<td>500</td>
<td>5</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.

Ten percent (10%) of the final grade is determined by small-group-authored bulleted summaries of each small-group discussion. Those sessions focus on how cultural discourse issues are relevant to the weekly topic(s) and they review the nature and requirements of up-coming writing assignment and establish ground-rules for the paper’s content. Toward ensuring equal participation in the group discussions and preparation of bulleted summaries, discussion-leadership and lead-author roles rotate from week to week such that each student bears primary responsibility at one time(s) or another. In addition, the instructor-of-record and the TA serve as monitors and facilitators for all small-group discussion; they also provide writing instructions and address content questions.

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

Students submit a draft of each paper via turn-it-in or equivalent that is reviewed and commented on by the instructor-of-record and TA following established data-content and style rubrics. In addition, drafts are peer-reviewed in general terms during weekly small-group discussions about what issues should be covered and best-writing practices. The instructor-of-record and the TA monitor/facilitate all small-group discussion and provide topic-specific writing instructions and address content questions.

Final papers are be submitted via turn-it-in or equivalent and graded by the instructor-of-record and TA following established data-content and style rubrics. The instructor-of-record follows-up in class by discussing the overall quality of papers, calling attention to short-comings, viable means of improvement, and how to apply those approaches to forthcoming paper.

Describe how you provide writing instruction.

Throughout the semester the instructor-of-record provides detailed instructions for each writing assignment. Students are also directed to on-line sources at the Writing Center as well as to other on-line sources about how to write an anthropology paper. At least one article on basic anthropological writing is assigned, discussed in class, related to the semester’s writing assignments. The instructor-of-record and the TA also monitor/facilitate all small-group discussion; in the process they provide topic-specific writing instructions and address content questions. The intent of these weekly small-group discussions is to illustrate how one goes about effectively and efficiently incorporating cultural discourse and relevancy into each writing assignment.

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

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

Our proposal for ANTH 301—Indians of North America—to become a certified Cultural Discourse (CD) course is presently awaiting approval by Faculty Senate. The pending CD version of ANTH 301 has a significant writing component (40%) for the final grade, including: (1) 20% from four short, primarily descriptive, research papers; (2) 10% from group-authored bulleted summaries of weekly small-group discussions about the topics at hand and forthcoming writing assignments; and (3) 10% from an in-class final written exam covering Part IV or the course: Indians of Texas in light of learned ignorance and fake news.

The present CD/W-course proposal is designed to be the second of two required intensive-writing courses in our Department. The intention here is to maintain all requisite elements of a CD course but modify it so as to meet the requisite writing elements in terms of the draft-review-final writing process via elements of formal writing instructions, formative feedback, and collaborative learning. The anthropological objective for this CD/W course is to effectively and efficiently incorporate cultural discourse and its relevancy into each writing assignment and to do so within the context of TAMU learning outcomes.

The first set of writing assignments in this course, collectively representing 20% of the final grade, is designed to compile and present information about one tribe as a case-study in a course that covers the diversity of Native peoples of the North American contentment. These assignments span the first ¼ of semester, are collaborative in nature, and specifically address two of TAMU’s undergraduate student learning outcomes: socio-cultural/global competence and effective written communication skills, within a context of mastering anthropological knowledge.

The second set of writing assignments, during the final quarter of the semester, address and assess the role of Lawrence Sullivan (“Sol” or “Sully”) Ross, known affectionately as TAMU’s patron saint, in the historically documented “destruction” of the Comanche Nation. These assignments specifically addresses two of TAMU’s undergraduate learning outcomes: ability to demonstrate critical thinking and effective written communication skills, within a context of mastering anthropological knowledge.

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

Attach Course Syllabus

Reviewer Comments
Donna Pantel (dpantel) (11/06/18 3:58 pm): REPORT ON CERTIFICATION OF W COURSE: ANTH 301 We recommend that ANTH 301 Indians of North America be certified as a writing (W) course for four academic years (9/18 to 9/22). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 35% of the final grade is based on writing quality; (2) the total number of words is 3000; (3) the instructor to student ratio is 1:10; and (4) the assigned writing is appropriate to the major. Students write a take-home final exam and 4 short descriptive research papers related to course content, with a focus on a case study of one tribe, each of which is submitted in draft form and commented on by the instructor, with additional peer review during class discussion time. Instruction is given for how to write each assignment, and students are directed to online resources for writing in anthropology. Writing is also a topic of discussion during classes.
DRAFT SYLLABUS: ANTH 301 as a new CD Course
INDIANS OF NORTH AMERICA
2019 Spring Semester: MWF ____
Anthropology Building (ANTH), Room ____

Instructor: Dr. Alston V. Thoms; Office: ANTH Bldg., Room 312-B
Office Hours: ____________ and by appointment
Telephone: [979] 862-8541; E-mail: a-thoms@tamu.edu

WHAT THIS COURSE IS ABOUT

This course emphasizes the general nature of and variations in American Indian lifeways from just before significant contact with Europeans to the present. It examines cultural changes that resulted from interactions among American Indians, Euro-Americans, African-Americans, and their respective cultural systems. For each of 10 culture areas in North America, information is presented on environment, ancient/pre-contact lifeways, ethnohistorically documented land use and social organization, conquest-related conflicts with Euro-Americans, contemporary Indian communities and current issues.

Part I of the course—Lectures 1-13—focuses on lifeways of farming groups along the Atlantic Coast and in the eastern interior of the continent (e.g., Iroquois, Ottawa, Cherokee, Natchez), as well as on socio-economic and political consequences of initial European expansion into North America. Part II—Lectures 14-24—deals with farming and hunter-gatherer groups in the southwest (e.g., Hopi, Navajo, Tarahumara, Coahuiltecan), semi-sedentary hunter-gatherers in the interior northwest (e.g., Spokane and Nez Perce) and the northern tier (e.g., Cree, Aleut, Inuit), along with respective consequences of Euro-American conquests. Part III—Lectures 25-32—features more sedentary hunter-gatherer groups along the Pacific Coast (e.g., Chumash, Kwakiutl) and in the interior (e.g., Yokuts, Hupa), highly mobile hunter-gatherers in the central part of the continent (e.g., Paiute, Shoshone, Cheyenne, Sioux) as well as farmers (e.g., Mandan and Pawnee). Part IV—Lectures 33-39—reviews and assesses what and how we learn or do not learn about Indians of Texas and the roles of learned ignorance and fake news therein.

CORE and COURSE OBJECTIVES

✓ To develop, via critical thinking, communication, and social responsibility, an understanding of the general nature and diversity of native lifeways in North America through ecological perspectives and in marked contrast to historically stereotypical and prejudicial perspectives.
✓ To develop an understanding, via critical thinking, communication, and social responsibility, of interactions among Native nations during late pre-European times and the early post-European era when those nations resisted domination and endeavored to maintain their material cultures and world views.
✓ To develop an appreciation, via critical thinking, communication, and social responsibility, of cultural change and survival among North America’s native peoples during the 16th - 20th centuries and an understanding of important issues among America Indians in the 21st century.
Articulate and debunk common myths, via critical thinking, communication, and social responsibility, about the nature and history of American Indians and their cultures through time in North America.

Acquisition of an ability, via critical thinking, communication, and social responsibility, to apply insights from studying American Indian culture toward fine-tuning critical-thought skills and incorporating decidedly cross-cultural perspectives.

**TAMU LEARNING OUTCOMES**

Texas A&M University has identified student learning outcomes that describe our institutional commitment to your educational goals: ability to demonstrate critical thinking and effective communication skills, and socio-cultural/global competence. See TAMU Student Learning Outcomes.

**REQUIRED TEXTBOOK**

Sutton, Mark Q.

**REQUIRED ARTICLES**

*To-be-specified: at least one article about writing anthropological papers. Available in pdf form on eCampus, TAMU @ [http://ecampus.tamu.edu/](http://ecampus.tamu.edu/)*

Campbell, T. N.

Mann, Henrietta

Smith, Todd F.

Smith, Todd F.

Venne, Sharon
EARING A GRADE

Three 50-question multiple-choice exams, covering Parts 1-3 of the course, constitute 45% of the final grade.

The final exam, a take-home essay, constitutes 15% of the grade; it represents revised versions of two short-paper drafts, totaling about 1000 words, written during Part 4 of the course, and reviewed by the instructor-of-record and the TA.

Four short descriptive research papers (2 double-spaced, 12-font, text pages, approximately 500 words each) covering an assigned Indian tribe account for 20% of the final grade: (1) current status; (2) native lifeways; (3) history of conflict with Europeans and tribal movements; and (4) current issues. Draft versions of each paper are reviewed by the instructor and TA for requisite content and writing skills; students are provided feedback for improving the quality of the draft paper and submitting a final version, as well as toward improvement of forthcoming papers.

Daily multiple-choice quizzes covering assigned readings and lectures account for 10% of the final grade.

The remaining 10% of the final grade is determined by small-group-authored bulleted summaries of weekly small-group discussion sessions; discussion-leader and lead-author roles rotate from week to week to insure equal participation.

To receive W credit for this course, you must pass the W component, which is an average of the four short papers, lead-authored weekly bulleted summaries of small-group discussions, and the take-home final essay.

PENALTIES FOR LATE PAPERS: minus 25% for up to one calendar day late; minus 50% for 1-2 calendar days late; papers more than 2 calendar days late will not be accepted.

Final letter grades follow the TAMU scale: 100-90, A; 89-80, B; 79-70, C; 69-60, D; 59-0, F.

One-hour review sessions are scheduled prior to the first three exams when the professor will review the study guide for the forthcoming exam.

MAKE-UP EXAMS and ATTENDANCE POLICIES

When exam-day absences are excused, as per university policies, a make-up exam is given as soon as practical; make-ups are short-answer exams that cover the same material as the regular multiple-choice exams. When a student misses class as per an excused absence, she/he will receive double the credit earned on the next set of daily quizzes. For additional information, see “Attendance Policy” section in the current university handbook entitled Texas A&M University Regulations. http://student-rules.tamu.edu/rule07.

THERE ARE NO EXTRA-CREDIT OPPORTUNITIES

If you have difficulty understanding this course or perform poorly on quizzes, writing assignments or exams, please make an appointment to discuss your performance and concerns with Dr. Thoms and/or the TA. They are ready and willing to address your specific issues and provide guidance to improve your academic performance. Your chances of improving your grade are best when you afford Dr. Thoms and/or the TA opportunities to assist you throughout the semester.
Each exam and class paper includes the following statement, as must each segment of the four-part research paper; EACH OF THESE MUST BE SIGNED BY THE STUDENT:

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

____________________________
Signature of student

“An Aggie does not lie, cheat, or steal or tolerate those who do.” The most common type of academic offense, plagiarism, consists of passing off as one's own the ideas, words, writings, etc., which belong to another. 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 the person. If you have questions about scholastic dishonesty, please refer to http://www.tamu.edu/aggiehonor.

For purposes of clarification on just what constitutes academic misconduct as it relates to exams and research papers, students are encouraged to read/review TAMU’s formal statements on “Definitions of Academic Misconduct,” especially “Cheating,” “Plagiarism,” and “Complicity” see http://aggiehonor.tamu.edu/Student%20Rules/definitions.html

Note that penalties for academic misconduct are sever—see “Academic Integrity Sanctions” @ http://aggiehonor.tamu.edu/Student%20Rules/sanctions.html. They include expulsion, dismissal and suspension from the university, the usual penalty for an initial violation being an “F*” in the course and “Honor Violation Probation,” with the “F*” documented on his/her transcript with the notation “FAILURE DUE TO ACADEMIC DISHONESTY.”

For additional information on TAMU’s Academic Integrity Task Force, 2004, see http://www.tamu.edu/aggiehonor/FinalTaskForceReport.pdf

OTHER STATEMENTS

Diversity Statement:
Respect for cultural and human biological diversity are core concepts of Anthropology. Anthropological research provides perspectives and data that can be used to examine many current social issues that may be appropriate to discuss in this class. Students and faculty should expect to both defend and critique diverse points of view in a respectful manner. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. There is no justification for discrimination or hateful speech or behavior in any form. The Anthropology Department supports the Texas A&M University commitment to diversity, and welcomes all individuals regardless of all age, background, citizenship, disability, education, ethnicity, family status, gender, gender identity, geographical origin, language, military experience, political view, race, religion, sexual orientation, socioeconomic status, and work experience (See http://diversity.tamu.edu/).

The Americans with Disabilities Act (ADA) Statement:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.
**Handouts used in this course are copyrighted:**
"Handouts" are 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 are copyrighted, students do not have the right to copy the handouts, unless expressly granted permission by the instructor.
### CLASS CALENDAR: Indians of North America (ANTH 301-500); Spring 2019, MWF: _____-____AM; ANTH 130

Dates and Topics are subject to change with short notice (e.g., for exclusion/inclusion of lectures, films, quizzes etc.)

<table>
<thead>
<tr>
<th>DAY/DATE</th>
<th>LECTURE TOPICS</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>Mon., Jan. 14</td>
<td><strong>PART I: Anthropological Concepts, Eastern Lifeways, and International Conflicts</strong>&lt;br&gt;1. Course introduction &amp; requirements; professor &amp; student introductions and comments about what they hope to learn about North America’s Indian people; discussion of the “Cultural Discourse” and “Writing Intensive” aspects of the course as well the rationale for small-group discussions to learn about the topics at hand as they relate to multi/cross-cultural discourse and writing skills</td>
<td>Peruse textbook, syllabus/calendar; contemplate what you hope to learn</td>
</tr>
<tr>
<td>Wed., Jan. 16</td>
<td>2. 1st ½: culture area and anthropological concepts; 2nd ½: small-group formation and discussions to ascertain what students already know and hope to learn about Native Americans (i.e., the role of ethnocentrism in learning about American Indians)</td>
<td>Native N. America: 1-13</td>
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<tr>
<td>Mon., Jan. 21</td>
<td>Martin Luther King, Jr. Day, Faculty and Staff Holiday.</td>
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<tr>
<td>Fri., Jan. 25</td>
<td>5. 1st ½: Consequences of European invasions/colonialism, part 2, and learned ignorance; 2nd ½: small-group discussions about role of “learned ignorance” in determining what we learn about Indians and what issues should be covered in the first tribal paper as well as the value of collaborative learning about best-practices for writing</td>
<td>Native N. America: 43-48 Article, TBA, about writing anthropology papers</td>
</tr>
<tr>
<td>Wed., Jan. 30</td>
<td>7. Overview of pre-/post-Columbian Native Texan socio-cultural affairs into 20th century</td>
<td>Klos’s article “Indians” from TSHA’s <em>Handbook of Texas</em> online, 18 pages.</td>
</tr>
<tr>
<td>Fri., Feb. 1</td>
<td>8. 1st ½: Current issues—resisting socio-political extinction—among Native Texans; 2nd ½: small-group discussions about current-status issues in general, comparisons of requisite data for assigned tribes DRAFT OF CURRENT-STATUS PAPER DUE</td>
<td>Read webpages of a recognized tribe &amp; an unrecognized group in Texas</td>
</tr>
<tr>
<td>Mon., Feb. 4</td>
<td>9. Northeast culture area: Pre-Columbian farming and H&amp;G lifeways in colder regions</td>
<td>Native N. America: 280-292</td>
</tr>
<tr>
<td>Fri., Feb. 8</td>
<td>11. 1st ½: Southeast culture area: Pre-Columbian lifeways; 2nd ½: small-group discussions about Manifest Destiny, expulsion of Native peoples from eastern North America, and its impact on Native Texan lifeways</td>
<td>Native N. America: 313-326</td>
</tr>
<tr>
<td>Thur., Feb. 14</td>
<td>REVIEW SESSION: ANTH Building, Room 130, 7-8 PM</td>
<td>Answer study-guide questions</td>
</tr>
<tr>
<td>Fri., Feb. 15</td>
<td>FIRST EXAM: Covering Part I of the Course</td>
<td>Answer study-guide questions and prepare otherwise for exam</td>
</tr>
<tr>
<td>Mon., Feb. 18</td>
<td>14. 1st ½ Review of Exam; 2nd ½: small-group discussions about Southwest Indian people, their histories, and requisite data for assigned tribe’s native lifeways</td>
<td>Review lecture outlines and peruse textbook chapters for Part II</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>Fri., Feb. 22</td>
<td>16. 1st ½: Southwest continued: H&amp;G groups, case-studies contemporary Indian issues;</td>
<td>Native N. America: 210-235</td>
</tr>
<tr>
<td>Mon., Feb. 25</td>
<td>17. Southwest: Texas tribes, missions, and reassessing Coahuiltecan extinction</td>
<td>Native N. America: 235-244; Campbell: 343-358, “Coahuiltecs &amp; Neighbors” PDF on eCampus</td>
</tr>
<tr>
<td>Fri., Mar. 1</td>
<td>19. 1st ½: Part 2 of Film: Who Owns the Past; 2nd ½: small group discussion about the film, how it relates to American Indians in Texas, and requisite data for the forthcoming history-of-conflict paper</td>
<td>Mann (200447-58); PDF on eCampus</td>
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<tr>
<td>Mon., Mar. 4</td>
<td>20. Plateau culture area; Indian history, case-study tribe, and current status</td>
<td>Native N. America: 110-119;</td>
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<tr>
<td>Fri., Mar. 8</td>
<td>22. 1st ½: Northwest Coast: Indian history, case-study tribe, current status; 2nd ½: small-group discussion about history of European conflicts with native peoples of the Pacific Northwest, the issues they have faced, face today, and the underlying controversies</td>
<td>Native N. America: 135-143</td>
</tr>
<tr>
<td>Mon.– Fri. Mar. 11-15</td>
<td><strong>SPRING BREAK</strong></td>
<td>Answer study-guide questions</td>
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<tr>
<td>Mon., Mar. 18</td>
<td>23. Subarctic culture area: Hunters of the northern forests</td>
<td>Native N. America: 83-100; answer study-guide questions/study for exam</td>
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<tr>
<td>Wed., Mar. 20</td>
<td>24. Arctic culture area: Hunters of the tundra and icy coasts</td>
<td>Native N. America: 49-82; answer study-guide questions/study for exam</td>
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<tr>
<td>Thur., Mar. 21</td>
<td>REVIEW SESSION: ANTH Building, Room 130, 7-8 PM</td>
<td>Answer study-guide questions</td>
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<tr>
<td>Fri., Mar. 22</td>
<td><strong>SECOND EXAM: Covering Part II of the Course</strong></td>
<td>Answer study-guide questions and otherwise prepare for the exam</td>
</tr>
<tr>
<td>Mon., Mar. 25</td>
<td>25. 1st ½: Review of second exam; time permitting, prelude to Part III</td>
<td>Review lecture outlines and peruse textbook chapters for Part III</td>
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<tr>
<td></td>
<td><strong>Part III: Pacific Coast &amp; Central Continent Lifeways, Conflicts, Current Conditions</strong></td>
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<tr>
<td>Fri., Mar. 29</td>
<td>27. California culture area: Historical perspective, case-study, current issues; Part 1 of Film: Ishi, The Last Yahi</td>
<td>Native N. America: 182-194</td>
</tr>
<tr>
<td>Mon., Apr. 1</td>
<td>28. 1st ½: Part 2 of Film: Ishi, The Last Yahi; 2nd ½: small groups discussions about film and how it relates to current issues, including as they pertain to Texas Indians</td>
<td>Native N. America: 144-159</td>
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<tr>
<td>Wed., Apr. 3</td>
<td>29. Great Basin culture area; H&amp;G of inter-mountain West</td>
<td>Native N. America: 159-172</td>
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<tr>
<td>Fri., Apr. 5</td>
<td>30. Plains culture area: farmers &amp; hunter-gatherers (H&amp;G), including Texas</td>
<td>Native N. America: 245-261</td>
</tr>
<tr>
<td>Mon., Apr. 8</td>
<td>31. Plains culture area: Indian history, case study tribes, 21st century issues</td>
<td>Native N. America: 261-279</td>
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<tr>
<td>Wed., Apr. 10</td>
<td>32. 1st ½: Implementation of Indian removal, including Texas’ approach to the “problem,” including L.S. (“Sully”) Ross and the Comanche Indians; 2nd ½: small-group discussions about why and how Texas dealt with Indian removal</td>
<td>Smith (2006: 212-246) on eCampus; review</td>
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<tr>
<td>Thur., Apr. 11</td>
<td>REVIEW SESSION: ANTH Building, Room 130, 7-8 PM</td>
<td>Answer study-guide questions</td>
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<td>Fri., Apr. 12</td>
<td><strong>THIRD EXAM: Covering Part III of the Course</strong></td>
<td>Answer study-guide questions and otherwise prepare for the exam</td>
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<td><strong>Part IV: Indians of Texas in light of Learned Ignorance and Fake News</strong></td>
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<td>Mon., Apr. 15</td>
<td>33. Review of third exam and class discussion of roles of learned ignorance &amp; fake news; introduction to disparate records/news about Ross &amp; destruction of Comanche Nation</td>
<td>Venne (2004: 47-58), PDF on eCampus</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Assignments</td>
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<tr>
<td>Wed., Apr. 17</td>
<td>34. Deconstructing Texas’ cultural myths about its Native Peoples and Spanish Missions 2nd ½: small-group discussions: officially promulgated history &amp; “learned ignorance” OFFICIAL vs. FACTUAL VIEWS, ROSS/COMANCHE: DRAFT PAPER DUE</td>
<td>Read Websites: San Antonio Missions National Historical Park &amp; Alamo.org</td>
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<tr>
<td>Fri., Apr. 19</td>
<td>Reading Day … No class</td>
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<tr>
<td>Mon., Apr. 22</td>
<td>35: 1st ½: Texas’ historical makers about Native Texans; racism, “fake news;”</td>
<td>Read 3 St. Hist. markers about Indians and 1 related TSHA account</td>
</tr>
<tr>
<td>Wed., Apr. 24</td>
<td>36. Class and small group discussion about local—B/CS—officially promulgated Indian History, as per a museum, a park, and an historical cemetery OFFICIAL vs. FACTUAL VIEWS, ROSS/COMANCHE: FINAL PAPER DUE</td>
<td>Visit/contemplate 1+: Brazos Valley Natural History Museum; Veterans Park; Boonville Cemetery</td>
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<tr>
<td>Fri., Apr. 26</td>
<td>37. Class and small-group discussions about the official/TAMU perspective on role of Sol Ross and his father in Indian removal and “destruction” of the Comanche people ADDRESSING THE ROSS/COMANCHE FACTS: FINAL PAPER DUE</td>
<td>Visit statue, read pre-1970 account &amp; TAMU website info about Ross</td>
</tr>
<tr>
<td>Mon., Apr. 29</td>
<td>37. Class &amp; small-group discussions about extra-official history of Sol Ross &amp; father’s roles in Indian removal &amp; “destruction” of the Comanche; “fake news” ADDRESSING THE ROSS/COMANCHE FACTS: DRAFT PAPER DUE</td>
<td>Read recent perspectives about Sol Ross and his roles with Indians</td>
</tr>
<tr>
<td>Tue., Apr. 30</td>
<td>39. Redefined Friday—preparation for final exam: small-group discussions about what was learned in the class that contributed most to a more complete understanding of American Indians and their histories, Texas and “Sully” in particular</td>
<td>Review/synthesize notes, Apr. 15-29; contemplate what you learned so far</td>
</tr>
<tr>
<td>Wed., May 1</td>
<td>Reading day, no class</td>
<td>Review/synthesize notes, Apr. 15-29; contemplate what you learned so far; work on</td>
</tr>
<tr>
<td>Fri., May</td>
<td>FINAL TAKE-HOME ESSAY DUE AT: __ __ AM ADDRESSING THE ROSS/COMANCHE FACTS: FINAL PAPER DUE</td>
<td>Review/synthesize notes, Apr. 15-29; contemplate what you learned so far</td>
</tr>
</tbody>
</table>
Core Curriculum Management

New Core Component Proposal

Date Submitted: 09/25/18 3:03 pm

Viewing: BAEN 302-W : Biological and Agricultural Engineering Fundamentals II

Last edit: 10/24/18 3:23 pm
Changes proposed by: aschroeder

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashlea Schroeder</td>
<td><a href="mailto:aschroeder@tamu.edu">aschroeder@tamu.edu</a></td>
<td>979-845-0609</td>
</tr>
</tbody>
</table>

Course Prefix  BAEN  
Course Number  302  
Academic Level UG  
Complete Course Title Biological and Agricultural Engineering Fundamentals II  
Abbreviated Course Title BIO & AG ENGR FUND II  
Crosslisted With  
Semester Credit 3  
Hour(s)  
Proposal for:  
Writing Designation  

Writing Designation

Number of Sections per Academic Year 3  
Enrollment per Section (Avg.) 20  

Are the graded writing assignments evaluated by any assistants (i.e., GATs or undergraduates)? Yes  
Who will evaluate them? Professor of course  

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.

Daily meetings with the TAs, discussion of example assignment, format, evaluation form and grading rubric.

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</td>
<td>3000</td>
<td>27</td>
<td>No</td>
</tr>
<tr>
<td>Lab Report 1</td>
<td>300</td>
<td>1</td>
<td>No</td>
</tr>
</tbody>
</table>
We recommend that BAEN 302 Biological and Agricultural Engineering Fundamentals be certified as a writing (W) course for four academic years (9/18 to 9/22). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 39% of the final grade is based on writing quality; (2) the total number of words is 6600; (3) the instructor to student ratio is 1:10; and (4) the assigned writing is appropriate to the major. Students write a case study and 12 lab reports. The case study is turned in as an outline and draft that gets instructor comments, and the 12 lab reports are graded and returned in a timely manner so that comments from one can be used to write the next one. Also, an outline and a draft of the case study is turned in for review before a final version is graded.

Explain how collaboration is monitored to ensure equal participation.

Assignments are not collaborative, all writing is done individually.

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

Formative feedback on the student writing will be based on grading and returning the lab reports in a timely manner so that comments and guidance from one can be used to write the next one. Also, an outline and a draft of the case study is turned in for review before a final version is graded.

Describe how you provide writing instruction.

Instructions will be provided through writing guidelines and example assignments posted on e-Campus. In addition, in-class discussions, and office hour meetings will also be used to provide instructions for student writing.

Additional Comments

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

Attach Course Syllabus: BAEN 302 2019 (W) Syllabus (1).docx

Reviewer Comments: Donna Pantel (dpantel) (11/06/18 4:04 pm): REPORT ON CERTIFICATION OF W COURSE: BAEN 302 We recommend that BAEN 302 Biological and Agricultural Engineering Fundamentals be certified as a writing (W) course for four academic years (9/18 to 9/22). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 39% of the final grade is based on writing quality; (2) the total number of words is 6600; (3) the instructor to student ratio is 1:10; and (4) the assigned writing is appropriate to the major. Students write a case study and 12 lab reports. The case study is turned in as an outline and draft that gets instructor comments, and the 12 lab reports are graded and returned in a timely manner so that comments from one can be used to write the next one. For instruction, students get guidance through detailed assignment instructions, examples, in class discussion, and conferences with the instructor, as needed.
BAEN 302 Biological and Agricultural Engineering Fundamentals II  
Fall 2019
Lecture: MW 3-3:50; SCTS 317
Lab: T 11:10-2 (901), R 11-1:50 (902); SCTS 237

Course Description
Fundamentals of microbiology and biochemistry as they apply to biological and agricultural engineering systems to produce useful products and/or benign wastes; topics include microbiology, chemistry of biomolecules, microbial metabolism, bioenergetics, kinetics, mass transfer, bioreactor design, bioprocesses, and downstream processing.

Prerequisites: Grade of C or better in BIOL 113 or BIOL 111; Grade of C or better in CHEM 222 or CHEM 227 or concurrent enrollment

Learning Outcomes
At the end of the course, the students should be able to:
1. **describe** cells
2. **explain** cellular functions
3. **establish** cell growth stoichiometry
4. **develop** material balance
5. **interpret** biochemical reaction kinetics
6. **compare and contrast** biochemical processes
7. **apply and interpret** DNA-based molecular assays

Instructor Information
Name: Dr. Maria King  
Email address: mdking@tamu.edu  
Office location: SCTS 301C  
Office hours: Email for appointment

TA name: Mr. Alexander Zuniga; Ms. Aishwarya Mahadevan  
Email address: azuniga@tamu.edu; aishmahadp@tamu.edu  
Office location: SCTS 325; SCTS 147A  
Office hours: Email for appointment; Email for appointment

Textbook
Class notes, reference materials, handouts, slides, and other course relevant materials (lab data, rubrics and grades) will be posted on [http://ecampus.tamu.edu/](http://ecampus.tamu.edu/).

Recommended textbooks:


Grading Policy To pass this course, you must pass the writing components.

<table>
<thead>
<tr>
<th>Grading</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams: Four in class exams (4x10)</td>
<td>40 points 90 – 100: A</td>
</tr>
<tr>
<td>Case Study: A 3,000 word essay describing a chosen biological engineering process (outline, first draft, final draft: 2+10+15)</td>
<td>27 points 80 – 89: B</td>
</tr>
<tr>
<td>Lab quizzes: Assessments taken in lab (5x1)</td>
<td>5 points 70 – 79: C</td>
</tr>
<tr>
<td>Lab exams: One midterm and one final in-lab exam (2x5)</td>
<td>10 points 60 – 69: D</td>
</tr>
<tr>
<td>Lab write-ups: Weekly 300 word summary of the relevant laboratory experiments</td>
<td>12 points Below 60: F</td>
</tr>
<tr>
<td>Lab notebook: Graded bi-weekly</td>
<td>6 points</td>
</tr>
<tr>
<td><strong>Total 100 points</strong></td>
<td></td>
</tr>
</tbody>
</table>

Class Setup (Lecture)

Each class will have a 40 min lecture, followed by a study session when the class will have 10 min to prepare and present responses to questions pertinent to the relevant seminal article assigned to that class and uploaded on the eCampus website at least one week prior to the class.

Case Study (Lecture)

Each student will prepare a 3,000-word essay on a biological engineering process or product. Topics will be assigned on a first come, first serve basis.

To claim a topic, each student will generate a list of four references from the scientific literature of the last five years to demonstrate that there is sufficient data available for the essay and presentation. At least 10 technical references (i.e. from peer-reviewed journals) from the last five years must be included in the final essay.

The essay outline, draft, and final submission will count as assignments.

Essays will be submitted to turnitin.com through eCampus.tamu.edu

Exams (lecture)

Each of the three topic sections will be followed by an exam. The course will be completed by the fourth (final) exam.

Class Setup (Lab)

Each class will have a 2 hour and 50 min hands-on laboratory practice. Before the class, each student has to read an article about the lab related application assigned to that class on the eCampus website. Questions relevant to each article will be included in the lab quizzes.

Write-ups (Lab)

Each student will prepare a 300-word write-up after each laboratory class summarizing the results of the experiments conducted in the lab.

Each write-up has to follow the formatting of a conference abstract to have a:

- Title
- Objective
- Introduction
- Method
- Results
- Discussion
- References
Notebook/reports (Lab)

You will need to purchase a graph composition (e.g. Norcom 76002) notebook for this class to be turned in for grading. In your notebook, you should include all data collected, graphics generated, answers to questions in the protocols or worksheets for an experiment, and conclusions. Your notebook/report grade will reflect the clarity, quality, and completeness of your work.

Exams (Lab)

Two exams (midterm and final) will be given in the class.

Bi-Weekly quizzes (Lab)

These will cover preparatory reading material for the current lab plus procedures/techniques completed since the last exam.

Attendance

Class participation is essential to success in this course. For every unexcused lecture class absence, 1 point will be subtracted up to 5 points total from the final grade. For every unexcused lab absence, 2 points will be subtracted up to 10 points total from the final grade. (Example: if your final grade is 90 and you were absent for 1 lecture and 2 labs unexcused, your final grade will be: 90 – {(1 x 1) + (2 x 2)} = 85. You will receive a B instead of an A).

Please refer to http://student-rules.tamu.edu/rule07/ for information regarding university-excused absences.

No lab report will be graded or make-up exam given unless the student has met the excused absence requirements outlined in Student Rules (http://student-rules.tamu.edu/rule07/). Your attention and interaction in class is important to my concentration and that of your classmates. As a courtesy, please turn off your mobile phone audible ringers and keep your phone in your backpack.

Additional Accommodations

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 Honesty & University Regulations

For many years, Aggies have followed a Code of Honor in an effort to unify the aims of all Aggies toward a high code of ethics and dignity. It functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

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

Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System.

In this course, it is permissible to discuss lab reports. It is NOT permissible to copy lab reports from
another student. It is NOT permissible to discuss any aspect of any exam/quiz until ALL students have completed the exam/quiz. The penalties for violating this policy will range from a ZERO on the quiz or exam or lab report to an F in the course. In addition, a report will be made to the TAMU Honor Council Office. Students should refer to the University policy on academic integrity found in the Honor Council website: http://aggiehonor.tamu.edu. All violations will be handled as specified by University Guidelines.

**Plagiarism**

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.

**Homework and assignments submitted to Turnitin will not be accepted if showing > 30% homology with Internet sources.**

As commonly defined, plagiarism consists of claiming the ideas, words, writings, etc., of another person as your own work. This means you are committing plagiarism if you copy work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

Efforts will be made to identify plagiarism and cheating in the course and appropriate action will be taken in accordance with University rules. If you have any questions regarding plagiarism or cheating, please consult the Texas A&M University Student Rules, under the section Scholastic Dishonesty.

**University Regulations**

Please familiarize yourself with university regulations and student rules (http://student-rules.tamu.edu/); all relevant rules will be enforced in this class.
Tentative Lecture Schedule:

<table>
<thead>
<tr>
<th>Week#</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction; The cell as a city; <strong>Biochemical Engineering:</strong> Cells and components</td>
</tr>
<tr>
<td>2</td>
<td>Fermentation; Macromolecules – carbohydrates and lipids</td>
</tr>
<tr>
<td>3</td>
<td>Macromolecules – proteins; Macromolecules – nucleic acids</td>
</tr>
<tr>
<td>4</td>
<td>Photosynthesis; <strong>Exam 1</strong></td>
</tr>
<tr>
<td>5</td>
<td><strong>Agricultural engineering:</strong> Process microbiology; Stoichiometry, electron donors, and acceptors</td>
</tr>
<tr>
<td>6</td>
<td>Bioenergetics; Kinetics</td>
</tr>
<tr>
<td>7</td>
<td>Metabolic pathways; Mass balance</td>
</tr>
<tr>
<td>8</td>
<td><strong>Exam 2; Ecological engineering:</strong> Wastewater treatment</td>
</tr>
<tr>
<td>9</td>
<td>BOD removal and disinfection; Bioreactors</td>
</tr>
<tr>
<td>10</td>
<td>Upstream and downstream processing; Microbiome and biofilms</td>
</tr>
<tr>
<td>11</td>
<td>Nanoparticles and their applications; <strong>Exam 3</strong></td>
</tr>
<tr>
<td>12</td>
<td><strong>Genetic engineering:</strong> Biomarkers, antimicrobial resistance; PCR, Microbiome, Whole Genome Sequencing</td>
</tr>
<tr>
<td>13</td>
<td>Pathogen assays; Plant biotechnology</td>
</tr>
<tr>
<td>14</td>
<td>Thanksgiving break</td>
</tr>
<tr>
<td>15</td>
<td>Course review and assessment; <strong>Exam 4: FINAL EXAM</strong></td>
</tr>
</tbody>
</table>

Tentative Lab Schedule:

<table>
<thead>
<tr>
<th>Week#</th>
<th>Lab Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction; Lab safety, Pipetting; <strong>Quiz</strong></td>
</tr>
<tr>
<td>2</td>
<td>Cells: Sterile techniques; <strong>Quiz</strong></td>
</tr>
<tr>
<td>3</td>
<td>Cells: Fermentation, Serial dilution, Plating; <strong>Quiz</strong></td>
</tr>
<tr>
<td>4</td>
<td>Macromolecules: DNA isolation; <strong>Quiz</strong></td>
</tr>
<tr>
<td>5</td>
<td>Macromolecules: Protein quantitation; <strong>Quiz</strong></td>
</tr>
<tr>
<td>6</td>
<td>Macromolecules: Urease enzyme assay - Enzyme kinetics, Data analysis</td>
</tr>
<tr>
<td>7</td>
<td><strong>Midterm Exam</strong></td>
</tr>
<tr>
<td>8</td>
<td>Downstream processing – Cell lysate preparation; <strong>Quiz</strong></td>
</tr>
<tr>
<td>9</td>
<td>Downstream processing - Chromatography</td>
</tr>
<tr>
<td>10</td>
<td>DNA marker assay, Polymerase Chain Reaction (PCR); <strong>Ouiz</strong></td>
</tr>
<tr>
<td>11</td>
<td>DNA marker assay, Electrophoresis of PCR products</td>
</tr>
<tr>
<td>12</td>
<td>Antimicrobial resistance, Kirby-Bauer testing; <strong>Quiz</strong></td>
</tr>
<tr>
<td>13</td>
<td>Evaluation of Kirby-Bauer testing, <strong>Quiz</strong></td>
</tr>
<tr>
<td>14</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>15</td>
<td><strong>Final Exam (Lab)</strong></td>
</tr>
</tbody>
</table>
## Core Curriculum Management

### New Core Component Proposal

**Viewing:** BIMS 491-W : Research

**Date Submitted:** 08/01/18 1:08 pm

**Last edit:** 09/18/18 12:22 pm

Changes proposed by: ecrouch

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<tbody>
<tr>
<td></td>
<td>Elizabeth Crouch</td>
<td><a href="mailto:ecrouch@tamu.edu">ecrouch@tamu.edu</a></td>
<td>979-845-4941</td>
</tr>
</tbody>
</table>

**Course Prefix:** BIMS  
**Course Number:** 491

**Academic Level:** UG

**Complete Course Title:** Research

**Abbreviated Course Title:** RESEARCH

**Crosslisted With:**

**Semester Credit Hour(s):** 0-4

**Proposal for:** Writing Designation

### Writing Designation

**Number of Sections per Academic Year:** 20  
**Enrollment per Section (Avg.):** 3

- **Are the graded writing assignments evaluated by any assistants (i.e., GATs or undergraduates)?** Yes

**Who will evaluate them?** This will depend upon the professor. Work may be evaluated by graduate student (GAT/GAR) who has oversight of the research OR postdoctoral researcher, in addition to the professor of record.

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.

It would be expected that research personnel (GAT/GAR/postdoc) may read work for content/research accuracy and style, in addition to the professor.

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.
Add word count of each graded writing assignment and put total word count here. 2350

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 majority of sections will be students completing independent work. In the case of the certificate, students are put into research teams led primarily by graduate student team leaders. Student participation is monitored through the research scholars program or the Collaborative Learning Initiatives in Maternal, Perinatal, and Infant Health program. Again, these would be the minority of students.

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

Formative feedback will be given through discussion of research and adjustment of protocols (Materials and Methods/Results), grading of first four assignments as a precursor to the final assignment, comments on drafts (see syllabus for due dates) and perhaps (for poster presentation) practicing of speech to be given during Student Research Week or a professional symposium.

**Describe how you provide writing instruction.**

Instruction is provided through required (2) workshops found on the Writing Center website, draft review, discussion of research goals and objectives (Materials and Methods) and conducting research protocols. Further instruction is given regarding journal article writing and/or poster production/thesis production. Students may also be required to attend research symposia, laboratory meetings and lectures given by laboratory professors.

**Additional Comments**
The final thesis or journal article will have components of the first four assignments and therefore the minimum amount of writing will be 2350. However, you will see in the syllabus that additional work can be completed for each assignment, as, for example, research materials and methods word count would vary. Also, the final journal article and/or thesis could have additional components that must be written into the document and therefore the word count for the final document will be at least 2000 words and could be quite a bit more.

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

**Attach Course Syllabus**

[Master Syllabus BIMS 491 2018 recertification.pdf](https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate)

**Reviewer Comments**

Donna Pantel (dpantel) (11/06/18 4:28 pm): REPORT ON RECERTIFICATION OF W COURSE: BIMS 491 We recommend that BIMS 491 Research be certified as a writing (W) course for four academic years (9/18 to 9/22). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 70% of the final grade is based on writing quality; (2) the total number of words is 2350; (3) the instructor to student ratio is 1:3; and (4) the assigned writing is appropriate to the major. Since original certification, the course has not changed significantly. This course will be offered for 3 credits if it is a W section. Writing assignments include a scaffolded series of assignments leading up to a large paper: a literature review and scientific hypothesis; a material and methods and summary of results; conclusions and discussion; and an abstract, culminating with the final journal article or thesis. Each receives instructor comment on a draft. Writing instruction includes assigned readings on the University Writing Center web site and discussion of how to write a journal article.
Course: BIMS 491 Research
Meeting time: TBA
Meeting location: TBA (faculty research laboratory)
Credit hours: 3 credits
Instructor: Faculty research advisor

Text: Please meet with your research advisor to choose a journal appropriate to your discipline. This journal will be used as a model in writing assignments noted below. You should also obtain the Instructions to Authors for the journal chosen. These instructions typically appear on the journal’s website.

Although no textbooks are required, books are available that can aid in this course. Among these books are the following:


You are encouraged to consult one or more of these books. Most of these books are available online through the Texas A&M library.

You can also access help on the University Writing Center website, as well as in person at the University Writing Center.
http://writingcenter.tamu.edu/Hours-Locations
http://writingcenter.tamu.edu/Students/Writing-Speaking-Guides/Alphabetical-List-of-Guides
http://writingcenter.tamu.edu/Students/Student-Resources

General Description: This course is meant to be a culmination of an undergraduate research project lasting at least two semesters. You should meet the following criteria to participate in this course:

- Biomedical Sciences student
- 2.5 overall TAMU GPA
- Junior/Senior classification
- Common Body of Knowledge courses completed
• Completed at least 3 hours of 285/485/291/491 credit with a grade of C/S or better or approval of instructor
• Preferred: Completed VIBS 310 (Biomedical Writing) or VIBS 311 (Biomedical Explorations through Narrative), or other “W” intensive course.

Course objectives:
• Through bench research, literature review, and discussion with your faculty research advisor you are to produce quality scientific writing. This writing will take a variety of forms, including a literature review, an abstract, and a research summary.
• In some cases, you may write an undergraduate thesis.
• You are highly encouraged to present during Student Research Week.
• This course qualifies as writing intensive; therefore drafting, receiving feedback, and revising are integral to it.

Course Description from the Catalog: Research conducted under the direction of faculty member in biomedical sciences.

Learning Outcomes:
• Identify a unique scientific problem to research and present through preparing a poster, a scientific paper, or an undergraduate thesis.
• Complete research pertaining to your writing project and analyze data gathered during that research.
• Correlate research with classroom learning and coherently present results for peer review.

Grade: This course is graded on letter grade scale as given below. Percentages for each assignment are as follows:

• 2.5% each = 5% of grade: Completing two writing workshops/video presentations through the University Writing Center. Students should submit a list of at least three items learned from each of the two workshops. These are linked here: [http://writingcenter.tamu.edu/Students/Writing-Speaking-Guides](http://writingcenter.tamu.edu/Students/Writing-Speaking-Guides) The forms for submitting the information are the last two pages of this syllabus.
• 25% of grade: Complete research pertaining to your writing project. Students should discuss these 25 points with the professor mentor to ensure expectations are met. If you are completing research in a wet lab, Laboratory Safety training should be completed and on file with your research mentor.
• 70% of grade: Complete five writing assignments (each including a rough draft and a final draft) as given below: A) Literature Review and
Scientific Hypothesis: 10%  B) Materials and Methods and Summary of Results: 10%  C) Draft of Research Conclusions/Discussion: 10%  D) Abstract: 10%  E) Journal Article or Thesis: 30%

- You may also be asked to complete any additional requirements for the (Honors) Undergraduate Research Fellows Program or the Undergraduate Research Scholar Program through the Texas A&M University Office of Undergraduate Research. (Students participating in these programs will receive details from the respective offices.)

Note: Papers are due by 5 p.m. the Friday of the week listed. If they are not submitted by this time, they will lose 20 points for each weekday thereafter that they are late. For example, if a paper is due Friday, September 25, but you turn it in on Monday, September 28, the most you can earn is 80 points.

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

**Grading Scale:**

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

**Course Content/Writing Content**

1. Student is expected to be completing research or in the library for a minimum of 10 hours/week. **This will require students to complete all appropriate laboratory safety training courses and to sign a safety agreement form. Students should check with their professor mentor to accomplish this task.**

2. Student is expected to complete two writing seminars through the University Writing Center. Attendance should be verified using the attached form.

3. First writing assignment: Literature Review with Hypothesis Statement  
   Papers, posters, conference presentations, and theses typically require an extensive review of the literature before writing. This first assignment should be a review of literature pertinent to your research project. It should encompass and build toward a purpose of study statement, including a background explanation for your research study. A strong scientific hypothesis should be included. This literature review should run at least 1000 words. Particular attention should be paid to proper citation. A reference list, in the format of the journal chosen as your course “text,” must be included. The reference list does not count in the 1000 words required for the review.
4. Second writing assignment: Materials and Methods and Summary of Results
   All journal articles, posters and theses contain a detailed record of research methods. You should write a clear description of the procedures performed while completing your research. Research results are the heart of any original publication or presentation. The second assignment should include a summary of research results obtained in both this and previous semesters in the laboratory. The Materials and Methods will vary in length. The Summary of Results should run at least 600 words.

5. Third writing assignment: Draft of Research Conclusions/Discussion
   This assignment should demonstrate research conclusions and integrate your findings with established knowledge detailed in the introduction/purpose of study. Discussions often include a few paragraphs on future directions your research may take. The conclusions/discussion should be 500-1000 words.

6. Fourth writing assignment: Abstract (This assignment will be due immediately after the third writing assignment.)
   A 150-word abstract suitable for a journal publication or a poster proposal should be written. The abstract should follow the format used in the journal chosen as a model.

7. Fifth writing assignment: Journal article or thesis
   The culminating paper should incorporate or draw on each of the first four writing assignments. It should include an Introduction, a Methods section, a Results section, a Discussion, a final reference list, and any other needed components, including a title. This assignment should be at least 2000 words (not including the reference list). Particular care should be given to scientific accuracy, proper citations, audience, and goal of the work.

Policies:
1. A university-excused absence is the only excuse acceptable for missing an assignment. For information regarding what constitutes an excused absence, please see http://student-rules.tamu.edu/rule07. For absences related to illness, confirmation of a visit to a health care professional will be required. For other university-excused absences, please see your advisor to ascertain the documents needed to confirm your absence.

2. Late work is unacceptable unless the student has a university-excused absence.
3. **Academic Integrity Statements** AGGIE HONOR CODE

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

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

   **Scholastic dishonesty will not be tolerated!** Any dishonesty will result in a zero for the paper (i.e. *Dishonesty includes plagiarism*).

   The Aggie Honor Code, definitions of academic dishonesty, and procedures for handling dishonesty cases may be found at [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/)  **I recommend all students read this!**

4. The American with Disabilities Act Policy Statement is as follows (from the Dean of Faculties website):

   **Americans with Disabilities Act (ADA) Policy Statement** “The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services, 701 West Campus Blvd, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)”

   **The aforementioned policies are in compliance with and derived/copied from the TAMU Rules and Regulatory Compliance statements found in the policies and rules section of the TAMU website, as well as the website for the Aggie Honor System Office and the Dean of Faculties and Associate Provost Office.**

---

**Weekly schedule**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>a) Meet with advisor/mentor.</th>
<th>Discuss scope and plans for the writing projects for the semester.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b) Continue research</td>
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<tr>
<td>Week 2</td>
<td>a) Do research for literature review and start writing.</td>
<td>Read/take notes on at least 5 or 6 papers for first writing assignment.</td>
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<tr>
<td></td>
<td>b) Continue research</td>
<td></td>
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</tbody>
</table>
| Week 3 | a) Continue writing literature review.  
b) Continue research | Read additional papers (total 6 to 10 papers) for the first writing assignment. |
|--------|--------------------------------------------------|----------------------------------------------------------------------------------|
| Week 4 | a) Submit literature review with reference list  
b) Continue research | First draft DUE by 5 p.m. Friday |
| Week 5 | a) Attend seminar in writing by end of this week.  
b) Pick up feedback on literature review.  
c) Research | a) Provide proof of attendance at one writing seminar by 5 p.m. Friday.  
b) Final draft of literature review and reference list DUE 5 p.m. Friday. |
| Week 6 | a) Draft Materials and Methods/Summary of Results.  
b) Research | By Friday, you should have your Materials and Methods written, with a summary started. |
| Week 7 | a) Pick up literature review and reference list. Continue writing on Materials and Methods/Summary of Results.  
b) Research | First Draft DUE by 5 p.m. Friday |
| Week 8 | a) Begin drafting Research Conclusions/Discussion.  
b) Pick up feedback on Materials and Methods/Summary of Results.  
c) Research | Final Draft Materials and Methods/Summary of Results DUE by 5 p.m. Friday |
| Week 9 | a) Finish drafting Research Conclusions/Discussion  
b) Pick up Final Draft of Materials and Methods/Summary of Results.  
c) Research | First Draft of Research Conclusions/Discussion DUE by 5 p.m. Friday |
| Week 10 | a) Pick up feedback on Research Conclusions/Discussion.  
b) Begin drafting abstract.  
c) Research | Final Draft Research Conclusions/Discussion DUE by 5 p.m. Friday. |
| Week 11 | a) Finish drafting abstract.  
b) Begin drafting Final Paper/Thesis  
c) Pick up Final Draft Research Conclusions/Discussion  
d) Research | a) First Draft of Abstract DUE by 5 p.m. Friday. |
| Week 12   | a) Attend second seminar in writing by the end of this week.  
|          | b) Pick up First Draft comments on your Abstract  
|          | c) Continue writing Final Paper/Thesis  
|          | d) Research  
|          | a) Provide proof of attendance at second writing seminar by 5 p.m. Friday.  
|          | b) Final Draft of Abstract DUE by 5 p.m. Friday  
|          | c) Allow mentor to view an outline of your Final Paper/Thesis by 5 p.m. Friday.  
| Week 13  | a) Continue working on final paper/thesis:  
|          | --Pick up feedback on outline of Final Paper/Thesis early in the week  
|          | --Produce polished First Draft of Final Paper/Thesis by Friday.  
|          | b) Finish up all final experiments  
|          | First draft of Final Paper/Thesis DUE by 5 p.m. Friday  
| Week 14  | a) Pick up feedback on First Draft of Final Paper/Thesis  
|          | c) Finalize all experiments  
|          | DUE by 5 p.m. on last day of final examinations (If you are writing an undergraduate thesis, due dates must be adjusted to reflect the rules as set forth through the Honors Program or the Office of Undergraduate Research.) |
WORKSHOP COMPLETION RECORD

*Proof of attendance MUST state the name of the seminar, location of the seminar or website link, and the date/time of the workshop completion. At the bottom of the page, a short description of three items learned should be written.

_________________________ attended __________________________ on
Name of Participant         Name of Seminar

_________ at __________.
Date    Time

__________________________________________Signature of Student
By signing I acknowledge that I completed, in its entirety, the aforementioned workshop. Below is a summary of the workshop and at least three things I learned.
WORKSHOP COMPLETION RECORD

*Proof of attendance MUST state the name of the seminar, location of the seminar or website link, and the date/time of the workshop completion. At the bottom of the page, a short description of three items learned should be written.

_________________________ attended __________________________ on
Name of Participant         Name of Seminar

_________ at __________.
Date    Time

__________________________________________Signature of Student

By signing I acknowledge that I completed, in its entirety, the aforementioned workshop. Below is a summary of the workshop and at least three things I learned.
Core Curriculum Management

New Core Component Proposal

Date Submitted: 10/11/18 2:22 pm

Viewing: COMM 435-W : Rhetoric of Television and Film

Last edit: 10/11/18 2:22 pm
Changes proposed by: kylene

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kylene Wesner</td>
<td><a href="mailto:kwesner@tamu.edu">kwesner@tamu.edu</a></td>
<td>979-219-4949</td>
</tr>
<tr>
<td>Michael Rold</td>
<td><a href="mailto:mrold1@tamu.edu">mrold1@tamu.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

Course Prefix  COMM  Course Number  435
Academic Level  UG
Complete Course Title  Rhetoric of Television and Film
Abbreviated Course Title  RHETORIC OF TV & FILM
Crosslisted With
Semester Credit  3
Hour(s)
Proposal for: Writing Designation

Writing Designation

Number of Sections per Academic Year  2
Enrollment per Section (Avg.)  19
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>Reading Response/Blogs</td>
<td>3000</td>
<td>30</td>
<td>No</td>
</tr>
<tr>
<td>Research paper</td>
<td>2500</td>
<td>20</td>
<td>No</td>
</tr>
</tbody>
</table>

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

Total word count: 5500
Add the percentage of final grade based on writing and put the total percentage here.

50

Explain how collaboration is monitored to ensure equal participation.

N/A

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

Students will be required to turn in a rough draft/outline of their research papers the week before the final papers are due. I will provide feedback concerning formatting, organization, grammar, and content in time for the students to make the necessary revisions before the final papers are due.

Describe how you provide writing instruction.

Lecture on academic writing in APA and MLA and two writing workshops.

Additional Comments

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

Attach Course Syllabus

COMM435.docx

Reviewer Comments

Donna Pantel (dpantel) (11/08/18 11:24 am): REPORT ON RECERTIFICATION OF W COURSE: COMM 435

We recommend that COMM 435 Rhetoric of Television and Film be certificed as a writing (W) course for four academic years (1/19 to 1/23). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 50% of the final grade is based on writing quality; (2) the total number of words is 5500; (3) the instructor to student ratio is 1:19; and (4) the assigned writing is appropriate to the major. Since original certification, the course has not changed significantly. Students write a research paper and 6 reading response blogs. They received written instructor feedback on a draft of the research paper. There is a lecture on citation styles and two writing workshops.

Key: 899
Course Title: **Rhetoric of Television and Film**

Course Number: COMM 435-900
Time/Location: Tuesday/Thursday 9:35 a.m. -10:50 a.m., Bolton 006

Instructor: Michael Rold, Ph.D.
Email: mrold1@tamu.edu
Office & Hours: 305D Bolton Hall;
    Monday: 2:00 p.m. – 4:30 p.m.
    Tuesday: 11:00 a.m. – 12:00 noon;
    1:30 p.m. – 4:30 p.m.
    Wednesday: 2:00 p.m. – 4:30 p.m.

Required Textbooks:
I will post additional articles on eCampus.

Course and Program Objectives and Outcomes:
1. Students will demonstrate an understanding of the formal systems of style and narrative in film and television.
2. Students will demonstrate an ability to describe, analyze, and evaluate television beyond just a surface understanding of plot and character.
3. Students will demonstrate writing and public speaking skills.
4. Students will demonstrate a love of learning in the liberal arts for its own sake.

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

Writing and Communications Center:
University Writing Center in Evans Library 1.214. Office hours are Sunday 3:00 - 9:00 pm,
Monday-Thursday 9:00 am - 9:00 pm, and Friday 9:00 am - 4:00 pm. Click on the above link to make an appointment.

Accommodations for students with disabilities:
America with Disabilities Act 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.

**Academic integrity and plagiarism:**
“An Aggie does not lie, cheat or steal, or tolerate those who do.” visit http://www.aggiehonor.tamu.edu.

Any plagiarized assignment will receive a zero. You also run the risk of failing the class by plagiarizing.

**Mature content:**
Television shows/films screened and discussed in this class may include mature content (PG–R). If you have questions or concerns about viewing such content, let me know as soon as possible.

**Attendance Policy:**
For the first two weeks I will call roll just to keep track of any students who might add or drop this class at the beginning of the semester. After the first week I will continue to keep attendance by passing around a sign-in sheet. Make sure your name is on the attendance sheet before you leave class for that day. **Never sign the attendance sheet for another student; this is academic dishonesty.**

**Attendance is mandatory.** That being said, you do get two (2) unexcused absences with no penalty. Any unexcused absence exceeding two will result in a loss of 1 percentage point per absence. (Remember, these are lost percentage points, not total class points). So, if you finish class with an 81% (B), but have 4 unexcused absences, I will deduct two percentage points from your final grade (one percentage point for each absence over two), leaving you with a 79% (C). So, as you can see, one or two unexcused absences can mean the difference between two letter grades. If you believe an absence should be excused, you have one week after your return to class to provide the proper documentation. **Do not bring documentation the last day of class for absences that happened at the beginning or middle of the semester.** The following is the university’s position on absences:

“The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to provide notice of the dates on which major exams will be given and assignments will be due on the course syllabus, which must be made available by the first class period.”

From: http://student-rules.tamu.edu/rule07

“Excused Absences
7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code (See Rule 24).” From: http://student-rules.tamu.edu/rule07

(Click on the above link for examples of excused absences.)
Title IX Duty to Report:
Texas A&M University and the College of Liberal Arts are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees—including instructors—cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report (per Texas A&M System Regulation 08.01.01) the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

--Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff, or third parties visiting campus.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (https://scs.tamu.edu/).

Student Observances for Religious Holy Days
In accordance with Texas Education Code §51.911(b) and TAMU Student Rule 7: Attendance, students shall be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. For more information about excused absences due to religious holy days, please visit the Dean of Faculties website at http://dof.tamu.edu/rules/religious-observance

Assignments

--6 Reading Response Blogs (30% total)
--Research Paper (20%)
--Exam I (20%)
--Exam II (20%)
--Oral Research Presentation (10%)
Grading Scale*
A = 90-100%
B = 80-89.9%
C = 70-79.9%
D = 60-69.9%
F = 59.9% and below
*There will be no “rounding up” of grades.

Late Work
All assignments are due at the beginning of class on the date listed on the syllabus, except blog responses, which are due at 11:59pm the Monday night after they’re assigned. Late work will receive a 20% deduction. You must turn in late work by the next class period or you will receive a zero for that assignment.

Assignment descriptions

1) Reading Response/Blogs – You will prepare 6 blog posts over the course of the semester relating a TV show or film of my choosing to concepts and terms discussed in class. Some popular sites to use for the creation of blogs include Wordpress, Wixsite, and Blogspot. I will post a prompt for a particular week’s blog on Tuesday morning before class; you will then have until the following Monday night to finish the blog and email me the link. Each blog post must have a minimum of 500 words.

2) Research Paper – Students will complete an 8-to-10-page paper addressing a research question and television show or film (or genre of shows/films) of the student’s choosing. The student will write this paper in APA style, including in-text citations and a reference page. The paper should be double-spaced. Students will be required to turn in a rough draft/outline of their research papers the week before the final papers are due. I will provide feedback concerning formatting, organization, grammar, and content in time for the students to make the necessary revisions before the final papers are due. More specific instructions for this paper will be given later in the semester.

3) Oral Presentation – After Thanksgiving break students will deliver a 5-to-7-minute oral presentation discussing the research question and preliminary findings from their research paper. These presentations will be spread out over the final three class periods of the semester, before the final exam.

4) Exams: You will have two exams over the course of the semester: one midterm and one final. The first exam will cover the first six topics of the semester. The second exam will cover the final five topics discussed in class. Exam II will not be cumulative, but we will take the exam on our scheduled final exam day: Friday, December 7th, at 12:30 p.m. Both exams will consist of five essay questions each; all you need to bring to these exams is a pen.
Course schedule (The instructor reserves the right to make any necessary changes to the schedule. Any changes to the schedule will be announced in class and posted to eCampus.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues: 8/28</td>
<td>Introduction to class and each other; Syllabus</td>
</tr>
<tr>
<td>Thurs: 8/30</td>
<td><strong>Topic 1: Why Study Television/Readings</strong></td>
</tr>
<tr>
<td></td>
<td>Gorton, “Introduction: Why study television?” <em>Media audiences: television, meaning and emotion</em> (on eCampus)</td>
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<tr>
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<td>Friday, August 31st, by 5:00 p.m., last day to add/drop a class for fall semester.</td>
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<tr>
<td>Tues: 9/4</td>
<td><strong>Topic 2: Industry &amp; Television</strong></td>
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<td></td>
<td><strong>Readings:</strong></td>
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<tr>
<td></td>
<td>Banks, “I Love Lucy: The Writer-Producer,” <em>HTWTV</em></td>
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<td>Johnson, “Monday Night Football: Brand Identity,” <em>HTWTV</em></td>
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<td></td>
<td><strong>Blog #1 Assigned</strong></td>
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<tr>
<td>Thurs: 9/6</td>
<td><strong>Industry, continued.</strong></td>
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<td></td>
<td><strong>Screening:</strong></td>
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<tr>
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<td><em>The Larry Sanders Show</em></td>
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<tr>
<td>Tues: 9/11</td>
<td><strong>Topic 3: Genre</strong></td>
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<tr>
<td></td>
<td><strong>Readings:</strong></td>
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<tr>
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<td>De Kosnik, “<em>One Life to Live: Soap Opera Storytelling</em>” <em>HTWTV</em></td>
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<td>Mittel, “Cultural Approach to Television Genre Theory” (on eCampus)</td>
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<td></td>
<td><strong>Lecture:</strong></td>
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<td></td>
<td>Academic Writing Style (APA and MLA)</td>
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<tr>
<td>Thurs: 9/13</td>
<td><strong>Genre, continued</strong></td>
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<tr>
<td></td>
<td><strong>Reading:</strong></td>
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<td>Pearson, “<em>Star Trek: Serialized Ideology</em>” <em>HTWTV</em></td>
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<td></td>
<td><strong>Screening:</strong></td>
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<td><em>Buffy the Vampire Slayer</em></td>
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<tr>
<td>Tues: 9/18</td>
<td><strong>Topic 4: Narrative and Television</strong></td>
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<tr>
<td></td>
<td><strong>Readings:</strong></td>
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<tr>
<td></td>
<td>Lotz, “<em>House: Narrative Complexity</em>” <em>HTWTV</em></td>
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<td>O’Sullivan, “<em>The Sopranos: Episodic Storytelling,</em>” <em>HTWTV</em></td>
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<td></td>
<td><strong>Blog #2 Assigned</strong></td>
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<tr>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>Thurs: 9/20</td>
<td>Narrative, continued</td>
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<td><strong>Screening:</strong></td>
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<td><em>House: M.D.</em></td>
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<tr>
<td>Tues: 9/25</td>
<td>Topic 5: Visual Art</td>
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<td><strong>Readings:</strong></td>
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<td><strong>Screening:</strong></td>
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<tr>
<td>Thurs: 9/27</td>
<td>Visual Art, continued</td>
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<td><strong>Reading:</strong></td>
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<td></td>
<td><strong>Writing Workshop 1</strong></td>
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<tr>
<td>Tues: 10/2</td>
<td>Visual Art Continued,</td>
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<td></td>
<td><strong>Screening:</strong></td>
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<tr>
<td></td>
<td><strong>Blog #3 Assigned</strong></td>
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<tr>
<td>Thurs: 10/4</td>
<td>Topic 6: Adult Cartoons &amp; Satire</td>
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<tr>
<td></td>
<td><strong>Readings:</strong></td>
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<tr>
<td>Tues: 10/9</td>
<td>Adult Cartoons &amp; Satire, continued</td>
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<td></td>
<td><strong>Readings:</strong></td>
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<tr>
<td>Thurs: 10/11</td>
<td>EXAM 1</td>
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<td>Tues: 10/16</td>
<td>Topic 7: Comedy</td>
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<td><strong>Readings:</strong></td>
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<td>Thurs: 10/18</td>
<td>Comedy, continued</td>
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<td><strong>Readings:</strong></td>
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<td><strong>Screenings:</strong></td>
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<tr>
<td>Tues:</td>
<td>Topic 8: Television and News/News Satire</td>
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<tr>
<td>Date</td>
<td>Readings</td>
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<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10/23</td>
<td><strong>Readings:</strong>&lt;br&gt;Boler and Turpin, “The Daily Show and Crossfire: satire and sincerity as truth to power” (on eCampus)&lt;br&gt;Colletta, “Political satire and postmodern irony in the age of Stephen Colbert and Jon Stewart” (on eCampus)</td>
</tr>
<tr>
<td>Thurs: 10/25</td>
<td><strong>Television and News/News Satire</strong>&lt;br&gt;<strong>Readings:</strong>&lt;br&gt;Jones, “Fox &amp; Friends: Political Talk,” <em>HTWTV</em>&lt;br&gt;Schudson, “News and Democratic Society,” <em>HTWTV</em></td>
</tr>
<tr>
<td>Tues: 10/30</td>
<td><strong>Topic 9: Reality TV vs Realistic TV</strong>&lt;br&gt;<strong>Readings:</strong>&lt;br&gt;Baym &amp; Gottert, “30 Days: Social Engagement,” <em>HTWTV</em>&lt;br&gt;Douglas, “Jersey Shore: Ironic Viewing,” <em>HTWTV</em></td>
</tr>
<tr>
<td>Thurs: 11/1</td>
<td><strong>Reality TV vs Realistic TV, continued</strong>&lt;br&gt;<strong>Readings:</strong>&lt;br&gt;Haggins, “Homicide: Realism”, <em>HTWTV</em></td>
</tr>
<tr>
<td>Tues: 11/6</td>
<td><strong>Reality TV and Realism, continued</strong>&lt;br&gt;Marshall, The promotion and presentation of the self: celebrity as marker of presentational media (on eCampus)</td>
</tr>
<tr>
<td>Thurs: 11/8</td>
<td><strong>Topic 10: Television and Gender/Sexuality</strong>&lt;br&gt;Levine, “Grey’s Anatomy: Feminism,” <em>HTWTV</em></td>
</tr>
<tr>
<td>Tues: 11/13</td>
<td><strong>Gender/Sexuality, (continued)</strong>&lt;br&gt;Becker, “<em>Glee/House Hunters International</em>: Gay Narratives”, <em>HTWTV</em></td>
</tr>
<tr>
<td>Thurs: 11/15</td>
<td><strong>Topic 11: Portrayals of Race &amp; Ethnicity in Television</strong>&lt;br&gt;Acham, “<em>The Cosby Show</em>: Representing Race”, <em>HTWTV</em></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>11/15</td>
<td>Screening: <em>Blackish</em></td>
</tr>
<tr>
<td></td>
<td>Friday, November 16th, by 5:00 p.m. last day to drop a class with no penalty (Q-drop).</td>
</tr>
<tr>
<td>Tues: 11/20</td>
<td>Race, Ethnicity, and Television, continued</td>
</tr>
<tr>
<td></td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td></td>
<td>Alsultany, “24: Challenging Stereotypes”, <em>HTWTW</em></td>
</tr>
<tr>
<td></td>
<td>Warner, “The Racial Logic of Grey’s Anatomy”, (on eCampus)</td>
</tr>
<tr>
<td></td>
<td><strong>Screenings:</strong></td>
</tr>
<tr>
<td></td>
<td><em>Grey’s Anatomy</em></td>
</tr>
<tr>
<td>Thurs: 11/22</td>
<td>NO CLASS. THANKSGIVING BREAK.</td>
</tr>
<tr>
<td>Tues: 11/27</td>
<td>Presentations 1-7</td>
</tr>
<tr>
<td>Thurs: 11/29</td>
<td>Presentations 8 - 16</td>
</tr>
<tr>
<td>Tues: 12/4</td>
<td>Presentations 17-24</td>
</tr>
<tr>
<td></td>
<td>Research Paper Due</td>
</tr>
<tr>
<td></td>
<td>Review for Exam II</td>
</tr>
<tr>
<td></td>
<td>LAST DAY OF CLASS</td>
</tr>
<tr>
<td>Friday: 12/7</td>
<td>Exam II. Friday, December 7th, 12:30 p.m. to 2:30 p.m.</td>
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</tbody>
</table>
Core Curriculum Management

New Core Component Proposal

Date Submitted: 10/04/18 2:00 pm


Last edit: 11/01/18 4:32 pm
Changes proposed by: rrahn

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhonda Rahn</td>
<td><a href="mailto:rrahn@tamu.edu">rrahn@tamu.edu</a></td>
<td>979-845-1471</td>
</tr>
</tbody>
</table>

Course Prefix  DCED  Course Number  308  

Academic Level  UG  

Complete Course Title  Safe Practices in Teaching  

Abbreviated Course Title  SAFE PRACTICES IN TEACH  

Crosslisted With  

Semester Credit  3  

Proposal for:  

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.

NA  

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>Reflective/Presentation Journal</td>
<td>2000</td>
<td>30</td>
<td>No</td>
</tr>
<tr>
<td>Peer assignment paper</td>
<td>500</td>
<td>5</td>
<td>No</td>
</tr>
<tr>
<td>Psychological well being assignment</td>
<td>500</td>
<td>5</td>
<td>No</td>
</tr>
</tbody>
</table>

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

3000
Add the percentage of final grade based on writing and put the total percentage here.

NA

Describe how collaboration is monitored to ensure equal participation.

Additional Comments

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

Attach Course Syllabus: DCED 308 Syllabus.pdf

Reviewer Comments: Donna Pantel (dpantel) (11/08/18 11:35 am): REPORT ON CERTIFICATION OF W COURSE: DCED 308 We recommend that DCED 308 Safe Practices in Teaching be certified as a writing (W) course for four academic years (9/18 to 9/22). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 40% of the final grade is based on writing quality; (2) the total number of words is 3000; (3) the instructor to student ratio is 1:20; and (4) the assigned writing is appropriate to the major.

Writing assignments for DCED 308 include a reflective presentation journal, an assessment of a peer’s warmup/cool down activities, and a paper on psychological well-being. For the journal, formative feedback is provided from instructor comments, a Writing Center reviewed draft, an instructor reviewed draft, and a final draft. Instruction covers how to write reflective and critically, sentence structure, grammar, and feedback techniques.

The steps include a peer-reviewed draft with rubric provided for grading, a Writing Center reviewed draft, an instructor reviewed draft, and a final draft.

- Peer Review = 10%
- Writing Center = participation grade
- Instructor Review = 10%
- Final Draft = 10%

Describe how you provide writing instruction.

Lectures provided on peer teaching paper; feedback and evaluation of teaching;
Safe Practices in Teaching Dance

Instructor: Alexandra Pooley, MSc, Instructional Assistant Professor
E-mail: Apooley1@tamu.edu
Phone: 862-2156
Office: PEAP 238
Office Hours: By appointment.

Required Texts:
Quin, E; Rafferty, S; Tomlinson, C; Safe Dance Practice; Human Kinetics, Champaign, IL; 2015.
Other readings provided online in PDF format

Course Description: Effectively teach a dance technique class safely; explore scientific research and evidence through three areas; environmental, physical and psychological components of a dance class for a multitude of genres and ages; how to create a safe supportive dance environment; understand and apply relevant anatomical principles; develop a safe dance class

Learning Outcomes:
After successful completion of this course, the student will be able to
1. Identify appropriate anatomical, physiological and biomechanical principles relevant to a variety of dance genres.
2. Illustrate suitable safe dance practice effectively
3. Utilize an understanding of the psychological benefits of dance
4. Develop and apply physiological preparation for dance activity through appropriate warm up and cool down.
5. Demonstrate knowledge and application of physical training and fitness principles
6. Show a use of knowledge concerning health, including nutrition, hydration and injury in dance practice.

General Course Content:
1. Exploring the Dance Environment
2. Discussing dance alignment
3. Understanding safe practices with warm up and cool down
4. Exploring training principles, rest vs recovery and supplementary fitness.
5. Exploring the development of sequencing and progression in a dance class

COURSE ASSIGNMENTS:

Participation = (10% of Final Grade)
Students will begin class with 290 points (5 points per day). Students must actively participate in classroom teaching instruction, discussions, daily notes/writing assignments, and other activities to keep those points. Use of cell phones/l-pods, sleeping, internet surfing, or other behaviors which demonstrate that the student is not actively engaged in class will result in points being deducted at the professor’s discretion. Students who observe during physical portions of class must have a doctor’s note or they will forfeit half their daily participation points (see observation policy). Class notes/writing assignments will be submitted in the Teaching Portfolio.

Student Teaching = (40% of Final Grade)
Demonstrate understanding of safe and effective dance practice through teaching an effective warm up and cool down. Students also create a lesson plan that demonstrates physiological progression with the needs of specific participants in mind. Students would demonstrate how toe training, conditioning and motor learning principles inform the structure of a dance lesson.

Exam = (10% of final grade)
Reflection of material from the course and class readings, activities and knowledge.
Safe Practices in Teaching

Written Assignments:

Reflective/Presentation Journal (2,000 words) = (30% of Final Grade)
The journal/presentation should contain all of the following:
Reflection upon how well you were able to apply the principles of safe and effective dance practice to your dance activity. Reflect on any areas that you feel could be improved or changed.
Critically reflect on how you may have changed or improved your practice within your teaching sessions.
The paper will be graded through multiple steps to provide the students with the tools necessary for success. The steps include a peer-reviewed draft with rubric provided for grading, a Writing Center reviewed draft, an instructor reviewed draft, and a final draft. Students will receive tuition on how to reflective and critically write, sentence structure, grammar and feedback techniques.
  - Peer Review = 10%
  - Writing Center = participation grade
  - Instructor Review = 10%
  - Final Draft = 10%

Peer Assessment Paper = (5% of Final Grade)
Students will be required to write a peer assessment papers providing feedback on a peer’s warm up and cool down activities. Papers will be 2 pages, double spaced, 500 words minimum per paper. Further details will be provided through E-campus and in class.

Psychological Well Being Assignment = (5% of final grade)
Students will be required to write about psychological tools and strategies that can be applied to the classroom. Students will discuss feedback, creating an effective psychological environment including self-talk, goal setting and the use of imagery. Papers will be 2 pages, double spaced, 500 words minimum per paper. Further details will be provided through E-campus and in class.

Grade Scale:
90-100 % = A
80-89 % = B
70-79 % = C
60-69% = D
Below 60% = F

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

Course Calendar (General):

<table>
<thead>
<tr>
<th>Week One</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: Ch 1</td>
<td></td>
</tr>
<tr>
<td>Syllabus; Class Introduction</td>
<td></td>
</tr>
<tr>
<td>The Dance Environment: Preparing for dance activities.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Two</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: Ch 2</td>
<td></td>
</tr>
<tr>
<td>Assessing risks in various dance environments</td>
<td></td>
</tr>
<tr>
<td>Dynamic Dance Environment</td>
<td></td>
</tr>
<tr>
<td>Reflective writing techniques. Establishing and developing critical reflection writing techniques.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Three</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: Ch 3</td>
<td></td>
</tr>
<tr>
<td>Principle of warming up and cool down.</td>
<td></td>
</tr>
<tr>
<td>Start to complete teaching activities.</td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Four</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: Ch 6</td>
<td></td>
</tr>
<tr>
<td>Sequencing and Progression</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Five</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: Ch 4</td>
<td></td>
</tr>
<tr>
<td>Sequencing and Progression</td>
<td></td>
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<tr>
<td>Peer teaching</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Six</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: 5</td>
<td></td>
</tr>
<tr>
<td>Training principles and Supplementary Fitness</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Activity</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
</tr>
</tbody>
</table>
| Seven | Reading: Ch 8  
Peer teaching paper. - Differentiating feedback at various stages of the writing process |
| Eight | Reading: Ch 7  
Psychological Well-Being Activates  
Psychological Well-Being written assignment |
| Nine | Nutrition and Hydration  
Journal presentations. |
| Ten | Injury Awareness and Management Journal Presentations. |
| Eleven | Adaptations for Specific Populations |
| Twelve | Peer teaching  
Evaluating and appreciating safe dance practice. |
| Thirteen | Feedback and Evaluation of teaching – sharing your written feedback |
| Fourteen | Reflection  
Exam  
Evaluation of Peer Teaching |

**Total Hours** 30

**COURSE POLICIES:**

**Attendance:**
Attendance is a critical component learning and understanding course material. **A student shall be allowed 2 unexcused absences without penalty.** For each additional unexcused absence beyond the first two unexcused absences, 15 points will be deducted from the final grade. **PLEASE NOTE: A student will automatically fail after the 5th unexcused absence.** Excused absences as defined in Rule 7 of the Texas A&M University Student Rules will not result in any point deduction. However, written documentation will be required to receive an excused absence. Any combination of excused and unexcused absences totaling 7 or more, where no more than 3 absences are unexcused, will require a grade of incomplete to be issued in the class.

Student absences will be excused for one of the eight University approved reasons:
1. Participation in an activity appearing on the University’s authorized activity list. [https://studentactivities.tamu.edu/app/sponsauth/index](https://studentactivities.tamu.edu/app/sponsauth/index)
2. Death or major illness in a student’s immediate family.
3. Illness of a dependent family member
4. Participation in legal proceedings or administrative procedures that require a student’s presence.
5. Religious Holy Day
6. Illness that is too severe or contagious for the student to attend class (to be determined by Health Center or off campus physician)
7. Required participation in military duty
8. Mandatory admission interviews for professional or graduate school which cannot be reschedule.
9. Mandatory participation as a student-athlete in NCAA-sanctioned competition.
10. Pregnancy and related conditions as deemed medically necessary by student’s physician.

For additional information please visit [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

**Tardies:**
One point will be deducted from the final grade for each unexcused tardy up to 10 minutes. After 10 minutes, the student is considered absent. No points will be deducted for university excused tardies.

**Observations:**
Safe Practices in Teaching

Observation Days are to be approved by the faculty member prior to class. These days are reserved for emergency situations regarding the student such as injury or illness. Students who observe during physical portions of the class will lose half the daily participation points unless they have doctor’s note. In this case, students will only lose points if they do not participate verbally in classroom activities.

**Communication:**
Students are required to maintain and check their TAMU e-mail account and E-campus account on a daily basis. Students should have access to the Internet through a personal computer, work computer, or school computer to complete this course.

When you contact the Professor via e-mail or phone, please allow up to 24 hours (Monday thru Thursday) for a response. **Emails and phone calls received on Friday after 5 p.m. or over the weekend will be answered on Monday.** Every effort will be made to respond to your email and/or phone call in a timely manner.

**Late Assignments:**
If a student is absent when an assignment is due in class, the student must e-mail the instructor the completed assignment by 5pm of the due date for credit. Assignments submitted late will result in a loss of 20 points per day for up to 2 days.

**Academic Integrity Statement and Policy**

“An Aggie does not lie, cheat or steal, or tolerate those who do.” For additional information, please visit: [http://aggiehonor.tamu.edu](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. All materials used in this course are copyrighted and may not be copied by students unless granted permission by the instructor.

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

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

This syllabus is subject to change.

**UPDATED: 10/18**
Core Curriculum Management

New Core Component Proposal

Date Submitted: 09/19/18 1:58 pm


Last edit: 09/19/18 1:58 pm
Changes proposed by: brynnruiz

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brynn Ruiz</td>
<td><a href="mailto:brynnruiz@tamu.edu">brynnruiz@tamu.edu</a></td>
<td>979-862-4154</td>
</tr>
</tbody>
</table>

Course Prefix   EHRD       Course Number  490
Academic Level  UG

Complete Course Title  Research in Human Resource Development/Technology Management
Abbreviated Course Title  RESEARCH IN HRD/TCM
Crosslisted With

Semester Credit  3
Hour(s)

Proposal for: Writing Designation

Writing Designation

Number of Sections per Academic Year  3  Enrollment per Section (Avg.)  35
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>Book Report</td>
<td>1250</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Needs Assessment</td>
<td>2000</td>
<td>15</td>
<td>No</td>
</tr>
<tr>
<td>Research on Jobs</td>
<td>500</td>
<td>5</td>
<td>No</td>
</tr>
</tbody>
</table>

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate
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.

There is no collaboration in this course.

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

The class is taught as a flipped class to all writing assignments are worked on in class. Students bring rough drafts of all assignments to class where we do self and peer evaluations prior to students submitting their final papers.

Describe how you provide writing instruction.

Instruction for written work in EHRD 490 is accomplished through lecture and discussion, scaffolding, and guided practice. Students also read EHRD and TCMG research articles and discuss how to write specific sections of a research article. Students are taught to evaluate their sources, summarize and paraphrase significant information, and properly cite their sources. All written work and assignments provide practice for the final writing assignments - the book report, needs assessment, and research on jobs.

Additional Comments

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

Attach Course Syllabus  EHRD 490 Syllabus.docx

Reviewer Comments  Donna Pantel (dpantel) (11/08/18 2:56 pm): REPORT ON RECERTIFICATION OF W COURSE: EHRD 490 We recommend that EHRD 490 Research in Human Resource Development/Technology Management be certified as a writing (W) course for four academic years (1/19 to 1/23). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 46% of the final grade is based on writing quality; (2) the total number of words is 6500; (3) the instructor to student ratio is 1:35; and (4) the assigned writing is appropriate to the major. Since original certification, the course has not changed significantly. Writing assignments include a book report, a needs assessment, and short papers on researching jobs, selecting resources, quantitative data collection, observation, and interviews, and all are worked on in class. Students bring drafts of all assignments to class where they do self and peer evaluations prior to submitting their final papers. Instruction includes lecture, discussion, scaffolding, and guided practice. Students read research articles and discuss how to write specific sections of a research article.

Key: B31
Course title and number: EHRD 490 (W Designated Course)
Term: Fall, 2018
Meeting times and location: TR 12:45-2:00

Course Description and Prerequisites

This course examines an overview of various types of investigative techniques currently employed in human resource development (HRD) and technology management (TCM) including the context of HRD research, planning HRD research, styles of HRD research, and strategies for data collection and researching.

Rationale and Course Objectives

The purpose of this course is to teach students how to conduct their own HRD or TCM research and how to read with understanding the research that others have completed. The focus is on the application of various research methods and techniques in an attempt to increase the students’ grasp of the research process.

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

1. discuss the nature and purpose of HRD research.
2. identify an HRD/TCM research problem.
3. utilize elements of the research process to write a research proposal.
4. discuss ethical concerns in HRD research.
5. utilize the methods of selection of research participants including sampling procedures in the research process.
6. identify and utilize the methods of reading and evaluating HRD research reports.
7. differentiate among the methods of experimental research, descriptive research, qualitative research, and action research.
8. discuss measurement and data analysis issues in HRD research.
9. utilize and discuss action focused research methods for organizational research.
10. read, understand, critique, and use published reports of research.
11. write for professional communication.

Instructor Information

Name: Judy Reed Sandlin, Ph.D.
Telephone number: 862-7963
Email address: jrsandlin@tamu.edu
Office hours: TR 8:30 – 9:30 am
Office location: Harrington 515
GA Information

Name: TBD
Email address: TBD
Office hours: TBD
Office location: TBD

Course Requirements

1. Students are expected to complete all assigned readings, outside assignments, and homework and are required to complete the work for each module by the module deadline (see Course Chart). When submitting assignments, please save your Word document in the following format: Lastname – Assignmentname.doc or docx, i.e. Sandlin – Bibliography.doc OR Claus- Observation.docx.

2. Please do NOT e-mail assignments to the instructor. Late work will NOT be accepted; also the deadlines are based upon the eCamps clock (5:00 pm). Therefore, if eCampus indicates that an assignment is due at 5:00 pm and you submit the assignment at 5:00:22 pm, it will not be accepted.

3. For the face-to-face section, students are expected to conduct themselves in a manner that is respectful of all classmates and conducive to learning. Therefore, cell phone use during class is strictly prohibited. Please turn off cell phones and place them in your backpack or purse. Additionally, the use of laptops during the face-to-face class for any reason other than course focused will result in dismissal from class that day.

4. If you have a concern related to course material or assignment requirements, it is your responsibility to contact the instructor in a timely manner. Remember to plan ahead. “A lack of planning on your part does not constitute an emergency on our part.”

5. Limited course information can be discussed with students via email. The instructor will NOT discuss grades, test accommodations, etc. via email. Students will need to discuss such items with the instructor during office hours.

6. When a video is provided, you MUST watch it. The videos are not optional, you must view them.

7. Continuously check your TAMU email throughout the term. I will try to send information out throughout the term to keep everyone updated.

8. ALL written work in this class will be submitted to TurnItIn. Watch your “match rate” and please keep it below 10%.

9. Lastly, at the end of the class, you will be writing a Needs Assessment that is linked to your internship. The quicker you can get that set up, the better. It is ideal that you write the Needs Assessment for me and then use the same one in your internship.
Textbook and Materials


Choose One Book Below for Additional Reading for the Book Report:

Additionally, students will be utilizing research articles this semester related to current HRD and TCM topics. Articles will be posted on eCampus. Students are expected to write and reference course material according to the American Psychological Association (6th edition) guidelines.

Attendance

Whether in the face-to-face or online course, all students are expected to participate in class. In the face-to-face course, students are responsible for any work missed due to absences and, therefore, should make arrangements with fellow classmates to attain missed material.

The professor must be notified prior to exam time if an exam must be missed (due to illness, etc.). The absence must be considered excused by the university and written documentation provided on the day the student returns to class for a make-up test to be administered. An Explanatory Statement for Absence from Class will not be accepted as an excused absence.

NOTE: It is strongly suggested that you do not wait until the module deadline to attempt exams, submit assignments, etc. Illness, computer issues, etc. will not be acceptable reasons for missing or late work.

Grading Policies

Student grades will assessed according to the following criteria:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Exams</td>
<td>150</td>
<td>450 – 500</td>
<td>A</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>75</td>
<td>400 – 449</td>
<td>B</td>
</tr>
<tr>
<td>Outside Assignments</td>
<td>215</td>
<td>350 – 399</td>
<td>C</td>
</tr>
<tr>
<td>Article Tests</td>
<td>60 / 500</td>
<td>300 – 349 / 299 – below</td>
<td>D / F</td>
</tr>
</tbody>
</table>

NOTE: To pass this course, you must pass the W component.
Online Tests and Assignments

The online tests are designed to assess your mastery of chapter material. All online quizzes and assignments are to be individual assignments. If you are suspected to be completing course tests or assignments with another person or within a group, as determined by IP addresses indicated in the activity reports on the course website, proper measures will be taken to address the situation. In addition, it is highly recommended that you do not wait until the last minute to complete course tests or assignments. Computer problems, sudden illness, etc. are not acceptable explanations for unfinished tests or assignments.

Once you click on the link for a test, you will be redirected to the chapter quiz. Each test has a time limit of 15 minutes. Monitor your time wisely.

Course Activity Reports

The course website is capable of tracking course activity and progress. This information is used for cases of academic dishonesty or when grading conflicts arise. The activity report records login times, login problems, access to the videos, notes, and quizzes, IP addresses, and any action while on the website. If you have questions about the tracking functionality of the course website, please contact your instructor.

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

Aggie Code of Honor

“Aggies do not lie, cheat, or steal, nor 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.

Plagiarism

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.

**Use of Copyrighted Material**

The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class worksheets, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the materials unless permission is expressly granted.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>READING &amp; STUDY</th>
<th>LEARNING ACTIVITIES</th>
<th>POINTS</th>
<th>DATE DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kumar Chapter 1</td>
<td>Introduce Yourself Chapter 1 Test</td>
<td>10</td>
<td>9/5 @ 10:00 am</td>
</tr>
<tr>
<td>2</td>
<td>Kumar Chapter 2 &amp; 3</td>
<td>Chapter 2 Test Chapter 3 Test Appropriate Resources</td>
<td>10 20</td>
<td>9/12 @ 10:00 am</td>
</tr>
<tr>
<td>3</td>
<td>Kumar Chapter 4 &amp; 5</td>
<td>Chapter 4 Test Chapter 5 Test Bibliography APA Test</td>
<td>10 10 10</td>
<td>9/19 @ 10:00 am</td>
</tr>
<tr>
<td>4</td>
<td>Kumar Chapters 6</td>
<td>Chapter 6 Test Writing Hypotheses</td>
<td>10 10</td>
<td>9/26 @ 10:00 am</td>
</tr>
<tr>
<td>5</td>
<td>Kumar Chapters 7</td>
<td>Chapter 7 Test</td>
<td>10</td>
<td>10/3 @ 10:00 am</td>
</tr>
<tr>
<td>6</td>
<td>Kumar Chapter 8</td>
<td>Chapter 8 Test</td>
<td>10</td>
<td>10/10 @ 10:00 am</td>
</tr>
<tr>
<td>7</td>
<td>Quantitative Article</td>
<td>Quantitative Article Test</td>
<td>20</td>
<td>10/17 @ 10:00 am</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Quantitative Data Collection</td>
<td>30</td>
<td>10/24 @ 10:00 am</td>
</tr>
<tr>
<td>9</td>
<td>Kumar Chapters 9 &amp; 10</td>
<td>Chapter 9 Test Chapter 10 Test Qualtrics Instrument</td>
<td>10 10 20</td>
<td>10/31 @ 10:00 am</td>
</tr>
<tr>
<td>10</td>
<td>Qualitative Article</td>
<td>Observation &amp; Interview Qualitative Article Test</td>
<td>30 20</td>
<td>11/7 @ 10:00 am</td>
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</tr>
<tr>
<td>11</td>
<td>Kumar</td>
<td>Chapters 11 &amp; 12</td>
<td>Chapter 11 Test</td>
<td>10</td>
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<tr>
<td></td>
<td></td>
<td>Action Article</td>
<td>Chapter 12 Test</td>
<td>10</td>
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<tr>
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<td></td>
<td></td>
<td>Action Article Test</td>
<td>20</td>
</tr>
<tr>
<td>12</td>
<td>Kumar</td>
<td>Chapters 13 &amp; 14</td>
<td>Chapter 13 Test</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chapter 14 Test</td>
<td>10</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td>Book Report**</td>
<td>50</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td>Needs Assessment**</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Research on Jobs**</td>
<td>25</td>
</tr>
</tbody>
</table>

**NOTE: ALL written work in this class will be submitted to TurnItIn. Watch your “match rate” and please keep it below 10%.**
Core Curriculum Management

New Core Component Proposal

Date Submitted: 10/19/18 2:46 pm

Viewing: ESET 219-W : Digital Electronics

Last edit: 10/19/18 2:46 pm

Changes proposed by: j-morgan

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph Morgan</td>
<td><a href="mailto:jmorgan@tamu.edu">jmorgan@tamu.edu</a></td>
<td>979-575-0128</td>
</tr>
</tbody>
</table>

Course Prefix          ESET  
Academic Level         UG  
Complete Course Title  Digital Electronics  
Abbreviated Course Title  DIGITAL ELECTRONICS  

Crosslisted With

Semester Credit  4  
Hour(s)  
Proposal for:
Wring Designation

Writing Designation

Number of Sections per Academic  4  Enrollment per Section (Avg.)  75

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

Who will evaluate them?

Evaluation of the written laboratory report assignments is done by a team of individuals. A GAT student is assigned to four lab sections of 20 students each for a maximum of 80 students. These students teach the lab sections and grade the lab reports based on technical content using a 70 point scale. Another graduate student grades all the lab reports each week on quality content which includes presentation, spelling, punctuation, grammar, etc on a 30 point scale. The course instructor reviews lab grades on a weekly basis. So, three individuals will participate in grading reports for up to 80 students.

In Workflow

1. ETID Department Head  
2. EN 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. 10/19/18 2:51 pm Michael Johnson (mdjohnson): Approved for ETID Department Head  
2. 10/23/18 10:17 am Prasad Enje (enje): Approved for EN College Dean UG  
3. 11/08/18 11:27 am Donna Pantel (dpantel): Approved for W & C Preparer  
4. 11/08/18 12:24 pm Donna Pantel (dpantel): Approved for W & C Advisory Committee Chair

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate
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.

The course instructor meets weekly with the GATs assigned to teach the lab sections to discuss the lab tasks and expected results each student should achieve. As part of this meeting, the specific technical content requirements for each lab based on the standard lab report format are reviewed and agreed upon. Issues or recommendations for improvement in technical content is provided to the course instructor who will include this feedback as part of the class lecture.

The course instructor also meets regularly with the graduate student who grades the reports for quality content. In addition to providing feedback as part of the normal class lecture, this graduate student will prepare 10-15 minute improvement presentations that will be shared in class with all students.

Laboratory reports are submitted by students using eCampus. Students work in teams of two to complete the laboratory assignment and successfully complete a lab knowledge checkoff administered by the GAT. Team members alternate (odd numbered labs - 1,3,5,7 and even numbered labs - 2,4,6,8) in generating and submitting four lab reports. The final lab report (Lab 9) is submitted by all students. The GAT who teaches the lab will provide feedback to the students as to content and technical accuracy. Another graduate student provides feedback to each student on how to improve their writing quality over the course of the four laboratory reports that are submitted. In addition, midway through the course, a lecture will be provided to the students from a Writing Center representative on how to improve technical writing. Students receive a combined grade for each lab they prepare on an individual basis, where the technical content grade has a maximum of 70 points and quality content has a maximum of 30 points. The final lab report is graded in a similar manner. To successfully pass the course, students must receive a 70 or above average on their first four lab reports and a 70 or above on their individual Lab 9 reports.

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 1, 3, 5, and 7 or Lab 2, 4, 6, and 8 Reports</td>
<td>6000</td>
<td>15</td>
<td>No</td>
</tr>
<tr>
<td>Lab 9 Report</td>
<td>2000</td>
<td>15</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 total percentage here.

Explain how collaboration is monitored to ensure equal participation.

ESET 219 students work in teams of two, but are responsible for generating their own lab reports for the first eight lab assignments. One student will submit lab reports for labs 1, 3, 5, and 7 while the other team member will be responsible for Lab 2, 4, 6, and 8 Lab reports. Students will only be graded on the lab reports they generate and this grade will be 15% of their final grade. Lab 9 integrates all the experiential learning from the first eight labs. Each student will generate their own Lab 9 report. Lab 9 report grade will be 15% of their final course grade. Using eCampus submission and turnitin to check for plagiarism, help reduce collaboration between any students on report generation.

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

Students are provided a detailed Lab Report Format at the beginning of the semester. During the second class period they seek clarification on any requirements contained within the format. The lab format was created by combining most other courses lab formats so that sophomore students will have a thorough introduction into technical written communications they will use throughout their major.

As indicated, students will have access to their graded reports via eCampus where they will receive both technical content and quality content feedback from the graduate students grading their reports. Feedback on areas of improvement that are for significant numbers of students will be provided by the course instructor in class. Finally, a representative of the Writing Center will be invited to provide a guest lecture on technical writing improvement after Lab 2 (both team members have generated one report) and just prior to the Lab 9 report assignment.

Describe how you provide writing instruction.

All technical writing assignments in ESET 219 focus on lab reports. The ESET and MXET faculty have created a standardized lab report format that will continue to be used across the curriculum. By using a sophomore-level course, all students will receive both technical and quality content feedback early in their major so that they will be better prepared to create a variety of written communications throughout their undergraduate education. Each lab assignments details all tasks that need to be accomplished in lab and what information needs to be included in their lab reports. In addition, students have a required process that must be used in introducing, presenting and discussing all graphics included in the report.

Additional Comments

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

Attach Course Syllabus  ESET 219-F18-Syllabus.pdf
Donna Pantel (dpantel) (11/08/18 11:27 am): REPORT ON CERTIFICATION OF W COURSE: ESET 219 We recommend that ESET 219 Digital Electronics be certified as a writing (W) course for four academic years (9/18 to 9/22). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 30% of the final grade is based on writing quality; (2) the total number of words is 8000; (3) the instructor to student ratio is 1:27; and (4) the assigned writing is appropriate to the major. ESET 219 is a four-credit course. Students write 5 lab reports. Each is graded and returned so that comments can be used to improve the next version, and the last one incorporates elements from the first reports. Reports are all submitted to turnitin.com. Instruction includes a detailed format that students can discuss in the second class. A lecture on technical writing is given by the University Writing Center.
Course title and number | ESET 219 Digital Electronics
---|---
Term | Fall 2018
Meeting times and location | Class:  TR 11:10 – 12.25 (ZACH 441),  MW 4:10 – 5:25 (ZACH 340)
| Lab meets in ZACH 224 for 501, 502, 503, and 504
| and THOM 205 for 505, 506, 507, and 508
| Lab:  T 5:30 – 8:00, R 4:50 – 7:20, F 8:00 – 10:30, 10:30 – 1:00
| Checkoffs Start: T 5:30, R 4:50, F 8:00, or F 10:30

**Course Description and Prerequisites**

ESET 219 Digital Electronics. (3-3). Credit 4. Survey of digital applications, number systems, digital logic devices and circuits, sequential logic. Prerequisites: None.

**Learning Outcomes/Course Objectives:**

Students successfully completing ESET 219 will:

- Demonstrate ability to use digital design principles including binary codes, binary, octal, and hexadecimal number systems, and unsigned and signed binary arithmetic.
- Design, implement, and test combinatorial logic circuits using standard design methods and computer-based design and analysis tools.
- Design, implement, and test sequential logic circuits using standard design methods and computer-based design and analysis tools.
- Design, build, test, optimize and document a complete digital system in a small team environment
- Prepare detailed technical reports on all lab projects including test data necessary for design validation.

**W Course Requirement**

Effective Fall 2018, ESET 219 has been restructured to meet the Texas A&M University W (Writing) Course requirements. In addition to new laboratory report and final course project report formats and content requirements, grading has been modified to base final course grade on writing quality (at least 25% for a 4-credit course).

**Instructor Information**

Name | Dr. Joseph A. Morgan, P.E.
Telephone Number | 979-575-2777
Email address | jmorgan@tamu.edu
Office | Fermier 111
Office hours | Wednesday, 3:00 PM - 4:00 PM. (Recommend making appointment)
Extra Instruction (EI) | See Rosanne to make an appointment
Lab | MISL – Fermier 006,
PIC | T009A
Textbook and Resource Material

Textbook (Recommended -- Not Required)

Digital Design (3rd Edition or newer), Mano and Mano available from Amazon.com.

Engineering Notebook  Students are encouraged to maintain a professional, bound engineering notebook (no spiral or other bindings that allow the notebook to be disassembled are acceptable) for this and other courses. The notebook (recommend using a notebook that has graph paper) entries will be made from the original notes taken by the student during normal class/lab meetings. Each student will extract the fundamental concepts and generic examples from their class notes and enter these into their engineering notebook in a neat and orderly fashion. Approximately 10 pages of the engineering notebook should be reserved for ESET 219. Again, this is a resource that the student can create which can then be used to prepare for the examinations if completed properly.

Grading Policies

In this course, homework assignments, laboratory assignments, quizzes, and exams will be used for evaluation of your performance. Laboratory reports and the final course project reports will be graded as per W Course requirements and will account for 30% of student’s final course grade. To pass this course you must pass the W component.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35%</td>
</tr>
<tr>
<td>Laboratory</td>
<td>15% *</td>
</tr>
<tr>
<td>Project</td>
<td>15% **</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10% - Homework modifies this grade</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

*Students will work in teams of two for all lab exercises. One student will submit written lab reports for the odd numbered labs while the other student will submit reports for the even numbered labs. Each student’s lab grade will be computed from the lab reports he/she submits. Students are encouraged to work together on all aspects of the lab including the lab report. **To receive a C or better grade in ESET 219, all lab assignments must be completed, and an acceptable lab report submitted. The lab report grade will be reduced if lab is checked off and/or report turned in late. Lab report grades will be used to satisfy W Course requirements. To receive a passing grade in ESET 219, the lab report average for the four graded labs must be above 70.**

**Students will work in groups of two to complete the course project, but each student will be required to design and build his/her own robot and generate his/her own separate final project report documenting his/her entire design. One robot will be used for the drag race and the other for the road race during the competition. **To receive a C or better in ESET 219, each student must successfully demonstrate a line-following robot that they designed, fabricated and documented. Final project report grades will be used to satisfy C Course requirements. To receive a passing grade in ESET 219, the final project report grade must be above 70.**

Course Grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 – 90</td>
</tr>
<tr>
<td>B</td>
<td>89 – 80</td>
</tr>
<tr>
<td>C</td>
<td>79 – 70</td>
</tr>
</tbody>
</table>
Laboratory

This semester ESET 219 will use a modified “Open Lab” process. Specifically:

1. All students must have their own laptop to use in completing all labs and the course project
2. All students must have LabView/Multisim and Vivado properly installed on their laptop
3. Support for software install and proper operation is only provided for Windows10 operating system
4. Each student will be issued a Basys3 development Board which is the target system for all labs and final course project. Students must turn in a fully functional Basys3 Board at the end of the semester to receive a final grade in ESET 219.
5. **Students MUST complete lab assignments prior to attending lab.** The first part of each lab session will be used to check off teams as having satisfactorily completed the lab and being able to successfully complete an oral quiz over the material.
6. **Students will be ready to have completed lab assignments checked off starting at the following times:**
   - Tuesday Lab  T 5:30 PM
   - Thursday Lab R 4:50 PM
   - Friday Lab    F 8:00 AM
   - Friday Lab    F 10:30 AM
7. Students will sign up for checkoff when they are ready to demonstrate their lab as a team. Once all teams that have signed up have been checked off, the check off period will terminate. Labs not checked off during this period will be late. Labs completed late will have a reduced lab grade.
8. All lab reports will be submitted using eCampus on or before the next lab meeting as indicated on eCampus. Labs not submitted to eCampus at this time will be late and will receive a reduced grade.
9. Following check off, the remaining lab section time should be used by student teams to work on lab reports or upcoming lab assignments.
10. All students must clean their lab bench/area and return any equipment prior to leaving lab. Teams must check out of lab by having the lab instructor approve that their lab station is in acceptable condition.
11. To satisfy W Course requirements, lab reports will be graded in two ways. First the technical content will be graded with a max score of 70. The report quality which includes, spelling, punctuation, grammar, presentation format, etc., will be graded with a max score of 30. These two grades will then be added together to create the lab grade for that lab.
12. Students should learn the soldering techniques and the methods to use oscilloscopes through tutorial videos on eCampus. These won’t be taught in lab.

**Attendance and Make-up Policies**

All absences will be handled according to TAMU Student Rule 7 (http://student-rules.tamu.edu/rule07), which states: “The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due [i.e. this syllabus].” Homework assignments will have due dates extended by the number of days of excused absence. Individual arrangements will be made for exams and quizzes missed due to an excused absence. All excused absences must have appropriate documentation submitted to the instructor. For illnesses or injuries resulting in absences of less than 3 days, the “Explanatory Statement for Absence from Class” is sufficient. For longer periods, a doctor’s note will be required. Please contact the instructor as soon as
you know that you will miss a quiz or exam date, or if due to an emergency, as soon as possible afterwards. Students are not required to notify the instructor or provide an excuse for a class day on which no graded assignment or activity takes place.

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Video Bytes</th>
<th>Lab Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Number systems, codes, 2’s complement</td>
<td>1-8, 10-12, 17</td>
<td>No Lab</td>
</tr>
<tr>
<td>2</td>
<td>Logic gates, truth tables, equations</td>
<td>9, 13-16</td>
<td>Lab 0</td>
</tr>
<tr>
<td>3</td>
<td>Boolean Algebra</td>
<td>18</td>
<td>Lab 1</td>
</tr>
<tr>
<td>4</td>
<td>K-Maps, Reduced SoP, PoS</td>
<td>19</td>
<td>Lab 2</td>
</tr>
<tr>
<td>5</td>
<td>Comparators</td>
<td>20-23</td>
<td>Lab 3</td>
</tr>
<tr>
<td>6</td>
<td>Selectors and Decoders – MSI Devices</td>
<td>24-26</td>
<td>Build Sensor Board</td>
</tr>
<tr>
<td>7</td>
<td>Midterm Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Flip Flops</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Counters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>State machines and SLD processes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>State machines and SLD processes</td>
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<td></td>
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<tr>
<td>12</td>
<td>State machines and SLD processes</td>
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<tr>
<td>13</td>
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<td></td>
</tr>
<tr>
<td>14</td>
<td>IC Logic Families, interfacing, packaging</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Americans with Disabilities Act (ADA)

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Academic Integrity

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

As engineers, we have a strong code of ethics that we must follow, in order to ensure the safety of the public. Texas A&M students, as part of their professional training, are expected to understand and follow the Aggie honor code, which may be found at www.tamu.edu/aggiehonor. The Dean of Faculties asks us to remind you that, “Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on all work submitted in this course. Ignorance of the rules does not exclude any member of the TAMU community from the requirements of the processes of the Honor System.”

Violation of this rule will result in a severe penalty that can include a grade of zero on the quiz or exam, reduction of semester grade, and/or report to the Aggie Honor Council, as appropriate.
Core Curriculum Management

New Core Component Proposal

Date Submitted: 09/18/18 11:50 am

Viewing: GEOG 324-W : Global Climatic Regions

Last edit: 09/18/18 11:50 am

Changes proposed by: oliver.frauenfeld

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oliver Frauenfeld</td>
<td><a href="mailto:oliver.frauenfeld@tamu.edu">oliver.frauenfeld@tamu.edu</a></td>
<td>979-862-8420</td>
</tr>
</tbody>
</table>

Course Prefix: GEOG  
Course Number: 324  
Academic Level: UG

Complete Course Title: Global Climatic Regions

Abbreviated Course Title: GLOBAL CLIMATIC REGION

Crosslisted With:

Semester Credit: 3

Proposal for: Writing Designation

Writing Designation

Number of Sections per Academic Year: 2  
Enrollment per Section (Avg.): 22

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 (no assistants)

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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<tbody>
<tr>
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<tr>
<td>Outline</td>
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<td>2.5</td>
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</tr>
<tr>
<td>Final Paper</td>
<td>2500</td>
<td>30</td>
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</tr>
</tbody>
</table>
REPORT ON RECERTIFICATION OF W COURSE: GEOG 324

We recommend that GEOG 324 Global Climatic Regions be certified as a writing (W) course for four academic years (1/19 to 1/23). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 38% of the final grade is based on writing quality; (2) the total number of words is 4500; (3) the instructor to student ratio is 1:22; and (4) the assigned writing is appropriate to the major. Since original certification, the course has not changed significantly. Writing includes an annotated bibliography and a final paper, which is turned in in stages, including a topic statement, outline, and rough draft. The instructor comments on the draft, as well as on the other, related, assignments; in addition, the draft is peer-reviewed (imitating a scientific peer review process). Each assignment is discussed in detail during class, with additional instruction on library research, how to read a scientific paper, and plagiarism, and discussion of samples.

Additional Comments

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

GEOG324W_Fal2018.pdf
Instructor: Dr. Oliver W. Frauenfeld  
(979) 862-8420 (phone)  
oliver.frauenfeld@tamu.edu (e-mail)  
http://climatology.tamu.edu/  

Office Hours:  
814A O&M Building  
Monday, 1:30 p.m.–2:30 p.m.  
Wednesday, 1:30 p.m.–2:30 p.m.  
Or by appointment

Class Webpage: http://ecampus.tamu.edu/

Prerequisite: GEOG 203, ATMO 201, or consent of instructor


Course Description:
To examine climatological processes at all scales (e.g., micro to macro) and obtain an understanding of how and why climate varies spatially and temporally. We will investigate the characteristics of the global climate system, and the climate of the Northern Hemisphere and North America will be given special attention.

The lectures and readings will cover the fundamental principles necessary for understanding climatology. The term paper will be an opportunity to do an in-depth study on a climatological topic that interests you. This is an individual assignment that will require you to review and synthesize the relevant literature. GEOG 324 is a writing intensive course that satisfies the writing requirement for GEOG, GIST, ENGS, and ENST majors. This course is designed to train you how to write and think like a climatologist. Writing is a process and revision is an important part of this process. This course will provide opportunities for you to improve your writing based on feedback that you receive from the instructor, from your peers, and from proofreading your own work.

Learning Outcomes:
As a result of taking this course you should know certain things (knowledge objectives) and be able to do certain things (skill objectives):

Knowledge objectives (things you should know by the end of the course):
- Define climatology and describe why it is an important science
- Describe what is meant by the term normal as it relates to climatology, and how climate normals are calculated
- Describe the processes that are responsible for the world’s climates
- Describe the spatial distribution of each climate type and why they are distributed in this manner
• Discuss the major sources of climate variability and climate change, both natural and anthropogenic
• Discuss some of the contemporary issues in climatology. What are climatologists researching? Why are these issues important?

**Skill objectives (things you should be able to do by the end of the course):**
- Interpret formulas, graphs, tables, and schematics, and draw inferences from them
- Represent climate information symbolically, visually, numerically, and verbally
- Interpret statistics to describe different climates
- Analyze trends in climate data
- Perform library research
- Write a literature review (synthesis of the literature)
- Write a paper outline
- Proof-read and edit your own work
- Critically evaluate your own writing and the writing of your peers
- Clearly communicate research results and information in written form and through oral presentations
- Write a scientific research paper that conforms to the style of an *American Geophysical Union* publication

**Course Outline:**

Reading assignments will not be made in class, so you will have to keep up with readings on your own. Rather than assign specific pages in the book that correspond with the lecture topics, I merely refer you to the proper chapter (in parentheses, below). If the text covers something that we have not discussed in class, you will not be responsible for that material on the exams. I will try to keep to this schedule but I reserve the right to change topics depending on the pace of the class, unusual climatic events, or other happenings.

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic (Chapter)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>27-Aug</td>
<td>First day, Syllabus, Intro</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>29-Aug</td>
<td>Definition, Scales, Interactions (1)</td>
<td></td>
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<tr>
<td>Fri</td>
<td>31-Aug</td>
<td>Subfields, Climate Data &amp; Records (1)</td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>3-Sep</td>
<td>Atmospheric Basics &amp; Origin (2)</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>5-Sep</td>
<td>Atmospheric Composition (2)</td>
<td></td>
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<tr>
<td>Fri</td>
<td>7-Sep</td>
<td>Atmospheric Structure (2)</td>
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</tr>
<tr>
<td>Mon</td>
<td>10-Sep</td>
<td>Earth-Sun Relationships (3)</td>
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<tr>
<td>Wed</td>
<td>12-Sep</td>
<td>Proximity to Water (3)</td>
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<tr>
<td>Fri</td>
<td>14-Sep</td>
<td>Circulation—Forces (3)</td>
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<tr>
<td>Mon</td>
<td>17-Sep</td>
<td>Circulation—Winds (3)</td>
<td><strong>Paper Topic</strong></td>
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<tr>
<td>Wed</td>
<td>19-Sep</td>
<td>Topography &amp; Local Features (3)</td>
<td></td>
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<tr>
<td>Fri</td>
<td>21-Sep</td>
<td>Ocean Circulation (4)</td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>24-Sep</td>
<td>Other Climate Drivers (4)</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>26-Sep</td>
<td>Cryospheric Changes (4)</td>
<td></td>
</tr>
<tr>
<td><strong>Fri</strong></td>
<td>28-Sep</td>
<td><em>Bring grey ScanTron!</em></td>
<td><strong>Exam #1</strong></td>
</tr>
<tr>
<td>Day</td>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
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</tr>
<tr>
<td>Mon</td>
<td>1-Oct</td>
<td>Energy Balance (5)</td>
<td>Paper Outline</td>
</tr>
<tr>
<td>Wed</td>
<td>2-Oct</td>
<td>Moisture (5)</td>
<td></td>
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<tr>
<td>Fri</td>
<td>5-Oct</td>
<td>Stability (5)</td>
<td></td>
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<tr>
<td>Mon</td>
<td>8-Oct</td>
<td>Hydrologic Cycle (6)</td>
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<tr>
<td>Wed</td>
<td>10-Oct</td>
<td>Surface Water Balance (6)</td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td>12-Oct</td>
<td>General circulation (7)</td>
<td></td>
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<td>Mon</td>
<td>15-Oct</td>
<td>Large-scale circulation (7)</td>
<td>Annotated Bibliography</td>
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<tr>
<td>Wed</td>
<td>17-Oct</td>
<td>Upper-air flow (7)</td>
<td></td>
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<tr>
<td>Fri</td>
<td>19-Oct</td>
<td>Köppen Classification (8)</td>
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<tr>
<td>Mon</td>
<td>22-Oct</td>
<td>Other Classifications (8)</td>
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<tr>
<td>Wed</td>
<td>24-Oct</td>
<td>North American Climate (9)</td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td>26-Oct</td>
<td>Bring grey ScanTron!</td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>29-Oct</td>
<td>Research Paper Components</td>
<td>Rough Draft</td>
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<tr>
<td>Wed</td>
<td>31-Oct</td>
<td>Climate of Europe &amp; Asia (9)</td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td>2-Nov</td>
<td>Regional Northern Hemisphere Climates (9)</td>
<td></td>
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<tr>
<td>Mon</td>
<td>5-Nov</td>
<td>Special Topic—Permafrost</td>
<td>Peer Reviews</td>
</tr>
<tr>
<td>Wed</td>
<td>7-Nov</td>
<td>Tropical climate of Africa (10)</td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td>9-Nov</td>
<td>Australia, Oceana, and Latin America (10)</td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>12-Nov</td>
<td>Regional Southern Hemisphere Climates (10)</td>
<td></td>
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<td>Wed</td>
<td>14-Nov</td>
<td>Regional Southern Hemisphere Climates (10)</td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td>16-Nov</td>
<td>Historical Climate Change (11)</td>
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<td>Mon</td>
<td>19-Nov</td>
<td>Natural Climate Variability (11)</td>
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<tr>
<td>Wed</td>
<td>21-Nov</td>
<td>Reading Day</td>
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<td>Fri</td>
<td>23-Nov</td>
<td>Thanksgiving</td>
<td>No Class</td>
</tr>
<tr>
<td>Mon</td>
<td>26-Nov</td>
<td>Anthropogenic Global Warming (12)</td>
<td>Final Paper</td>
</tr>
<tr>
<td>Wed</td>
<td>28-Nov</td>
<td>Project Presentations</td>
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</tr>
<tr>
<td>Fri</td>
<td>30-Nov</td>
<td>Project Presentations</td>
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<tr>
<td>Mon</td>
<td>3-Dec</td>
<td>Project Presentations</td>
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<td>Wed</td>
<td>5-Dec</td>
<td>Project Presentations</td>
<td></td>
</tr>
<tr>
<td>Tue</td>
<td>11-Dec</td>
<td>8:00–10:00 a.m., bring grey ScanTron!</td>
<td>Exam #3</td>
</tr>
</tbody>
</table>

**Grading:**

Please remember that your grades are not negotiable. Your grades are *earned* based on your performance, not *given* based on effort or need. Your grade reflects your performance in this course, not your potential as a student or a person. If you feel that I made a mathematical error when calculating your grade, please make an appointment or see me during my office hours. If it is warranted, the final grades will be calculated based on a curve. In no case will I ever curve the grades to your detriment—the curve only serves to potentially raise your final course grade. The grading scale follows the Texas A&M University grading system:
A = Excellent \[ \geq 90\% \]
B = Good \[ 80–89\% \]
C = Satisfactory \[ 70–79\% \]
D = Passing \[ 60–69\% \]
F = Failing \[ <60\% \]

Exam #1 Friday, September 28 15%
Exam #2 Friday, October 26 15%
Exam #3 Tuesday, December 11, 8:00–10:00 a.m. 15%
Homework Assignments* Monday, November 26* 15%
Research Paper Nov. 28–Dec. 5 30%
Research Presentation Nov. 28–Dec. 5 10%

Because this is a W course you must earn a passing grade on the written assignments (research paper + homework assignments) to receive a passing grade in the course.

*No late work will be accepted unless you have a university-excused absence. Students who do not hand in an assignment by the due date will receive a grade of zero.

**Exams:**

There will be three in-class examinations during the semester, each worth 50 points. The exams will consist primarily of objective-type multiple-choice questions. The exam questions will be based entirely on the material presented in class, therefore, class attendance is essential if you are to obtain the information necessary for the exams. I do not have any lecture notes to give out. If you miss class, the best strategy is to get the lecture notes from at least two of your classmates, copy them, make note of any confusing material, and see me with any questions that arise.

**Homework Assignments:**

There will be five homework assignments in the course of the semester, combined worth 50 points. Because this is a writing intensive course, all of these homework assignments will be writing exercises and will relate to your research paper. See the specific information on the Homework Assignments handout, and more information will also be provided in class before each assignment is due. The assignment due dates are included in the course schedule above.

**Research Paper:**

Because this is a W course you will need to write a research paper in the course of the semester, worth 30% of your final grade. This paper will be based on a topic of your choosing, and will of course relate to climatology. The paper will be written in stages, where you will first select a topic, then write an outline, followed by an annotated bibliography, a rough draft, and the final paper. Your rough draft will also be peer-reviewed, and you will be able to revise your paper based on this input before turning in your final version. More information about the paper is in the Research Paper handout, and will be provided throughout the semester.

**Research Presentation:**

During the last week of the semester you will have to provide an approximately 10 minute long oral presentation that summarizes your research paper. This presentation will be graded by both your classmates and me. During this week of presentations, attendance will be mandatory. More information about the presentation will be provided when the time comes.
Other Course Information:

E-mail
This is a great way to contact me if you have questions about the course or anything else. While I’m not suggesting this as a substitute for office visits, in many cases, simpler questions can be easily handled via e-mail. I will also be sending important messages about the assignments, exam information, exciting climatological happenings, or mistakes I made in lecture. Please check your official @email.tamu.edu e-mail on a regular basis for potentially important announcements.

Class Attendance
“The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments.” While I will therefore not require class attendance, it is imperative that you show up for each class. Exams will be based entirely on the classroom lectures, therefore attendance in mind and body is in your own best interest. University rules regarding attendance (e.g., excused absences) can be found at http://student-rules.tamu.edu/rule07. It is your responsibility to know these rules and procedures.

Don’t come to class to sleep, surf the web, or text your friends. I will not hesitate to ask you to leave if you are disruptive. I’m sure if our roles were reversed you would expect the same courtesy of me.

Cellular Telephones
As a courtesy to the instructor and other students please turn off all electronic noise-making devices before class. I find it extremely impolite to be interrupted by a cellular telephone when I am lecturing. The same goes for texting, tweeting, snapping, yakking, etc.; don’t do it.

Academic Integrity
Texas A&M has an Academic Integrity policy to which both students and faculty must comply. The Aggie Honor System Office handles all cases of academic misconduct. Details about the Aggie Honor Policy can be found at http://aggiehonor.tamu.edu/.

The materials used in this course are copyrighted. These materials 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 permission is expressly granted.

Plagiarism is when you pass off someone else’s work (language or ideas) as your own. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism destroys the trust among colleagues without which research cannot be safely communicated.

For more information, see “Scholastic Dishonesty” under the Texas A&M University Student Rules: http://student-rules.tamu.edu.

Aggie Code of Honor: “An Aggie does not lie, cheat, or steal or tolerate those who do”
http://aggiehonor.tamu.edu/

University Writing Center (UWC)
The UWC is located in suite 1.214 on the second floor of Evans Library. It provides students with one-on-one consultations with a trained writing consultant. They can help you with all aspects of the writing process (e.g., how to start writing, how to proofread your work, how to write an introduction). Please call (458-1445), click (http://writingcenter.tamu.edu), or visit the UWC to make an appointment or to find out more about their services.

Americans with Disabilities Act (ADA)
The 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.
The paper to fulfill the writing requirement for this “W” course will provide you with the opportunity to do an in-depth study on a climate topic of your choosing. Pick something that you find interesting and have always wanted to know more about! Your paper will provide a review of the relevant literature on your chosen topic. The paper is worth 30% of your final grade and will be due on Monday, November 26.

The library references that you will use to write your paper have to come exclusively from the peer-reviewed scientific literature such as journal articles and book chapters (but not textbooks). Other sources that are not produced by scientists, such as newspaper articles, encyclopedias (including Wikipedia), or random web sites, may not be used. Use the Web of Science to find appropriate and peer-reviewed sources:

http://apps.webofknowledge.com

Examine an aspect of: (1) climatology, or (2) climate variability, or (3) climate change. Choose something that interests you and that you may be curious about. Remember that the “sphere” related to climatology is the atmosphere. Therefore, the primary focus of your paper needs to be on atmospheric processes. For example, a paper topic on the “urban heat island effect” should not focus on the growth of cities over time, where the largest metropolitan areas are, the building materials used, etc. A paper on the urban heat island effect should instead describe how, where, when, and how much atmospheric temperatures are impacted, how local and regional precipitation patterns are altered, etc.

Possible topics for this paper include examining how any one of the following processes operate, and/or are related to climate and climate change. These are just examples and you do not have to pick one of them:

Precipitation extremes (drought/flooding)
Arctic sea ice variability
El Niño-Southern Oscillation
Low-level Jet
Climate of Hawaii (or any other region/state)
Water resources and climate change
Hurricanes
Atmospheric teleconnections (e.g., the “North Atlantic Oscillation” (NAO) or the “Pacific/North America” (PNA) pattern)
Land cover/land use change (such as deforestation or urbanization)
Asian, African, and/or North American monsoon system
The first step will be to perform a literature search to find relevant peer-reviewed articles about your topic. For example, if you choose to research hurricanes, your paper could focus on how/where/why hurricanes form and how they are potentially affected by climate change. Based on the peer-reviewed references that you collect, you should write a paper with at least **2500 words** (approximately 8.5 pages of 1-inch margin double-spaced 12-point font text) *not counting your bibliography section, tables, and charts*, that summarizes how your topic operates within the climate system. Specifically, you could address the how and why this topic is important to climatology, the spatial scale (where does it occur? is it a local, continental, or global phenomenon?), the temporal scale of the impact (is it days, years, or millennia?), and how specifically the climate is affected (is it constant, cyclical, or sporadic?). You will need to include and cite **10 or more references** from the peer-reviewed literature.

Your paper will not only be graded on the actual scientific content, but also on its overall quality: the presentation of figures, tables, and other graphics, as well as grammar and punctuation. Your overall paper should have a professional appearance. To help you with these components of the paper, we will follow the organization and style (including reference and citation style) of the *American Geophysical Union*.

**Paper Organization:**
(Focus only on items 3, 5, 7, 8, and 9)

**Paper Grammar & Style:**
To make sure you don’t try to write your paper the night before it is due, you will work on your paper in stages throughout the course of the semester. Below are the due-dates for the different graded homework assignments related to your research paper. All homework assignments combined count the equivalent of one exam grade (50 points).

**Due Dates:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Mon, Sep. 17</td>
<td>6</td>
</tr>
<tr>
<td>Outline</td>
<td>Fri, Oct. 5</td>
<td>8</td>
</tr>
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<td>Annotated bibliography</td>
<td>Fri, Oct. 19</td>
<td>10</td>
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<tr>
<td>Rough draft</td>
<td>Mon, Nov. 5</td>
<td>16</td>
</tr>
<tr>
<td>Peer-Reviews</td>
<td>Mon, Nov. 12</td>
<td>10</td>
</tr>
</tbody>
</table>

**Topic:**

Please select a topic related to climatology and provide a 250-word description of your topic. Feel free to e-mail or come see me to discuss any ideas you might have, if you want guidance in helping shape your ideas into an actual topic. As part of your paragraph, include: 1) how the topic relates to climatology, 2) why it is an important/interesting topic, and 3) a brief description of how you plan to organize your paper (which sub-topics will be discussed, etc.).

**Outline:**

The outline will build on the 250-word paragraph you wrote, describing your topic. For this stage of the paper, you should have already done some research and reading about your topic, and will need to provide a preliminary list of references (3 or more) you plan to use for your paper. The outline should, obviously, provide an outline of your paper as a numbered or bulleted list of headings and subheadings. It should demonstrate how you plan to organize the paper, which specific sub-topics will your paper include, and in which order. Also include, under each sub-heading of your outline, what figures (charts, maps, pictures) and tables you plan to use and provide a short caption summarizing what they will demonstrate.

**Annotated Bibliography:**

An annotated bibliography is simply a list of all the peer-reviewed references you plan to use for your paper, followed by a paragraph (200–250 words or more for each reference) summarizing the parts of that reference that are relevant to your topic, and that you plan to incorporate in your paper. This is similar to the important information you would highlight when reading something, except you will have to paraphrase it and write it down. Don’t simply copy and paste the abstract (if the reference has one). You will need to read the entire reference and summarize only the parts relevant to your topic.
Rough draft:  

16 Points

The rough draft of your paper should essentially already be your final paper, minus any fine-tuning and polishing. It must already be 75% of the final length in terms of word count (1875 words not counting your bibliography/references section), and also has to include all required sections, all figures, tables, and graphics, and your properly formatted list of references. This is the version of your paper that will be turned in and peer-reviewed. After receiving the reviews back, you will have a chance to revise and improve your paper, making sure you incorporate the suggestions from the peer review before you turn in your final version. The more effort you put into your rough draft, the less revising you should have to do! If you do not turn in a rough draft, you cannot participate in the peer reviews and will also receive a 0 for that assignment – you lose 26 points, not just 16!

Peer-Reviews:  

10 Points

You will have to turn in a review of two of your classmates’ papers. You will need to critically and constructively evaluate your colleagues’ work. This should not be a simple proofreading! You will need to evaluate the content of the work to make sure the paper is providing a thorough and complete overview of the topic, and that there are no obvious omissions or gaps in what is being presented. These will be “double-blind,” meaning you won’t know whose papers you are reviewing, and they will also not know your identity.
You will need to review the 2 papers you have received via e-mail. Both reviews will be due to me via e-mail by 11:59 p.m., Monday, November 12.

Value: 10 points. Your reviews will be graded based on their thoroughness and completeness. I am looking for you to provide your classmates with constructive feedback that will help them to improve the content and presentation of their paper.

Specific Tasks and Instructions:

1. Read each paper to get a general idea about the topic, content, organization, and presentation of the paper.

2. Read over the provided Reviewer Checklist and the back of this page, and then carefully re-read the paper, making careful notes and suggestions in the body of the paper or on a separate sheet, to help you summarize your comments in the specific comments section of the review form. Do not put your comments on the paper PDF; you will not return the paper, only the review form with comments.

3. If the grammar and writing needs to be improved, include this as one of your comments but do not go through the paper and edit it for language (fixing typos, grammar, punctuation, etc.).

4. After you have finished reading the paper and have completed the Reviewer Checklist (simply type an “x” in the appropriate 1–5 box on the form), make sure that you provide the author with constructive feedback in the specific comments section on how to fix the potential shortcomings. For example, if you rated the abstract as poor, explain to the author why it is poor and how it could be improved. Consider the questions on the back of this page when providing your comments. Providing constructive feedback is the most important part of the review process because the ultimate goal is to help the author improve their paper and to make it more clear and concise.

5. Make sure that you allow yourself enough time for this review process. Although everyone reads and edits at a different pace, you should spend at least 1.5–2 hours working with each paper (total = about 3–4 hours of work). Your grade on your reviews will be based on whether you spent enough time and effort on the review process.

This review process is anonymous, so you do not have to worry about offending your classmates. Unless you choose to tell them that you are reviewing their paper, they will not know. Similarly, to avoid potential bias you will not know whose paper you are reviewing unless your classmates have previously shared their topic with you.
Questions to Consider and Address in the Specific Comments Section:

Overall questions:
Does the paper address a physical science topic in climatology? Is it well written? Is the paper complete, thorough, and does it appear like the author spent a lot of time on it? Is the background information from the peer-reviewed references relevant to the topic?

Title:
Does the title convey the essential point of the paper? Is it precise and concise?

Abstract:
Does the abstract summarize and condense the whole paper (all IMRAD&C sections) into miniature form? Is it too long or too short? Does it provide too much or too little detail?

Introduction:
Does the introduction provide a proper overview of the topic? Does it introduce the topic, moving from the broader issues to the specific issue being addressed? Does the introduction state the precise goal of the paper (key question/hypothesis)? Does it refer to relevant ideas/theories and related research by other authors? Does it answer the question “what is the problem and why is it important?”

Data and Methods (data analysis projects only):
Are the data sources properly documented using specific data set names and URLs? Are the sampling locations and/or the spatial domain described? Are the temporal and spatial resolution and extents provided? Are the analysis steps outlined in sufficient detail? Is enough detail provided so that you could easily find and obtain the same data, repeat the analyses, and obtain the same results?

Main Body (Results):
Does the main section explain the actual findings, using subheadings to divide the section into logical parts? Is the writing linked to the figures and tables chronologically as the results are presented? Does the text describe and interpret what the figures show? Does it answer the question “what did the author find out?”

Discussion:
Does the discussion section discuss the importance of what the author found, in light of the overall study aims? Does it synthesize what has (and has not) been learned about the problem, and what it all means? Does it answer the question “what is the significance of the research?”

Conclusions:
Does the conclusions section restate the study aims or key questions, and summarize the findings using clear, concise statements? Is the conclusions section brief and to the point?
# REVIEWER CHECKLIST

Title/Topic of Paper: _____________________________

1 = poor  2 = fair  3 = average  4 = good  5 = excellent

1. Is the title informative and a reflection of the content?

2. Are the motivation, subtopics, and conclusions evident from just reading the abstract?

3. Are the purpose and content of the paper evident in the introduction?

4. Is the paper logically structured and well-organized (including use of appropriate section headings)?

5. Is the paper written using the correct spelling, grammar, and syntax?

6. Are the ideas sufficiently developed? Is there enough depth to the discussion?

7. Did you understand what the author was trying to say?

8. Did you learn something from reading this paper?

9. Has the author written in a clear and concise manner? Is it easy to read?

10. Has the author used the proper citation style (*American Geophysical Union*)?

11. Has the author used enough relevant sources—at least 10 peer-reviewed sources (8 for data analysis papers)?

12. Has the author given credit for all of the ideas that are not their own (i.e. avoided plagiarism)?

13. Are all of the references properly cited in the reference list at the end of the paper?

14. Has the author properly supported their arguments with relevant and convincing evidence?

15. Are the illustrations/tables useful and necessary?

16. Are the illustrations/tables of good quality?

17. Is the paper of appropriate length?

18. Overall quality of the work:
Specific Comments:

The purpose of your review is to provide the author with the means to improve their paper. Below, please justify the ratings that you have provided above and address the questions provided on page 2 of the review instructions:
GEOG 324 Paper Checklist

☐ Do I have at least at least 2500 words (not counting the references section)?

☐ Do I have page numbers?

☐ Am I using consistent formatting in terms of line spacing (either single or double is fine), fonts (preferably 12-point), paragraph spacing, heading/subheading formatting?

☐ Did I proofread my paper and fix typos, and maybe even ask a friend to check it?

☐ Am I using precise and concise scientific language?

☐ Am I using proper grammar (no long and convoluted sentences, no meaningless words and non-statements, proper subject-verb agreement, pronoun-antecedent agreement, no dangling participles, proper use of plural vs. possessive, etc.)?

☐ Do I have a title, abstract, introduction, main body (with discussion), (discussion with) conclusions, and reference section?

☐ Is the main body well organized, using headings and subheadings?

☐ Do I have at least a couple of figures and/or tables?

☐ Are all my figures/tables ordered and listed chronologically as Figure 1, Figure 2, Table 1, Table 2, etc.?

☐ Do all my figures and tables have informative captions?

☐ If I didn’t make them myself, did I cite the source of the figures/tables in the figure/table captions?

☐ Are all my figures/tables described in the text and explicitly referred to as “Figure 1,” “Figure 2,” “Table 1,” etc.?

☐ Did I summarize and paraphrase all information appropriately to avoid plagiarism?

☐ Am I citing all information (that goes beyond common knowledge) with a relevant peer-reviewed reference?

☐ Am I not using direct quotes?

☐ Do I have (and am I citing) at least 10 peer-reviewed sources?

☐ Are the in-text citations of my peer-reviewed references in AGU style (using proper italicizing, brackets, etc.)

☐ Are the references at the end of the paper listed alphabetically in a separate section called “References”?

☐ Have I formatted my references at the end of the paper according to the AGU style, including proper punctuation, italicizing, etc.?
Core Curriculum Management

New Core Component Proposal

Date Submitted: 08/28/18 8:45 am

Viewing: POLS 209-W : Introduction to Political Science Research

Last edit: 08/28/18 8:45 am
Changes proposed by: jrobertson

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Robertson</td>
<td><a href="mailto:jrobertson@tamu.edu">jrobertson@tamu.edu</a></td>
<td>979-845-2511</td>
</tr>
</tbody>
</table>

Course Prefix     POLS     Course Number 209
Academic Level    UG
Complete Course Title Introduction to Political Science Research
Abbreviated Course Title INTRO TO POLS RES METH
Crosslisted With
Semester Credit 3 Hour(s)
Proposal for: Writing Designation

Writing Designation

Number of Sections per Academic Year 8 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. GAs will be used in the class, but only to assist with technical statistical and methodological aspects of the course. Writing assessments will be sole responsibility of the faculty instructor.

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>memorandum 1</td>
<td>1000</td>
<td>17</td>
<td>Yes</td>
</tr>
<tr>
<td>memorandum 2</td>
<td>1000</td>
<td>17</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate
Add the percentage of final grade based on writing and put the total percentage here.

Explain how collaboration is monitored to ensure equal participation.

Students will receive from other students in class input on their first-drafts of the memorandums. Final drafts are non-collaborative.

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

The writing assignments will be structured with the requirements of the modern work place in mind and student will receive detailed instructions. For both memorandum writing assignments students will provide a first draft to a fellow student, who will provide comments (via eCampus). You will incorporate the comments and will then be graded and receive additional comments by us on the final version. All versions of the written assignments (first & final draft) are to be submitted via Turnitin on eCampus prior to class on the day they are due. Peer-review feedback will also be submitted on eCampus.

Describe how you provide writing instruction.

Students will be given in class detailed instructions for preparing statistical written memorandums, and receive in-class collaborative input from faculty and students.

Additional Comments

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

Attach Course Syllabus  
Hollenbach POLS209w Aug 2018 recertification.pdf

Reviewer Comments  
Donna Pantel (dpantel) (11/08/18 12:07 pm): REPORT ON RECERTIFICATION OF W COURSE: POLS 209 We recommend that POLS 209 Introduction to Political Science Research be certified as a writing (W) course for four academic years (1/19 to 1/23). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 34% of the final grade is based on writing quality; (2) the total number of words is 2000; (3) the instructor to student ratio is 1:20; and (4) the assigned writing is appropriate to the major. Since original certification, the course has not changed significantly. Graduate students help with the class. Students write 2 long memos structured to suit the workplace. Both are peer reviewed and submitted to Turnitin.com. Detailed instructions are given in class for preparing statistical memos.
Instructor:

Professor Florian M. Hollenbach
Email: fhollenbach@tamu.edu; Web: fhollenbach.org
Office: 2061 Allen Building; Phone: 979-845-5021
Office Hours: Monday, Wednesday, & Friday: 10:40am - 11:45am or by appointment

Teaching Assistant:

Hwalmin Jin
Email: jymh33@tamu.edu
Office: 2050 Allen Building
Office Hours: Tuesday 1:30pm - 2:30 pm & Thursday 11:00am & 12:00pm (noon)

Class Meeting Time:

Monday, Wednesday, Friday: - Section 905: 8:35 am – 9:25 am - Section 906: 9:45 - 10:35am

Class Location: Bush Academic Building West 1015 (Unless otherwise noted or announced)

Class Website:

All class materials, syllabus, notes, assignments will be posted on the class website: https://fhollenbach.github.io/Polisci209_2018
All assignments are to be submitted via eCampus, which is where I will also post your grades.

COURSE DESCRIPTION:

“I keep saying that the sexy job in the next 10 years will be statisticians, And I’m not kidding.”
Hal Varian, chief economist at Google

“Without data you’re just another person with an opinion.”
W. Edwards Deming

Data and data analysis are becoming more and more important for us as citizens in the modern nation state, the modern work place, and as consumers of increasingly complex information. At the same time, the understanding of statistical fundamentals is as pertinent as ever to read any political science research. This class serves two main purposes. First, it will help you understand the basic statistics that are necessary to read modern political science research. Second, you will gain an understanding of basic methods of data analysis and the underlying concepts of probability. We will also cover some introductory programming, so that you will be able to write code for basic statistical functions and plots in R.
LEARNING OUTCOMES:

At the end of the semester, after completing this course, students are expected to:

- Understand the concept of causality and experimental designs
- Be able to do simple programming in R, such as:
  - merge and subset data files
  - plot and interpret histograms, scatterplots, boxplots
  - run simple statistical models
  - present data using graphics and descriptive statistics in a clear and informative manner
- Explain and understand simple descriptive, univariate, and bivariate statistical concepts, such as:
  - randomization – mean – (co)variance, correlation – measurement – Central Limit Theorem – bivariate linear regression
  - hypothesis tests

COURSE STRUCTURE & REQUIREMENTS:

The class will meet three times a week on Monday, Wednesday, and Friday. Classes will not simply be lecture based. We will cover programming, examples, and do in class exercises. This class will cover a variety of (complicated) concepts. Generally concepts will first be covered in the readings and we will go over specific applications and your questions on these concepts in class. It is therefore important for you to do you do the required reading and exercises listed under each date’s header before the respective class period. For most weeks, the readings & topics covered can be quite technical and challenging, which means it is even more important that you try to understand the material before coming to class. If you do not understand part of the readings, it is important to raise questions in class. That is the whole purpose of class time. I guarantee you will not be the only one that has trouble with the material and by asking questions, you are providing a service to your classmates. There will be regular homework and practice assignments. The assignments are for you to deepen your understanding of the material and study for the exam. Some of the assignments will be quite hard. It is, however, important for your own progress that you at least attempt to solve each problem on your own first, before seeking help. If you are stuck, I encourage you to seek help from your classmates first, then the TA or myself.

You are expected to do all readings prior to class, participate in class discussions, submit all assignments on time, and take quizzes and the final exam as scheduled.

GRADING & RESPONSIBILITIES:

Your grade will be based on one final exam (18%) at the end of the semester, two mid-semester quizzes (8% combined), class attendance (10%), participation, homework exercises (30% combined), and two longer writing assignments (34% combined). All assignments are to be submitted via eCampus before class on the day under which they are listed on the syllabus.

I expect you to do the assigned readings for each class before the lecture, participate in class discussions, and come prepared with questions. Specifically, you will be graded on:

- homework assignments/SWIRL review exercises: 30% of class grade
  - SWIRL assignments will be graded on pass/fail. Each SWIRL exercise is worth one point. You will receive a pass for the respective exercise as long as you attempt all questions. As proof, you will save a screenshot of the log at the end and submit it to eCampus. Your Swirl grade will be the percentage of Swirl exercise for which you received a pass. Other homework assignment will be graded on the normal scale and receiving 100% will be worth four points.
- class attendance/participation: 10% of class grade
Attendance will be marked at the beginning of each class. You are allowed to have two free unexcused absences. After two absences, I will deduct one point from the 10 possible attendance points for each unexcused absence. Excused absences are not deducted from your grade. I will decide what counts as excused on a case-by-case basis, but in general absences will only be excused for good reasons. You must contact me before missing class. If you have more than 15 unexcused absences, you will receive an F in the course. Similarly, while unexpected events can cause tardiness, if you repeatedly arrive late to class, I reserve the right to mark late arrivals as absences. Should you arrive to class late, be sure to let me know after class so that I can mark you as present.

I expect all students to participate in class discussion, ask questions, listen to their fellow students, and be attentive. If you repeatedly fail to pay attention (e.g. fall asleep or play on your cell phone), I may deduct points from your participation/attendance grade.

If you do have health problems that do not allow you to perform well in class, please come talk to me ASAP. I am willing to work with you, but this is only possible if you come talk to me early enough.

- Two writing assignment: 34% of class grade (17% each)
  - The writing assignments in this class will be memoranda and are supposed to prepare you for real work world assignments. Each paper will be required to be 1000 - 1500 words. They will involve work with data in R. The writing assignments will be structured with the requirements of the modern work place in mind and you will receive detailed instructions. For both assignment you will provide a first draft to a fellow student, who will provide comments (via eCampus). You will incorporate the comments and will then be graded and receive additional comments by us on the final version. To pass this course, you must pass the writing components. Your comments to your fellow students will be graded as a homework exercise. All versions of the written assignments (first & final draft) are to be submitted via Turnitin on eCampus prior to class on the day they are due. Peer-review feedback will also be submitted on eCampus.

- Two in-class quizzes: 8% of class grade (4% each)
  - We will have two short quizzes during the semester to make sure that everyone is keeping up and to give you some insight in how the final exam might look. Each quiz will be announced at least one week prior and will take about 10-15 minutes of class time.

- Final Exam (cumulative): 18% of class grade
  - The final exam will cover the material from the whole class and will be worth 18% of your class grade. The exam focusses on all of the material covered in class, including the readings, lectures, and exercises. The assigned exercises should serve as excellent preparation for the exams.

The grading scale (in %) used in this class for all written assignments, exams, and the overall class grade will be the following:

- A= 89.5
- B= 79.5–<89.5
- C= 69.5–<79.5
- D= 59.5–<69.5
- F=<59.6

Given that this course is an official writing course, you must pass the writing part of the class, i.e., the written assignments, to pass the class. As noted on the website of the Texas A&M Writing Center: “What happens if I don’t pass the W or C portion of a W or C course? If you complete a course with a passing grade but have not passed the W [...] portion of the course, you will not get the graduation credit for that W or C course.” (Link) This is not negotiable.
WRITING HELP:

The University Writing Center (UWC), located in 1.214 Sterling C. Evans Library and 205 West Campus Library, offers one-on-one consultations to writers. UWC consultations are highly recommended but are not required. 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 458-1455, visit the web page at writingcenter.tamu.edu, or stop by in person.

ACADEMIC HONESTY:

All students should follow the highest standards of academic integrity. Cheating or plagiarism will not be tolerated in any way. If you are unsure what entails plagiarism, come talk to me. For more info, see: http://student-rules.tamu.edu/aggiecode & http://aggiehonor.tamu.edu. “An Aggie does not lie, cheat or steal, or tolerate those who do.” Your written assignments are to be submitted via Turnitin, which makes the detection of plagiarism and cheating very easy. Any cases of cheating or plagiarism will be submitted to the academic honor council, no exceptions.

Regarding group work: Unless explicitly otherwise specified, your homework and assignments are not to be done in groups and should be done alone. If you get stuck on a problem, you can discuss it in general terms with your fellow students, however, all solutions ought to be based your own work. Before asking for help from your fellow students, the TA, or myself, make sure you at least attempt to solve the problem yourself, otherwise you are only hindering your own learning.

READINGS & SOFTWARE:

We will primarily use Kosuke Imai’s “Quantitative Social Science”, which is available in the Texas A&M bookstore. You will need the hard copy of the book, otherwise it will be nearly impossible to pass the class. The book is comparatively affordable. If you truly can not afford to buy the book, come talk to me.


You should have the book within the first week of class.

For part of this class we will be working on the computer with statistical software. We will use the statistical programming language **R.** R is available for download here:. I would recommend you download R-Studio, which is a software (a set of integrated tools) that makes the use of R much easier. You can download R-Studio here:. Both R and R-Studio are free. I would encourage you to install R-studio and play around with it for a bit.

You will also need a pocket calculator. You can buy a cheap one for at Walmart for about $3. Graphing calculators will not be allowed on the exams, so if you have any questions, please ask. Here is an example from Amazon for a calculator you could use. You should have your calculator by the Friday September 1st.

CLASSROOM BEHAVIOR, PARTICIPATION, & ELECTRONIC DEVICES:

We will usually meet three times a week during the semester. You can expect me to be prepared, give lecture, and answer questions. As outlined above, when you come to class, I expect you to be prepared as well and have the reading done before class. Remember, class is a resource to you. The exam and quizzes will be based on all lectures, readings, homework, and the discussions in class. Thus, only doing the required readings or only attending class will not be sufficient.
I strongly encourage you to not use a laptop in class, unless we are working together in R. Laptops have been shown to be a distraction not only to the students using them but also fellow classmates. A recent study has found that not having laptops in class can have a similar effect as hiring a SAT tutor.

If you think you have good reasons for why you need to use a computer, you may do so, but I ask those with laptops to sit in the back of the classroom.

In addition, please make sure your cell phones are on silent mode and refrain from using them during class time. If you are repeatedly on your phone, I may deduct points from your participation/attendance grade.

**EXAM ABSENCES & LATE POLICY:**

Make-up exam/quizzes will be permitted only in the case of university-excused absences. To be eligible for a make-up exam/quizzes, you will have to present original written documentation of legitimate circumstances that prevented you from taking the exam/quiz on time. Except in the case of observance of a religious holiday, to be excused, the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence. In cases where advance notification is not feasible (e.g. accident or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why the notice could not be sent prior to the class. Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence. Legitimate circumstances include religious holidays, illness (verified by a doctor), serious family emergencies and participation in group activities sponsored by the University, etc. See http://student-rules.tamu.edu/rule07 for additional information. Please note that I do not accept Xeroxed copies of medical excuses from students.

Unexcused absences from either exam will result in a score of 0 for the exam. Unexcused late work will be penalized by a 7.5 percentage point deduction for each day your work is late. For example, if you hand in the a writing assignment on the same day it is due, but after the stated deadline, your maximum score will be 92.5%. If you hand in your assignment more than 24hrs late, your maximum score will be 85%, after 48hrs it would be 77.5%, and so on. Late work will be excused only in the case of university-excused absences. Only under extreme circumstance will I make exceptions to these rules.

**RE-GRADING POLICY:**

Students that want to appeal a grade received on an exam or assignment must submit a regrading request in written form (e.g., email). This request has to be turned in within five working days after the graded exams or assignments are returned to the class. The written statement must explain exactly why the student believes the current grade is incorrect. I will then regrade the entire assignment or exam extra carefully. NOTE, as a consequence your grade may go up or down.

**COMMUNICATION:**

The best place to ask questions is in the classroom. If your question is not related to class material or relevant to other students, we can discuss it after class. I encourage you to visit my office hours to discuss any difficulties with the readings or homeworks. Again, however, you should at least attempt to solve the problem on your own first.

You can expect me to reply to emails within 24 hours during the work week. I will not reply to emails on the weekend, except for urgent matters. As with all business related correspondence, please include an appropriate salutation, identify yourself, and write in complete sentences.
Things I Noticed EARTH 222/ENVIRON 232 Students Doing During Class
Meg Veitch, April 2017

An (∗) means I’ve seen it a lot, as in multiple students every day.

• Chipotle menu
• ESPN
• Hamilton tickets
• Wolverine access (∗)
• Amazon (∗)
• Facebook (∗)
• Job applications (∗)
• IM: breaking up with boyfriend
• HuffingtonPost/NYTimes/othernews (∗)
• Buying makeup
• Pornography
• Reddit (∗)
• Writing obscene things...can’t put here...>
• Tumblr (∗)
• Looking at pictures of themselves in suits
• A relay page?
• Cooking show
• Chinese rap videos

An (∗) means I’ve seen it a lot, as in multiple students every day.

• Buying $240 worth of turtle necks
• Looking at pictures of sliced bread
• Photoshopping President Trump onto muppets
• Watching baseball/basketball/golf
• Programming homework
• Translating German
• Taking selfies
• Playing Mortal Kombat
• Playing agar.io
• Fantasy baseball/basketball
• Breeding dragons (draconic neopets??)
• Playing racing game
• Cat videos
• General shopping (∗)
• Sex tapes
• Drawing a tree? A squid?
• Watching Planet Earth 2

Figure 1: Laptops as distraction
DISABILITY:

All discussions will remain confidential. University policy is in accordance with the Americans with Disabilities Act 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.

Reasonable accommodations will be made for all students with disabilities, but it is the student’s responsibility to inform the instructor early in the term. Do not wait until just before an exam to decide you want to inform the instructor of a learning disability; any accommodations for disabilities must be arranged well in advance.

DIVERSITY POLICY:

The Department of Political Science supports the Texas A&M University commitment to diversity, and welcomes individuals from any racial, ethnic, religious, age, gender, sexual orientation, class, disability, and nationality. (See http://diversity.tamu.edu/. In the spirit of this vital commitment, in this course each voice in the classroom has something of value to contribute to all discussions.

Everyone is expected to respect the different experiences, beliefs and values expressed by fellow students and the instructor, and will engage in reasoned discussion that refrains from derogatory comments about other people, cultures, groups, or viewpoints.

Changes to Syllabus

I reserve the right to update/modify/clarify the syllabus with advance notification.

Class Schedule

Week 1

Monday, August 27th: What are we doing in this class?
- Please fill out survey prior to Sunday night!
- Read Syllabus
- What is the most surprising thing about you?
- Buy text book
- Buy calculator
- Slides

Wednesday, August 29th: Installing and Introduction to R
- Read & Work through Chapter 1, pages 1-30
- Data files used in Chapter 1

Friday, August 31st: FASB PANEL
- Panel with Polisci Alumni
Week 2

Monday, September 3rd: More introduction to R & Getting Everyone up to Speed

Wednesday, September 5th: Introduction to causality
- Read & Work through QSS Chapter 2.1-2.4
- SWIRL Exercises INTRO1 & INTRO2

Friday, September 7th: In Class Exercise on Causality
- Download data for exercise here
- Homework: SWIRL Exercise CAUSALITY 1

Week 3

Monday, September 10th: Review HW & Continue Exercise on RCTs
- Assignment due: QSS Exercise 1.5.1

Wednesday, September 12th: Observational Studies
- Read & Work through QSS Chapter 2.5-2.6

Friday, September 14th: In Class Exercise on Observational Studies
- Homework: SWIRL Exercise CAUSALITY 2

Week 4

Monday, September 17th: Introduction to Measurement
- Read & Work through QSS 3.1 - 3.4

Wednesday, September 19th: In Class Exercise on Measurement

Friday, September 21st: Review HW & Univariate Data Summaries
- Assignment due: QSS Exercise 2.8.3

Week 5

Monday, September 24th: Bivariate Relationships
- Read & Work through QSS 3.5 - 3.7

Wednesday, September 26th: In Class Exercise Measurement & Bivariate Relationships
- Homework finish SWIRL Exercise MEASUREMENT 1
Friday, September 28th: Starting with Writing Assignment 1
  • How to write well

Week 6

Monday, October 1st: Introduction to Prediction
  • Read & Work through QSS 4.1

Wednesday, October 3rd: Introduction to Prediction 2
  • Read & Work through QSS 4.2
  • Submit first draft of Writing Assignment 1 to eCampus

Friday, October 5th: In Class Exercise Prediction
  • Homework finish SWIRL Exercise PREDICTION 1

Week 7

Monday, October 8th: Introduction to Regression
  • Read & Work through QSS 4.3
  • Homework finish SWIRL Exercises PREDICTION 2
  • Submit Peer-Review Comments for Writing Assignment 1 on eCampus

Wednesday, October 10th: In Class Exercise Prediction

Friday, October 12th: Catch-Up Day & Regression Review
  • Homework finish SWIRL Exercises PREDICTION 3

Week 8

Monday, October 15th: In Class Exercise on Linear Regression
  • Submit Final Draft of Writing Assignment 1 on eCampus

Wednesday, October 17th: Introduction to Discovery
  • Read & Work through QSS 5.1

Friday, October 19th: Review HW + In class Exercise Text as Data
  -Assignment due: QSS exercise 4.5.1

Week 9

Monday, October 22nd: Introduction to Probability
  • Read & Work through QSS 6.1
Wednesday, October 24th: Playing Cards

Friday, October 26th: Reviewing Probability 1

Week 10

Monday, October 29th: Conditional Probability
  • Read & Work through QSS 6.2

Wednesday, October 31st: In class Exercise on Probability
  • Read & Work through QSS 6.3

Friday, November 2nd: Starting with Writing Assignment 2
  • Homework finish SWIRL Exercise PROBABILITY 1

Week 11

Monday, November 5th: More Probability
  • Read & Work through QSS 6.4 - 6.5
  • Homework finish SWIRL Exercise PROBABILITY 2

Wednesday, November 7th: Reviewing Probability

Friday, November 9th: In Class Exercise on Election Fraud in Russia
  • Submit first draft of Writing Assignment 2 to eCampus

Week 12

Monday, November 12th: Reviewing Homework + Introduction to Uncertainty
  • Read & Work through QSS Chapter 7.1.1 - 7.1.4
  • Assignment due: QSS exercise 6.6.1

Wednesday, November 14th: Introduction to Uncertainty Continued
  • Submit Peer-Review Comments for Writing Assignment 2 on eCampus

Friday, November 16th: In Class Exercises about Uncertainty
  • Read & Work through QSS Chapter 7.1.5 - 7.1.6
  • Homework finish SWIRL Exercise UNCERTAINTY 1
Week 13

Monday, November 19th: In Class Exercises on Uncertainty
  • Read & Work through QSS Chapter 7.1.5 - 7.1.6

Wednesday, November 21st:
  Turkey Break!

Week 14

Monday, November 26th: In Class Exercise on Uncertainty
  • Homework finish SWIRL Exercise UNCERTAINTY 2
  • Submit Final Draft of Writing Assignment 2 on eCampus

Wednesday, November 28th: Linear Regression with Uncertainty
  • Read & Work through QSS Chapter 7.3.1-7.3.4

Friday, November 30th: In class Exercise on Regression with Uncertainty
  • Read & Work through QSS Chapter 7.3.5-7.4
  • Homework finish SWIRL Exercise UNCERTAINTY 3

Week 15

Monday, December 3rd: Review of Uncertainty
  • Assignment due: QSS exercise 7.5.3

Wednesday, December 5th
  • Review for exam

Friday, December 7th: Exam for 209-905 from 10:00 – 12:00 p.m. (noon)

Monday, December 10th: Exam for 209-906 from 8:00 – 10:00 a.m.
Core Curriculum Management

New Core Component Proposal

Date Submitted: 08/09/18 9:12 am

Viewing: POLS 309-W : Polimetrics

Last edit: 11/06/18 12:35 pm
Changes proposed by: jrobertson

Contact(s)

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<tr>
<td>John Robertson</td>
<td><a href="mailto:jrobertson@tamu.edu">jrobertson@tamu.edu</a></td>
<td>979-845-2511</td>
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Course Prefix  POLS
Academic Level  UG
Complete Course Title  Polimetrics
Abbreviated Course Title  POLIMETRICS
Crosslisted With
Semester Credit  3
Hour(s)
Proposal for:
  Writing Designation

Writing Designation

Number of Sections per Academic Year  4
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 – instructor is primary advisor and teacher to students in the class.

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>
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<th>Writing assignment</th>
<th>Word count</th>
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<th>Collaborative?</th>
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<td>Short Writing Assignment #2</td>
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<td>5</td>
<td>No</td>
</tr>
<tr>
<td>Research Project</td>
<td>2500</td>
<td>30</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. 

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.

N/A

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

Regular sessions in class discussing the steps required to composing an essay especially as they apply to (i) description of the information presented, (ii) description of what we can learn from the data, (iii) discussions as to whether the graph or text implies a causal effect, and (iv) evaluation on whether the evidence is credible and whether alternative explanations could account for the reported association. These sessions allow peer comments to be drawn upon, as well as formal comments from instructor, which are also supplemented with regular office hours for students to consult with instructor. Students must meet with instructor by November 15 to review the plan and organization for the larger research project (2500 words).

Several writing workshops will be offered at end of the semester.

Describe how you provide writing instruction.

Students will receive feedback on shorter papers dealing with writing on composition and they may take these into account when writing your final research project.

Students will have several writing workshops toward the end of the semester, which allow studentsto get feedback both from instructor and from peers, as well as sessions that focus on improving writing skills -- these are to apply to the larger research project

Additional Comments

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

Attach Course Syllabus

POLS 309 Polimetrics Syllabus Fall 2018.pdf

Reviewer Comments

Donna Pantel (dpantel) (11/08/18 12:09 pm): REPORT ON RECERTIFICATION OF W COURSE: POLS 309 We recommend that POLS 309 Polimetrics be certified as a writing (W) course for four academic years (9/18 to 9/22). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 40% of the final grade is based on writing quality; (2) the total number of words is 3500; (3) the instructor to student ratio is 1:20; and (4) the assigned writing is appropriate to the major. Since original certification, the course has not changed significantly. Students write two short papers and a research paper based on a project. Instruction includes regular sessions in class discussing the steps required to write up data from research. Students must meet with the instructor to review the research plan and organization. Writing workshops offered at end of the semester allow students to get feedback from the instructor and from peers, and to get help with improving writing skills.
Course Content
This course introduces students to the analysis of quantitative data in political science research. The course has three complementary goals: making you an informed reader of quantitative information presented in academic and non-academic publications; teaching you how to plan and execute the analysis of quantitative data; and improving your proficiency in communicating quantitative information to academic and non-academic audiences. The course draws heavily on algebraic notation and requires prior knowledge of research design, as taught in POLS 209.

This course is writing intensive. To receive W credit for this course, a student must pass the writing portion of the course. Passing the writing portion requires more than correct spelling and grammar. I also expect proficiency in communicating complex ideas clearly and in a well organized text. A substantial portion of the course, especially in the second half of the semester, therefore is geared toward evaluating scholarly writing and improving writing skills. The Writing Center of Texas A&M University offers more information on W courses on its website.

Course Objectives
After taking this class, students should have acquired or improved the following abilities:
– understand quantitative information presented in social science research
– plan and execute statistical analyses of social science data
– communicate quantitative information effectively in written form

Course Requirements
The class requires the completion of four types of assignments: homework assignments; an exam; short writing assignments; and a research project. More details on the assignments are provided in the following; I will distribute additional information on each individual assignment over the course of the semester.

Homework assignments. Six homework assignments, each accounting for 5% of the final grade, are scheduled throughout the semester. Many of the homework assignments are applied and
require you to analyze data using computer software. The software is available on the campus computers; you are not required to purchase this software. We will cover in lectures and, especially, the Friday lab sessions how to use the software. You are welcome to work on the homework assignments in groups, but you must hand in individual copies of the homework and you must write your solutions yourself (i.e., you cannot copy or copy-paste and just replace your own name on the top). The homework assignments are intended to (i) summarize key points, (ii) identify areas where you still struggle with understanding the material, and (iii) prepare you for analyzing data on your own. These goals also align with successfully completing the exam and research project. Put differently, take the assignments seriously and come to office hours if you struggle with them. If you keep receiving low scores on the homework assignments, either because you are unwilling to put in the required work or because you have not mastered the required material, it is unlikely that you will pass this class.

Exam. The exam is scheduled for Friday, October 19. The exam is closed book, and includes a combination of multiple choice questions and open ended questions that you should be able to answer in one or two paragraphs. The exam counts for 30% of the final grade.

Short writing assignments. Throughout the semester, you must complete two short writing assignments of 500 words each. You can complete these assignments at any point during the semester, starting with the third week of classes. For these assignments, you will pick a graph displaying quantitative information or a statistical association reported in an academic or non-academic publication (for example, the Financial Times front page displays a little graph every day that would be suitable for this assignment; or you can pick any piece of quantitative information you come across). For your assignment, you should (i) describe the information presented, (ii) describe what we can learn from the data, (iii) discuss whether the graph or text implies a causal effect, and (iv) evaluate whether the evidence is credible and whether alternative explanations could account for the reported association. I encourage you to use these short assignments as starting points for your research project. The assignments will be graded both for clarity of writing and for content (and the grade, therefore, is part of the writing portion of this course), and you also will receive feedback on your writing on composition (which you should take into account when writing your final research project). Each of these assignments accounts for 5% of the final grade.

Research project. The main writing component of this class is a research project on a topic of your choice. The research project should result in a final paper of about ten double-spaced pages, with a minimum of 2,500 words (excluding references, figures, and tables). The paper needs to include a brief introduction, a synthesis of the relevant literature, a theory section, and an empirical component based on the techniques taught in this class. You must discuss your plans for this research project with me by November 15. To ‘discuss’ means that you have to come to office hours with a one-page document that outlines a research question, a theory, and that describes what kind of data you need to evaluate the theory empirically. We will have several writing workshops toward the end of the semester, which allow you to get feedback both from me and from peers, as well as sessions that focus on improving writing skills. The research project accounts for 30% of the final grade and is also part of the writing portion of
this course.

Some notes: This class, like much of social science, draws on two distinct skills – analyzing quantitative information and communicating that information in written form. These skills are complementary, which is one way to set yourself apart from others on the job market. Yet, becoming proficient in both requires hard work. Most people find at least one of these skills challenging to acquire, which is why students that do not take this class seriously frequently struggle with the material. I very much encourage you to follow a few simple study habits: read assigned material in advance; come to class, and come to class prepared with questions; work on the homework assignments diligently and review any comments you receive on the homework assignment; and form study groups with others in the class.

Administrative Matters
The class meets three times a week. For Monday and Wednesday sessions, I will usually prepare lectures for part of each session and include exercises or group work. Friday sessions are used for review and lab sessions. If you have any questions about the reading or if questions come up during lectures, feel free to ask these questions at any point in class. Slides for lectures and any material distributed in class will be available online through ecampus. You should come to class prepared, having read the assigned material in advance. It is your responsibility to know assigned material that was not covered in class, as well as material that was covered in class but not included in the readings.

There is no grade for attending class. As such, you do not need to notify me if you have to miss class on days where no assignment is due. On days where an assignment is due, I will follow the student rules with regard to absences; see, in particular, Rule 7. If you need to miss class for an excused absence, you should provide me, where possible, with advance notice in writing and obtain my confirmation of receipt in writing (which usually comes in the form of an email acknowledgement).

If advance notice is not feasible, you must provide me with a notification within two working days after the last day of the absence, which should include an explanation of why advance notice was not feasible. I may require you to provide additional documentation. In that case, you will need to furnish this documentation within one week of the last day of the absence. If you miss an assignment for an excused absence, I will provide an opportunity to make up for the missed assignment. If you miss a graded assignment for an unexcused absence, you will receive a score of zero on this assignment. If you know that you will need to miss class at a future date, please notify me as early as possible and plan accordingly.

For late assignments, I will subtract ten per cent of the grade for each day the assignment is late, unless you made arrangements for an excused absence with me beforehand (following the guidelines above on excused absences). Days are counted as calendar days: If an assignment that is due on Monday at 6pm is submitted Tuesday morning, I will subtract twenty per cent. In other words, don't work all night if you are not able to finish your assignment before midnight.
Grades on individual assignment as well as for the final grade are awarded based on the following scale: A=80-100, B=60-79, C=40-59, D=20-39, F=19 and below. Given this grading scale, there is no floor in grading – if you turn in an empty assignment, or miss an assignment entirely, the score is zero, not 50%. Likewise, if you do not answer a question, you receive a score of zero on that question. I am available during office hours to explain grading and comments on assignments (and answer any other questions you may have).

If you do not agree with the grade you received on an assignment, the following rules apply: At least 24 hours, but not more than seven days, after you received the grade, submit an explanation of not more than 500 words detailing your specific concerns with the grade. After submission, I will re-evaluate the grade and provide you with written feedback. You can contest your grade on any of the assignments, unless the assignment was completed with pencil.

Plagiarism is “The appropriation of another person’s ideas, processes, results, or words without giving appropriate credit” (Aggie Honor System Office). This applies to entire papers as well as to passages of work, such as sentences or paragraphs. It also applies if you paraphrase somebody else’s work without giving appropriate credit. Whenever you use another person’s ideas or words, regardless of whether it is word for word or paraphrased, you must credit and cite the source appropriately. For more information on what constitutes plagiarism and how to avoid it, please see the library sources at this website. If you need more information on this topic, please let me know. Also be aware of the Aggie Honor Code: “An Aggie does not lie, cheat or steal or tolerate those who do.” I will follow Texas A&M University’s procedures when there is evidence of any form of academic misconduct. For details see the Aggie Honor website, http://aggiehonor.tamu.edu.

ACCOMMODATIONS
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, please see http://disability.tamu.edu.
**Course Outline**

The following provides an outline of Monday and Wednesday sessions as well as assignment due dates. There is one required textbook, “Real Stats” by Michael A. Bailey, published by Oxford University Press. The book is available at the campus bookstore or online. A copy will be on reserve in the Policy Science and Economics library as well. You will notice that often, only a few pages from the book are assigned. It is all the more important that you read these pages carefully, in advance of class, and that you at least attempt to understand every step in the reading. Any other readings from the syllabus will be posted online or are available through website links on this syllabus. Let me know if you have difficulties finding any of the reading. I will occasionally post additional notes to supplement the reading on ecampus.

August 27 – Introduction

August 29 – Logic of inference  
Bailey, Chapter 1

September 3 – Data and theory  
Bailey, Chapter 2

September 5 – Distributions, averages, and variances  
Reading on ecampus

September 10 – Figures and measures of association  
Reading on ecampus

September 12 – Bivariate regression: intuition  
Bailey, Chapter 3, section 3.1; Chapter 6, section 6.1

September 14 – Due date: Homework assignment 1

September 17 – Bivariate regression: mechanics  
Bailey, Chapter 3, sections 3.2-3.5

September 19 – Bivariate regression: interpretation  
Reading on ecampus

September 21 – Due date: Homework assignment 2

September 24 – Multivariate regression: motivation  
Bailey, Chapter 5, section 5.1

September 26 – Multivariate regression: intuition  

September 28 – Due date: Homework assignment 3
October 1 – Standard errors and errors with standard errors
Bailey, Chapter 3, section 3.6, Chapter 5, section 5.4

October 3 – Model specification
Bailey, Chapter 5, sections 5.2 and 5.5

October 5 – Due date: Homework assignment 4

October 8 – Hypothesis testing
Bailey, Chapter 4

October 10 – Substantive and statistical significance
Bailey, Chapter 4

October 12 – Due date: Homework assignment 5

October 15 – Conditional and non-linear hypotheses
Bailey, Chapter 6.4

October 17 – Review session

October 19 – Exam

October 22 – Violations of assumptions 1: measurement error
Bailey, Chapter 5, section 5.3

October 24 – Violations of assumptions 2: selection problems
Reading on ecampus

October 29 – Know your data
Bailey, Chapter 3, section 3.8

October 31 – Fixed effects
Bailey, Chapter 8

November 2 – Due date: Homework assignment 6

November 5 – How to approach a research project?

November 7 – Experiments and quasi-experiments
Bailey, Chapters 10-11
November 12 – Data transformations
Bailey, Chapter Chapter 7

November 14 – Limited dependent variables
Bailey, Chapter 12

November 15 – Deadline research project proposal

November 19 – Communicating quantitative information

November 21 – Reading Day

November 23 – Thanksgiving Break

November 26 – Communicating quantitative information

November 28 – Writing workshop

December 3 – Research design revisited

December 5 – Writing workshop
Core Curriculum Management

New Core Component Proposal

Date Submitted: 10/11/18 11:55 am

Viewing: RELS 356-W: Ritual and Expression in Ancient Religions

Last edit: 10/26/18 3:18 pm

Changes proposed by: mindybergman

Contact(s)

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<th>Name</th>
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<tr>
<td>Annette Jackson</td>
<td><a href="mailto:annejej@tamu.edu">annejej@tamu.edu</a></td>
<td></td>
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Course Prefix: RELS  
Course Number: 356

Academic Level: UG

Complete Course Title: Ritual and Expression in Ancient Religions

Abbreviated Course Title: RITUAL & EXPRESSION-ANC RELS

Crosslisted With: 

Semester Credit: 3

Hour(s): 

Proposal for: 
Writing Designation

Writing Designation

Number of Sections per Academic Year: 1

Enrollment per Section (Avg.): 24

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.

no assistants for the course

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

To pass this course you must pass the 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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<th>Word count</th>
<th>% of final grade</th>
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<tr>
<td>Essay 2</td>
<td>1500</td>
<td>20</td>
<td>No</td>
</tr>
<tr>
<td>Research paper</td>
<td>2500</td>
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https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate
Add word count of each graded writing assignment and put total word count here.

6750

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.

The papers are not collaborative, so there is no monitoring needed.

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

(1) The 5 writing responses are early in the semester (weeks 2-6). These short assignments (250 words each) are responses to interesting analytic questions. These lower-stakes assignments (each is only worth 4% of the final grade) provide an opportunity for students to practice analysis and religious studies methods. They are very short versions of the final paper in the course, with the exception that the professor (not the student) supplies the topic. The professor provides feedback on these assignments.

(2) The 2 essays have the same general format, using the same prompts. Students will receive feedback on these essays from the instructor.

(2) Students submit a proposal for their final paper. This goes through both peer review and professor feedback to guide the next stage of research writing.

Describe how you provide writing instruction.

Time is spent in class discussing methods of religious studies and how those methods are documented in writing. Guidance will also be provided for effective peer review for the two essays and the project description. A course session is also set (Week 10) for discussion of the project descriptions and the ultimate project.

Can revise and resubmit any written assignment within a week after grade and feedback are received. Revision grades replace the original grade. Revisions submitted after a week are not re-graded. The purpose of responses to questions is to help student focus on a topic to write about and give the professor a chance to assess writing before the mid-term. Attention will be paid to student’s comprehension of the material, writing technique and style. Peer review and professor feedback will be given to guide the next stage of research writing.

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

Attach Course Syllabus  RELS 356-900 syllabus Ritual and Expression in Ancient Religions.pdf

Reviewer Comments  Donna Pantel (dpantel) (11/08/18 11:33 am): REPORT ON CERTIFICATION OF W COURSE: RELS 356 We recommend that RELS 356 Ritual and Expression in Ancient Religions be certified as a writing (W) course for four academic years (9/18 to 9/22). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 80% of the final grade is based on writing quality; (2) the total number of words is 6750; (3) the instructor to student ratio is 1:24; and (4) the assigned writing is appropriate to the major. Writing assignments include five reading responses, two essays, and a research paper. The five responses are early in the semester (weeks 2-6) and provide an opportunity for students to practice analysis and religious studies methods. Students receive written feedback for each before the next is due. The essays and project description are peer reviewed. Students learn how to research and write in religious studies, and the short assignments prepare them to write the longer essays.
Ritual and Expression in Ancient Religions
Religious Studies (RELS) 356-900
Fall 2019

Instructor: Donnalee Dox
Instructor Office: 256 LAAH
Instructor Contact: dox@tamu.edu
Meeting time: Tues/Thurs 8:00
Core Area: Language, Philosophy & Culture
Cultural Discourse
Writing Intensive
Elective in: US Religious Thought, Practices & Culture major and RELS minor

Catalog Course Description
Credit 3. Expressive practices such as rituals, re-enactments, processions, and dance in ancient religious traditions. Prerequisite: Junior or Senior Status

Required Text

TAMU LPC Core Curriculum Objectives aligned with RELS 356 course objectives.

- **Critical Thinking.** Discover how ancient people imagined deities, the natural world, and the place of humans in the cosmos by inquiry into the rituals they performed through discussion of readings, visual images, films, and audio recordings in small groups and collectively in each class session.

- **Critical Thinking.** Explore the specific components of rituals, including sound, symbolism, embodied action, chant, sacrificial rites, processions, and re-enactments of myths through analysis, evaluation, and synthesis of information through written responses to 5 questions (weekly through week 6) submitted to eCampus.

- **Critical Thinking.** Develop critical perspectives on how humans in the ancient world used ritual, sound and embodied practices as a means of communication with a transcendent reality and to reinforce social order in their own communities through 2 critical essays submitted to eCampus.

- **Communication.** Demonstrate and improve written and oral communication through 1 major research paper and 1 verbal presentation.

- **Social Responsibility.** Analyze how ancient religious rituals defined social responsibility for participants and use that analysis to recognize how secular or religious rituals today define social responsibility as a way to develop your ability to engage effectively in local, national and global communities.

- **Personal Responsibility.** Analyze the moral codes and ethical systems ancient religions upheld in the performance of rituals and use that analysis to reflect on how rituals you experience today help you connect your life choices and actions with ethical decision-making.
RELS 356 Learning Outcomes

- Analyze ancient rituals using theories from anthropology and other fields to reflect on ritual today.
- Analyze artifacts of ancient religious cultures to identify belief systems, theologies, and philosophies using methods from ritual studies and religious studies.
- Examine how ancient cultures supported temples, a priestly class, shamans, specialized ritual performers, and other components of organized rituals to compare ancient with modern social structures.
- Examine evidence for individual responses to ancient rituals, and evaluate the role of the individual in creating, performing, and sustaining religious expression in the ancient world.
- Apply knowledge of ancient religions’ rituals, myths, and practices to religious expression today.

Writing Intensive courses
This is a writing intensive class. Grades reflect how well your writing demonstrates comprehension and written expression. At minimum, writing well includes organization, grammar, sentence structure, and accurate spelling. You can revise and resubmit any written assignment within a week after you receive the grade. Revision grades replace the original grade. Revisions submitted after a week will not re-graded.

To pass this course you must pass the W component.

All written work is due by the start of class or before. Submit all work electronically to dox@tamu.edu. Subject line RELS 356-900. Hard copy is fine as a backup.

Written work not received by class start time on the due date will not receive credit. without a university excused reason

Attendance
The University views class attendance as the personal 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. In RELS 356-900, you may miss one class without an excused absence. More than one unexcused absence lowers your final point total by 5 points per unexcused absence.

Assignments are due by the beginning of class time, 8:00. Late assignments accepted only with a university excused absence (see above).

Classroom Guidelines for Respect
Remember that our classroom includes people with many different experiences, backgrounds, and ideas. Members of our group represent a diversity of individual beliefs, backgrounds, and experiences. Each and every member of this class is responsible for behaving in a manner of respect toward others. As you speak and participate in class sessions, you can expect and create an atmosphere of respect.

- Be sure your speech and actions respectful of others.
- Expect that others will respect you.

This includes respect for views you do not agree with as well as respect for the diversity of identities within our group (including gender, sexual orientation, religion, ability, age, socio-economic status, ethnicity, race, culture, political views, etc. If there are breaches in our collective commitment to treating each other with respect, please bring them to my/our attention.
Title IX and Statement on Limits to Confidentiality
Texas A&M University and the College of Liberal Arts are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees — including instructors — cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report (per Texas A&M System Regulation 08.01.01) the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:
- Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff, or third parties visiting campus.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (https://scs.tamu.edu/).
- Students and faculty can report non-emergency behavior that causes them to be concerned at http://tellsomebody.tamu.edu.

Grading

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<th>Points</th>
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<tr>
<td>Responses to 5 questions</td>
<td>100 points</td>
</tr>
<tr>
<td>Essay 1 (5-10 pages, 1,500 words)</td>
<td>100 points</td>
</tr>
<tr>
<td>Essay 2 (5-10 pages, 1,500 words)</td>
<td>100 points</td>
</tr>
<tr>
<td>Research paper (9-10 pages, 2,500 words)</td>
<td>100 points</td>
</tr>
<tr>
<td>PowerPoint presentation using visual imagery</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>500 points</strong></td>
</tr>
</tbody>
</table>

Assignments

**Written responses to 5 questions. 20 points each, 100 points total. Critical thinking—inquiry.** Each Thursday in weeks 2-6 I will give you a super interesting question to think about. Write a 1-2 page, double-spaced (500 word) response to the question based on class discussion, lectures, and readings. Responses are due the next Tuesday. The purpose is to help you focus on a topic to write about and give your professor a chance to assess your writing before the mid-term. I will pay attention to your comprehension of the material, and your writing technique and style. Submit through eCampus.

- **2 of these questions ask you to reflect on films about ancient rituals viewed in class. Critical thinking—written communication.** We will view and discuss 2 films. Your responses will help you incorporate visual and aural imagery into your learning, learn to analyze visual images and sound, as well as synthesize information. Discuss how the images and sounds of the film influenced your understanding of how ritual, sound, and embodiment expressed religious beliefs in antiquity.

**PowerPoint presentation. 100 points. Communication—oral and visual communication.** You will contribute a 15-20 minute PowerPoint presentation in which you apply a theory/method for analyzing
ancient rituals to a specific ritual not discussed in class. Use visual imagery to illustrate your research. PowerPoint due by the start of class on the day you present (last 2 weeks of class).
  - Your presentation relies on your **personal responsibility** to demonstrate critical thinking through a researched presentation and **your social responsibility** to introduce your fellow students to well-researched, new material. Submit to eCampus

**2 Essays. 100 pts each.** **Critical thinking, social and personal responsibility.** Essays develop written communication skills as you synthesize and analyze information. Submit to eCampus

- Minimum expectations are 5-10 pages, double-spaced, 1,500+ words (250 per page), a clear topic statement, a statement explaining your approach to the ritual you are exploring, and **at least** five sources beyond class readings/notes cited with a bibliography.
- Note: *the syllabus builds in research reading for your essays and discussion of your research.*
- Note: peer review of essays will be done in class.
- Your own sense of **social and personal responsibility** can expand as you learn to recognize how people in the ancient world expressed religious beliefs in visible, audible ways, how people reinforced their social organization and hierarchies, and how they used ritual to position themselves in relation to a transcendent realm and in relation to other cultures. In each essay, **focus on one ancient religious ritual and discuss in depth how that ritual served to articulate a religious world-view and reinforce a social structure.** Address at least 3 of the questions below:
  - What ritual theory helps you **think critically** about this ritual, ceremony, or myth?
  - What is the form of this ritual (procession, sacrifice, commemoration, propitiation, etc.) and what purpose did it serve?
  - How did people understand the relationship between the ritual and a transcendent realm (symbolism, supernatural powers imparted to celebrants, recreating past events, music/dance as an offering to deities, embodying deities or calling in spirits, etc.)
  - How does the ritual convey an **ethics, social order, moral code, expectation for behavior**? How does the ritual reinforce people’s **personal or social responsibilities** to deities, co-religionists, social hierarchy, culture/language?
  - What are the more prominent elements of the ritual’s visual, sonic, or embodied expression (e.g., masks, display of images for veneration, physical gestures, use of speech or language, **visual imagery**, use of temple space, hiding part of the ritual from view, etc.).
  - What are the historical sources for information about this ritual? What problems or questions remain about this ritual? What don’t we know that we would like to know about it?
  - What historical events or myths does the ritual invoke? What is the historical context in which the ritual was performed? What beliefs (e.g., afterlife, reincarnation, a soul, realms of spirit beings, etc.) or cosmic order does the ritual reinforce for a society?
  - Is this ritual still performed today? Has the religious or social context changed? Has ritual undergone modification or does it attempt to reconstruct the ancient past? What is the function of the ancient ritual for modern people?

**Research project/paper description.** 2 pages, double-spaced (500 words). Due week 10. This is a succinct, clear, description of your research idea, based on your research so far plus a bibliography of at least 5 sources. Peer review and professor feedback will be given to guide you to the next stage of research writing. Note: failure to turn in a research project description by the start of class on the due date will result in ½ credit on the final paper. Submit to eCampus
Research paper. 100 points (max 50 if no project description). 10 double-spaced pages (2,500 words), plus a bibliography of at least 10 sources. An expository research paper or reconstruction project developed from your project description. You may reconstruct an ancient ritual as part of your project. If you want to include a reconstruction, make an appointment to talk to me.

Draft due week 11, submit draft to eCampus. Final paper due week 13, submit to eCampus. Your professor will give you written feedback week 12.

Grading Scale
A=450-500 Exceptional ability to conceptualize and present ideas; effort beyond meeting basic criteria; you have sought out new ideas and information; your work is thorough and original; your work shows initiative and imagination; there are few to no errors in your written work; overall your work shows a trajectory of development and growth. You have exceeded expectations for research, writing, or speaking at the upper division level in a Research I university.
B=400-449 Solid work; meets basic requirements; evident language competency; few errors; you are able to engage but generally do not go beyond information and ideas readily accessible through class, readings, and discussions. Your research, writing, and speaking are commensurate with upper division standing in a Research I university.
C=350-399 Marginal work; writing assignments and discussions demonstrate limited ability or effort to engage ideas and information; written assignments have many errors (sentence structure, spelling, grammar, etc.) and/or are underprepared. Your research, writing, and speaking are slightly below expectations for students with upper division standing in a Research I university and should be improved with additional effort.
D=300-349 Quantity and quality of work falls far below the expectations of upper division students in a Research I university. You are either not expending enough effort or you need help to accomplish the work required.
F=below 300 Usually the result of missing work, missed classes, inattention, lack of preparation, unwillingness to engage, etc…

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

Plagiarism
According to the Aggie Honor System plagiarism is “the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit”. Any evidence of plagiarism will be pursued according to A & M university guidelines. See https://aggiehonor.tamu.edu/ and https://aggiehonor.tamu.edu/Rules-and-Procedures/Rules/Honor-System-Rules

“An Aggie does not lie, cheat or steal, or tolerate those who do.”
Course Schedule subject to change pending course developments

Week 1 Rappaport, Chapter 8 Simultaneity and hierarchy (236-263)
T. Introduction to the course and overview of syllabus.

Th. Discussion. Thinking critically about ritual. What is a ritual? What is the difference between a ceremony, a rite, and a ritual. How do sound and embodiment function as key elements in rituals. Functions of ritual in a religious world view. Ritual and myth. How the study of ancient rituals taps into your ability to engage effectively in local, national and global communities today. How understanding the values and beliefs upheld by ancient rituals can be a starting point for reflecting on how you connect your own life choices and actions with ethical decision-making.

Visual images for analysis in discussion: 5 ancient rituals.

Week 2 Rappaport, Chapter 2 The Ritual Form (23-56)
T. Ritual theories. Paradigms for analyzing rituals in the ancient world Critical thinking about observing rituals, understanding the myths that support rituals. Sources for our knowledge about ancient rituals.

Th. Film: Ancient Mysteries. Sacred rites and rituals (2008) for reflection writing

Week 3 Rappaport, Chapter 5 Word and act, form and substance (139-164) Reflection 1 due
T. Ancient Mesopotamia: The Akitu Festival
Th. Ancient Mesopotamia, cont’d

Week 4 Rappaport, Chapter 4 Enactments of meaning (107-137) Reflection 2 due
Th. Film: Sacred sounds: music of the world, songs of the soul (2003)

Week 5 Rappaport, Chapter 9 The idea of the sacred (277-304) Reflection 3 due
T. Egypt: The Osiris myth and the Khoiak festival
Th. The Abydos Temple complex and symbolic re-enactment

Week 6 Rappaport, Chapter 7 Intervals, eternity, communitas (216-234) Reflection 4 due
T. Minoan, Archaic and Classical Greece: Dithyrambs
Th. Ritual drama at the Theatre of Dionysus

Week 7 Rappaport, Chapter 10 Sanctification (313-328) Reflection 5 due
T. India: The Vedic Fire Ritual, Vedas and Upanishads
Th. Puja, Bhakti

Week 8 Rappaport, Chapter 12 The numinous, the Holy, and the divine (371-404)
T. Draft essay 1—peer review
Th. India: Early Buddhist rituals, ritualized inner experience Essay 1 due
Week 9 Rappaport, Chapter 6 Time and liturgical order (169-209)
T. Draft essay 2—peer review
Th. Ancient Jewish rituals, Egypt and beyond

Week 10 Rappaport, Chapter 13 Religion in adaptation (406-429)
T. Discussion of project descriptions
Th. Etruscan and Early Roman spectacles and hidden rituals of early Christianity

Week 11 Rappaport, Chapter 11 Truth and order/Logos and Logoi (344-353)
T. In-class peer review of rough drafts
Th. Early Christian monastic rituals

Week 12 Rappaport, Chapter 14 The breaking of the Holy and its salvation
Written instructor feedback on rough drafts returned
T. Northern Europe: Stonehenge speculations based on archaeological evidence
Th. South and Central America: Aztec sacrifice and deity impersonation

Week 13 Presentations
T. Student PowerPoint presentations
Th. Student PowerPoint presentations

Week 14 Presentations
Final papers returned with opportunity to revise
T. Student PowerPoint presentations
Th. Student PowerPoint presentations

Week 15 Final exam period—final paper revisions due