Course Change Request

New Course Proposal

Date Submitted: 09/26/18 2:38 pm

Viewing: AGSC 302 : Teaching School-Based Agricultural Education & Clinical Professional Experience

Last edit: 09/27/18 3:19 pm
Changes proposed by: awinterrowd

Programs referencing this course

Programs referencing this course

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashley Winterrowd</td>
<td><a href="mailto:awinterrowd@tamu.edu">awinterrowd@tamu.edu</a></td>
<td>979-458-0390</td>
</tr>
</tbody>
</table>

Course prefix: AGSC  Course number: 302

Department: Ag Leadership, Educ & Comm
College/School: Agriculture & Life Sciences
Academic Level: Undergraduate

Undergraduate course level justification (Select One)
- College/Program Course Level Rubric

Academic Level (alternate): Graduate
Effective term: 2019-2020
Complete Course Title:
Teaching School-Based Agricultural Education & Clinical Professional Experience

Abbreviated Course Title: TEACHING SBAE & CLINICAL EXP

Catalog course description:
- Foundations of school-based agricultural education (SBAE) teaching; an overview of preparing teachers for a changing world including knowledge of learners, subject matter and teaching within the context of agricultural science; clinical field experience for teaching agricultural science in public schools of Texas.

Prerequisites and Restrictions:
- Junior or senior classification.

Concurrent Enrollment: No
Should catalog prerequisites /
concurrent enrollment be enforced? Crosslistings No Crosslisted With No Stacked No Stacked with

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credit Hour(s)</th>
<th>Contact Hour(s) (per week):</th>
<th>Lecture:</th>
<th>Lab:</th>
<th>Other:</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
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<td>3</td>
<td>3</td>
<td>0</td>
<td>6</td>
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</tbody>
</table>

Repeatable for credit? No
Three-peat? No
CIP/Fund Code 1313010005
Default Grade Mode Letter Grade (G)
Alternate Grade Modes Satisfactory/Unsatisfactory
Method of instruction Lecture and Laboratory
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

Learning Outcomes
Meets traditional face-to-face learning outcomes.
Describe how learning outcomes are met or provide justification why they are not met.
This course meets learning outcomes through lectures and assignments.

Hours
Meets traditional face-to-face hours.
Describe how hours are met or provide justification why they are not met.
This course meets hours through lectures and assignments.

Will this course be taught as a distance education course? Yes
I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.
Is 100% of this course going to be taught in Texas? Yes
Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

Required (select program) (BS-AGSC) Agricultural Science - BS
Elective (select program)
Has/will this course be submitted for core curriculum consideration? No
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has/will this course be(en) submitted for Writing or Communication consideration?</td>
<td>Yes</td>
</tr>
<tr>
<td>Has/will this course be(en) submitted for ICD or CD consideration?</td>
<td>No</td>
</tr>
</tbody>
</table>

### Course Syllabus

- **Syllabus:** Upload syllabus
- **Upload syllabus:** [AGSC 302 Fall 2019 SYLLABUS, Revised for Curriculum Committee.docx](#)
- **Letters of support or other documentation:** No
- **Additional information**
- **Reviewer Comments**
  - **Terra Bissett (t.bissett) (09/27/18 4:30 pm):** Updates made to abbreviated title and course description to comply with catalog style guide.
  - **Sandra Williams (sandra-williams) (11/05/18 2:16 pm):** UCC approved November 2018.
- **Reported to state?**
  - **Add**
  - **CS**
Fall 20XX

Course Meeting Schedule
Credits 4. 3 Lecture Hours. 3 Lab Hours.
Lab: Fridays, 1:00 pm – 5:00 pm at RELLIS 000.

Undergraduate Catalog Course Description
Foundations of school-based agricultural education (SBAE) teaching; an overview of preparing teachers for a changing world including knowledge of learners, subject matter, and teaching within the context of agricultural science; clinical field experience for students preparing to teach agricultural science in public schools of Texas.
Prerequisite: Junior or senior classification.

Instructor Interpretation
The course is designed to assist students in developing a vision of professional growth and practice for the future. Clinical professional experience is designed for students preparing to teach agricultural science in the public schools of Texas; education code requires a “field-based experience” prior to clinical student teaching.

Instructor Information
Dr. F.M. Lastname
Office: 000 AGLS 000/ 000-0000
Email: fmlastname@tamu.edu
Office Hrs.: After Class or by Appointment

Ms. F.M. Lastname
Office: 000 AGLS 000/ 000-0000
Email: fmlastname@tamu.edu
Office Hrs.: After Class or by Appointment

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

- Describe the meaning and importance of teaching, including roles and responsibilities of agriculture teachers, and the four major educational psychology learning theories (A1, A2, A3, A6, Reading Quizzes, Exams, Prof)
- Identify and explain appropriate philosophical foundations of SBAE and legislative/historical events that created and expanded SBAE (A1, A2, A6, Reading Quizzes, Exams)
- Describe and evaluate the three components of SBAE: rigorous instruction (classroom and laboratory), relevant experiential learning (SAE) and relationship and leadership development (FFA) (A3, A6, Reading Quizzes, Exams)
- Explain the function of citizen and community participation, including advisory and alumni groups (A2, A3, A6, Reading Quizzes, Exams)
- Develop and adapt appropriate lesson plans in teaching, including educational objectives and evaluation (A1, A3, A5, A6, Reading Quizzes, Exams)
- Develop approaches that are appropriate with populations that are diverse, gifted and/or disabled (A4, A5, A6, Reading Quizzes, Exams)

Required Textbooks, Materials and Equipment
Required Text:
Additional Course Information

eCampus
Students are required to use the course website at: http://ecampus.tamu.edu/. Course notes, handouts, and additional material may be posted throughout the semester on this website.

Writing Intensive Course:
To pass this course, you must pass the writing components. AGSC 302 is a writing intensive course. As a result, your ability to improve your writing skills within the discipline will be highlighted over the course of the semester. This includes the provision of additional instruction throughout the semester and the ability to revise certain assignments. Please understand if you need additional assistance, you will be referred to the University Writing Center.

Student Responsibilities and Class Attendance
Students are expected to attend class and participate in all class activities. You should bring a computer and device that can access the internet to class each day. Full participation in classes and activities is expected of all students. University policy is followed with regard to absences and makeup work. For university policies on attendance, (excused and unexcused) absences, and scheduling makeup work, please see:
http://student-rules.tamu.edu/rule07

Syllabus Revision Policy
Revisions to this syllabus will be made at the discretion of the instructor(s). Modifications (if any) will be announced in class and may not be communicated in writing. It is in students’ best interest to attend class and consult with others in the course when you miss class.

Guest Instructors
AGSC 302 will include guest instructors for specific lessons. Students will typically take courses with these faculty and instructors later in the major, therefore it is important to build relationships and begin collaborating as early as possible. Guest instructors will teach for 50 minutes of the period. Following the guest lecture there will be a 20-minute discussion between the 302-course instructor(s), the guest lecturer and students. Students in 302 are expected to be prepared and ready to engage in conversation, specifically on days when there is a guest instructor.

To demonstrate preparedness students will read the chapter and conduct their own personal research. Then, each student will prepare two to three questions and submit them to a digital platform as designated by the instructor(s) prior to the start of class.

Special Notes

Academic Integrity Statement and Policy
"An Aggie does not lie, cheat or steal, or tolerate those who do."

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. In group work, if one person in the group plagiarizes, every person in the group is held accountable. For questions regarding academic dishonesty and plagiarism, consult the Texas A&M University Student Rules, section on “Scholastic Dishonesty.” If you have questions, please see your instructor(s).

Academic Misconduct
According to the Texas A&M University Definitions of Academic Misconduct, misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. You should familiarize yourself with the various types of academic misconduct and your responsibilities as a student (http://aggiehonor.tamu.edu/Descriptions/). If I should discover that you have committed academic misconduct, I will file a violation with the Aggie Honor System Office and recommend that you receive an F in this course. The Aggie Honor System Office processes for adjudication and appeals can be found at http://aggiehonor.tamu.edu/.
**Americans with Disabilities Act (ADA) Policy Statement**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Copyright Policy**
All handouts and supplemental materials used in this course are copyrighted. This includes all materials generated for this class, such as syllabi, exams, in-class materials, review sheets, and lecture outlines. Materials may be downloaded or photocopied for personal use only, and may not be given or sold to other individuals. To do so is a violation of the academic honor code.

**Non-Discrimination Policy**
Texas A&M is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation and world. All decisions and actions involving students and employees should be based on applicable law and individual merit.

Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status.

It is the policy of Texas A&M University not to discriminate based on gender, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin, or sexual orientation. Harassment of a student in class, i.e., a pattern of behavior directed against a particular student with the intent of humiliating or intimidating that student will not be tolerated. The mere expression of one’s ideas is not harassment and is fully protected by academic freedom, but personal harassment of individual students is not permitted.
<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Due Date</th>
<th>Points</th>
<th>%</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Professionalism</td>
<td>Throughout the Semester</td>
<td>100</td>
<td>10%</td>
<td></td>
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<tr>
<td>Textbook Chapter Quizzes (Sixteen at 10 points each)</td>
<td>Throughout the Semester</td>
<td>160</td>
<td>16%</td>
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</tr>
<tr>
<td>Part 1 – Chapters 1, 2, 3, 4 and 5</td>
<td>8/29, 9/3, 9/5, 9/10, 9/12</td>
<td>10</td>
<td></td>
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<tr>
<td>Part 2 – Chapters 6, 7, 8 and 9</td>
<td>9/17, 9/24, 9/26, 10/1</td>
<td>8</td>
<td></td>
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<tr>
<td>Part 3 – Chapters 12, 13, 14, 19 and 20</td>
<td>10/8, 10/10, 10/22, 10/24, 11/5</td>
<td>10</td>
<td></td>
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<tr>
<td>Part 4 – Chapters 22 and 23</td>
<td>11/7, 11/14</td>
<td>4</td>
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<tr>
<td>A1 - Professional Online Teaching Portfolio, Resume</td>
<td>Throughout the Semester</td>
<td>40</td>
<td>4%</td>
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<tr>
<td>Part 1 – Educator Bio, Design &amp; Resume (10 points)</td>
<td>9/10</td>
<td>*</td>
<td>2</td>
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<tr>
<td>Part 2 – Materials Uploaded (30 points)</td>
<td>12/6</td>
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<td>Midterm Exam (individual)</td>
<td>10/3</td>
<td>50</td>
<td>5%</td>
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<tr>
<td>A2 - Philosophy of Education Statement (Result)</td>
<td>Rough Draft: 10/9, Final Draft: 10/30</td>
<td>50*</td>
<td>5%</td>
<td>6</td>
</tr>
<tr>
<td>A3 - Phil. of Teaching &amp; Learning Statement (State)</td>
<td>Rough Draft: 10/30, Final Draft: 11/19</td>
<td>50*</td>
<td>5%</td>
<td>6</td>
</tr>
<tr>
<td>A4 - Philosophy of Management Statement (Context)</td>
<td>Rough Draft: 11/6, Final Draft: 11/28</td>
<td>50*</td>
<td>5%</td>
<td>4</td>
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<tr>
<td>A5 - Microteaching Lab: FFA or SAE Topic</td>
<td>November or December</td>
<td>150</td>
<td>15%</td>
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<tr>
<td>Lesson Plan (30 points)</td>
<td>11/7</td>
<td>*</td>
<td>10</td>
<td></td>
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<tr>
<td>Microteaching (100 points)</td>
<td>11/7, 11/12, 11/14, 11/19, 11/26 or 11/28</td>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>Self-critique Reflection and Revised Plan (10 points)</td>
<td>Class after Microteaching</td>
<td>*</td>
<td>2</td>
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<tr>
<td>Peer Review (10 points)</td>
<td>Class after Microteaching</td>
<td>1</td>
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<tr>
<td>Final Exam (team)</td>
<td>12/6</td>
<td>50</td>
<td>5%</td>
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<tr>
<td>A6 - Agriculture Department Student Handbook</td>
<td>Rough Draft: 11/7, Final Draft: 12/6</td>
<td>100*</td>
<td>10%</td>
<td>10</td>
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<tr>
<td>Department Statement and Philosophy</td>
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<tr>
<td>Classroom Management Plan</td>
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<tr>
<td>Course Guide: Pathways, Sequence &amp; Descriptions</td>
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<tr>
<td>Parent Expectations and Student Code of Conduct</td>
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<tr>
<td>SAE Information Section</td>
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<tr>
<td>FFA Information Section</td>
<td></td>
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</tr>
<tr>
<td>A7 - Clinical Experience Portfolio</td>
<td>Portfolio Outline: 11/7, Final Draft: 12/6</td>
<td>200*</td>
<td>20%</td>
<td>20</td>
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<tr>
<td>Extra Credit (Professional Development as approved)</td>
<td>12/6</td>
<td>up to 50</td>
<td>0%</td>
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<tr>
<td>TOTAL</td>
<td>1,000</td>
<td>100%</td>
<td>100</td>
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</tbody>
</table>

Out of Class Hours: 100 Hours

*Writing Assignment (sub-total = 500 points). Students must earn 250 (50%) of the 500 writing assignment points, which constitutes the minimum required percentage (25%) of the final course grade, as well as a minimum of 600 total points overall in the course to receive W credit. Students must earn a minimum grade of a C or better (minimum of 700 points) to move forward in the teacher certification process.

Grades will be assigned based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A</td>
<td>900-1000</td>
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<tr>
<td>B</td>
<td>800-899</td>
</tr>
<tr>
<td>C</td>
<td>700-799</td>
</tr>
<tr>
<td>D</td>
<td>600-699</td>
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<tr>
<td>F</td>
<td>0-599</td>
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<tr>
<td>Date</td>
<td>Tuesday Topics</td>
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</tr>
<tr>
<td>Aug. 29</td>
<td>(1.5 hr) Course Introduction</td>
</tr>
<tr>
<td></td>
<td>• Syllabus and Introductions</td>
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<tr>
<td></td>
<td>• Assignments and Grading</td>
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<tr>
<td></td>
<td>• Expectations and Professionalism</td>
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<tr>
<td></td>
<td>• School-Based Agricultural Education Mind Map (Indiv.)</td>
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<tr>
<td>Aug. 29</td>
<td>(1.5 hr) Agricultural and Educational Context</td>
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<tr>
<td></td>
<td>Ch. 1 – The Agricultural Education Professions</td>
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<tr>
<td></td>
<td>• What and why of Agriculture?</td>
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<td></td>
<td>• What and why of Education?</td>
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<td></td>
<td>• International Agriculture and Food Security/Scarcity</td>
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<tr>
<td>Sept. 26</td>
<td>(1.5 hr) Purpose and Function of Career Education/Prep</td>
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<tr>
<td></td>
<td>Ch. 6 – Program Planning</td>
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<td></td>
<td>• Rigor (Classroom and Laboratory)</td>
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<td></td>
<td>• Relevancy (SAE)</td>
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<td></td>
<td>• Relationships (FFA)</td>
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<tr>
<td>Oct. 3</td>
<td>(1.5 hr) Scope and Sequence; Pathways</td>
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<td>Ch. 8 – Curriculum Development</td>
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<td></td>
<td>• Pathways: Scope and Sequence/Programs of Instruction</td>
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<td>• Courses and Standards</td>
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<td>• Objectives and TEKS</td>
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<td>Oct. 17</td>
<td>(1.5 hr) Student-Centered Methods (Individ.) – Dr. Lori Moore</td>
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<tr>
<td></td>
<td>Ch. 13 – The Teaching Process (p. 230)</td>
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<tr>
<td></td>
<td>• Inquiry-Based Learning (Experiments and Problems)</td>
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<td>• Project-Based Learning</td>
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<td>• Independent and Online Instruction</td>
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<tr>
<td>Date</td>
<td>Tuesday Topics</td>
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<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Wk. 10</td>
<td>Behavior &amp; Discipline; Assessment &amp; Eval.</td>
</tr>
<tr>
<td>Oct. 29</td>
<td><em>A3 Due</em> Ch. 14 – Classroom Mgmt. &amp; Ch. 19 – Evaluating Learning</td>
</tr>
<tr>
<td></td>
<td><em>Discipline and Management Philosophy and Plans</em></td>
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<tr>
<td></td>
<td><em>Exams and Alternative Assessments</em></td>
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<tr>
<td></td>
<td><em>Developing a Lesson Plan</em></td>
</tr>
<tr>
<td>Wk. 11</td>
<td>Diversity and Accommodations</td>
</tr>
<tr>
<td>Nov. 5</td>
<td><em>A4 Due</em> Ch. 20 – Meeting the Needs of Diverse Students*</td>
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<td>(1.5 hr)</td>
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<tr>
<td>Wk. 12</td>
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<tr>
<td>Nov. 12</td>
<td>Microteaching - SAE Planning and Records</td>
</tr>
<tr>
<td>(1.5 hr)</td>
<td><em>Ch. 22 – Supervised Agricultural Experience</em></td>
</tr>
<tr>
<td></td>
<td><em>Supervision, Planning and Training Agreements</em></td>
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<tr>
<td></td>
<td><em>Record-Keeping, AET</em></td>
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<tr>
<td>Nov. 19</td>
<td>Microteaching - FFA Strategic Planning (POA)</td>
</tr>
<tr>
<td>(1.5 hr)</td>
<td><em>Ch. 23 – National FFA Organization</em></td>
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<tr>
<td></td>
<td><em>Program of Activities, AET (Goals, Steps, Review)</em></td>
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<tr>
<td></td>
<td><em>Growing Leaders (Student), Building Communities (Community), and Strengthening Agriculture (Chapter)</em></td>
</tr>
<tr>
<td>Wk. 13</td>
<td>Microteaching - FFA Opportunities</td>
</tr>
<tr>
<td>Nov. 26</td>
<td><em>Ch. 23 – National FFA Organization</em></td>
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<tr>
<td>(1.5 hr)</td>
<td><em>Officers and Committees</em></td>
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<tr>
<td></td>
<td><em>Conferences, Conventions, Awards and Scholarships</em></td>
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<tr>
<td>Wk. 14</td>
<td>Redefined Day (Thursday)</td>
</tr>
<tr>
<td>Dec. 3</td>
<td>Review: SAE and FFA</td>
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<td>(1.5 hr)</td>
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<tr>
<td>Dec. 6</td>
<td>Final Exam</td>
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<tr>
<td></td>
<td>12:30 pm – 2:30 pm.</td>
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</tbody>
</table>

**Lecture In-Class Hours: 42 Hours**

This course has been assigned four credit hours based upon the work represented by verifiable student achievement of institutionally established learning outcomes, direct faculty instruction, and academically engaged time (Federal Rule 75 FR 66832; see [https://www.gpo.gov/fdsys/pkg/FR-2010-10-29/pdf/2010-26531.pdf](https://www.gpo.gov/fdsys/pkg/FR-2010-10-29/pdf/2010-26531.pdf)).

182 Total Hours

42 lecture in-class hours, 42 lab in-class hours, 100 out-of-class hours.
<table>
<thead>
<tr>
<th>Date</th>
<th>Friday Topics</th>
</tr>
</thead>
</table>
| Wk. 1     | Clinical Experience Introduction  
- Placement Sites  
- TEA Requirements; TEAL Account |
| Wk. 2     | Teacher Certification and Professional Responsibilities – Dr. Kirk Edney  
- Code of Ethics and Standard Practices for Texas Educators; FERPA; Campus Security; Professionalism  
- Clinical Experience Portfolio and Reflections; Writing Development  
- Facilities Standards |
| Wk. 3     | Clinical Observations                                                        |
| Wk. 4     | Clinical Observations                                                        |
| Wk. 5     | Clinical Observations                                                        |
| Wk. 6     | Clinical Observations                                                        |
| Wk. 7     | Clinical Observations                                                        |
| Wk. 8     | Mid-Semester Clinical Workshop  
- Program and Teacher Effectiveness  
- Writing a Philosophy of Learning, of Teaching and of Management; Management Plan  
- Portfolio Update; Writing Development and Feedback |
| Wk. 9     | Clinical Observations  
National FFA Convention |
| Wk. 10    | Clinical Observations                                                        |
| Wk. 11    | Clinical Observations                                                        |
| Wk. 12    | Clinical Observations                                                        |
| Wk. 13    | Clinical Observations                                                        |
| Wk. 14    | Redefined Day (Friday)  
Student Teaching Placement Process – Ms. Courtney McCubbins  
(Preview to AGSC 425/481 and 436/484;)  
- On-Campus Instruction/Conferences and Planning  
- Off-Campus Placement, Internship and Evaluation |

182 Total Hours  
42 lecture in-class hours, 42 lab in-class hours, 100 out-of-class hours.
COURSE INFORMATION AND ASSIGNMENTS

General guidelines for assignments:

- Assignments must be submitted to eCampus. Assignments will not be accepted via email except in extenuating circumstances and with prior approval of the instructor(s).

- All assignments are due by 9:35 am on the date of the deadline.

- Submit all written papers, statements and reflections, typed, double-spaced with 1” margins and in 12 pt. Times Roman, Times New Roman or Calibri font.

- Assignments will be graded on professionalism, spelling, grammar, completeness and how well the objectives of the assignment were addressed.

- Any request for reevaluation/reconsideration of a graded assignment must be in writing and brought to the attention of the instructor(s) within one week of return of the assignment to the student. After that time, no correction, reconsideration, or reevaluation will be made.

- Late assignments will be accepted within five calendar days of the due date, minus 10% per day late.

The following standards should be kept in mind as you complete each course assignment:

“A” Work  Follows the assigned format and is extremely well-written, well-organized, and well-argued; demonstrates effective originality, challenging level of academic/intellectual difficulty and depth of thought/application of subject matter; contains no major inaccuracies or contradictions, few or no typos or errors in spelling, grammar, or mechanics.

“B” Work  Follows the assigned format and is generally well-written, well-organized and well-argued; demonstrates ample originality, academic/intellectual difficulty and a general understanding of subject matter; lacks some originality or depth of thought found in “A” work; contains few typos or errors in spelling, grammar, or mechanics.

“C” Work  Fulfills the basic requirements of college-level work; fair writing quality and effectiveness; demonstrates an adequate understanding of subject matter; contains a number of typos or errors in spelling, grammar, or mechanics.

“D” Work  Contains significant weaknesses and is too broad, too narrow, to vague, or too simplistic for college-level work; contains frequent typos or errors in spelling, grammar, or mechanics.

“F” Work  Fails to meet basic requirements of and is too simplistic for college-level work.
Attendance/Professionalism – 10% of Grade:
This is an upper level class. Many of you will be starting your careers by student teaching in the next year or two, and we will be treating you as the professionals you are becoming. This means we expect you to behave as professional educators and to be present and prepared for each day of instruction or clinical observation. You are expected to adhere to standards of conduct of professional educators, such as those outlined in a typical ISD Employee Handbook, and the Texas Educator’s Code of Ethics:
College Station ISD (https://1.cdn.edl.io/qkjiMzpnuQs6a3XPjFfWv8XVeLpRcGTrT05UhJn6i2gXeoww.pdf)

Students who miss class for any reason assume complete responsibility for all information missed. Please note the following items specifically related to attendance:

- Except in the case of microteachings, if an officially approved absence occurs on a date in which a course assignment is due, it is still the responsibility of the student to turn the assignment in on or before the assigned due date.
- Please note, according to the Student Rules, in cases where advanced notification of an excused absence is not possible, students must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. See Student Rule 7 (http://student-rules.tamu.edu/rule07) for details.
- If absent due to an injury or illness, confirmation of the seriousness of the injury or illness will be required. The Texas A&M University Explanatory Statement for Absence from Class form will not be accepted as documentation of an injury or illness of less than three class days.

At the beginning of each class there will be a Daily Thought question posted, which will be how you earn attendance points. The Daily Thought question will typically be an easy, basic review question from previous content. Failing to submit the answer to the question will result in the loss of points. In addition to attendance being a firm expectation, you are expected to actively participate and engage in all class activities. Scored throughout the term.

Textbook Chapter Quizzes and Readings – 16% of Grade:
You are expected to read and comprehend the course textbook. This text is used and referenced in every other course in the AGSC major. There will be short, three question quizzes on assigned dates that will be taken at the beginning of class in eCampus. Questions are related to the review section at the end of each chapter. You should bring a device or computer to access the internet to class each day. Quizzes are limited to five minutes and are paired with the Daily Thought question for attendance. Cheating on reading quizzes will result in a zero (0) on ALL quizzes.

Assignment 1 (A1): Online Teaching Portfolio, Resume and Professional Profile – 4% of Grade:
Your digital portfolio should be created using Weebly. The site should have a professional index page that includes a formal picture, a brief autobiography and contact information (email and phone). Create a separate page for 302 Teaching SBAE and Clinical Professional Experience, set up as a file cabinet where you will post all course assignments. You will be scored on professionalism, spelling and the design/attractiveness of your site. Follow the grading rubric criteria posted on eCampus. Set up and designed by September 11; materials uploaded by December 7.

You will also create a resume and professional LinkedIn networking profile to kick start your teaching career. Your resume should be limited to one page. Your profile should include a professional photo, relevant industry and education experience and activities, skills, and supporting documents (philosophies). Submit the resume and link in eCampus.

Midterm Exam – 5% of Grade. Individual. October 4.
Assignment 2 (A2): Philosophy of Education Statement – 5% of Grade:
You will develop your educational philosophy. This assignment is intended to help you clarify your view of education and its purpose. Why does education exist and what should be the result of it? Why do you believe what you believe? Casually cite the philosophers that most influence your viewpoint and how your philosophy informs your action or practice. This statement covers parts one and two of this course, including chapters one through nine. A Philosophy of Education Statement is a professional document that should be considered public and is intended to be shared with others. Your writing should be professional, but in first-person perspective. You may choose to share personal details in your statement. You will turn in a typed paper (exactly one page, double-spaced). Follow the grading rubric criteria posted on eCampus. Rough Draft Due October 9. Final Draft Due October 30.

Assignment 3 (A3): Philosophy of Teaching and Learning Statement – 5% of Grade:
You will develop your teaching philosophy. This assignment is intended to help you clarify your view of instruction and teaching, and its purpose. What methods of instruction do you prefer and practice as a teacher? How do you create meaningful change in the lives of your students? Why do you believe what you believe? Casually cite the psychologists and educational leaders and ideas that most influence your viewpoint. This statement covers part three of this course, including chapters twelve through twenty (excluding chapter fourteen). A Philosophy of Teaching Statement is a professional document that should be considered public and is intended to be shared with others. Your writing should be professional, but in first-person perspective. You may choose to share personal details in your statement. You will turn in a typed paper (exactly one page, double-spaced). Follow the grading rubric criteria posted on eCampus. Rough Draft Due October 30. Final Draft Due October 19.

Assignment 4 (A4): Philosophy of Management Statement – 5% of Grade:
You will develop your management philosophy. This assignment is intended to help you clarify your view of the learning environment and context. What are your rules, expectations and policies? How do you create buy-in and relevancy for your students? How are your beliefs on classroom behavior and discipline? Why you believe what you believe? Casually cite the educational leaders and ideas that most influence your viewpoint. This statement covers part three of this course, specifically chapter fourteen. A Philosophy of Management Statement is a professional document that should be considered public and is intended to be shared with others. Your writing should be professional, but in first-person perspective. You may choose to share personal details in your statement. You will turn in a typed paper (exactly one page, double-spaced). Follow the grading rubric criteria posted on eCampus. Rough Draft Due November 6. Final Draft Due November 28.

Assignment 5 (A5): Microteaching Lab: FFA or SAE Lecture/Discussion – 15% of Grade:
Microteaching is one of the most important parts of your professional preparation. Your microteaching grade will reflect your preparation for teaching, classroom presence, instructional methods employed and any audio/visual materials you utilize during the lesson. Professional attire is expected during your microteaching laboratory lesson. You will be required to submit planning materials. You will also be expected to submit any handouts, slide masters and/or presentation materials you plan to use is your presentation. After each microteaching session, strengths of each microteaching and areas for improvement will be discussed.

Each student will complete a self-critique reflection of their microteaching and revise their materials based on their self-critique, “student” critique sheets and instructor evaluation, which is due the following class period after your lesson. Critiques should follow a “what, so what, now what” format and be at least one page in length, not counting the header. The purpose of the reflection is to stimulate deep thought and for the student to state measurable changes they will make to their teaching in the future. Feedback from your teaching partner and the class will determine your peer score.

- **Microteaching Lab: Lecture/Discussion** – Working with a partner you will create and teach (not present) a lesson on an assigned topic on FFA or SAE that includes both a lecture and integrates at least three discussion activities. The lesson should include an interest approach, incorporate visual aids and conclude appropriately. You will have 50 minutes to present your microteaching. Due in November or December.
Assignment 6 (A6): Agricultural Education Student Handbook – 10% of Grade:

You will complete an Agricultural Education Student Handbook (not solely an FFA handbook). You should imagine that your ideal city of employment is opening a new school with a new agriculture department. You have been hired as the department chair. You will design a student handbook for the school that includes:

- A welcome statement, three-component model information, mission statement and department philosophy (combining ideas from your philosophy of education and teaching)
- Parent expectations and a student code of conduct (combining ideas from your philosophy of management)
- A course guide for the agriculture pathways, including course sequence and course descriptions (should reflect the number of teachers at the school and, ideally, the needs of the community)
- An SAE information section including what is SAE, project areas and information on planning and recordkeeping
- An FFA information section including what is FFA, membership information, a calendar or list of events (at least three growing leaders, three building communities and three strengthening agriculture), and FFA basics.

You can find sample documents online and in eCampus to inform and guide your work. As an introductory student, your portfolio will not be at a distinguished or mastery level, nor will it contain all of the components of a mastery level document. Capture the content covered in this course and complete it to the best of your ability (developing on the way toward proficient). Be careful not to plagiarize; doing so would violate Aggie Honor Code. This is an individual assignment; students cannot work in groups to create a multi-person department. Rough Draft Due November 7. Final Draft Due December 6. (Length: 8-10 pages, double-spaced).

Final Exam – 5% of Grade. Team based. December 7.

Clinical Observation and Early Field-Based Experience

See Texas A&M University Field Experience Handbook for additional details and requirements of TEA.

Clinical field-based experience in a School-Based Agricultural Education program is required for those working toward teacher certification in Texas. You are required to complete 40 hours of observation and participation at the approved site(s) you have selected. If the field experience is not completed, the final grade will be F and you will need to retake the course.

General Clinical Requirements:

- A minimum of forty (40) hours is required; thirty (30) hours must be formal classroom experience.
- Field experience should begin no later than September 9 and be completed no later than November 30.
- Field experience sessions should be scheduled for two (2) hour blocks of time or more.
- Field experience cannot be completed in your home high school or any school in which you have an established connection.
Assignment 7 (A7): Clinical Observation Portfolio – 20% of Grade

You are responsible for identifying an appropriate clinical experience site and contacting the appropriate person. The school must be approved for field experiences with Texas A&M University. Portfolio Outline Due November 7. This will serve as an initial progress check as well. Final Draft Due December 7.

Narratives should include reflections on what you have learned and observed each day of your clinical experience, not a record of what you did.

- Daily Narratives Reflection (Length: 10 pages, double-spaced)
  - You will complete a half-page reflection for each clinical observation that considers, but is not limited to the following questions:
    - What did you learn?
    - What questions did you ask and what answers did you receive?
    - What did you see and do?
    - What has left you puzzled about the day?
    - What intrigued you enough about the day to want to explore it more thoroughly?
  
  Your reflective narratives should serve as a way to transition your observations into actions on how you would apply what you have observed to your own situation.

Suggested Activities:
- Preparation of Instructional Materials
- Participation in Instruction
- Participation in Classroom Management
- Evaluating Learning Experiences
- Organization and Operation of School
- Understanding Professional Concerns

- Required Activities/Targeted Reflection

In order to gain more insight into the intricacies of teaching and learning, you will be required to complete targeted observations and reflections on the following 10 topics.

Observation #1: Physical Environment (Length: Two pages, double-spaced)
Analyze the facilities, grounds, and classrooms, shop, etc, to see how they facilitate learning. Develop a diagram of the classroom setup. Describe the condition and care of the facility and how it is being used effectively as a learning environment.

Observation #2: Unobtrusive Observation (Length: Two pages, double-spaced)
Observe graffiti, bulletin boards, and cleanliness of the school; listen to conversations in the teacher's lounge, look to see what magazines and books are in the library. Try to determine as much as possible without asking any questions. Reflect on what you think regarding what you observe and hear.

Observation #3: Observation of a Student (Length: Two pages, double-spaced)
Reflect on the physical, social, and mental aspects of one student as accurately as possible. How does the student compare to the norm? What are your thoughts on this student’s behavior? Do not use the student’s name in your report to preserve confidentiality.

Observation #4: Bias Identification (Length: Two pages, double-spaced)
Carefully observe classroom interactions to determine if any bias exists. Are all students treated the same, called on the same number of times, punished the same, given the same non-verbal reactions? How do students treat each other? Do they treat everyone the same? Are the "in-crowd" people treated the same as the less "popular" people? Reflect on your observations that suggest bias.
Observation #5: Question Analysis (Length: Two pages, double-spaced)
During a 20-minute time span, write down the questions asked by the teacher. Classify the questions as low order or high order and define how you define low and high order questions. Then, calculate the teacher questions per minute and the high order question ratio to the low order questions. Comment on the results you find.

Total questions asked = teacher questions per minute

High order questions = high order question ratio

Observation #6: Plotting an Interest Graph (Length: Two pages, double-spaced)
At 3-minute intervals during a normal class period, plot the level of interest in the class using a 5-point scale. Graphically diagram what is going on in the class at each 3-minute intervals. Discuss what makes a class interesting or boring. Reflect on your graph results as they relate to student learning and behavior.

Observation #7: Mainstreaming (Length: Two pages, double-spaced)
Identify barriers that exist for physically or mentally challenged students and any modifications that have been made to accommodate those challenges. Are challenged students found in the regular classes? Are special provisions made for challenged students? Have facilities been provided to meet the needs of challenged students?

Observation #8: Teacher Movement (Length: Two pages, double-spaced)
Diagram the classroom and then plot the teacher’s movement during an entire class period. Describe what effect the movement or lack of movement had on student learning and behavior.

Observation #9: Teacher’s Role (Length: Two pages, double-spaced)
What are the tasks of teachers? What is the teacher’s schedule? What supervisory tasks does the teacher perform? How does the teacher serve as an advisor and counselor? How is the teacher perceived by parents, students, peers, and administrators? What special duties does the teacher perform? In what way is the teacher a public relations agent? How do outside activities impact on the teacher’s official duties?

Observation #10: Analysis of a Lesson (Length: Two pages, double-spaced)
Conduct a lesson analysis during a regular lesson. What are the objectives of the lesson? What did the teacher do to get the students interested? What resources, media, instructional materials were used in this lesson? Did they help in student learning? What activities did the students get involved in? What strategies did the teacher use? Were these strategies effective? How was performance evaluated? What was the overall effectiveness of the lesson?

• Additional Observations and Reflection (Two Minimum)
Select two activities to participate in from the list below. Complete a reflection narrative for both. (Length: One page, double-spaced per event; Two pages, double-spaced total)
  o Attend an Advisory Council Meeting
  o Interview the Principal or Administrator
  o Observe a Non-CTE Class
  o Observe a Special Education Class
  o Attend a School Board Meeting
  o Participate in an SAE visit
• Teaching Activity and Reflection
  You are required to teach a lesson that you have previously selected or that the on-site supervising teacher has suggested. Negotiate with your supervising teacher as to what lesson you teach if you have an interest or knowledge in a particular discipline. The lesson must be taught to at least one class during the clinical experience. You will complete a written reflection after the experience. (Length: Two pages, double-spaced)

Extra Credit:
Extra Credit may be submitted throughout the semester but must be turned in by December 7.

Experiential Learning Module (ELM) Reflection:
You may choose to complete up to two “experiential learning module” (ELM) assignments about agriculture, human development or education in another country. The modules can be found at www.globaleducationlab.org, then click on Educational Materials. You should complete the evaluation component and reflect at least one page in length, not counting the header, on what you learned. In your typed reflection, you should: Identify the module completed; Answer the questions from the presentation; Evaluate the quality of the module: what did you learn, did you enjoy it, what would you change; Extend the module: what more would you like to know; how can you use this information as a teacher?

Extra Reading Quizzes: You may choose to read optional, unassigned chapters and complete the reading quiz.

Professional Development Activities:
  FAST meetings and activities as announced. Attendance will be confirmed by FAST.
  National FFA Convention, October
  TAMU Aggiefest LDEs, November
  FFA State LDEs, Huntsville, December

Other assignments as announced, approved or assigned.
New Course Proposal

AGSM 477: Air Pollution Control and Regulatory Compliance

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Ashlea Schroeder</td>
<td><a href="mailto:aschroeder@tamu.edu">aschroeder@tamu.edu</a></td>
<td>979-845-0609</td>
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Course prefix: AGSM  
Course number: 477  
Department: Biological & Agricultural Engineering  
College/School: Agriculture & Life Sciences  
Academic Level: Undergraduate  
Undergraduate course level justification (Select One)  
Prerequisites: All prerequisites will be enforced through COMPASS.

Academic Level: Graduate  
Effective term: 2019-2020  
Complete Course Title: Air Pollution Control and Regulatory Compliance  
Abbreviated Course Title: AIR POLL CONTROL & REG COMPL

Catalog course description: Overview of federal and state environmental regulations focusing on permitting requirements for agricultural operations; operation of air pollution abatement systems to include cyclones, bag filters, and scrubbers; dispersion modeling; National Ambient Air Quality Standards.

Prerequisites:
Grade of C or better in AGSM 301, or grade of C or better in MATH 141 and MATH 142, or equivalent.

Concurrent Enrollment: No

Should catalog prerequisites be enforced
Yes

Approval Path

1. 06/18/18 4:03 pm
   Stephen Searcy (ssearcy): Approved for BAEN Department Head

2. 06/21/18 9:26 am
   Terra Bissett (t.bissett): Rollback to Initiator

3. 09/18/18 2:12 pm
   Stephen Searcy (ssearcy): Approved for BAEN Department Head

4. 09/18/18 2:41 pm
   Terra Bissett (t.bissett): Rollback to Initiator

5. 09/18/18 4:34 pm
   Stephen Searcy (ssearcy): Approved for BAEN Department Head

6. 09/19/18 9:59 am
   Terra Bissett (t.bissett): Rollback to Initiator

7. 09/19/18 5:31 pm
   Zivko Nikolov (znikolov): Approved for BAEN Department Head

8. 09/20/18 3:59 pm
   Terra Bissett (t.bissett): Approved for Curricular Services Review

9. 09/21/18 10:25 am
   Dawn Kerstetter (dkerstetter): Approved for AG Committee Prep Chair

10. 10/09/18 5:44 pm
    Bob Knight (bob-
enforced? 

Enforced Prerequisites / Concurrent Enrollment

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Crosslistings: No
Crosslisted With: No
Stacked: No
Stacked with: No

Semester: 3
Credit Hour(s): 3
Semester Contact Hour(s) (per week): 3
Lab: 0
Other: 0
Total: 3

Repeatable for credit: No
Three-peat: No

CIP/Fund Code: 0102050019
Default Grade Mode: Letter Grade (G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Lecture

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)
Yes

Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.
The learning outcomes for the on-campus course compared to the SAP are similar, with a focus on European air pollution regulatory policies.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.
The students will meet 48 hours "in-class" for the SAP. In addition to required field trips, the students will be expected to put in an additional 106 hours of studying, report writing, and homework outside of class.

Will this course be taught as a distance education course?
No
Is 100% of this course going to be taught in Texas?  No

Will classroom space be needed for this course?  Yes

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Has/will this course be(en) submitted for core curriculum consideration?  No

Has/will this course be(en) submitted for Writing or Communication consideration?  No

Has/will this course be(en) submitted for ICD or CD consideration?  No

Course Syllabus

Syllabus:  Upload syllabus
Upload syllabus  AGSM 477.doc

Letters of support or other documentation  No

Additional information

Reviewer Comments

Terra Bissett (t.bissett) (06/21/18 9:22 am): Minor edits made to form.
Terra Bissett (t.bissett) (06/21/18 9:26 am): Rollback: Undergraduate course level justification (select one): there are no prerequisites listed on form, only restrictions – please update answer to this question; Syllabus: please provide correct link to Student Rule 7 under Attendance section.
Terra Bissett (t.bissett) (09/18/18 2:41 pm): Rollback: Rolling back as requested.
Terra Bissett (t.bissett) (09/19/18 9:52 am): Updates received.
Terra Bissett (t.bissett) (09/19/18 9:54 am): Minor edits made to abbreviated title, course description, and prerequisites to comply with catalog style guide.
Terra Bissett (t.bissett) (09/19/18 9:59 am): Rollback: If requiring a C or better in course prerequisites, please include a statement, "Grade of C or better in..." within the catalog prerequisites.
Terra Bissett (t.bissett) (09/20/18 3:58 pm): Updates received.
Terra Bissett (t.bissett) (09/20/18 3:58 pm): Minor edits made to catalog prerequisites to comply with catalog style guide.
Jim Herman (jherman) (10/29/18 7:53 pm): Address Pop Quizzes missed due to University-approved absence. Also include "unexcused absences" in the grading policy for homework.
Sandra Williams (sandra-williams) (11/01/18 3:21 pm): Update received. Concerns addressed.
Sandra Williams (sandra-williams) (11/05/18 2:17 pm): UCC approved November 2018.

Reported to state?
Air Pollution Control and Regulatory Compliance - AGSM 477
Summer 2019
Belgium, BAEN Study Abroad Program

Course Description and Prerequisites

Overview of federal and state environmental regulations focusing on permitting requirements for agricultural operations; operation of air pollution abatement systems to include cyclones, bag filters, and scrubbers; dispersion modeling; National Ambient Air Quality Standards.

Prerequisite: Grade of C or better in AGSM 301 or Grade of C or better in both MATH 141 and MATH 142 or equivalent courses

Learning Outcomes or Course Objectives

Course Objectives:
Successful completion of this class should:
1. Enable students to operate their facilities in compliance with applicable environmental regulations.
   a. U.S. and European practice will be compared.
2. Introduce students to the Clean Air Act, National Ambient air quality standards, New Source Performance standards and the permitting process.
3. Allow students to gain an understanding of pollution emissions and state of the art control equipment and best operating practices.

Learning Outcomes:
At the end of this course, students should be able to:
1. Function as basic permit writers with consulting firms, regulatory agencies, or industrial sources of air pollutants.
2. Ensure proper design, operation, and maintenance of air pollution control systems for their facilities.
3. Apply fundamental knowledge of the air pollution regulatory process.
4. Estimate the cost of air pollution controls for their facilities.

Instructor Information

Name          Russell McGee
Telephone number  979-845-3659 (TAMU College Station)
Email address   romcgee@tamu.edu
Office hrs/location TBD; Leuven, Belgium

Required Text

Air Pollution Control – A Design Approach by C. David Cooper and F.C. Alley. Waveland Press, Inc. (Fourth Edition), 2010

ABB Steam Tables

Grading Policy

<table>
<thead>
<tr>
<th>Grading:</th>
<th>Scale:</th>
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<tr>
<td>Exams (2)</td>
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<tr>
<td>Homework Assignments</td>
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<td>Field trip reports</td>
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<td>Seminar reports</td>
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<td><strong>100%</strong></td>
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**Attendance:**
Attendance will be taken during each class. It is the student’s responsibility to learn the material and make up any assignments missed. In the event that you must miss an exam, it is the student’s responsibility to arrange a time to make up the test. Refer to the Texas A&M University Student Rules for any questions you have on attendance. [https://student-rules.tamu.edu/rule07/](https://student-rules.tamu.edu/rule07/)

**No assignments will be accepted after graded assignments have been published,** unless you have an excuse that meets the criteria given in Student Rule 7 ([http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)).

**Homework Policy:**

Homework assignments will be considered late if not turned in at the beginning of class. Late assignments will be assessed a 20% reduction, including assignments resulting from an unexcused absence.

8½ x 11 paper may be used for homework assignments. Spiral notebook paper is not acceptable. Engineering paper is preferred. Use only one side of the paper for work to be graded. Assignments should be folded vertically with your name, homework #, row #, and seat #. All assignments need to be stapled. Students who fail to follow these directions will automatically have points deducted from their homework assignments! Working in study groups on homework assignments is not only permitted but encouraged. However, the TEAM XEROX approach is not allowed. Anyone copying another’s homework will be given a ZERO as will the person allowing their work to be copied. Read the Academic Integrity section.

**Sample Format**

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<th>NAME</th>
<th>DATE</th>
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Homework Number (1,2,3, ....)

**Given:** Briefly summarize information given in the problem.

**Find:** Specify the variables and information to be determined.

**Assumptions:** List all assumptions made

**Solution:** Show all work. All homework solutions where calculations are not included will not be given credit. The calculations must include appropriate units.

Answers must be boxed! Neatness counts.

Students who fail to follow this format will automatically have points deducted from their homework assignments!

**Testing:**

Questions on the exams will be from the lecture material, reading assignments, homework problems, seminars, and field trip investigations.

**Field Trip Reports**

Four field trips to tour European processing or energy production sites and the technology used to control emissions in Belgium and the Netherlands will be conducted. A comprehensive field trip report will be required for each field trip. The report must include, 1) a discussion of the process or facility, and 2) a discussion of the air pollution control technology involved. Each report must include discussion of how the field trip related to the topics covered in this course. Reporting requirements will be provided in a separate handout. Late field trip reports will receive a maximum of half credit.
Seminar Reports

Two seminars will be presented by EU or Belgian environmental officials relating to this course. A brief report summarizing each seminar, its relationship to the course, and a comparison of practices in Europe with those in the U.S. will be required. Reporting requirements will be provided in a separate handout. **Late seminar reports will receive a maximum of half credit.**

**Pop quizzes:**

Five-minute pop quizzes will be given throughout the semester. These quizzes will be worth a homework grade. Pop quizzes cannot be made up! If you have an unexcused absence when a pop quiz is given, you will be assigned a grade of zero for that quiz. If you have an excused absence, your pop quiz average will include only those in which you took. If you have an unexcused absence, your average will include all quizzes given (including those missed).

**Tentative Class Schedule**

2. **Ch 1. Air Pollution Legislation** - Federal Clean Air Act, Terminology, and Emissions Standards.
3. **Ch 3. Particulate Matter (PM)** – TSP, PM$_{10}$, PM$_{2.5}$, particle size distributions, mass median diameter (MMD), geometric standard deviation (GSD), measurement, samplers, emission factors. **/ Seminar 1**
4. Field Trip 1
5. Permitting. The permitting process, TCEQ, standard permits, Permit by rule, amendments, NSR.
6. **Ch 4. Cyclones** – Design approaches, performance characteristics, efficiencies, cut-point, slope, and Costs. **Seminar 2**
7. Field Trip 2
9. **Ch 15. Power plant emissions and controls.** – Scrubbers: design, controls, costs, operation.
**Seminar 3**
10. Field Trip 3
11. **Ch 5. Electrostatic precipitators.** Design, operation, costs.
12. **Ch 19. Meteorology. Seminar 4**
13. Field Trip 4
14. **Ch 20. Dispersion Modeling.** Theory, Application, Gaussian equation, and AERMOD.
15. **Exam 2**

**Note:** This course has been assigned three credit hours based upon the work represented by verifiable student achievement of institutionally established learning outcomes, direct faculty instruction, and academically engaged time. (Federal Rule GEN 11-06)

**Americans with Disabilities Act (ADA)**

If any student in this study abroad class requires accommodation related to a unique circumstance, please make an appointment to see me as soon as possible. Appropriate arrangements will be made. Texas A&M Although the phone numbers and services are not available in Belgium, TAMU regulations require the verbatim publication of the following paragraph from the student rules, which remain applicable:

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).
Academic Integrity

The slides and handouts used in this course are copyrighted. By “handout”, I mean all materials generated for this class, which include but are not limited to syllabi, in-class materials, and handouts. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

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.

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 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.
New Course Proposal

Date Submitted: 10/09/18 8:10 am

Viewing: BIOL 444: Neural Development

Last edit: 11/05/18 4:39 pm
Changes proposed by: christinefarris

Contact Senate Number

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christine Farris</td>
<td><a href="mailto:christinefarris@tamu.edu">christinefarris@tamu.edu</a></td>
<td>979-845-3116</td>
</tr>
</tbody>
</table>

Course prefix: BIOL  
Course number: 444

Department: Biology
College/School: Science
Academic Level: Undergraduate

Undergraduate course level justification (Select One)
Prerequisites

All prerequisites will be enforced through COMPASS.

Academic Level (alternate): Graduate

Effective term: 2019-2020

Complete Course Title: Neural Development
Abbreviated Course Title: NEURAL DEVELOPMENT

Catalog course description

Cellular and molecular mechanisms of nervous system development including neural induction and the basis of complex behaviors; use of a wide range of model organisms with a specific emphasis on vertebrate nervous system development.

Prerequisites and Restrictions

BIOL 213, BIOL 319, BIOL 320, BIOL 413, BIOL 388, NRSC 335 or PSYC 335.

Concurrent Enrollment: No
Should catalog prerequisites/concurrent enrollment be enforced? Yes

In Workflow
1. BIOL Department Head
2. Curricular Services Review
3. SC Committee Preparer UG
4. SC Committee Chair UG
5. SC College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 09/12/18 10:07 am
   Thomas McKnight (tdmcknight): Approved for BIOL Department Head

2. 09/13/18 11:06 am
   Terra Bissett (t.bissett): Rollback to Initiator

3. 10/03/18 2:42 pm
   Thomas McKnight (tdmcknight): Approved for BIOL Department Head

4. 10/04/18 4:48 pm
   Terra Bissett (t.bissett): Rollback to Initiator

5. 10/05/18 3:27 pm
   Thomas McKnight (tdmcknight): Approved for BIOL Department Head

6. 10/08/18 3:30 pm
   Terra Bissett (t.bissett): Rollback to Initiator

7. 10/09/18 9:02 am
   Thomas McKnight (tdmcknight): Approved for BIOL Department Head

8. 10/09/18 10:58 am
   Terra Bissett (t.bissett): Approved for Curricular Services Review

9. 10/09/18 1:09 pm
   Sara Thigpin (sarathigpin): Approved for SC Committee Preparer UG
Enforced Prerequisites / Concurrent Enrollment

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<td>Or</td>
<td>PSYC 335</td>
<td>D</td>
<td>UG</td>
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Crosslistings: No
Crosslisted With: BIOL 444 - Neural Development

Semester: 3
Credit Hour(s): 3
Contact Hour(s) (per week): Lecture: 3, Lab: 0, Other: 0, Total: 3
Repeatable for credit? No
Three-peat? No
CIP/Fund Code: 2607070002
Default Grade Mode: Letter Grade (G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No
Will this course be taught as a distance education course? No
Is 100% of this course going to be taught in Texas? Yes
Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

<table>
<thead>
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<th>Required (select program)</th>
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<tbody>
<tr>
<td>(BS-BIOL) Biology - BS</td>
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<tr>
<td>(BA-BIOL) Biology - BA</td>
</tr>
<tr>
<td>(BS-BMCH) Molecular and Cell Biology - BS</td>
</tr>
<tr>
<td>(BS-MBIO) Microbiology - BS</td>
</tr>
<tr>
<td>(BS-ZOOL) Zoology - BS</td>
</tr>
</tbody>
</table>

Has/will this course be submitted for core curriculum consideration? No

Has/will this course be submitted for Writing or Communication consideration? No

Has/will this course be submitted for ICD or CD consideration? No

**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus: Biol 644 Spring 2019.docx
Biol 444 Spring 2019 (2).docx

Letters of support or other documentation: No

Additional information: The graduate students enrolled in the stacked BIOL644 present and review paper presentations. The undergrads in BIOL444 will just review the presentations.

Reviewer Comments:
- Terra Bissett (t.bissett) (09/13/18 11:03 am): Minor edits made to catalog prerequisites to comply with catalog style guide.
- Terra Bissett (t.bissett) (09/13/18 11:06 am): Rollback: Please reference our website to update catalog course description to comply with the catalog style guide (http://registrar.tamu.edu/Our-Services/Curricular-Services/Catalog/Style-Guide-for-Catalog-Course-Descriptions); Syllabus: include correct link to Aggie Honor Code for both courses.
- Terra Bissett (t.bissett) (10/08/18 3:30 pm): Rollback: Course prerequisites on form show "or" between courses, however, syllabus appears to show "and" (;) between courses - Which is correct? Please update for course prerequisites to match form/syllabus.
- Terra Bissett (t.bissett) (10/09/18 10:58 am): Update received.
- Jim Herman (jherman) (10/29/18 9:30 pm): Need a rubric for participation (>10% of course grade).
- Sandra Williams (sandra-williams) (11/05/18 4:50 pm): Update received. UCC approved November 2018.
Add CS

Key: 18690
BIOL 444: Neural Development  
Spring 2019

Instructor:  
Jennifer Dulin, Ph.D.  
Office: ILSB 3141A  
Email: jdulin@bio.tamu.edu

Class Time & Location:  
Xxxx

Office Hours:  
Xxx

Course Description:  
This is an undergraduate course in the cellular and molecular mechanisms of nervous system development. We will cover material ranging from the molecular mechanisms of neural induction to the developmental basis of complex neurological behaviors. This course will combine didactic, textbook-based lectures with a survey of scientific literature. We will cover mechanisms that are conserved in organisms from \textit{C. elegans} to human, but we will place specific emphasis on development of the vertebrate nervous system.

Course Prerequisites  
Students should have a strong understanding of cell biology and molecular genetics, and an appreciation of the fundamental concepts of neurophysiology (e.g., synaptic neurotransmission). Required: BIOL 213 or BIOL319 or BIOL320 or BIOL388 or BIOL413 or NRSC/PSYC335.

Course Objectives & Learning Outcomes:  
Upon completion of this course, students should be able to:

- Explain the major developmental processes involved in neurogenesis, axon guidance, synapse formation, and plasticity.
- Explain how key scientific studies have shaped our current understanding of neurological development.

Required Textbook:  

\textit{Development of the Nervous System, Third Edition}  

We will also be discussing classical and recent research papers, listed on page 3 of this syllabus. Free access to these papers is available through the Medical Sciences Library.

Course Format & Grading Policy:  
1. **Lectures.** The instructor will lecture on topics that generally follow the order of the Sanes textbook. Students are expected to have completed the assigned reading before each class period.
2. **Journal Articles.** Textbook reading will be accompanied by assigned scientific papers to be presented by graduate students and the instructor in a “journal club” style format to the class. Participation in class discussion of journal articles will be included as part of the participation grade (see below).
3. **Participation.** Students are expected to attend classes, be current with the reading material, and participate in discussions. Failure to prepare and participate will result in deduction of participation points.
4. **Exams.** There will be two in-class exams including a midterm and a comprehensive final exam. Exams will cover material drawn from lectures and assigned textbook reading (90%), as well as journal articles (10%).
Final grades for the course will be calculated as follows:

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tr>
<td>Midterm</td>
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<td>Final Exam</td>
<td>165</td>
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<td>Participation</td>
<td>30</td>
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<td><strong>Total</strong></td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>

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

**Attendance and Make-up Work:**
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Journal Articles/Book Chapters:


Supplementary Reading:

"Matching neurons to limbs: An evolutionary perspective on motor system development" by Alana Mendelsohn. http://thenode.biologists.com/matching-neurons-limbs-evolutionary-perspective-motor-system-development/research/ (Comment on Mendelsohn et al., "Divergent Hox coding and evasion of retinoid signaling specifies motor neurons innervating digit muscles")


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<th>Date</th>
<th>Topic</th>
<th>Assigned Reading</th>
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<td>01/17</td>
<td>Neural induction; The Spemann organizer</td>
<td>Sanes, Ch. 1</td>
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<td>01/22</td>
<td>Polarity &amp; segmentation: Hox genes</td>
<td>Sanes, Ch. 2</td>
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<td>01/24</td>
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<td>2</td>
<td>01/29</td>
<td>Polarity &amp; segmentation: Dorsal-ventral polarity</td>
<td>Sanes, Ch. 2</td>
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<td>Determination &amp; differentiation: Asymmetric cell division</td>
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<td>02/21</td>
<td>Axon growth &amp; guidance: Molecular mechanisms</td>
<td>Sanes, Ch. 5</td>
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<td>Axon growth &amp; guidance: The optic nerve</td>
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<td>04/02</td>
<td>Synapse formation &amp; function</td>
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<td>Yamagata &amp; Sanes, Nature, 2008</td>
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<td>Synapse elimination &amp; critical periods in plasticity</td>
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<td>Wiesel &amp; Hubel, J Neurophysiology, 1963</td>
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<td>Pfisterer et al., PNAS, 2011</td>
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<td>04/25</td>
<td>Final Exam</td>
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</table>
BIOL 644: Neural Development
Spring 2019

Instructor:
Jennifer Dulin, Ph.D.
Office: ILSB 3141A
Email: jdulin@bio.tamu.edu

Class Time & Location:
Xxxx

Office Hours:
Xxx

Course Description:
This is a graduate-level course in the cellular and molecular mechanisms of nervous system development. We will cover material ranging from the molecular mechanisms of neural induction to the developmental basis of complex neurological behaviors. This course will combine didactic, textbook-based lectures with a survey of scientific literature. We will cover mechanisms that are conserved in organisms from C. elegans to human, but we will place specific emphasis on development of the vertebrate nervous system.

Course Prerequisites
Students should have a strong understanding of cell biology and molecular genetics, and an appreciation of the fundamental concepts of neurophysiology (e.g., synaptic neurotransmission). BIOL 613 (Cell Biology) and BIOL 627 (Principles of Neuroscience I), or equivalent previous coursework, is strongly recommended.

Course Objectives & Learning Outcomes:
Upon completion of this course, students should be able to:

- Explain the major developmental processes involved in neurogenesis, axon guidance, synapse formation, and plasticity.
- Explain how key scientific studies have shaped our current understanding of neurological development.

Required Textbook:
Development of the Nervous System, Third Edition

We will also be discussing classical and recent research papers, listed on page 3 of this syllabus. Free access to these papers is available through the Medical Sciences Library.

Course Format & Grading Policy:
1. Lectures. The instructor will lecture on topics that generally follow the order of the Sanes textbook. Students are expected to have completed the assigned reading before each class period.
2. Journal Article Presentations. Students will present assigned scientific papers in a “journal club” style format to the class. Each student’s presentation will be rated by the instructor for the Presentation portion of the grade. Material from journal articles will also be tested in exams (see below).
3. Participation. Students are expected to attend classes, be current with the reading material, and participate in discussions. Failure to prepare and participate will result in deduction of participation points.
4. Exams. There will be two in-class exams including a midterm and a comprehensive final exam. Exams will cover material drawn from lectures and assigned textbook reading (70%), as well as journal articles (30%).
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Journal Articles/Book Chapters:


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<td>02/26</td>
<td>Axon growth &amp; guidance: The optic nerve</td>
<td>Sanes, Ch. 5</td>
</tr>
<tr>
<td>7</td>
<td>03/05</td>
<td>Review &amp; Discussion</td>
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<td>8</td>
<td>03/07</td>
<td>Midterm Exam</td>
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<td>Spring Break</td>
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<td>9</td>
<td>03/19</td>
<td>Target Selection</td>
<td>Sanes, Ch. 6</td>
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<tr>
<td></td>
<td>03/21</td>
<td>Student Presentation</td>
<td>Fuerst et al., Nature, 2008</td>
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<td>03/26</td>
<td>Programmed Cell Death</td>
<td>Sanes, Ch. 7</td>
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<td>03/28</td>
<td>Student Presentation</td>
<td>Ullian et al., Science, 2001</td>
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<td>04/02</td>
<td>Synapse formation &amp; function</td>
<td>Sanes, Ch. 8</td>
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<td>Yamagata &amp; Sanes, Nature, 2008</td>
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<td>Synapse elimination &amp; critical periods in plasticity</td>
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<td>Student Presentation</td>
<td>Wiesel &amp; Hubel, J Neurophysiology, 1963</td>
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<td>11</td>
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<td>Development &amp; regeneration</td>
<td>Gage, Science, 2000</td>
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<td>Pfisterer et al., PNAS, 2011</td>
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*Note: All dates are in the format of Month/Day.*
# New Course Proposal

**Date Submitted:** 10/10/18 12:27 pm

**Viewing:** COMM 260: Introduction to Communication and Sports

**Last edit:** 10/16/18 8:19 am

Changes proposed by: n-street

## Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancy Street</td>
<td><a href="mailto:n-street@tamu.edu">n-street@tamu.edu</a></td>
<td>979-862-6968</td>
</tr>
</tbody>
</table>

## Course Details

- **Course prefix:** COMM
- **Course number:** 260
- **Department:** Communication
- **College/School:** Liberal Arts
- **Academic Level:** Undergraduate

## Course Title

**Complete Course Title:** Introduction to Communication and Sports

**Abbreviated Course Title:** INTRO TO COMM & SPORTS

## Catalog Course Description

Introduction to the process of communicating sports to the public via television, blogging, online sites and print articles; evaluation of sportscasts; writing about sporting events; examination of the types of communication used within sporting teams.

## Prerequisites and Restrictions

- **Should catalog prerequisites / concurrent enrollment be enforced?** No
- **Crosslistings** No
- **Stacked** No

## Semester Information

- **Credit Hour(s):** 3
- **Contact Hour(s):** 3
- **Lecture:** 3
- **Lab:** 0
- **Other:** 0

## Method of instruction

- **Repeatable for credit?** No
- **CIP/Fund Code:** 0109000001
- **Default Grade Mode:** Letter Grade (G)

## Approval Path

1. 10/08/18 8:15 am
   - Kevin Barge (kbarge): Approved for COMM Department Head
2. 10/09/18 4:46 pm
   - Terra Bissett (t.bissett): Rollback to Initiator
3. 10/10/18 3:07 pm
   - Kevin Barge (kbarge): Approved for COMM Department Head
4. 10/11/18 9:15 am
   - Terra Bissett (t.bissett): Approved for Curricular Services Review
5. 10/11/18 9:18 am
   - Steve Oberhelman (s-obberhelman): Approved for LA Committee Preparer UG
6. 10/16/18 8:19 am
   - Steve Oberhelman (s-obberhelman): Approved for LA Committee Chair UG
7. 10/16/18 8:51 am
   - Steve Oberhelman (s-obberhelman): Approved for LA College Dean UG
8. 10/16/18 4:27 pm
   - Sandra Williams (sandra-williams): Approved for UCC Preparer
9. 11/05/18 2:17 pm
   - Sandra Williams
Lecture

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)
No

Will this course be taught as a distance education course?
No

Is 100% of this course going to be taught in Texas?
Yes

Will classroom space be needed for this course?
Yes

This will be a required course or an elective course for the following programs:

<table>
<thead>
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<th>Elective (select program)</th>
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<table>
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<th>Program(s)</th>
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<tr>
<td>(BA-COMM) Communication - BA</td>
</tr>
<tr>
<td>(BA-TCMS) Telecommunication Media Studies - BA</td>
</tr>
<tr>
<td>(BS-TCMS) Telecommunication Media Studies - BS</td>
</tr>
<tr>
<td>(CERT-SMDI) Social Media - Certificate</td>
</tr>
<tr>
<td>(MINOR-COMM) Communication - Minor</td>
</tr>
</tbody>
</table>

Has/will this course be(en) submitted for core curriculum consideration?
No

Has/will this course be(en) submitted for Writing or Communication consideration?
No

Has/will this course be(en) submitted for ICD or CD consideration?
No

Course Syllabus

Syllabus:
Upload syllabus

Upload syllabus: [COMM 260 Intro to Communication & Sports.docx](https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate)

Letters of support or other documentation
Yes

Upload files: [Re-Support for two new courses - Street, Nancy A.pdf](https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate)
Reviewer Comments

Terra Bissett (t.bissett) (10/09/18 4:46 pm): Rollback: Syllabus: There is “CHEN 102” located just under the course title and number as well as under the course information, should this be on the syllabus?


Sandra Williams (sandra-williams) (11/01/18 12:01 pm): Concerns resolved.

Sandra Williams (sandra-williams) (11/05/18 2:17 pm): UCC approved November 2018.

Key: 18811
Syllabus: Fall 2019

Stacy H. Aschenbeck

Course Description: Introduction to process of communicating sports to publics via television, blogging, online sites, and print articles; evaluation of sportscasts; writing about sporting events; examination of the types of communication used within sporting teams.

Learning outcomes:

The successful student will:

1. Analyze, identify, and utilize the necessary presentation skills for effective presentation of sporting news
2. Analyze the element of family communication in sports
3. Analyze player coach communication in sports
4. Analyze the role of organizational communication on teams
5. Examine leadership through effective examples in sports
6. Demonstrate critical thinking, decision making and problem solving as applicable in a variety real life settings through writing and presentations
7. Differentiate between facts, inferences and a variety of reasoning fallacies

Course Information:
TR: 11:10-12:25
Office: Bolton 202A
Office hours: TR 12:30-2:00, F 9:00-10:00
Email: stacy-h-aschenbeck@tamu.edu

Extra credit is never offered on an individual basis. If it is offered it will be made available to the entire class.

Required Texts and Materials:
None- reading will be made available via ecampus

Grade Distribution:
The course grade will be calculated from these assignments with these weights.

Written sports news story assignment: 10%
Sports photography project: 20%
Social media project: 10%
Group communication paper: 20%
Nonprofit group presentation: 30%
Daily work: 10%
The final course grade will be assigned as follows:

\[
\begin{align*}
A &= 89.5-100 \\
B &= 79.5-89.4 \\
C &= 69.5-79.4 \\
D &= 59.5-69.4 \\
F &= 0-59.4 
\end{align*}
\]

Students may rest assured that this scale will be applied uniformly. Please do not request that the scale be applied to your grade in a different manner.
<table>
<thead>
<tr>
<th>Date</th>
<th>What we will do in class</th>
<th>What you should do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Ice breaker, go over syllabus</td>
<td></td>
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<tr>
<td></td>
<td>Discuss sports photography</td>
<td>Read Ecampus posting on sports photography</td>
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<tr>
<td>Week 2</td>
<td>Discuss sports photography, assign photography project</td>
<td></td>
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<tr>
<td></td>
<td>Discuss writing news stories</td>
<td>Read Ecampus posting on news stories</td>
</tr>
<tr>
<td>Week 3</td>
<td>Discuss writing news stories, assign sports news story assignment</td>
<td></td>
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<tr>
<td></td>
<td>Discuss media campaigns for teams</td>
<td>Read Ecampus posting on media campaigns</td>
</tr>
<tr>
<td>Week 4</td>
<td>Discuss media campaigns for teams</td>
<td>Sport news story assignment due</td>
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<tr>
<td></td>
<td>Assign group project on media nonprofit team campaign</td>
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<tr>
<td>Week 5</td>
<td>Discuss social media and sports</td>
<td>Read Ecampus posting on media and sports</td>
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<tr>
<td></td>
<td>Discuss social media and sports, assign project</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Discuss family communication in sports</td>
<td>Read Ecampus posting on family sports communication Sports photography project due</td>
</tr>
<tr>
<td></td>
<td>Discuss family communication in sports</td>
<td></td>
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<tr>
<td>Week 7</td>
<td>Discuss player coach communication</td>
<td>Read Ecampus posting on player coach communication</td>
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<tr>
<td></td>
<td>Discuss player coach communication</td>
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</tr>
<tr>
<td>Week 8</td>
<td>Discuss organizational communication of teams</td>
<td>Read Ecampus posting on organization of teams Social media project due</td>
</tr>
<tr>
<td></td>
<td>Discuss organizational communication of teams</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Assign organizational communication paper</td>
<td>Read Ecampus posting on leadership in sports</td>
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<tr>
<td></td>
<td>Discuss leadership in sports</td>
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<tr>
<td>Week 10</td>
<td>Discuss leadership in sports</td>
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<td></td>
<td>Discuss interviewing skill and see them used in sporting interviews</td>
<td></td>
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<tr>
<td>Week 11</td>
<td>Discuss interviewing skill and see them used in sporting interviews</td>
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<tr>
<td></td>
<td>Discuss broadcasting a news story</td>
<td>Read Ecampus posting on news broadcast</td>
</tr>
<tr>
<td>Week 12</td>
<td>Discuss broadcasting a news story</td>
<td>Organizational communication paper due</td>
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<td></td>
<td>Discuss editing footage from videos</td>
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<tr>
<td>Week 13</td>
<td>Group project work day</td>
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<tr>
<td></td>
<td>present news projects to class</td>
<td></td>
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<tr>
<td>Week 14</td>
<td>Each student presents a current event from sports media</td>
<td>Nonprofit presentation due</td>
</tr>
<tr>
<td></td>
<td>Nonprofit media presentations due and presented</td>
<td></td>
</tr>
</tbody>
</table>

**Sports news story assignment:** Students will attend one sporting event on campus and write an article that could be printed in a newspaper covering the story. The story should be approximately 250 words.
Sports Photography assignment: Students will take action shots of sporting events. They could be Aggie events, intramurals, Little League, or any other type of sports. Each student will turn in a portfolio of ten pictures online showing their best ten action shots and giving each photograph a title.

Social Media Project: Students will look at social media sites of various sporting teams. They will then analyze which team they think has the best social media and which has the worst and they will support their theory with examples.

Organizational Communication Paper: Students will research a professional sports organization of their choice. They will then apply the organizational theories we learned in class to the communication being used by that organization. Each student will turn in a 500-word paper with a minimum of four sources.

Nonprofit presentation: Students will get in groups of five and select a nonprofit sporting team in our area to work with. The group will then put together a multimedia campaign in order to increase attendance, donations, or awareness of this organization. Final presentations will be shared with the class and the organization.

Americans with Disabilities Act Policy Statement

- **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).

Academic Integrity Statement and Policy

Do not cheat in this course. Do not commit scholastic dishonesty of any kind. Students who commit scholastic dishonesty will earn an F* on the transcript for this course. See the Aggie Honor System website for additional information on Scholastic Dishonesty and the Honor Council Rules and Procedures [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/)

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

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.

---

**Attendance**

CLASS IS GOING TO BE SO GREAT THAT I THINK THAT YOU’LL WANT TO ATTEND EACH AND EVERY SESSION, HOWEVER, ATTENDANCE IS REQUIRED AT EACH MEETING OF COMM 260.

STUDENTS SHALL ARRIVE ON TIME AND STAY FOR THE ENTIRE CLASS PERIOD. ATTENDANCE IS DOCUMENTED BY THE STUDENT’S FULL SIGNATURE ON THE DAILY SIGN-IN SHEET. STUDENTS MAY HAVE THREE UNEXCUSED ABSENCES HOWEVER NO MAKE-UP WORK IS AVAILABLE FOR UNEXCUSED ABSENCES ON THE DAY OF AN EXAM OR PRESENTATION.

THE COURSE GRADE WILL BE REDUCED BY ONE LETTER GRADE FOR EACH UNEXCUSED ABSENCE IN EXCESS OF THREE. THREE TARDIES EQUAL AN UNEXCUSED ABSENCE.

MAKE-UP WORK IS AVAILABLE **ONLY** FOR STUDENTS WITH EXCUSED ABSENCES IN ACCORDANCE WITH STUDENTS RULES. PLEASE SEE STUDENT RULE [HTTP://STUDENT-RULES.TAMU.EDU/RULE07](http://student-rules.tamu.edu/rule07) TO DOCUMENT AN EXCUSED ABSENCE. I WILL NOT ACCEPT THE **TEXAS A&M UNIVERSITY EXPLANATORY STATEMENT FOR ABSENCE FROM CLASS.** WITH THE EXCEPTION OF RELIGIOUS OBSERVANCES, STUDENTS MUST PROVIDE WRITTEN DOCUMENTATION OF AN EXCUSED ABSENCE, FROM A HEALTHCARE PROVIDER FOR ILLNESSES OR INJURIES TOO SEVERE OR CONTAGIOUS FOR A STUDENT TO ATTEND CLASS, OR FROM THE APPROPRIATE OFFICIAL ABLE TO DOCUMENT OTHER UNIVERSITY EXCUSED ABSENCES.
Re: Support for two new courses

Street, Nancy A

Mon 9/24/2018 2:41 PM

To: Moore, Melinda S <msheffield-moore@tamu.edu>;
Cc: Barge, James K <kbarge@tamu.edu>;

Dear Melinda,

Thank you so much! Apologies if I missed your precious approval.

Best,
Nancy

Sent from my iPhone

On Sep 24, 2018, at 2:22 PM, Moore, Melinda S <msheffield-moore@tamu.edu> wrote:

Hi Nancy-

I am almost certain I replied back previously that we had no issues with these course offerings. If not, I apologize.

Best of luck,

Melinda

---

Melinda Sheffield-Moore, Ph.D.
Thomas A. & Joan Read Endowed Chair for Disadvantaged Youth
Professor and Department Head
Director, Aging & Translational Research in Medicine Lab (ATM)
Department of Health and Kinesiology
Texas A&M University

---

From: "Street, Nancy A" <n-street@tamu.edu>
Date: Monday, September 24, 2018 at 7:12 AM
To: Melinda Sheffield-Moore <msheffield-moore@tamu.edu>
Cc: "Barge, James K" <kbarge@tamu.edu>
Subject: Re: Support for two new courses

Hi, Melinda!

Hope you had a nice weekend!
I'm checking back in with you regarding our request for either an email of support (or an email of no objection) for COMM 2XX Introduction to Sport Communication and JOUR 3XX Reporting Sport.

We are ready to proceed and would like to move forward now while we are able to do so.

Thanks so much!

Best,

Nancy

---

**Nancy J. Street** | Instructional Professor  
**Director, Undergraduate Studies**  
Department of Communication | Texas A&M University  
4234 TAMU | College Station, TX 77843-4234  
ph: 979.862-6968 | [n-street@tamu.edu](mailto:n-street@tamu.edu)

---

**Re: Support for two new courses** - Street, Nancy A  
https://exchange.tamu.edu/owa/#viewmodel=ReadMessageItem&It...  
2 of 4  
10/7/18, 4:36 PM

---

**From:** Moore, Melinda S  
**Sent:** Wednesday, September 5, 2018 10:30 AM  
**To:** Street, Nancy A  
**Cc:** Barge, James K  
**Subject:** Re: Support for two new courses

Hi Nancy-

Thanks for your email. We will review among our faculty and get back with you as soon as possible with our thoughts.

Best,

Melinda
Dear Dr. Sheffield-Moore,

Greetings! Hope your semester is getting off to a great start!

In the Department of Communication, we have four degrees (Communication, two in Telecommunication Media Studies, and one in Journalism Studies.)

We wish to convert two of our Special Topics courses (289 and 489) to regular courses.

At the 200 level, COMM 2XX: Introduction to Communication and Sports

At the 300 level, JOUR 3XX: Journalism and Sports Writing

Each course would, of course, be open to your SPMT students if you permit it.

We entered support for your SPMT 334 Sport Communication course when you proposed it. We are seeking either your support and approval for these two courses, or at least your 'no objection.'

Thank you so much for considering this request.
Best,

Nancy Street

Nancy J. Street | Instructional Professor
Director, Undergraduate Studies
Department of Communication | Texas A&M University
4234 TAMU | College Station, TX 77843-4234

ph: 979.862-6968 | [n-street@tamu.edu]n-street@tamu.edu

TEXAS A&M UNIVERSITY
Course Change Request

New Course Proposal

Date Submitted: 10/11/18 1:18 pm

Viewing: **CSCE 402 : Law and Policy in Cybersecurity**

Last edit: 11/05/18 4:20 pm

Changes proposed by: smilingsheila

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<tr>
<td>MINOR-CYBR: Cybersecurity - Minor</td>
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Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Shelia Dotson</td>
<td><a href="mailto:dotson@tamu.edu">dotson@tamu.edu</a></td>
<td>9798456176</td>
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<table>
<thead>
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<th>Complete Course Title</th>
<th>Law and Policy in Cybersecurity</th>
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<table>
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<tr>
<th>Abbreviated Course Title</th>
<th>LAW &amp; POLICY CYBERSECURITY</th>
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<table>
<thead>
<tr>
<th>Catalog course description</th>
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<tbody>
<tr>
<td>Examination of law and policy issues related to cybersecurity for the spectrum of cybersecurity jobs; includes procurement, operations and maintenance, governance and oversight, protection and defense, analysis, intelligence collection and operation and investigation cybersecurity jobs.</td>
</tr>
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<table>
<thead>
<tr>
<th>Prerequisites and Restrictions</th>
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<td>Junior or senior classification.</td>
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<table>
<thead>
<tr>
<th>Should catalog prerequisites / concurrent enrollment be enforced?</th>
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<tbody>
<tr>
<td>No</td>
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<table>
<thead>
<tr>
<th>Crosslistings</th>
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In Workflow

1. CSCE Department Head
2. Curricular Services Review
3. EN Committee Preparer UG
4. EN Committee Chair UG
5. EN College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 10/09/18 5:29 pm Scott Schaefer (schaefer): Approved for CSCE Department Head
2. 10/10/18 4:45 pm Terra Bissett (t.bissett): Rollback to Initiator
3. 10/11/18 1:27 pm Scott Schaefer (schaefer): Approved for CSCE Department Head
4. 10/12/18 9:19 am Sandra Williams (sandra-williams): Approved for Curricular Services Review
5. 10/18/18 5:07 pm Eileen Hoy (ehoy): Approved for EN Committee Preparer UG
6. 10/18/18 5:54 pm Prasad Enjeti (enjeti): Approved for EN Committee Chair UG
7. 10/18/18 5:56 pm Prasad Enjeti (enjeti): Approved for EN College Dean UG
8. 10/19/18 2:16 pm Sandra Williams (sandra-williams): Approved for UCC Preparer
9. 11/05/18 4:21 pm Sandra Williams
### CSCE 402: Law and Policy in Cybersecurity

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<tr>
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<td></td>
<td>CSCE 702 - Law and Policy in Cybersecurity</td>
</tr>
</tbody>
</table>

| Semester | 3 | Contact Hour(s) | Lecture: 3 | Lab: 0 | Other: 0 | Total 3 |

| Semester Credit Hour(s) | 3 | Contact Hour(s) | Lecture: 3 | Lab: 0 | Other: 0 | Total 3 |

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<th>Satisfactory/Unsatisfactory</th>
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<table>
<thead>
<tr>
<th>Method of instruction</th>
<th>Lecture</th>
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</thead>
</table>

| Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) | Yes |

### Learning Outcomes

- Meets traditional face-to-face learning outcomes.

### Hours

- Meets traditional face-to-face hours.

### Method of instruction

- Lecture

### Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)

- Yes

### Learning Outcomes

- Meets traditional face-to-face learning outcomes.

### Hours

- Meets traditional face-to-face hours.

### Will this course be taught as a distance education course?

- Yes

### I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

- Yes

### Is 100% of this course going to be taught in Texas?

- Yes

### Will classroom space be needed for this course?

- Yes

### This will be a required course or an elective course for the following programs:

- Required (select program)
  - (BA-COMP) Computing - BA
  - (BS-CPSC) Computer Science - BS
  - (BS-CECN) Computer Engineering - BS, Computer Science Track

- Elective (select program)

### Program(s)

- (BA-COMP) Computing - BA
- (BS-CPSC) Computer Science - BS
- (BS-CECN) Computer Engineering - BS, Computer Science Track

<table>
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<tr>
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</tr>
</thead>
</table>
core curriculum consideration?

Has/will this course be(en) submitted for Writing or Communication consideration?

Has/will this course be(en) submitted for ICD or CD consideration?

### Course Syllabus

**Syllabus:**

Upload syllabus

Distance 402 and 702 Law and Policy Summer.doc
402 and 702 Law and Policy.doc

Letters of support or other documentation

No

Additional information

**Reviewer Comments**

Terra Bissett (t.bissett) (10/10/18 4:45 pm): Rollback: Syllabi: Update course number; missing attendance/make-up/late-work policy; syllabi show final exam percentages for 489 and 689 – please update.

Sandra Williams (sandra-williams) (10/12/18 9:19 am): Update received. Added stacked course information to the form (indicated as stacked in syllabus).

Bob Knight (bob-knight) (10/30/18 10:15 am): Need junior or senior classification on prerequisites

Sandra Williams (sandra-williams) (11/05/18 4:20 pm): Update received. UCC approved November 2018.

Reported to state?

Add CS
Course title and number  CSCE 402/702: Law and Policy in Cybersecurity
Term  Spring 2019
Meeting times and location  TR 5:30pm-6:45 HRBB 126

Course Description and Prerequisites

Law and Policy in Cybersecurity. Credits 3. (3-0).
This course examines law and policy issues related to cybersecurity for the spectrum of cybersecurity jobs including procurement, operations/maintenance, governance and oversight, protection/defense, analysis, intelligence collection/operation; and investigation cybersecurity jobs. Tomorrow’s cyber workers are exposed to more data and privacy issues that requires them to analyze law, policies, and regulations both within the United States and internationally. Law is traceable and based on precedent while technology is disruptive. Because of the dynamics of the threat and response landscape, law necessarily lags technology resulting in an uncertain legal and ethical framework which requires cyberworkers to be able to analyze and distinguish appropriate courses of action as part of their daily tasks.

The course will first examine the fundamentals and basics of law – jurisdiction, due diligence, case/controversy, standing, statute of limitations, remedies/damages, and evidence standards – to establish a foundation to apply and analyze legal issues that are especially problematic regarding cybersecurity. The course then explores the national and international legal frameworks that govern cybersecurity and their implications for attacks, motives, responses, and counter-attacks through the lens of what is permissible against attacking individuals or entities versus attacking nation-states including legal issues such as “hacking back” and problems such as accurate attack attribution. The course will then examine the legal issues raised by the cloud related to privacy and third parties including emerging standards. The overarching goal of this course is to provide a future cyberworker with the knowledge and skills to better interpret threats and responses in a national and international law framework while understanding (and being sympathetic to) the limits of the current law and how law/policy can evolve for cybersecurity.

This course will rely on extensive analysis of laws and policies whereby students will demonstrate their knowledge and skills by preparing short written assignments throughout the semester.

Prerequisites: Junior or Senior Classification

Learning Outcomes or Course Objectives

At the end of this course, the student should be able to:
- Acquire the common body of knowledge for law and policy in cybersecurity to include terminology, concepts, and specific legal terminology.
- Acquire the common body of knowledge related to both national and international laws related to cybersecurity and their differences.
- Apply legal concepts in issues related to cybersecurity including cases/controversies unique to cybersecurity.
• Demonstrate the ability to use legal and policy knowledge by analyzing cybersecurity issues from a cyber worker perspective such as whether a security incident violates a privacy principle or legal standard requiring specific legal action.
• Demonstrate the ability to work through a case study identifying legal issues, analyzing the cybersecurity action required, and formulating a plan that complies with applicable laws.
• Synthesize an action plan through analyzing cybersecurity legal and policy knowledge issues

**Instructor Information**

<table>
<thead>
<tr>
<th>Name</th>
<th>Paula S. deWitte</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone number</td>
<td>979.845.7398</td>
</tr>
<tr>
<td>Email address</td>
<td><a href="mailto:Paula.dewitte@tamu.edu">Paula.dewitte@tamu.edu</a></td>
</tr>
<tr>
<td>Office hours</td>
<td>TBD</td>
</tr>
<tr>
<td>Office location</td>
<td>TBD</td>
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</table>

**Textbook and/or Resource Material**

**Required Textbook**

TBD

**Grading Policies**

The student's semester grade will be based on lab assignments, exams, and class attendance. Class attendance is essential for student success; therefore, students are required to promptly and regularly attend all their classes. A record of attendance will be maintained from the first day of classes and/or the first day the student's name appears on the roster through final examinations and will constitute the participation grade for the course.

**Absences**

University excused absences will be handled consistent with Student Rule 7 [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

**Late Work Policy:** In general, late work will not be accepted without a valid excuse. If a life event occurs that puts work submission at risk, contact the instructor and TA immediately. Acceptance of late work is at the instructor’s discretion. This course relies on discussion, interaction, and group work among class members. Therefore, it is essential that work be completed on schedule. At the beginning of every module, you should spend time planning. Read the learning modules in eCampus very carefully. Please do not wait until the last day to do the work. Punctuality is especially important when assignments impact your classmates. If your schedule impacts others, notify them and me and make alternative arrangements. If an unforeseen event(s) arises such as a university excused absence, you must follow the TAMU student rule regarding attendance to makeup these assignments.

**Grading Scale**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points:</th>
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<tr>
<td>Assignments (short weekly or bi-weekly papers)</td>
<td>300</td>
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<td>Papers (semester on approved topics)</td>
<td>200</td>
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<td>Midterm</td>
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<td>Final Exam</td>
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<tr>
<td>Class Participation</td>
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</table>
### Course Topics, Calendar of Activities, Major Assignment Dates

*(subject to change as necessary)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignment Milestones</th>
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<tbody>
<tr>
<td>Week 1 – 1</td>
<td>Introduction to Course &amp; Expectations; Discussion of Semester Paper; Fundamentals and Basics of Law: Differences between engineering/legal mindset: “It depends;” Due diligence, Jurisdiction, Standing; Venue; Case/Controversy</td>
<td></td>
</tr>
<tr>
<td>Week 1 - 2</td>
<td>Fundamentals and Basics of Law: Statute of Limitations; Evidence Standards (Civil vs Criminal); Remedies/Damages; “Reasonableness standards,” Civil contract vs Civil tort; Conflict of laws;</td>
<td>Write a one-to-two page paper on a fundamental legal issue as being confusing/critical to cybersecurity; Due class session 2-2. 5% of course grade.</td>
</tr>
<tr>
<td>Week 2 – 1</td>
<td>2002 Homeland Security Act (FISMA)/NIST Standards;</td>
<td></td>
</tr>
<tr>
<td>Week 2- 2</td>
<td>Applying NIST Standards in a Legal Sense: Documentation and how applying good practices may cause legal risk!</td>
<td>Write a one-to-two page paper on a specific NIST family of controls (pick out one or two controls) and think through any legal issues that should be considered. Due class session 3-2. 5% of course grade.</td>
</tr>
<tr>
<td>Week 3 – 1</td>
<td>Presidential Directives related to Cybersecurity and how enforced</td>
<td>702 current events case study assigned for topic formulation</td>
</tr>
<tr>
<td>Week 3 – 2</td>
<td>Presidential Directives related to Securing Critical Infrastructure and Patriot Act</td>
<td>Research a legal issue related to protecting critical infrastructure from one of the SSAs and write a one-to-two page paper on summarizing that legal issue (after class discussion). Due in class session 4-2. 5% of course grade.</td>
</tr>
<tr>
<td>Week 4 – 1</td>
<td>Regulatory Agencies (FTC, FCC, SEC, CFPB, DHS, Dept of Education and their authorities; other financial/banking regulations</td>
<td>702 current events case study topics approved.</td>
</tr>
<tr>
<td>Week 4 - 2</td>
<td>Scope and effect of Federal regulations and how enforced; the Yates Memo</td>
<td>Select a federal agency and spend time researching that agency’s current cybersecurity regulations (eliminating those discussed in class). Are there regulations that could be interpreted to include cybersecurity? Write a one to page paper summarizing your findings. Due class session 5-2. 5% of course grade. Semester Papers assigned.</td>
</tr>
<tr>
<td>Date</td>
<td>Topics</td>
<td>Assignment Milestones</td>
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<td>Week 5 – 1</td>
<td>Other Federal Laws: Privacy Act (1974); CFAA (1986) and proposed revisions; effect on &quot;hacking back;&quot; (CISA (2015), Cybersecurity Enhancement Act (2014)</td>
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<td>Week 6 – 1</td>
<td>State Laws &amp; Data Breaches</td>
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<td>Week 6 – 2</td>
<td>Special Legal Issues: “Privilege” and protected communication in the Internet age</td>
<td>Semester paper topics approved.</td>
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<tr>
<td>Week 7 – 1</td>
<td>Review</td>
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<td>Week 7 – 2</td>
<td>Mid-term Exam – 20% of course grade for 402, 10% for 702.</td>
<td></td>
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<tr>
<td>Week 8 – 1</td>
<td>Review mid-term exam; Tallin Manual 2.0 on the International law Applicable to Cyber Operations</td>
<td></td>
</tr>
<tr>
<td>Week 8 – 2</td>
<td>Overview of International Law Related to Law Fundamentals and Basics (notably, jurisdiction, but also differences in law structure and appellate review)</td>
<td></td>
</tr>
<tr>
<td>Week 9 – 1</td>
<td>Basic Differences of prevailing major International Law related to cybersecurity and hacking (China, Russia, EU) with the US</td>
<td></td>
</tr>
<tr>
<td>Week 9 – 2</td>
<td>Privacy – US litigation system vs EU statutory system</td>
<td>Research the issue of privacy related to cybersecurity such as mobile privacy and write a one to two page paper discussing the issue. Due class session 10-2. 5% of course grade.</td>
</tr>
<tr>
<td>Week 10 – 2</td>
<td>GDPR; comparisons with how GDPR is enacted and presented to public vs US Privacy Act; GDPR controversies</td>
<td>Research GDPR and write a 1 – 2 page paper on some aspect that causes controversy or conflict with US law. Due class session 11-2. 5% of course grade.</td>
</tr>
<tr>
<td>Week 11 – 1</td>
<td>Analyzing attacks; Who is the hacker? How can a cyber worker respond?</td>
<td></td>
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<tr>
<td>Week 11 – 2</td>
<td>Case Studies of Attacks and Responses</td>
<td></td>
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<tr>
<td>Week 12 – 1</td>
<td>Legal Issues related to the Cloud &amp; Other Legal Topics that May have Come Up During Semester</td>
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<tr>
<td>Week 12 – 2</td>
<td>FEDRAMP</td>
<td></td>
</tr>
<tr>
<td>Week 13 – 1</td>
<td>Semester in-class Case Study</td>
<td>702 case study due- 20% of course grade</td>
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<tr>
<td>Week 13 – 2</td>
<td>Semester in-class Case Study</td>
<td></td>
</tr>
<tr>
<td>Week 14 – 1</td>
<td>Review of Course</td>
<td></td>
</tr>
<tr>
<td>Week 14 – 2</td>
<td>Course Evaluations; Wrap-Up</td>
<td>Semester papers due! – 20% of course grade for 402, 30% for 702.</td>
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</tbody>
</table>

Final Exam during week 15.- 20% of course grade for 402, 10% for 702.
Americans with Disabilities Act (ADA)

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

Academic Integrity

For additional information please visit: http://aggiehonor.tamu.edu

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
Course title and number: CSCE 402/702 Law and Policy in Cybersecurity
Term (e.g., Fall 200X): Summer 2019
Meeting times and location: WEB

Course Description and Prerequisites

This course examines law and policy issues related to cybersecurity for the spectrum of cybersecurity jobs including procurement, operations/maintenance, governance and oversight, protection/defense, analysis, intelligence collection/operation; and investigation cybersecurity jobs. Tomorrow’s cyber workers are exposed to more data and privacy issues that requires them to analyze law, policies, and regulations both within the United States and internationally. Law is traceable and based on precedent while technology is disruptive. Because of the dynamics of the threat ad response landscape, law necessarily lags technology resulting in an uncertain legal and ethical framework which requires cyberworkers to be able to analyze and distinguish appropriate courses of action as part of their daily tasks.

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This course will rely on extensive analysis of laws and policies whereby students will demonstrate their knowledge and skills by preparing short written assignments throughout the semester.

Prerequisites: None

Learning Outcomes or Course Objectives

At the end of this course, the student should be able to:

- Acquire the common body of knowledge for law and policy in cybersecurity to include terminology, concepts, and specific legal terminology.
- Acquire the common body of knowledge related to both national and international laws related to cybersecurity and their differences.
- Apply legal concepts in issues related to cybersecurity including cases/controversies unique to cybersecurity.
- Demonstrate the ability to use legal and policy knowledge by analyzing cybersecurity issues from a cyber worker perspective such as whether a security incident violates a privacy principle or legal standard requiring specific legal action.
- Demonstrate the ability to work through a case study identifying legal issues, analyzing the cybersecurity action required, and formulating a plan that complies with applicable laws.
- Synthesize an action plan through analyzing cybersecurity legal and policy knowledge issues

Instructor Information

Name: Paula S. deWitte
Telephone number: 979.845.7398
Email address: Paula.dewitte@tamu.edu
Office hours: TBD
Office location: TBD

Textbook and/or Resource Material
Cybersecurity Law by Jeff Kosseff

Grading Policies
Please review Texas A&M student rule 7: http://student-rules.tamu.edu/rule07
It is your responsibility to keep up with the class, even when unexpected events interfere.

Absences
University excused absences will be handled consistent with Student Rule 7 http://student-rules.tamu.edu/rule07.

Late Work Policy: In general, late work will not be accepted without a valid excuse. If a life event occurs that puts work submission at risk, contact the instructor and TA immediately. Acceptance of late work is at the instructor’s discretion. This course relies on discussion, interaction, and group work among class members. Therefore, it is essential that work be completed on schedule. At the beginning of every module, you should spend time planning. Read the learning modules in eCampus very carefully. Please do not wait until the last day to do the work. Punctuality is especially important when assignments impact your classmates. If your schedule impacts others, notify them and me and make alternative arrangements. If an unforeseen event(s) arises such as a university excused absence, you must follow the TAMU student rule regarding attendance to makeup these assignments.

Grading Scale

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<td>Class Participation</td>
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</table>

Points Grading Scale:
Out of 1000 assignable points
A = ≤ 900-1000 points
B = ≤ 800-899 points
C = ≤ 700-799 points
D = ≤ 600-699 points
F = <600 points

Course Topics
Week 1
Introduction to Course & Expectations; Discussion of Semester Paper;
Fundamentals and Basics of Law: Differences between engineering/legal mindset: “It depends;” Due diligence, Jurisdiction, Standing; Venue; Case/Controversy.
Fundamentals and Basics of Law: Statute of Limitations; Evidence Standards (Civil vs Criminal); Remedies/Damages; “Reasonableness standards;” Civil contract vs Civil tort; Conflict of laws;
Week 2
2002 Homeland Security Act (FISMA)/NIST Standards; Applying NIST Standards in a Legal Sense: Documentation and how applying good practices
may cause legal risk!

Presidential Directives related to Cybersecurity and how enforced
Presidential Directives related to Securing Critical Infrastructure and Patriot Act
Regulatory Agencies (FTC, FCC, SEC, CFPB, DHS, Dept of Education and their authorities; other financial/banking regulations
Scope and effect of Federal regulations and how enforced; the Yates Memo

Week 3
State Laws & Data Breaches Special Legal Issues: “Privilege” and protected communication in the Internet age

Week 4
Tallin Manual 2.0 on the International law Applicable to Cyber Operations
Overview of International Law Related to Law Fundamentals and Basics (notably, jurisdiction, but also differences in law structure and appellate review)

Week 5
Basic Differences of prevailing major International Law related to cybersecurity and hacking (China, Russia, EU) with the US Privacy – US litigation system vs EU statutory system
GDPR; comparisons with how GDPR is enacted and presented to public vs US Privacy Act; GDPR controversies
Analyzing attacks; Who is the hacker? How can a cyber worker respond?
Case Studies of Attacks and Responses
Legal Issues related to the Cloud & Other Legal Topics that May have Come Up During Semester
FEDRAMP

Final Exam - 20% of course grade for 402, 10% for 702.

Americans with Disabilities Act (ADA)

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

Academic Integrity

For additional information please visit: http://aggiehonor.tamu.edu

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

New Course Proposal

Date Submitted: 10/03/18 10:55 am

Viewing: ECEN 471 : Power Management Circuits and Systems

Last edit: 10/03/18 10:54 am

Changes proposed by: karsilay

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aydin Karsilayan</td>
<td><a href="mailto:karsilay@tamu.edu">karsilay@tamu.edu</a></td>
<td>(979) 458-3555</td>
</tr>
</tbody>
</table>

Course prefix: ECEN

Course number: 471

Department: Electrical & Computer Eng

College/School: College of Engineering

Academic Level: Undergraduate

Undergraduate course level justification (Select One)

Prerequisites

All prerequisites will be enforced through COMPASS.

Effective term: 2019-2020

Complete Course Title

Power Management Circuits and Systems

Abbreviated Course Title

POWER MGMT CIRCUITS & SYSTEMS

Catalog course description

Overview of modern semiconductor power devices, DC-DC linear regulators, switching regulators and battery chargers; emphasis on mathematical foundations, feedback theory, stability and root locus, multi-stage amplifiers, analysis and design of power electronic circuits including DC-DC and AC-DC converters and power supplies; applications on power electronics and power management circuits.

Prerequisites and Restrictions

Grade of C or better in ECEN 325; junior or senior classification.

Should catalog prerequisites / concurrent enrollment be enforced?

Yes

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

In Workflow

1. ECEN Department Head
2. Curricular Services Review
3. EN Committee Preparer UG
4. EN Committee Chair UG
5. EN College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Provost
10. President
11. Curricular Services
12. Banner

Approval Path

1. 10/02/18 3:22 pm
   Aydin Karsilayan (karsilay): Approved for ECEN Department Head

2. 10/03/18 10:09 am
   Terra Bissett (t.bissett): Rollback to Initiator

3. 10/03/18 10:55 am
   Aydin Karsilayan (karsilay): Approved for ECEN Department Head

4. 10/03/18 1:23 pm
   Terra Bissett (t.bissett): Approved for Curricular Services Review

5. 10/18/18 5:26 pm
   Eileen Hoy (ehoy): Approved for EN Committee Preparer UG

6. 10/18/18 5:54 pm
   Prasad Enje (enje): Approved for EN Committee Chair UG

7. 10/18/18 5:56 pm
   Prasad Enje (enje): Approved for EN College Dean UG

8. 10/19/18 2:17 pm
   Sandra Williams (sandra-williams): Approved for UCC Preparer

9. 11/05/18 2:17 pm
   Sandra Williams (sandra-williams): Approved for UCC Chair
Enforced Prerequisites / Concurrent Enrollment

<table>
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<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
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<tr>
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<td>UG</td>
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</tbody>
</table>

Crosslistings: No
Stacked: No

Semester: 4
Credit Hour(s): 4
Contact Hour(s) (per week):
- Lecture: 3
- Lab: 3
- Other: 0
Total: 6

Repeatable for credit? No
CIP/Fund Code: 1410010006
Default Grade Mode: Letter Grade (G)
Method of instruction: Lecture and Laboratory

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No

Will this course be taught as a distance education course? No

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Program(s)

( BS-ELEN ) Electrical Engineering - BS

Has/will this course be (en) submitted for core curriculum consideration? No

Has/will this course be (en) submitted for Writing or Communication consideration? No

Has/will this course be (en) submitted for ICD or CD consideration? No
## Course Syllabus

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
</tr>
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<tbody>
<tr>
<td>Letters of support or other documentation</td>
<td>No</td>
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<tr>
<td>Additional information</td>
<td>BS-ELEN was not available earlier (did not show up in the selection menu at the time of initial submission), now added as an elective option. Learning outcomes updated in the uploaded syllabus. Following the web page <a href="http://www.cmu.edu/teaching/designteacherdesign/learningobjectives.html">http://www.cmu.edu/teaching/designteacherdesign/learningobjectives.html</a> in the syllabus template provided by the registrar, the recommended verb list can be found in <a href="https://www.cmu.edu/teaching/resources/Teaching/CourseDesign/Objectives/BloomsTaxonomyVerbs.pdf">https://www.cmu.edu/teaching/resources/Teaching/CourseDesign/Objectives/BloomsTaxonomyVerbs.pdf</a>. &quot;Understand&quot; is at the top of this list. If committees do not want to see this verb being used, a better reference should be provided.</td>
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</table>

**Reviewer Comments**

- **Terra Bissett (t.bissett) (10/03/18 10:09 am):** Minor edits made to abbreviated title and catalog course description to comply with catalog style guide.
- **Terra Bissett (t.bissett) (10/03/18 10:09 am):** Rollback: Please complete section on form to indicate if this course will be a required or elective course; Syllabus: measurable learning outcomes – committees will not want to see “understand;” please update.
- **Terra Bissett (t.bissett) (10/03/18 1:23 pm):** Updates received.
- **Sandra Williams (sandra-williams) (11/05/18 2:17 pm):** UCC approved November 2018.
Course title and number: ECEN 471 Power Management Circuits and Systems
Term (e.g., Fall 200X): Spring 2020
Meeting times and location: TBD

Course Description and Prerequisites

Overview of modern semiconductor power devices, DC-DC linear regulators, switching regulators and battery chargers. Emphasis on mathematical foundations, feedback theory, stability and root locus, multi-stage amplifiers, analysis and design of power electronic circuits including DC-DC and AC-DC converters and power supplies. Applications on power electronics and power management circuits.
Prerequisites: Grade of C or better in ECEN 325; junior or senior classification.

Learning Outcomes or Course Objectives

After successful completion of the course, students will be able to:
- Analyze and design linear regulators
- Analyze and design switching (buck and boost) regulators
- Analyze and design battery chargers
- Learn simulation and testing procedure for switching and linear regulators and battery chargers

Instructor Information
Name: Jose Silva-Martinez
Telephone number: (979) 845-7477
Email address: jose-silva-martinez@tamu.edu
Office hours: TBD
Office location: WEB 318-B

Textbook and/or Resource Material

Lecture notes and TI laboratory manual are available on the course website: http://ece.tamu.edu/~jose-silva-martinez/courses/default.html.

Recommended Books:
- Chapter Presentation: http://ece.colorado.edu/~pwrelect/book/slides/slidedir.html

Texas Instruments Design Kits: LDO, Buck Converter, Boost Converter, Battery Chargers
MultiSim: http://software.tamu.edu
MultiSim Online: http://www.multisim.com
Cadence: Available in Departmental Linux System.
**Grading Policies**

**Grading Scale (out of 100):**
- A: 100-90; B: 89-78; C: 77-65; D: 64-50; F: 49 or lower

**ALL EXAMS ARE REQUIRED FOR A PASSING GRADE.**

- **Midterm Exam 1:** 20%
- **Midterm Exam 2:** 20%
- **Midterm Exam 3:** 20%
- **Labs:** 20%
- **Homeworks:** 10%
- **Final Project:** 10%

**Lab Policy:**
- Labs will be performed groups of two students using Cadence and/or Multisim ad/or LTSpice as well as lab kits donated by TI.
- If more than one lab is missing without a valid excuse, the overall lab grade will be zero.
- Lab reports will be collected by the TA at the beginning of lab demonstration.
- Lab reports consist of pre-laboratory exercise, measurements, comments and conclusions.
- Report grade will be zero without the pre-lab or measurement results.

**Homework Policy:**
- Unexcused late homeworks will not be accepted.
- If more than one homework is missing without a valid excuse, the overall homework grade will be zero.

**Project Policy:**
- Unexcused late preliminary report will not be accepted.
- If either the preliminary report or the final report is missed without a valid excuse, the project grade will be zero.

For information on university excused absences visit [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

**Course Topics, Calendar of Activities, Major Assignment Dates**

- **Midterm Exam 1:** Week 5
- **Midterm Exam 2:** Week 10
- **Midterm Exam 3:** Week 14
- **Final Project preliminary report due:** Week 12
- **Final Project Report due:** Week 14

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<th>Resource</th>
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<tr>
<td>1</td>
<td>Lecture Notes</td>
<td>Fundamentals of Feedback: Root locus and Bode plots</td>
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<td>2</td>
<td>Lecture Notes</td>
<td>Fundamentals of single and multi-stage amplifiers</td>
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<tr>
<td>3</td>
<td>Chapter 2</td>
<td>Power Computations, Power &amp; Energy, RMS</td>
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<td>4</td>
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<td>Stability issues and linear regulator characterization</td>
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<td>Linear regulator applications</td>
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<td>Chapter 6</td>
<td>Design issues: Boost Converter</td>
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<td>Chapter 6</td>
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<td>Fundamentals of battery chargers</td>
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<td>Wireless battery chargers</td>
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## Lab Schedule

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<tr>
<th>Week</th>
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<tr>
<td>2</td>
<td>Lab meeting to discuss safety, lab format, and simulation software + Lab 1 – Feedback Properties - <strong>Simulation</strong></td>
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<td>3</td>
<td>Lab 2 – Root Locus using Matlab tools – <strong>Simulation</strong></td>
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<td>4</td>
<td>Lab 3 - Characteristics of MOSFET’s and diodes - <strong>Simulation in cadence</strong></td>
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<td>Lab 4 - 2 stage amplifier with compensation - <strong>Simulation in Cadence</strong></td>
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<td>6</td>
<td>Lab 5 – switched-Capacitor Regulator – <strong>Simulation using Cadence</strong></td>
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<td>Lab 6 – Linear converters: Capabilities and use of the PMLK BCK LM3475 – <strong>Experiment1</strong></td>
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<tr>
<td>8</td>
<td>Lab 7 – Linear converters: Capabilities and use of the PMLK BCK LM3475 – <strong>Experiment2</strong></td>
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<td>Lab 8 – Boost converters stability, ripple and other relevant parameters using Cadence and PMLK BOOST LM5122– <strong>Simulation and Experiment1</strong></td>
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<td>Lab 9 – Boost converters – Ripple, PSRR, power efficiency using the PMLK BOOST LM5122. <strong>Experiment2</strong></td>
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<td>Lab 10 – Buck converters: Capabilities and use of the PMLK BOOST LM5122– <strong>Experiment1</strong></td>
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<td>Lab 11 – Buck converters stability, ripple and other relevant parameters using Cadence and PMLK BCK LM3475– <strong>Simulation and Experiment2</strong></td>
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<td>13</td>
<td>Project development</td>
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<td>Project Development</td>
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### Other Pertinent Course Information

It is not allowed to use the cell phone, I-pod or any other wireless communication device during class. Texting during class is not allowed; in case of an emergency during class or lab sessions, please contact immediately the instructor.

It is prohibited to use any wireless communication device during exams. Your exam grade will be automatically zero.
Americans with Disabilities Act (ADA)

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

Academic Integrity

For additional information please visit: http://aggiehonor.tamu.edu

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

New Course Proposal

Date Submitted: 09/19/18 3:26 pm

Viewing: ENGL 318: Utopian Literature in the English Tradition

Last edit: 10/16/18 8:23 am
Changes proposed by: coppedgesarah

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Sarah Coppedge</td>
<td><a href="mailto:coppedgesarah@tamu.edu">coppedgesarah@tamu.edu</a></td>
<td>979-845-8357</td>
</tr>
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Course prefix  ENGL  Course number  318
Department  English
College/School  Liberal Arts
Academic Level  Undergraduate

Undergraduate course level justification (Select One)
Prerequisites

All prerequisites will be enforced through COMPASS.

Effective term  2019-2020

Complete Course Title
Utopian Literature in the English Tradition

Abbreviated Course Title  UTOPIAN LIT ENGL TRADITION

Catalog course description
Exploration of the theories and practices of historical and contemporary utopian literature through representative writers and texts.

Prerequisites and Restrictions
3 credits of literature at 200-level or above.

Should catalog prerequisites / concurrent enrollment be enforced? Yes

In Workflow
1. ENGL Department Head
2. Curricular Services Review
3. LA Committee Preparer UG
4. LA Committee Chair UG
5. LA College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 09/17/18 3:29 pm Maura Ives (m-ives): Approved for ENGL Department Head
2. 09/19/18 2:48 pm Terra Bissett (t.bissett): Rollback to Initiator
3. 10/08/18 10:04 am Maura Ives (m-ives): Approved for ENGL Department Head
4. 10/08/18 12:04 pm Terra Bissett (t.bissett): Approved for Curricular Services Review
5. 10/08/18 12:21 pm Steve Oberhelman (s-oberhelman): Approved for LA Committee Preparer UG
6. 10/16/18 8:23 am Steve Oberhelman (s-oberhelman): Approved for LA Committee Chair UG
7. 10/16/18 8:51 am Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG
8. 10/16/18 4:27 pm Sandra Williams (sandra-williams): Approved for UCC Preparer
9. 11/05/18 2:18 pm Sandra Williams

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate
### Enforced Prerequisites / Concurrent Enrollment

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| Or | ENGL 352 | D | UG |
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| Or | ENGL 362 | D | UG |
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| Or | ENGL 365 | D | UG |
| Or | RELS 360 | D | UG |
| Or | ENGL 372 | D | UG |
| Or | ENGL 373 | D | UG |
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| Or | ENGL 393 | D | UG |
| Or | AFST 393 | D | UG |
| Or | ENGL 394 | D | UG |
| Or | ENGL 395 | D | UG |
| Or | ENGL 396 | D | UG |
ENGL 318: Utopian Literature in the English Tradition

Course Syllabus

Syllabus: Upload syllabus
Upload syllabus: ENGL 318- Utopian Novel Syllabus.docx

Letters of support or other documentation: No
Additional information

Justification for 300-Level: The course is an in-depth study of a subgenera (utopian literature) and its theoretical discourse, and it focuses on the applications and limitations of these theories. The course builds upon the general education background (skills and critical thinking) that students acquire in our 200 level courses.

Updated syllabus with catalog prerequisite.

Reviewer Comments

Terra Bissett (t.bissett) (09/19/18 2:39 pm): Minor edits made to abbreviated course title to comply with catalog style guide.
Terra Bissett (t.bissett) (10/08/18 12:02 pm): Update received.
Sandra Williams (sandra-williams) (11/05/18 2:18 pm): UCC approved November 2018.

Key: 18700
ENGL 318: Utopian Literature in the English Tradition
MWF 9:10-10:00 am
Instructor: Dr. Rich Cooper
Email address: rcooper1@tamu.edu
Tel: 979-845-8348
Office Hours: MW 10:00-11: am (LAAH 312)

Catalogue Description: An exploration of the theories and practices of historical and contemporary utopian literature through representative writers and texts.

Prerequisite: 3 credits of literature at the 200-level or above.

Course Description: Utopia, as a literary genre, has been with us since Thomas Moore’s Utopia was first published in 1516. Written as a travelogue, Moore’s Utopia reveals roots of the utopian: the impulse to look over the next rise, to imagine life is better in another valley, to wish for a future where things can be better. Utopian scholar Ernst Bloch would call this the utopian impulse, and though that impulse can be found in almost everything humans do, the utopian literary tradition bears a special relationship to this impulse because it embodies and communicates it directly and affectively. Though the 20th and 21st century have seen a proliferation of dystopian texts that seem to dismiss the notion of a better place as no fit place at all, even dystopian texts engage with this impulse in their own obverse way.

In this course, the primary focus will be on utopian, dystopian, and heterotopian novels, poems, or films, and theoretical readings. These readings will serve two functions: to provide the necessary cultural context to understand the stories and to equip the students with language and concepts to use when studying the utopian tradition.

Learning Outcomes/Course Objectives:
Upon completion of the course students will be able to:
• describe the evolution of utopian literature, its theoretical discourse, and its relationship to its social and historical period.
• articulate how the study of utopian literature helps us to understand the contemporary human condition.
• analyze a text, visual and written, critically.

Required Textbooks and Resource Material

Thomas Moore, Utopia
Margaret Cavendish, The Blazing World
George Orwell, 1984
Huxley Brave New World
Edward Bellamy, Looking Backward
Charles Fourier, Theory of the Four Movement and the General Destinies
Karl Marx, *The Communist Manifesto*
Ernst Bloch, *The Principle of Hope*
Samuel Delany, *Trouble on Triton*
Ursula K. Le Guin, *The Dispossessed*

**Requirements:**
- You are expected to attend class regularly. More than two unexcused absences will affect your final grade (5 points reduction of overall grade per absence after the ones unexcused). For illness related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary. (See Rule 7.1.6.1: [http://student-rules.tamu.edu/rule07/](http://student-rules.tamu.edu/rule07)).
- You are expected to keep up with the course readings. Your participation grade (10%) is based on several factors, including preparation of the reading assignment and active involvement in class discussion (asking about pertinent issues, responding to instructor’s questions, and engaging in debate with classmates).
- Students will submit two papers (30% each) (6-8 pages long, typed, double-spaced, 1” margins, standard font - 12-point size) written in stages and under my consultation during the semester. The first paper will be a close-reading paper that will offer a critical interpretation on a specific story and topic. This could mean: an analysis of a specific character; an analysis of a specific incident; an analysis of the author's use of language; an analysis of a particular theme. The second paper will be a research paper that offers a critical interpretation of primary and secondary sources (at least 2 print sources) that might frame the reader’s particular analysis of the topic. The process of writing the papers includes: a) one page proposal or introduction in which you present and summarize the thesis and the main points of your paper; b) the complete and final version of your paper with a clear introduction, main analysis, and conclusion. Papers will be graded based on clarity and persuasiveness of argument, knowledge of the text, and appropriate use of grammar/spelling/syntax. A good paper has a clear, and convincing argument. It is well organized with good transitions between the paragraphs, and effective and proper use of textual examples. Papers that are a result of plagiarism will receive an “F” grade (for a definition of plagiarism see: [aggiehonor.tamu.edu/Descriptions/Plagiarism.aspx](http://aggiehonor.tamu.edu/Descriptions/Plagiarism.aspx))
- There will also be a final examination (30%) based on the readings and lectures. The final examination will be made up of short and long answer questions that cover reading and lecture material. For the final examination, students are responsible for all the material covered up until the day of the exam.

*There will be no make-up for any work except in the case of a university-excused absence.*

**Grading:** The two papers will constitute 60% of your grade (30% each); the final examination 30%; and 10% for class participation.

There will be a 10 points reduction in the grade of any late writing assignments except in the case of university excused absences.

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

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.

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University Writing Center:
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Help is available for all of the steps of the writing and speechwriting process including assistance with brainstorming ideas, narrowing the topic, creating outlines or drafts, and presenting a speech to an audience. UWC consultants can help you practice your speech with a real audience or develop visual presentation aids like slides and handouts. Consultants can also help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your 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 http://writingcenter.tamu.edu/, or stop by in person.

Schedule of Readings

Aug 27  Introduction
Aug 29  Ernst Bloch, Selections
Aug 31  Ernst Bloch, Selections

Sept 3   Moore’s Utopia (read the whole text)
Sept 5   Moore’s Utopia
Sept 7   Moore’s Utopia

Sept 10  Moore’s Utopia
Sept 12  Cavendish’s Blazing World (read pages 1-100)
Sept 14  Cavendish’s Blazing World

Sept 17  Cavendish’s Blazing World (read pages 101-272) (First Paper Proposal)
Sept 19  Cavendish’s Blazing World
Sept 21  Cavendish’s Blazing World

Sept 24  Orwell’s 1984 (read pages 1-150)
Sept 26  Orwell’s 1984
Sept 28  Orwell’s 1984 (read pages 151-328) (First Paper Due)

Oct 1    Orwell’s 1984
Oct 3    Huxley’s Brave New World (read pages 1-139)
Oct 5    Huxley’s Brave New World (read pages 140-259)

Oct 8    Huxley’s Brave New World
Oct 10   Huxley, Brave New World
Oct 12   Bellamy’s Looking Backward (read the whole story)

Oct 15   Bellamy’s Looking Backward
Oct 17   Bellamy’s Looking Backward
Oct 19   Bellamy’s Looking Backward

Oct 22   Marx’s Communist Manifesto (read the whole essay)
Oct 24   Marx’s Communist Manifesto
Oct 26 Marx’s *Communist Manifesto*

Oct 29 Marx’s *Communist Manifesto*
Oct 31 Fourier’s *GeneralDestinies* (read the whole essay)
Nov 2 Fourier’s *General Destinies*

Nov 5 Fourier’s *General Destinies*
Nov 7 Fourier’s *General Destinies*
Nov 9 Fourier’s *General Destinies*

Nov 12 Delany’s *Trouble on Triton* (read pages 1-150) (Second Paper Proposal)
Nov 14 Delany’s *Trouble on Triton*
Nov 16 Delany’s *Trouble on Triton* (read pages 151-325)

Nov 19 Delany’s *Trouble on Triton*
Thanksgiving Holiday

Nov 26 Le Guin’s *The Dispossessed* (read pages 1-200)
Nov 28 Le Guin’s *The Dispossessed*
Nov 30 Le Guin’s *The Dispossessed* (read pages 200-400)

Dec 3 Le Guin’s *The Dispossessed* (Second Paper Due)
Dec 5 Le Guin’s *The Dispossessed*

Dec 10 Final Exam: 8:00-10:00 am
Course Change Request

New Course Proposal

Date Submitted: 09/21/18 2:31 pm

Viewing: **ENGL 324: Science Fiction and Film**
Also listed as: **FILM 324**
Last edit: 10/16/18 8:31 am
Changes proposed by: coppedgesarah

Contact(s)

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<tr>
<th>Name</th>
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<th>Phone</th>
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<tr>
<td>Sarah Coppedge</td>
<td><a href="mailto:coppedgesarah@tamu.edu">coppedgesarah@tamu.edu</a></td>
<td>979-845-8357</td>
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Course prefix  ENGL  
Course number  324

Department  English
College/School  Liberal Arts
Academic Level  Undergraduate

Undergraduate course level justification (Select One)

Prerequisites

All prerequisites will be enforced through COMPASS.

Effective term  2019-2020

Complete Course Title  Science Fiction and Film

Abbreviated Course Title  SCIENCE FICTION & FILM

Catalog course description

History and trajectory of science fiction film into the 21st century by filmmakers such as Kubrick, Jenkins, Cameron, Coogler and others.

Prerequisites and Restrictions

3 credits of literature at 200-level or above.

Should catalog prerequisites / concurrent enrollment be enforced?

Yes

In Workflow

1. ENGL Department Head
2. CLLA Department Head
3. Curricular Services Review
4. LA Committee Preparer UG
5. LA Committee Chair UG
6. LA College Dean UG
7. UCC Preparer
8. UCC Chair
9. Faculty Senate Preparer
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 10/08/18 10:04 am  
   Maura Ives (m-ives): Approved for ENGL Department Head
2. 10/08/18 10:13 am  
   Steve Oberhelman (s-oberhelman): Approved for CLLA Department Head
3. 10/10/18 4:07 pm  
   Terra Bissett (t.bissett): Approved for Curricular Services Review
4. 10/11/18 9:18 am  
   Steve Oberhelman (s-oberhelman): Approved for LA Committee Preparer UG
5. 10/16/18 8:31 am  
   Steve Oberhelman (s-oberhelman): Approved for LA Committee Chair UG
6. 10/16/18 8:51 am  
   Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG
7. 10/16/18 4:27 pm  
   Sandra Williams (sandra-williams): Approved for UCC Preparer
8. 11/05/18 2:18 pm  
   Sandra Williams (sandra-williams): Approved for UCC Chair
### Enforced Prerequisites / Concurrent Enrollment

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Repeatable for credit? No
11/19/2018

**ENGL 324: Science Fiction and Film**

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<tr>
<td>Will this course be taught as a distance education course?</td>
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<td>Is 100% of this course going to be taught in Texas?</td>
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<tr>
<td>Will classroom space be needed for this course?</td>
<td>Yes</td>
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This will be a required course or an elective course for the following programs:

**Required (select program)**

**Elective (select program)**

<table>
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<th>Program(s)</th>
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<td>(BA-ENGL) English - BA</td>
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<tr>
<td>(BA-ENGL-MID) English - BA, Middle School Teacher Certification</td>
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</table>

Has/will this course been submitted for core curriculum consideration? No

Has/will this course be(en) submitted for Writing or Communication consideration? No

Has/will this course be(en) submitted for ICD or CD consideration? No

---

**Course Syllabus**

<table>
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<tr>
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<td>ENGL 324- Science Fiction and Film Syllabus.docx</td>
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Letters of support or other documentation | No |

Additional information | Justification for 300-level: The course is an in-depth study of a subgenera (science fiction & film) and its theoretical discourse, and it focuses on the applications and limitations of these theories. The course builds upon the general education background (skills and critical thinking) that students acquire in out 200 level courses. |

Reviewer Comments | Sandra Williams (sandra-williams) [11/05/18 2:18 pm]: UCC approved November 2018. |
ENGL/FILM 324: Science Fiction and Film
MWF 9:10-10:00 am
Instructor: Dr. Rich Cooper
Email address: rcooper1@tamu.edu
Tel: 979-845-8348
Office Hours: MW 10:00-11:00 am (LAAH 312)

Catalogue Description: History and trajectory of science fiction film into the 21st century by filmmakers such as Kubrick, Jenkins, Cameron, Coogler, and others.

Prerequisite: 3 credits of literature at the 200-level or above.

Course Description
The “marvelous”—whether technological or magical—has been an integral part of film since Georges Méliès’ visionary *A Trip to the Moon* in 1902. Science fiction films draw reliable box office numbers—*Star Wars: The Last Jedi* made one billion dollars in the second half of December 2017 alone only to be readily surpassed by *Black Panther* in 2018—and often result in cult followings. In addition to this popularity, few genres reflect the realities of their age so readily as science fiction, and offer alternatives to the dominant order of things, address social issues, and expand our understanding and perception of technology.

This course will survey the scope of modern science fiction cinema. The primary focus will be on films, but also on cultural and theoretical approaches to science fiction cinema. These approaches will serve two functions: to provide the necessary cultural context to understand the films and their reception, and to equip the students with language and concepts to use when studying science fiction film.

Learning Outcomes/Course Objectives

Upon completion of the course students will be able to:
- describe the evolution of science fiction film and its relationship to literature.
- articulate how the study of science fiction films helps us to understand its historical and social context.
- analyze a film critically.

Required Textbooks and Resource Material

George Méliès, *A Trip to the Moon*
David Cronenberg, *The Fly*
Stanley Kubrick, *2001: A Space Odyssey*
Ryan Coogler, *Black Panther*
Ana Lily Amirpour, *The Bad Batch*
Patty Jenkins, *Wonder Woman*
Keith Johnston, *Science Fiction Film: A Critical Introduction (selections)*
Paul Voerhoeven, *Total Recall; Starship Troopers*
James Cameron, *Avatar*
Steven Spielberg, *E.T.*
Christopher Nolan, *Interstellar*

All films have been electronically reserved by the library. All students registered for the course will be able to access them.

**Requirements:**
- You are expected to attend class regularly. More than two unexcused absences will affect your final grade (5 points reduction of overall grade per absence after the ones unexcused). For illness related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary. (See Rule 7.1.6.1: http://student-rules.tamu.edu/rule07/).
- You are expected to keep up with the course readings. Your participation grade (10%) is based on several factors, including preparation of the reading assignment and active involvement in class discussion (asking about pertinent issues, responding to instructor’s questions, and engaging in debate with classmates).
- Students will submit two papers (30% each) (6-8 pages long, typed, double-spaced, 1" margins, standard font - 12-point size) written in stages and under my consultation during the semester. The first paper will be a close-reading paper that will offer a critical interpretation on a specific film and topic. This could mean: an analysis of a specific film; a comparison of a specific film with the book that inspired it; an analysis of a director’s use of landscape; an analysis of a particular cinematic theme and concept. The second paper will be a research paper that offers a critical interpretation of primary and secondary sources (at least 2 print sources) that might frame the reader’s particular analysis of the topic. The process of writing the papers includes: a) one-page proposal or introduction in which you present and summarize the thesis and the main points of your paper; b) the complete and final version of your paper with a clear introduction, main analysis, and conclusion. Papers will be graded based on clarity and persuasiveness of argument, knowledge of the text, and appropriate use of grammar/spelling/syntax. A good paper has a clear, and convincing argument. It is well organized with good transitions between the paragraphs, and effective and proper use of textual examples. Papers that are a result of plagiarism will receive an “F” grade (for a definition of plagiarism see: aggiehonor.tamu.edu/Descriptions/Plagiarism.aspx)
- There will also be a final examination (30%) based on the readings and lectures. The final examination will be made up of short and long answer questions that cover reading and lecture material. For the final examination, students are responsible for all the material covered up until the day of the exam.

*There will be no make-up for missed work unless the absence or reason for missing the work is excused.*
**Grading:** The two papers will constitute 60% of your grade (30% each); the final examination 30%; and 10% for class participation.

There will be a 10 points reduction in the grade of any late writing assignments except in the case of university excused absences.

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

**Academic Integrity:** "An Aggie does not lie, cheat, or steal, or tolerate those who do." You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

**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](http://disability.tamu.edu)

**Title IX and Statement on Limits to Confidentiality:**
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Schedule of Readings

Aug 27  Introduction
Aug 29  Keith Johnston, *Science Fiction Film: A Critical Introduction*  (selected readings)
Aug 31  Keith Johnston, *Science Fiction Film: A Critical Introduction*

Sept 3   Keith Johnston, *Science Fiction Film: A Critical Introduction*
Sept 5   Keith Johnston, *Science Fiction Film: A Critical Introduction*
Sept 7   Keith Johnston, *Science Fiction Film: A Critical Introduction*

Sept 10  George Méliès *A Trip to the Moon*
Sept 12  George Méliès *A Trip to the Moon*
Sept 14  George Méliès *A Trip to the Moon*

Sept 17  David Cronenberg, *The Fly*  (*First paper Proposal*)
Sept 19  David Cronenberg, *The Fly*
Sept 21  David Cronenberg, *The Fly*

Sept 24  Stanley Kubrick, *2001: A Space Odyssey*
Sept 26  Stanley Kubrick, *2001: A Space Odyssey*
Sept 28  Stanley Kubrick, *2001: A Space Odyssey*

Oct 1   Ryan Coogler, *Black Panther*  (*First Paper Due*)
Oct 3   Ryan Coogler, *Black Panther*
Oct 5   Ryan Coogler, *Black Panther*

Oct 8   Ana Lily Amirpour, *The Bad Batch*
Oct 10  Ana Lily Amirpour, *The Bad Batch*
Oct 12  Ana Lily Amirpour, *The Bad Batch*
Oct 15  Patty Jenkins, *Wonder Woman*
Oct 17  Patty Jenkins, *Wonder Woman*
Oct 19  Patty Jenkins, *Wonder Woman*

Oct 22  Paul Voerhoeven, *Total Recall*
Oct 24  Paul Voerhoeven, *Total Recall*
Oct 26  Paul Voerhoeven, *Total Recall*

Oct 29  Paul Voerhoeven, *Starship Troopers*
Oct 31  Paul Voerhoeven, *Starship Troopers*
Nov 2   Paul Voerhoeven, *Starship Troopers*

Nov 5   James Cameron, *Avatar*                     *(Second Paper Proposal)*
Nov 7   James Cameron, *Avatar*
Nov 9   James Cameron, *Avatar*

Nov 12  Steven Spielberg, *E.T.*
Nov 14  Steven Spielberg, *E.T.*
Nov 16  Steven Spielberg, *E.T.*

Nov 19  Steven Spielberg, *E.T.*
        *Thanksgiving Holiday*

Nov 26  Christopher Nolan, *Interstellar*
Nov 28  Christopher Nolan, *Interstellar*
Nov 30  Christopher Nolan, *Interstellar*

Dec 3   Christopher Nolan, *Interstellar*
Dec 5   Christopher Nolan, *Interstellar*             *(Second Paper Due)*

Dec 10  Final Exam: 8:00-10:00 am
Course Change Request

New Course Proposal

Date Submitted: 10/18/18 11:49 am

Viewing: **ENGR 311 : Enterprise Basics for Technical Entrepreneurs**

Last edit: 10/18/18 11:49 am
Changes proposed by: kbrumbelow

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<table>
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<tr>
<th>Department</th>
<th>College of Engineering</th>
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<tr>
<td>College/School</td>
<td>College of Engineering</td>
</tr>
<tr>
<td>Academic Level</td>
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| Undergraduate course level justification (Select One) |
| College/Program Course Level Rubric |

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<tr>
<th>Effective term</th>
<th>2019-2020</th>
</tr>
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<table>
<thead>
<tr>
<th>Complete Course Title</th>
<th>Enterprise Basics for Technical Entrepreneurs</th>
</tr>
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<tbody>
<tr>
<td>Abbreviated Course Title</td>
<td>ENTRPR BASICS TECH ENTREPRENRS</td>
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<table>
<thead>
<tr>
<th>Catalog course description</th>
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<tbody>
<tr>
<td>Aspects of entrepreneurship for a technical enterprise; elements of a business including idea generation, startup financing, staffing, product design and production, marketing and selling a product; focus on the front end of the venture; product design and development, financing, identifying and attracting key personnel, and starting up company.</td>
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<table>
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<tr>
<th>Prerequisites and Restrictions</th>
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<tr>
<td>Admission to the college of engineering.</td>
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<table>
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<tr>
<th>Should catalog prerequisites / concurrent enrollment be enforced?</th>
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<tr>
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<tr>
<th>Crosslistings</th>
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<tbody>
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In Workflow

1. CLEN Department Head
2. Curricular Services Review
3. EN Committee Preparer UG
4. EN Committee Chair UG
5. EN College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 10/15/18 9:09 pm
   Tim Jacobs (tjjacobs): Approved for CLEN Department Head
2. 10/17/18 12:03 pm
   Terra Bissett (t.bissett): Rollback to Initiator
3. 10/18/18 9:11 am
   Tim Jacobs (tjjacobs): Approved for CLEN Department Head
4. 10/18/18 11:25 am
   Terra Bissett (t.bissett): Rollback to Initiator
5. 10/18/18 12:15 pm
   Tim Jacobs (tjjacobs): Approved for CLEN Department Head
6. 10/18/18 3:35 pm
   Terra Bissett (t.bissett): Approved for Curricular Services Review
7. 10/18/18 5:27 pm
   Eileen Hoy (ehoy): Approved for EN Committee Preparer UG
8. 10/18/18 5:54 pm
   Prasad Enjeeti (enjeiti): Approved for EN Committee Chair UG
9. 10/18/18 5:57 pm
   Prasad Enjeiti (enjeiti): Approved for EN College Dean UG
10. 10/19/18 2:17 pm
    Sandra Williams (sandra-williams):
Stacked: Yes  
Stacked with: ENGR 611 - Enterprise Basics for Technical Entrepreneurs

Semester: 3  
Credit Hour(s): 3

Contact Hour(s) (per week): Lecturer: 3  
Lab: 0  
Other: 0

Repeatable for credit: No

CIP/Fund Code: 1401010006

Default Grade Mode: Letter Grade (G)

Method of instruction: Lecture

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

Learning Outcomes
Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.
Any sections offered by distance education will have common learning outcomes with face-to-face offerings.

Hours
Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.
Any sections offered by distance education will have identical contact hours with face-to-face offerings.

Will this course be taught as a distance education course? Yes

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education. Yes

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Has/will this course be(en) submitted for core curriculum consideration? No

Has/will this course be(en) submitted for Writing or Communication consideration? No

Program(s)
(CERT-ENCC) Engineering Concept, Creation, and Commercialization - Certificate

11/19/2018
ENGR 311: Enterprise Basics for Technical Entrepreneurs

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

Approved for UCC Preparer
11. 11/05/18 2:18 pm
Sandra Williams (sandra-williams): Approved for UCC Chair
Has/will this course been submitted for ICD or CD consideration? No

**Course Syllabus**

Syllabus: Upload syllabus

**Upload syllabus** **ENGR 311 Course Information and Syllabus-18OCT2018.docx**

Letters of support or other documentation No

Additional information

Reviewer Comments

**Terra Bissett (t.bissett) (10/17/18 12:03 pm):** Rollback: Please complete section on form to indicate if course will be required or elective course; update prerequisite and restrictions - ‘Undergraduate classification’ needs to be updated to one of the following: “Junior or senior classification in the College of Engineering” or “Admission to the College of Engineering”; Syllabus: committees will want to see late work policy included.

**Kelly Brumbelow (kbrumbelow) (10/17/18 3:11 pm):** Syllabus has been revised to include explicit late work policy. Prerequisite statement has been revised to “Admission to the college of engineering.” Course has been designated as an elective in CERT-ENCC. Stacking arrangement with ENGR 611 has been indicated.

**Terra Bissett (t.bissett) (10/18/18 11:25 am):** Rollback: Syllabus: If course is stacked with ENGR 611, committees will want to see additional work required for graduate students.

**Kelly Brumbelow (kbrumbelow) (10/18/18 11:51 am):** Syllabus for ENGR 611 already includes the additional work required for graduate students. That statement and additional information about the stacking arrangement are now included in the ENGR 311 syllabus as well.

**Terra Bissett (t.bissett) (10/18/18 3:34 pm):** Updates received.

**Sandra Williams (sandra-williams) (11/05/18 2:18 pm):** UCC approved November 2018.
ENGR 311: Enterprise Basics for Technical Entrepreneurs
TBD, typically offered in Spring semesters
Time and location TBD

Course Description and Prerequisites
ENGR 311: Enterprise Basics for Technical Entrepreneurs (3-0). Credit 3. Aspects of entrepreneurship for a technical enterprise; elements of a business including idea generation, startup financing, staffing, product design and production, marketing and selling a product; focus on the front end of the venture: product design and development, financing, identifying and attracting key personnel, and actually starting up a company. Prerequisite: Admission to the college of engineering.

Learning Outcomes and Course Objectives
Learning Outcomes
At the conclusion of this course, students should be able to:
1. Identify and analyze entrepreneurial opportunities
2. Evaluate funding options and their associated risks/rewards
3. Analyze key technical and economic considerations for product design
4. Develop accounting fundamentals for a start-up entity
5. Formulate creative concepts for attracting and retaining key personnel
6. Develop organizational designs to optimize enterprise

Course Objectives
1. Understand the different business structures available
2. Review financial reports required to effectively run a corporation
3. Examine sales and marketing strategies, and sales channels in today’s marketplace
4. Learn the basics about pricing structures
5. Learn the pros and cons of organizational structures
6. Discuss funding options available to companies at various stages

Incremental Graduate Student Requirements
This course is stacked with ENGR 611. Graduate students should take that course rather than ENGR 311. In addition to all undergraduate (ENGR 311) work, graduate students will read two case studies and prepare a two-page paper on each based upon a prompt provided. Graduate students will also answer two more questions on each exam which will test a greater depth and breadth of personal experience and content comprehension.

Instructor Information
Name: Jim Donnell
Telephone number: 979.845.7135
Email address: jimdonnell@tamu.edu
Office hours: TBD
Office location: ZACH 451B

Textbook and/or Resource Material
There is no textbook and reference materials will be made available.
Grading Policies

Assignments
Homework 10%
Quizzes 10%
Exam #1 15%
Exam #2 15%
Team Project 30%
Final Exam 20%
Total 100%

Letter Grading Scale
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = <60%

Comments on grading
The final grades will reflect individual effort and contributions to team assignments. All grades will be tracked for accuracy through the eCampus website. All corrections must be brought to the attention of the professors before the last day of class in the semester with disputes handled according to university student rules.

Class participation
All students are expected to prepare for, attend, and actively participate in each class session.

Attendance
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].” 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.

Homework
Assignments will include both team and individual assignments. All assignments will be uploaded and graded on eCampus.

Teamwork
Students enrolled in the course will work on teams. All members are expected to contribute in the planning and execution of team assignments. Throughout the semester, each student will be asked to complete a Peer Review evaluation for all members of the team. These evaluations will be included when determining the grades for individual assignments.

Make-up and Late Work Policy
Late and/or make-up work will not be accepted without a university excused absence. If an absence is excused, then the student will be provided an opportunity to make up any homework assignments, quizzes, exams, or other work that contributes to the final grade with a due date that extends the original due date by the number of days of the excused absence. Individual arrangements will be made for exams and quizzes missed due to an excused absence. In all cases, TAMU Student Rule 7 will govern the process.
University rules
Students should familiarize themselves with student academic rules. See http://student-rules.tamu.edu.

Other Pertinent Course Information

Americans with Disabilities Act (ADA)

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

Academic Integrity
For additional information please visit: http://aggiehonor.tamu.edu

“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 http://aggiehonor.tamu.edu. 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.
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<td>1</td>
<td>Introduction to Entrepreneurship</td>
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<td>2</td>
<td>Concept Generation and Evaluation Teams Assigned</td>
<td>HW #1 due</td>
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<td></td>
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<td>HW #2 assigned</td>
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<td>3</td>
<td>Product Pricing and Profitability</td>
<td>HW #2 due</td>
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<td>HW #3 assigned</td>
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<td>Team Project assigned</td>
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<td>4</td>
<td>Company Funding Fundamentals</td>
<td>HW #3 due</td>
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<td>5</td>
<td>Balance Sheet and Income Statement</td>
<td>HW #4 due</td>
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<td></td>
<td>Exam #1</td>
<td>HW #5 assigned</td>
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<tr>
<td>6</td>
<td>Product Design and Production</td>
<td>HW #5 due</td>
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<td>HW #6 assigned</td>
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<td>7</td>
<td>Accounting Basics</td>
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<td>HW #7 assigned</td>
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<td>Team Project Update due</td>
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<td>8</td>
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<td>Attracting and Retaining Personnel</td>
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<td>12</td>
<td>Sales &amp; Marketing Introduction</td>
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<td>13</td>
<td>Funding Growth &amp; Expansion</td>
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Course Change Request

New Course Proposal

Date Submitted: 10/18/18 11:54 am

Viewing: ENGR 312 : Sales, Operations and Manufacturing for Technology Companies

Last edit: 11/05/18 3:35 pm
Changes proposed by: kbrumbelow

Programs referencing this course

CERT-ENCC: Engineering Concept, Creation, and Commercialization - Certificate

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelly Brumbelow</td>
<td><a href="mailto:kbrumbelow@tamu.edu">kbrumbelow@tamu.edu</a></td>
<td>979-862-5891</td>
</tr>
<tr>
<td>Rodney Boehm</td>
<td><a href="mailto:rodneyboehm@tamu.edu">rodneyboehm@tamu.edu</a></td>
<td>979-458-5978</td>
</tr>
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</table>

Course prefix ENGR  Course number 312

Department College of Engineering

College/School College of Engineering

Academic Level Undergraduate

Undergraduate course level justification (Select One) College/Program Course Level Rubric

Academic Level Graduate

Effective term 2019-2020

Complete Course Title Sales, Operations and Manufacturing for Technology Companies

Abbreviated Course Title SALES OPS MANUF TECH COMPANIES

Catalog course description Challenges faced in a startup entity with respect to product manufacturing, operations and supply chain management, product pricing strategies, and sales and marketing; focus on small start-up to young mid-size enterprises.

Prerequisites and Restrictions
Junior or senior classification in the college of engineering.

Concurrent Enrollment No

Should catalog prerequisites / No

Approval Path
1. 10/15/18 9:09 pm Tim Jacobs (tjjacobs): Approved for CLEN Department Head
2. 10/17/18 1:24 pm Terra Bissett (t.bissett): Rollback to Initiator
3. 10/18/18 9:11 am Tim Jacobs (tjjacobs): Approved for CLEN Department Head
4. 10/18/18 11:30 am Terra Bissett (t.bissett): Rollback to Initiator
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8. 10/18/18 5:54 pm Prasad Enjeti (enjeti): Approved for EN Committee Chair UG
9. 10/18/18 5:57 pm Prasad Enjeti (enjeti): Approved for EN College Dean UG
10. 10/19/18 2:17 pm Sandra Williams (sandra-williams):
**ENGR 312: Sales, Operations and Manufacturing for Technology Companies**

<table>
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<th>Concurrent enrollment be enforced?</th>
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<tr>
<td>Stacked</td>
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<tr>
<td>Stacked with</td>
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<td>ENGR 612 - Sales, Operations, and Manufacturing for Technology Companies</td>
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<th>Contact Hour(s) (per week):</th>
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<th>Lab:</th>
<th>Other:</th>
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- **Repeatable for credit?** No
- **Three-peat?** No
- **CIP/Fund Code** 1401010006
- **Default Grade Mode** Letter Grade (G)
- **Alternate Grade Modes** Satisfactory/Unsatisfactory
- **Method of instruction** Lecture
- **Will sections of this course be taught as non-traditional?** Yes
  - (i.e., parts of term, distance education)

**Learning Outcomes**

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

Any sections offered by distance education will have common learning outcomes with face-to-face offerings.

**Hours**

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Any sections offered by distance education will have identical contact hours as face-to-face offerings.

**Will this course be taught as a distance education course?** Yes

**I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.** Yes

**Is 100% of this course going to be taught in Texas?** Yes

**Will classroom space be needed for this course?** Yes

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Required (select program)</th>
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<tbody>
<tr>
<td>(CERT-ENCC) Engineering Concept, Creation, and Commercialization - Certificate</td>
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</table>

<table>
<thead>
<tr>
<th>Elective (select program)</th>
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<tr>
<td>Has/will this course be(en) submitted for</td>
</tr>
<tr>
<td>Question</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
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<tr>
<td>Has/will this course be(en) submitted for Writing or Communication consideration?</td>
</tr>
<tr>
<td>Has/will this course be(en) submitted for ICD or CD consideration?</td>
</tr>
</tbody>
</table>

**Course Syllabus**

Syllabus: Upload syllabus

Letters of support or other documentation: No

Additional information:

Reviewer Comments:
- **Terra Bissett (t.bissett) (10/17/18 1:24 pm):** Rollback: Please complete section on form to indicate if course will be required or elective course; update prerequisite and restrictions - ‘Undergraduate classification’ needs to be updated to one of the following: “Junior or senior classification in the college of engineering” or “Admission to the college of engineering”; Syllabus: committees will want to see late-work policy included.
- **Kelly Brumbelow (kbrumbelow) (10/17/18 4:14 pm):** Course has been indicated as an elective in CERT-ENCC. Prerequisite statement has been revised to "Admission to the college of engineering." Syllabus has been revised to include a late work policy.
- **Kelly Brumbelow (kbrumbelow) (10/17/18 4:15 pm):** Course has also been indicated as stacked with ENGR 612.
- **Terra Bissett (t.bissett) (10/18/18 11:30 am):** Rollback: Syllabus: If course is stacked with ENGR 612, committees will want to see additional work required for graduate students.
- **Kelly Brumbelow (kbrumbelow) (10/18/18 11:55 am):** Syllabus for ENGR 612 already includes the additional work required for graduate students. That statement and additional information about the stacking arrangement are now included in the ENGR 312 syllabus as well.
- **Terra Bissett (t.bissett) (10/18/18 3:36 pm):** Updates received.
- **Bob Knight (bob-knight) (10/30/18 10:23 am):** need junior or senior classification on prerequisites
- **Sandra Williams (sandra-williams) (11/05/18 3:35 pm):** Update received. UCC approved November 2018.

Reported to state?
- Add
- CS
ENGR 312: Sales, Operations, and Manufacturing for Technology Companies
TBD, typically offered in Fall semesters
Time and location TBD

Course Description and Prerequisites
ENGR 312: Sales, Operations, and Manufacturing for Technology Companies (3-0). Credit 3. Challenges faced in a start-up entity with respect to product manufacturing, operations and supply chain management, product pricing strategies, and sales & marketing; focus on small start-up to young mid-size enterprises.
Prerequisites: Junior or senior classification in College of Engineering.

Learning Outcomes and Course Objectives
Learning Outcomes
At the conclusion of this course, students should be able to:
1. Identify, evaluate, and document creative options for product manufacturing
2. Perform and submit for review findings on the critical elements of operations and supply chain management
3. Develop and document a product pricing model, methods of testing the market acceptance, and negotiation techniques
4. Develop and document three different successful approaches to sales & marketing in a technical environment

Course Objectives
1. Understand the choices available to startups for product manufacturing.
2. Review potential enterprise operations structures, outline the key differences, and understand how to select the best option for the proposed startup
3. Examine marketing strategies, contrast them with product introduction, and learn how to evaluate the effectiveness of each.
4. Understand the structure of sales organizations and processes. Examine sales compensation, channel conflicts, customer management, and how to resolve them.
5. Learn the basics about pricing structures for physical and virtual products.
6. Review sales and operations organizations, personnel skill identification, methods of attracting/retaining team members, and the importance of company culture.
7. Understand basic supply chain management and how this impacts manufacturing, operations, and delivery to customers.

Incremental Graduate Student Requirements
This course is stacked with ENGR 612. Graduate students should take that course rather than ENGR 312.
In addition to all undergraduate (ENGR 312) work, graduate students will read two case studies and prepare a two-page paper on each based upon a prompt provided. Graduate students will also answer two more questions on each exam which will test a greater depth and breadth of personal experience and content comprehension.
Instructor Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone number</th>
<th>Email address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rodney Boehm</td>
<td>979.458.5978</td>
<td><a href="mailto:rodneyboehm@tamu.edu">rodneyboehm@tamu.edu</a></td>
</tr>
<tr>
<td>Jim Donnell</td>
<td>979.845.7135</td>
<td><a href="mailto:jimdonnell@tamu.edu">jimdonnell@tamu.edu</a></td>
</tr>
</tbody>
</table>

Office hours
- TBD
- TBD

Office location
- ZACH 451C
- ZACH 451B

Textbook and/or Resource Material

There is no textbook and reference materials will be made available.

Grading Policies

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Homework &amp; Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Presentations</td>
<td>30% [3 @ 10% each]</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Letter Grading Scale

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

Comments on grading

The final grades will reflect individual effort and contributions to team assignments. All grades will be tracked for accuracy through the eCampus website. All corrections must be brought to the attention of the professors before the last day of class in the semester with disputes handled according to university student rules.

Class participation

All students are expected to prepare for, attend, and actively participate in each class session.

Attendance

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].” 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.

Homework

Assignments will include both team and individual assignments. All assignments will be uploaded and graded on eCampus.

Teamwork

Students enrolled in the course will work on teams. All members are expected to contribute in the planning and execution of team assignments. Throughout the semester, each student will be asked to complete a Peer Review evaluation for all members of the team. These evaluations will be included when determining the grades for individual assignments.
Make-up and Late Work Policy
Late and/or make-up work will not be accepted without a university excused absence. If an absence is excused, then the student will be provided an opportunity to make up any homework assignments, quizzes, exams, or other work that contributes to the final grade with a due date that extends the original due date by the number of days of the excused absence. Individual arrangements will be made for exams and quizzes missed due to an excused absence. In all cases, TAMU Student Rule 7 will govern the process.

University rules
Students should familiarize themselves with student academic rules. See http://student-rules.tamu.edu.

Other Pertinent Course Information

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

Academic Integrity
For additional information please visit: http://aggiehonor.tamu.edu

"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 http://aggiehonor.tamu.edu. 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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Course Introduction</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>2</td>
<td>Enterprise Basics</td>
<td>HW1 posted</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>3</td>
<td>Sales vs. Marketing</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>4</td>
<td>Sales Channels &amp; Strategies</td>
<td>HW1 due; HW2 posted</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>5</td>
<td>Market Research</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>6</td>
<td>Consumer/Buyer Behavior</td>
<td>HW2 due; HW3 posted</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>7</td>
<td>Effective Sales Tactics</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>8</td>
<td>Case Study</td>
<td>HW3 due</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
<td>9</td>
<td>Incentive Compensation</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>-</td>
<td><strong>Team Presentations #1</strong></td>
<td>HW4 posted</td>
</tr>
<tr>
<td>6</td>
<td>10</td>
<td>10</td>
<td>Operations Overview</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>11</td>
<td>11</td>
<td>Supply Chain Management</td>
<td>HW4 due; HW5 posted</td>
</tr>
<tr>
<td>7</td>
<td>12</td>
<td>12</td>
<td>Sourcing/Purchasing</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>13</td>
<td>13</td>
<td>Logistics</td>
<td>HW5 due</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
<td>-</td>
<td><strong>Mid-Semester Grades Due</strong></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>14</td>
<td>14</td>
<td>Inventory Management</td>
<td>HW6 posted</td>
</tr>
<tr>
<td>9</td>
<td>15</td>
<td>15</td>
<td>Case Study</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>16</td>
<td>16</td>
<td>Setting KSFs</td>
<td>HW6 due</td>
</tr>
<tr>
<td>10</td>
<td>-</td>
<td>-</td>
<td><strong>Team Presentations #2</strong></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>17</td>
<td>17</td>
<td>DFMA</td>
<td>HW7 posted</td>
</tr>
<tr>
<td>11</td>
<td>18</td>
<td>18</td>
<td>Synchronization – RDPM</td>
<td></td>
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<tr>
<td>11</td>
<td>19</td>
<td>19</td>
<td>Metrics</td>
<td>HW7 due; HW8 posted</td>
</tr>
<tr>
<td>12</td>
<td>20</td>
<td>20</td>
<td>Outsourcing vs. Insourcing</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>21</td>
<td>21</td>
<td>Continuous Improvement</td>
<td>HW8 due</td>
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<tr>
<td>12</td>
<td>-</td>
<td>-</td>
<td><strong>Q-drop Deadline</strong></td>
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</tr>
<tr>
<td>13</td>
<td>22</td>
<td>22</td>
<td>Case Study</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>23</td>
<td>23</td>
<td>Quality Assurance</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>-</td>
<td>-</td>
<td><strong>Team Presentations #3</strong></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>24</td>
<td>24</td>
<td>Semester Review</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>-</td>
<td>-</td>
<td><strong>Final Exam</strong></td>
<td>TBD</td>
</tr>
</tbody>
</table>
Course Change Request

New Course Proposal

Date Submitted: 10/18/18 11:57 am

Viewing: ENGR 421 : Technology Company Management, Leadership, and Corporate Culture

Last edit: 11/05/18 4:17 pm
Changes proposed by: kbrumbelow

Programs referencing this course

CERT-ENCC: Engineering Concept, Creation, and Commercialization - Certificate

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelly Brumbelow</td>
<td><a href="mailto:kbrumbelow@tamu.edu">kbrumbelow@tamu.edu</a></td>
<td>979-862-5891</td>
</tr>
<tr>
<td>Rodney Boehm</td>
<td><a href="mailto:rodneyboehm@tamu.edu">rodneyboehm@tamu.edu</a></td>
<td>979-458-5978</td>
</tr>
</tbody>
</table>

Course prefix: ENGR  
Course number: 421

Department: College of Engineering
College/School: College of Engineering
Academic Level: Undergraduate

Undergraduate course level justification (Select One)
College/Program Course Level Rubric

Academic Level (alternate): Graduate
Effective term: 2019-2020

Complete Course Title
Technology Company Management, Leadership, and Corporate Culture

Abbreviated Course Title
TECH COMP MGMT LEAD CORP CULT

Catalog course description
Strategic challenges associated with enterprise management and leadership; establishing and maintaining a sustainable brand; developing an effective corporate culture; dealing with global competition; case studies in strategic thinking.

Prerequisites and Restrictions
Junior or senior classification in the college of engineering.

Concurrent Enrollment: No
Should catalog prerequisites: No

In Workflow
1. CLEN Department Head
2. Curricular Services Review
3. EN Committee Preparer UG
4. EN Committee Chair UG
5. EN College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 10/18/18 9:10 pm  
   Tim Jacobs (tjjacobs): Approved for CLEN Department Head
2. 10/17/18 1:33 pm  
   Terra Bissett (t.bissett): Rollback to Initiator
3. 10/18/18 9:12 am  
   Tim Jacobs (tjjacobs): Approved for CLEN Department Head
4. 10/18/18 11:36 am  
   Terra Bissett (t.bissett): Rollback to Initiator
5. 10/18/18 12:15 pm  
   Tim Jacobs (tjjacobs): Approved for CLEN Department Head
6. 10/18/18 3:37 pm  
   Terra Bissett (t.bissett): Approved for Curricular Services Review
7. 10/18/18 5:27 pm  
   Eileen Hoy (ehoy): Approved for EN Committee Preparer UG
8. 10/18/18 5:55 pm  
   Prasad Enjeeti (enjeeti): Approved for EN Committee Chair UG
9. 10/18/18 5:57 pm  
   Prasad Enjeeti (enjeeti): Approved for EN College Dean UG
10. 10/19/18 2:18 pm  
    Sandra Williams (sandra-williams):
## ENGR 421: Technology Company Management, Leadership, and Corporate Culture

<table>
<thead>
<tr>
<th>Semester</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hour(s)</td>
<td>3</td>
</tr>
<tr>
<td>Lecture</td>
<td>3</td>
</tr>
<tr>
<td>Lab</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
</tr>
</tbody>
</table>

### Repeatability
- Repeatable for credit: No
- Three-peat: No
- Default Grade Mode: Letter Grade (G)
- Alternate Grade Modes: Satisfactory/Unsatisfactory
- Method of instruction: Lecture
- Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education): Yes

### Learning Outcomes
- Meets traditional face-to-face learning outcomes.
- Any sections offered by distance education will have common learning outcomes with face-to-face offerings.

### Hours
- Meets traditional face-to-face hours.
- Any sections offered by distance education will have identical contact hours as face-to-face offerings.

### Distance Education
- Will this course be taught as a distance education course?: Yes
- I verify that I have reviewed the FAQ for Export Control Basics for Distance Education: Yes
- Is 100% of this course going to be taught in Texas?: Yes
- Will classroom space be needed for this course?: Yes
- This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(CERT-ENCC) Engineering Concept, Creation, and Commercialization - Certificate</td>
</tr>
</tbody>
</table>

---

Has/will this course be(en) submitted for concurrent enrollment be enforced? Yes

Crosslisted With: No

Stacked With: Yes

Stacked with ENGR 621 - Technology Company Management, Leadership, and Corporate Culture

---

Approved for UCC Chair
11/05/18 4:17 pm
Sandra Williams (sandra-williams):
Approved for UCC Chair

---

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

Has/will this course be(en) submitted for Writing or Communication consideration?  

Has/will this course be(en) submitted for ICD or CD consideration?  

**Course Syllabus**

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Upload syllabus</strong></td>
<td>ENGR 421 Course Information and Syllabus-02NOV2018.docx</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letters of support or other documentation</th>
<th>No</th>
</tr>
</thead>
</table>
| Additional information                    | Terra Bissett (t.bissett) (10/17/18 1:33 pm): Rollback: Please complete section on form to indicate if course will be required or elective course; update prerequisite and restrictions - 'Undergraduate classification' needs to be updated to one of the following: "Junior or senior classification in the college of engineering" or "Admission to the college of engineering"; Syllabus: committees will want to see late-work policy included.  
Kelly Brumbelow (kbrumbelow) (10/17/18 4:25 pm): Course is now indicated as an elective for CERT-ENCC. Stacked course with ENGR 621 is now indicated. Prerequisite statement has been revised to "Admission to the college of engineering." Syllabus has been revised to include a late work policy.  
Terra Bissett (t.bissett) (10/18/18 11:36 am): Rollback: Syllabus: If course is stacked with ENGR 621, committees will want to see additional work required for graduate students.  
Kelly Brumbelow (kbrumbelow) (10/18/18 11:58 am): Syllabus for ENGR 621 already includes the additional work required for graduate students. That statement and additional information about the stacking arrangement are now included in the ENGR 421 syllabus as well.  
Terra Bissett (t.bissett) (10/18/18 3:37 pm): Updates received.  
Bob Knight (bob-knight) (10/30/18 10:25 am): need junior or senior classification on prerequisites  
Sandra Williams (sandra-williams) (11/05/18 4:17 pm): Update received. UCC approved November 2018. |

| Reviewer Comments               | Terra Bissett (t.bissett) (10/17/18 1:33 pm): Rollback: Please complete section on form to indicate if course will be required or elective course; update prerequisite and restrictions - 'Undergraduate classification' needs to be updated to one of the following: "Junior or senior classification in the college of engineering" or "Admission to the college of engineering"; Syllabus: committees will want to see late-work policy included.  
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Bob Knight (bob-knight) (10/30/18 10:25 am): need junior or senior classification on prerequisites  
Sandra Williams (sandra-williams) (11/05/18 4:17 pm): Update received. UCC approved November 2018. |

| Reported to state?              | Add  
|                               | CS |

Key: 18838
# Course Change Request

## New Course Proposal

**Date Submitted:** 09/21/18 4:04 pm  
**Viewing:** ENTO 101 : Introduction to Academic Success in Entomology  
**Last edit:** 11/05/18 4:46 pm  
**Changes proposed by:** rhapes

### Programs referencing this course

- BS-ENTO: Entomology - BS

### Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebecca Hapes</td>
<td><a href="mailto:rhapes@tamu.edu">rhapes@tamu.edu</a></td>
<td>979-845-9733</td>
</tr>
</tbody>
</table>

### Course Information

- **Course prefix:** ENTO  
- **Course number:** 101  
- **Department:** Entomology  
- **College/School:** Agriculture & Life Sciences  
- **Academic Level:** Undergraduate  
- **Effective term:** 2019-2020  
- **Complete Course Title:** Introduction to Academic Success in Entomology  
- **Abbreviated Course Title:** INTRO ACADEMIC SUCCESS ENTO

### Catalog course description

Orientation to academic success within higher education and specifically the Bachelor of Science degree in entomology; awareness of academic and campus support services available for student success; development of goals for academic and career planning, including creation and utilization of degree planner; awareness of personal self-management strategies, including learning styles, time management, goal setting, stress management and development of personal strategies for implementation of personal self-management into practice.

### Prerequisites and Restrictions

- **Concurrent Enrollment:** No

### Approval Path

1. **09/21/18 4:08 pm**  
   Pete Teel (pteel): Approved for ENTO Department Head

2. **09/28/18 11:54 am**  
   Sandra Williams (sandra-williams): Approved for Curricular Services Review

3. **10/05/18 9:49 am**  
   Bob Knight (bob-knight): Approved for AG Committee Chair UG

4. **10/05/18 9:58 am**  
   Dawn Kerstetter (dkerstetter): Approved for AG College Dean UG

5. **10/08/18 2:00 pm**  
   Sandra Williams (sandra-williams): Approved for UCC Preparer

6. **11/05/18 4:47 pm**  
   Sandra Williams (sandra-williams): Approved for UCC Chair
Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings No Crosslisted With No

Stacked No Stacked with No

Semester 1 Contact Hour(s) Lecture: 1 Lab: 0 Other: 0 Total 1

Credit Hour(s)

Repeatable for credit? No

Three-peat? No

CIP/Fund Code 2607020002

Default Grade Mode Letter Grade (G)

Alternate Grade Modes Satisfactory/Unsatisfactory

Method of instruction Lecture

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No

Will this course be taught as a distance education course? No

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Has/will this course be(en) submitted for core curriculum consideration? No

Has/will this course be(en) submitted for Writing or Communication consideration? No

Has/will this course be(en) submitted for ICD or CD consideration? No

Program(s)

(BS-ENTO) Entomology - BS
# Course Syllabus

**Syllabus:** Use course syllabus form

### Meeting times and locations
TBD, 1 hour per week

### Learning outcomes

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify learning strategies that foster academic success and promote career readiness</td>
<td>Assessed through weekly reflections</td>
</tr>
<tr>
<td>Identify self-management strategies that foster academic success</td>
<td>Assessed through Time Management Assignment</td>
</tr>
<tr>
<td>Implement self-management strategies that foster academic success</td>
<td>Assessed through Time Management Assignment and SMART Goals Assignment</td>
</tr>
<tr>
<td>Develop a degree planner using departmentally provided tools to create an Undergraduate Degree Planner in Howdy</td>
<td>Assessed through Degree Planner Submission</td>
</tr>
</tbody>
</table>

### Instructor information

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>E-mail</th>
<th>Office hours</th>
<th>Office location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebecca Hapes</td>
<td>979-845-9733</td>
<td><a href="mailto:rhapes@tamu.edu">rhapes@tamu.edu</a></td>
<td>M-F 9:00 - 11:30 AM / 1:30 - 4:00 PM, appointments recommended, set up an appointment at <a href="https://meetme.so/RebeccaHapes">https://meetme.so/RebeccaHapes</a></td>
<td>404 HPCT, West Campus</td>
</tr>
</tbody>
</table>

### Textbook and/or Resource Material
No text required; Course readings will be posted, as appropriate for the course content, to eCampus throughout the semester

### Grading scale
Grades will be assigned based on the following scale:
- A = 1000 - 900 points
- B = 899 - 800 points
- C = 799 - 700 points
- D = 699 - 600 points
- F = 599 – 0 points

### Grading Policies

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
<th>How is grade determined</th>
<th>Additional work for graduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>50 points</td>
<td>Students will be asked to create an introduction of themselves and post it in the eCampus environment. This can be a creative way to allow others to learn more about them and to help foster community among the fellow learners.</td>
<td></td>
</tr>
<tr>
<td>Sciences Career Fair Reflection Paper</td>
<td>100 points</td>
<td>Students will be asked to both attend and reflect on their attendance at the Science Career Fair and interaction with at least three (3) booth representatives.</td>
<td></td>
</tr>
<tr>
<td>Time Management Assignment</td>
<td>100 points</td>
<td>Students will be asked to evaluate their current time management strategies in relationship to the content provided. The assignment will include both a ‘snapshot’ of how the student is currently utilizing their time and then a student-centered analysis of that snapshot. The analysis will be based on the content provided in the context of the students’ academic goals.</td>
<td></td>
</tr>
<tr>
<td>AGLS Career Fair Reflection Paper</td>
<td>100 points</td>
<td>Students will be asked to both attend and reflect on their attendance at the AGLS Career Fair and interaction with at least three (3) booth representatives.</td>
<td></td>
</tr>
</tbody>
</table>
### Attendance and Make-up Policies

University rules related to excused and unexcused absences are located on-line at [Student Rule 7](http://student-rules.tamu.edu/rule07) and [Student Rules](http://student-rules.tamu.edu/rule10). Other absences may be excused at the discretion of the instructor with prior notification and proper documentation.

### Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required readings</th>
<th>Assignment due date</th>
<th>Major exam date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction; University terminology</td>
<td>See eCampus</td>
<td>Participation/Engagement Reflection Assignment</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Overview of TAMU Structure, History &amp; Mission / Communicating with your Instructor/Professor</td>
<td>See eCampus</td>
<td>Introduction via eCampus; Participation/Engagement Reflection Assignment</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Library Resources</td>
<td>see eCampus</td>
<td>Sciences Career Fair attendance; Participation/Engagement Reflection Assignment</td>
<td></td>
</tr>
</tbody>
</table>
Texas A&M University - Main Campus

Please select the appropriate ADA statement for your location

Americans with Disabilities Act (ADA)

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

Academic Integrity

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

Letters of support or other documentation
No

Additional information

eCampus:

Students are required to use the course website at http://ecampus.tamu.edu. Course material, including readings, handouts, assignments, rubrics, etc., will be posted during the semester on this site.
General Assignment Guidelines:
• Assignments will be due prior to or at the beginning of class, unless otherwise noted
• Submit all assignments in eCampus, unless otherwise noted
• All written assignments should be typed, double-spaced, with 1” margins, and in 12 pt Times New Roman font.
• Assignments should be written in a professional manner, not in ‘text-talk’

Helpful University Links
Academic Calendar - http://registrar.tamu.edu/General/Calendar.aspx
Final Exam Schedule – http://registrar.tamu.edu/General/FinalSchedule.aspx
On-Line Catalog – http://catalog.tamu.edu
Student Rules – http://student-rules.tamu.edu
Religious Observances – http://dof.tamu.edu/content-religious-observance

Reviewer Comments
Terra Bissett (t.bissett) (09/24/18 1:33 pm): Minor edits made to course description to comply with catalog style guide.
Sandra Williams (sandra-williams) (09/28/18 11:54 am): Moving forward, however, the CIP code may need to be updated for this type of course (based on THECB reporting manual).
Sandra Williams (sandra-williams) (11/05/18 4:47 pm): Will revisit CIP code when course inventory is reported. Minor edits made to course description as requested at UCC. UCC approved November 2018.

Reported to state?
Add
CS
Course Change Request

New Course Proposal

Date Submitted: 09/20/18 12:02 pm

Viewing: ESSM 417 : Prescribed Fire

Last edit: 09/21/18 2:40 pm

Changes proposed by: bob-knight

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bob Knight</td>
<td><a href="mailto:bob-knight@tamu.edu">bob-knight@tamu.edu</a></td>
<td>979-845-5557</td>
</tr>
</tbody>
</table>

Course prefix  ESSM  Course number  417

Department  Ecosystem Science & Mgmt

College/School  Agriculture & Life Sciences

Academic Level  Undergraduate

Undergraduate course level justification (Select One)

Prerequisites

All prerequisites will be enforced through COMPASS.

Academic Level  Graduate

Effective term  2019-2020

Complete Course Title  Prescribed Fire

Abbreviated Course Title  PRESCRIBED FIRE

Catalog course description

Use of prescribed fire to achieve ecosystem management objectives; understanding of how to plan and implement prescribed fires; coursework on fire behavior, fuel properties and the social aspects of prescribed fire and wildfire; how to safely use fire to achieve multiple outcomes including biodiversity conservation, reduced hazardous fire risk, livestock production and timber management.

Prerequisites and Restrictions

ESSM 416.

Concurrent Enrollment  No

Should catalog prerequisites / concurrent enrollment be enforced?  Yes

In Workflow

1. ESSM Reviewer UG
2. ESSM Department Head
3. Curricular Services Review
4. AG Committee Preparer UG
5. AG Committee Chair UG
6. AG College Dean UG
7. UCC Preparer
8. UCC Chair
9. Faculty Senate Preparer
10. Faculty Senate
11. Provost II
12. President
13. Curricular Services
14. Banner

Approval Path

1. 09/20/18 3:32 pm  Mort Kothmann (m-kothmann): Approved for ESSM Reviewer UG
2. 09/21/18 7:07 am  Cliff Lamb (gclamb): Approved for ESSM Department Head
3. 09/24/18 8:31 am  Dawn Kersteer (dkersteer): Approved for Curricular Services Review
4. 09/24/18 8:31 am  Dawn Kersteer (dkersteer): Approved for AG Committee Preparer UG
5. 10/05/18 9:50 am  Bob Knight (bob-knight): Approved for AG Committee Chair UG
6. 10/05/18 9:58 am  Dawn Kersteer (dkersteer): Approved for AG College Dean UG
7. 10/08/18 2:01 pm  Sandra Williams (sandra-williams): Approved for UCC Preparer
8. 11/05/18 2:19 pm  Sandra Williams (sandra-williams): Approved for UCC Chair
# ESSM 417: Prescribed Fire

## Enforced Prerequisites / Concurrent Enrollment

| And/Or | Course Prefix/Number | Min Grade/Score | Academic Level | | Concurrency? |
|--------|----------------------|-----------------|----------------||----------------|
|        | ESSM 416             | D               | UG             |                      |

Crosslistings: No  
Stacked: No

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credit Hour(s)</th>
<th>Contact Hour(s)</th>
<th>Lecture:</th>
<th>Lab:</th>
<th>Other:</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td>(per week):</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

Repeatable for credit? No  
Three-peat? No

CIP/Fund Code: 0111060005

Default Grade Mode: Letter Grade (G)  
Alternate Grade Modes: Satisfactory/Unsatisfactory

Method of instruction: Lecture and Laboratory

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No

Will this course be taught as a distance education course? No

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[BS-ECOR] Ecological Restoration - BS</td>
</tr>
<tr>
<td>[BS-RLEM-RMO+] Rangeland Ecology and Management - BS, Ranch Management Option</td>
</tr>
<tr>
<td>[BS-RLEM-RRO+] Rangeland Ecology and Management - BS, Rangeland Resources Option</td>
</tr>
</tbody>
</table>

Has/will this course be(en) submitted for core curriculum consideration? No

Has/will this course be(en) submitted for Writing or Communication consideration? No

Has/will this course be(en) submitted for
# Course Syllabus

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upload syllabus</td>
<td>Prescribed Fire Syllabus ESSM 417 Spring 2020.doc</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letters of support or other documentation</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Additional information</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Reviewer Comments</th>
<th>Terra Bissett (t.bissett) (09/21/18 2:43 pm): Edits made to form to comply with catalog style guide. Sandra Williams (sandra-williams) (11/05/18 2:19 pm): UCC approved November 2018.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Reported to state?</th>
<th>Add CS</th>
</tr>
</thead>
</table>

Key: 18606
Course title and number: Prescribed Fire, ESSM 417
Term: Spring 2019
Meeting times and location:
- Tuesdays 4:00-5:15 AM, HFSB 303
- Thursdays 3:30-6:30 PM, Ecology and Natural Resources Teaching Area (Range Area) 1183 Fishtank Rd. College Station, TX 77845

Course Description and Prerequisites
This course will provide students with an introduction to use of prescribed fire to achieve ecosystem management objectives. Each student should come away from this class with a firm understanding of how to plan and implement prescribed fires. Such understanding will be achieved through coursework on fire behavior, fuel properties, and the social aspects of prescribed fire and wildfire. In contrast to most wildland fire science courses, this course is not about how to fight wildfires. Instead, it serves as an introduction to how to safely use fire to achieve multiple outcomes, including: biodiversity conservation, reduced hazardous fire risk, livestock production, and timber management.
Prerequisite: ESSM 416, Fire Ecology and Natural Resource Management.

Learning Outcomes
Students will be able to:
1. identify objectives of prescribed fire
2. explain how fire ignition, combustion, spread, and extinction relate to prescribed fire.
3. predict how weather and topography affects fire behavior
4. learn from past prescribed fire research and apply the scientific method
5. measure woody and herbaceous fuels using standard techniques
6. "read a landscape" to determine fire history and anticipate prescribed fire outcomes
7. develop prescribed fire plans for Texas ecosystems.
8. assist in the preparation of a local field site for a prescribed fire
9. clearly communicate about prescribed fire, both orally and in writing

Instructor Information
Name: Dr. Joseph W. Veldman
Telephone number: 979-862-2652
Email address: veldman@tamu.edu
Office hours: Wednesday and Friday 12:00-2:00 pm, or by appointment
Office location: HFSB 318, 495 Horticulture Road

Required Texts

Other Resource Material
In addition to the textbook, we will have a variety of required readings (see Reading List and Schedule below) that will be made available on eCampus (http://eCampus.tamu.edu). Also available on eCampus will be: the syllabus, supplementary study materials, grade information, and detailed descriptions of graded assignments. Login for eCampus is the same as your TAMU email account. Students are required to purchase a dedicated notebook for note-taking and field data collection. Good writing is fundamental to clear thinking and effective communication; students are encouraged to purchase and read “The Elements of Style” by Strunk and White (any edition, new or old).
Reading List


Attendance Policy

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

Late Work Policy

Homework assignments that are not turned in on time will be penalized 10% per day that they are late. Late assignments that are part of in-class activities, and are due in-class the same day, will receive a zero unless the student has an excused absence per University policy.

Grading Policies

<table>
<thead>
<tr>
<th>Standard Letter Grading Scale</th>
<th>Points Grading Scale (100 assignable points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 90-100%</td>
<td>A = 90-100 points</td>
</tr>
<tr>
<td>B = 80-89%</td>
<td>B = 80-89 points</td>
</tr>
<tr>
<td>C = 70-79%</td>
<td>C = 70-79 points</td>
</tr>
<tr>
<td>D = 60-69%</td>
<td>D = 60-69 points</td>
</tr>
<tr>
<td>F = &lt;60%</td>
<td>F = &lt;60 points</td>
</tr>
</tbody>
</table>

Format for submitted assignments

All assignments, unless otherwise specified, should be submitted as paper copies, printed using standard fonts (e.g., 12 point Times New Roman), and double-spaced with one-inch margins. Hard copies of data figures, conceptual diagrams, maps, and pictures may be digitally generated or hand-drawn.

Breakdown of points by graded assignment:

Fire in the News Oral Report – 5 points
Weather Report – 5 points
Prescribed Fire Advocacy Letter – 10 points
Fuel data collection & analysis – 10 points
Fire Experiment – 15 points: proposal (5), research report (10)
Weather data collection – 5 points
Smoke Management Group Project – 10 points
Prescribed fire plan – 20 points: draft (5), oral presentation (5): final written plan (10).
Reading quizzes – 10 points (10 quizzes, 1 point each)
Participation – 10 points
TOTAL: 100 assignable points
<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Class activities and graded assignments (underlined)</th>
<th>Required reading (authors and pages)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 Jan</td>
<td>Fundamentals of fire</td>
<td>Fire in the News (Tuesdays)</td>
<td></td>
</tr>
<tr>
<td>17 Jan</td>
<td></td>
<td>Weather Report (Thursdays)</td>
<td></td>
</tr>
<tr>
<td>22 Jan</td>
<td>Who burns and why?</td>
<td></td>
<td>Weir vii-12; Waldrop &amp; Goodrick 1-10;</td>
</tr>
<tr>
<td>24 Jan</td>
<td></td>
<td></td>
<td>Ryan et al. 15-23; Weir 41-50.</td>
</tr>
<tr>
<td>29 Jan</td>
<td>Laws, liability, policy</td>
<td></td>
<td>Weir 13-26; Nowacki &amp; Abrams 123-138;</td>
</tr>
<tr>
<td>31 Jan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Feb</td>
<td>Fire and the public</td>
<td>Prescribed fire advocacy letter due</td>
<td>Weir 27-40, Twidwell et al. 64-71</td>
</tr>
<tr>
<td>7 Feb</td>
<td></td>
<td>Fuel data collection and analysis</td>
<td></td>
</tr>
<tr>
<td>12 Feb</td>
<td>Fire behavior: Fuels</td>
<td>Fire Experiment – Proposal due</td>
<td>Weir 51-61, Waldrop &amp; Goodrick 19-34</td>
</tr>
<tr>
<td>14 Feb</td>
<td></td>
<td>Fuel data collection and analysis</td>
<td></td>
</tr>
<tr>
<td>19 Feb</td>
<td>Fire behavior: Weather</td>
<td></td>
<td>Schroeder &amp; Buck 1-48</td>
</tr>
<tr>
<td>21 Feb</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26 Feb</td>
<td>Weather continued</td>
<td></td>
<td>Schroeder &amp; Buck 49-67, 86-105</td>
</tr>
<tr>
<td>28 Feb</td>
<td></td>
<td>Weather data collection</td>
<td></td>
</tr>
<tr>
<td>5 Mar</td>
<td>More Fuels and Weather</td>
<td></td>
<td>Schroeder &amp; Buck 127-179</td>
</tr>
<tr>
<td>7 Mar</td>
<td></td>
<td>Fire Experiment – Report due</td>
<td></td>
</tr>
<tr>
<td>12 Mar</td>
<td>Spring Break</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>14 Mar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 Mar</td>
<td>Firing techniques, Safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26 Mar</td>
<td>Smoke Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28 Mar</td>
<td></td>
<td>Smoke Management Project</td>
<td>Weir 156-167, Waldrop &amp; Goodrick 43-54</td>
</tr>
<tr>
<td>2 Apr</td>
<td>Prescriptions &amp; planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Apr</td>
<td></td>
<td>Site preparation, Smoke Mgt. due</td>
<td>Weir 62-77, Waldrop &amp; Goodrick 55-62</td>
</tr>
<tr>
<td>9 Apr</td>
<td>Execution &amp; Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 Apr</td>
<td></td>
<td>Prescribed Fire‡</td>
<td>Weir 168-176, Waldrop &amp; Goodrick 63-70</td>
</tr>
<tr>
<td>16 Apr</td>
<td>Execution &amp; Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 Apr</td>
<td></td>
<td>Draft prescribed fire plan due</td>
<td></td>
</tr>
<tr>
<td>23 Apr</td>
<td></td>
<td>Oral presentations</td>
<td></td>
</tr>
<tr>
<td>25 Apr</td>
<td></td>
<td>Oral presentations</td>
<td></td>
</tr>
<tr>
<td>6 May</td>
<td></td>
<td>Final Written Plan due 3 pm</td>
<td></td>
</tr>
</tbody>
</table>

* Field trips will depart from the loading dock behind HFSB
† The Bastrop trip will depart early, at 2:00 pm, and return late, by 7:30 pm.
‡ Dates of prescribed fires are subject to change; weather conditions or other considerations may require us to rearrange the reading schedule and class activities.
Other pertinent course information:

Proper attire for field work

Most Thursday afternoon class periods we will spend some or all of our time doing field activities or lab work. Please dress with the expectation that you will spend time walking, getting dirty (and occasionally wet), and working with hand tools. At a minimum you should wear long pants and closed-toed shoes. On days that we will conduct or observe prescribed fires, you should wear natural fabric clothing, such as cotton (not polyester/acrylic) as well as leather boots with rubber soles. A good pair of leather gloves will be helpful as well.

Americans with Disabilities Act (ADA) Policy Statement

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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
Course Change Request

New Course Proposal

Date Submitted: 09/21/18 4:04 pm

Viewing: FIVS 101: Introduction to Academic Success in Forensic & Investigative Sciences

Last edit: 11/05/18 4:48 pm
Changes proposed by: rhaps

Programs referencing this course
- BS-FIVS-LWE: Forensic and Investigative Sciences - BS, Pre-Law Emphasis
- BS-FIVS-SCE: Forensic and Investigative Sciences - BS, Science Emphasis

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebecca Hapes</td>
<td><a href="mailto:rhapes@tamu.edu">rhapes@tamu.edu</a></td>
<td>979-845-9733</td>
</tr>
</tbody>
</table>

Course prefix: FIVS
Course number: 101

Department: Entomology
College/School: Agriculture & Life Sciences
Academic Level: Undergraduate
Undergraduate course level justification (Select One)
- College/Program Course Level Rubric

Academic Level (alternate): Graduate
Effective term: 2019-2020
Complete Course Title
- Introduction to Academic Success in Forensic & Investigative Sciences
Abbreviated Course Title: INTRO ACADEMIC SUCCESS FIVS

Catalog course description:
Orientation to academic success within higher education and specifically the Bachelor of Science degree in forensic and investigative sciences; awareness of academic and campus support services available for student success; development of goals for academic and career planning, including creation and utilization of degree planner; awareness of personal self-management strategies, including learning styles, time management, goal setting, stress management and development of personal strategies for implementation of personal self-management into practice.

Prerequisites and Restrictions

Concurrent Enrollment: No

In Workflow
1. ENTO Department Head
2. Curricular Services Review
3. AG Committee Preparer UG
4. AG Committee Chair UG
5. AG College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 09/21/18 4:08 pm
   Pete Teel (pteel): Approved for ENTO Department Head
2. 09/28/18 11:55 am
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 09/28/18 12:49 pm
   Dawn Kersteer (dkersteer): Approved for AG Committee Preparer UG
4. 10/05/18 9:50 am
   Bob Knight (bob-knight): Approved for AG Committee Chair UG
5. 10/08/18 9:58 am
   Dawn Kersteer (dkersteer): Approved for AG College Dean UG
6. 10/08/18 2:01 pm
   Sandra Williams (sandra-williams): Approved for UCC Preparer
7. 11/05/18 4:49 pm
   Sandra Williams (sandra-williams): Approved for UCC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate
| Should catalog prerequisites / concurrent enrollment be enforced? | No |
| Crosslistings | No |
| Stacked | No |
| Semester | 1 |
| Credit Hour(s) | 1 |
| Contact Hour(s) (per week): | |
| Lecture | 1 |
| Lab | 0 |
| Other | 0 |
| Total | 1 |
| Repeatability for credit? | No |
| Three-peat? | No |
| CIP/Fund Code | 4301060002 |
| Default Grade Mode | Letter Grade (G) |
| Alternate Grade Modes | Satisfactory/Unsatisfactory |
| Method of instruction | Lecture |
| Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) | No |
| Will this course be taught as a distance education course? | No |
| Is 100% of this course going to be taught in Texas? | Yes |
| Will classroom space be needed for this course? | Yes |

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BS-FIVS-SCE) Forensic and Investigative Sciences - BS, Science Emphasis</td>
</tr>
<tr>
<td>(BS-FIVS-LWE) Forensic and Investigative Sciences - BS, Pre-Law Emphasis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required (select program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(select program)</td>
</tr>
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<table>
<thead>
<tr>
<th>Elective (select program)</th>
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<tr>
<td>Has/Will this course be submitted for core curriculum consideration?</td>
</tr>
<tr>
<td>Has/Will this course be submitted for Writing or Communication consideration?</td>
</tr>
<tr>
<td>Has/Will this course be submitted for ICD or CD consideration?</td>
</tr>
</tbody>
</table>
Course Syllabus

Syllabus: Use course syllabus form

Meeting times and locations
TBD, 1 hour per week

Learning outcomes

Learning Outcome

Identify learning strategies that foster academic success and promote career readiness (Assessed through Weekly Reflections)

Identify self-management strategies that foster academic success (Assessed through Time Management Assignment)

Implement self-management strategies that foster academic success (Assessed through Time Management Assignment and SMART Goals Assignment)

Develop a degree planner using departmentally provided tools to create an Undergraduate Degree Planner in Howdy (Assessed through Degree Planner Submission)

Instructor information

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>E-mail</th>
<th>Office hours</th>
<th>Office location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebecca Hapes</td>
<td>979-845-9733</td>
<td><a href="mailto:rhaps@tamu.edu">rhaps@tamu.edu</a></td>
<td>M-F 9:00 - 11:30 AM / 1:30 - 4:00 PM, appointments recommended, set up an appointment at <a href="https://meetme.so/RebeccaHapes">https://meetme.so/RebeccaHapes</a></td>
<td>404 HPCT, West Campus</td>
</tr>
</tbody>
</table>

Textbook and/or Resource Material

No text required; Course readings will be posted, as appropriate for the course content, to eCampus throughout the semester

Grading scale
Grades will be assigned based on the following scale:
A = 1000 - 900 points
B = 899 - 800 points
C = 799-700 points
D = 699-600 points
F = 599 – 0 points

Grading Policies

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
<th>How is grade determined</th>
<th>Additional work for graduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>50 points</td>
<td>Students will be asked to create an introduction of themselves and post it in the eCampus environment. This can be a creative way to allow others to learn more about them and to help foster community among the fellow learners.</td>
<td></td>
</tr>
<tr>
<td>Sciences Career Fair Reflection Paper</td>
<td>100 points</td>
<td>Students will be asked to both attend and reflect on their attendance at the Science Career Fair and interaction with at least three (3) booth representatives.</td>
<td></td>
</tr>
<tr>
<td>Time Management Assignment</td>
<td>100 points</td>
<td>Students will be asked to evaluate their current time management strategies in relationship to the content provided. The assignment will include both a ‘snapshot’ of how the student is currently utilizing their time and then a student-centered analysis of that snapshot. The analysis will be based on the content provided in the context of the students’ academic goals.</td>
<td></td>
</tr>
<tr>
<td>AGLS Career Fair Reflection Paper</td>
<td>100 points</td>
<td>Students will be asked to both attend and reflect on their attendance at the AGLS Career Fair and interaction with at least three (3) booth representatives.</td>
<td></td>
</tr>
</tbody>
</table>
FIVS 101: Introduction to Academic Success in Forensic & Investigative Sciences

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
<th>How is grade determined</th>
<th>Additional work for graduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Planner Submission</td>
<td>100</td>
<td>Students will be expected to utilize the academic resources relevant to their undergraduate program and create, finalize, and submit the university-required degree planner within the Howdy portal.</td>
<td></td>
</tr>
<tr>
<td>SMART Goals Assignment</td>
<td>100</td>
<td>Based on individual academic and career goals, students should develop short- (within 12 months) and long-term (within 5 years) goals. This assignment should utilize the SMART Goals approach and detail an accomplishment plan for these goals.</td>
<td></td>
</tr>
<tr>
<td>Career Center Account Creation Confirmation</td>
<td>50</td>
<td>Texas A&amp;M University’s Career Center can be utilized by Aggies for life. As such, it is helpful for students to become familiar with the various components and functions within this office. One of the first steps for utilization of these services is the creation of an account through this office. Students will be expected to create an account with the Career Center and provide documentation of this for this assignment.</td>
<td></td>
</tr>
<tr>
<td>Participation/Engagement Assignments</td>
<td>200</td>
<td>Students will be provided a prompt at the conclusion of the lecture, based on content covered. They will be asked to reflect on the material covered, any readings related to the material, write a reflection paper for submission into eCampus.</td>
<td></td>
</tr>
<tr>
<td>Final Reflection Paper</td>
<td>200</td>
<td>Students will be provided a set of prompts for the final reflection, encompassing the variety of topics covered throughout the semester. Students will be expected to reflect on the material covered throughout the semester, readings and supplementary materials, and write a final reflection paper for submission into eCampus.</td>
<td></td>
</tr>
</tbody>
</table>

Attendance and Make-up Policies

*University rules related to excused and unexcused absences are located on-line at Student Rule 7.*

Attendance and class participation is crucial to success in this course. As such, there will be weekly reflections prompts students must submit as participation/engagement assignments. Students must be present during the entire course to fully participate in the reflection prompt. If you know you’re going to be absent for ANY reason, please contact me in advance. In cases where prior notification is not feasible, students must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to class. The participation/engagement assignments may be made up only for University excused absences. For additional information about TAMU’s rules related to student absences, please refer to [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) and [http://student-rules.tamu.edu/rule10](http://student-rules.tamu.edu/rule10). Other absences may be excused at the discretion of the instructor with prior notification and proper documentation.

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required readings</th>
<th>Assignment due date</th>
<th>Major exam date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction; University terminology</td>
<td>See eCampus</td>
<td>Participation/Engagement Reflection Assignment</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Overview of TAMU Structure, History &amp; Mission / Communicating with your Instructor/Professor</td>
<td>See eCampus</td>
<td>Introduction via eCampus; Participation/Engagement Reflection Assignment</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Library Resources</td>
<td>See eCampus</td>
<td>Sciences Career Fair attendance; Participation/Engagement Reflection Assignment</td>
<td></td>
</tr>
</tbody>
</table>
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

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

Letters of support or other documentation No

Additional information eCampus:
Students are required to use the course website at http://ecampus.tamu.edu. Course material, including readings, handouts, assignments, rubrics, etc., will be posted during the semester on this site.
General Assignment Guidelines:
- Assignments will be due prior to or at the beginning of class, unless otherwise noted
- Submit all assignments in eCampus, unless otherwise noted
- All written assignments should be typed, double-spaced, with 1" margins, and in 12 pt Times New Roman font.
- Assignments should be written in a professional manner, not in ‘text-talk’

Helpful University Links
- Academic Calendar - http://registrar.tamu.edu/General/Calendar.aspx
- Final Exam Schedule – http://registrar.tamu.edu/General/FinalSchedule.aspx
- On-Line Catalog – http://catalog.tamu.edu
- Student Rules – http://student-rules.tamu.edu
- Religious Observances – http://dof.tamu.edu/content/religious-observance

Reviewer Comments
- Terra Bissett (t.bissett) (09/24/18 1:33 pm): Minor edits made to catalog course description to comply with catalog style guide.
- Sandra Williams (sandra-williams) (09/28/18 11:55 am): Moving forward, however, the CIP code may need to be updated for this type of course (based on THECB reporting manual).
- Sandra Williams (sandra-williams) (11/05/18 4:49 pm): Will revisit CIP code when course inventory is reported. Minor edits made to course description as requested at UCC. UCC approved November 2018.

Reported to state?
- Add
- CS

Key: 18728
Course Change Request

New Course Proposal

Date Submitted: 10/17/18 3:39 pm

Viewing: ISTM 313 : Foundations of Data Analytics for Non-MIS Majors

Last edit: 10/18/18 9:42 am
Changes proposed by: vstilley

Faculty Senate Number

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veronica Stilley</td>
<td><a href="mailto:vstilley@mays.tamu.edu">vstilley@mays.tamu.edu</a></td>
<td>979-862-8055</td>
</tr>
</tbody>
</table>

Contact(s)

Course prefix: ISTM
Course number: 313

Department: Information & Operations Mgmt
College/School: Mays Business School
Academic Level: Undergraduate

Undergraduate course level justification (Select One)
College/Program Course Level Rubric

Effective term: 2019-2020

Complete Course Title
Foundations of Data Analytics for Non-MIS Majors

Abbreviated Course Title
FOUND DATA ANALYTICS NON-MIS

Catalog course description
Use and application of data modeling, Structured Query Language (SQL), Database Management Systems (DBMS) and data visualization in the solution of business problems. Only one of the following will satisfy the requirements for a degree: ISTM 313 or ISTM 315.

Prerequisites and Restrictions
Admission to upper division in Mays Business School.

Concurrent Enrollment
No

Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings
No

Stacked
No

Semester Credit Hour(s)
3

Contact Hour(s)
3

Lecture: Total 3
Lab: 0
Other: 0

Catalog course descriiption
Use and application of data modeling, Structured Query Language (SQL), Database Management Systems (DBMS) and data visualization in the solution of business problems. Only one of the following will satisfy the requirements for a degree: ISTM 313 or ISTM 315.

Prerequisites and Restrictions
Admission to upper division in Mays Business School.

Concurrent Enrollment
No

Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings
No

Stacked
No

Approval Path

1. 09/18/18 2:08 pm
Rich Metters (rmetters): Approved for INFO Department Head

2. 09/20/18 4:37 pm
Terra Bissett (t.bissett): Rollback to Initiator

3. 09/24/18 4:24 pm
Rich Metters (rmetters): Approved for INFO Department Head

4. 09/24/18 5:11 pm
Terra Bissett (t.bissett): Approved for Curricular Services Review

5. 10/03/18 9:38 am
Jon Jasperson (jon.jasperson): Approved for BA Committee Preparer UG

6. 10/15/18 1:00 pm
Jon Jasperson (jon.jasperson): Rollback to Initiator

7. 10/15/18 2:10 pm
Rich Metters (rmetters): Approved for INFO Department Head

8. 10/17/18 2:30 pm
Terra Bissett (t.bissett): Rollback to Initiator

9. 10/17/18 3:44 pm
Rich Metters (rmetters): Approved for INFO Department Head

10. 10/19/18 10:26 am
Terra Bissett (t.bissett):
Repeatable for credit? No
Three-peat? No
CIP/Fund Code 1108020019
Default Grade Mode Letter Grade (G)
Alternate Grade Modes Satisfactory/Unsatisfactory
Method of instruction Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

### Learning Outcomes
- Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.
- The course design applies half of the classroom time to flipped learning pedagogies and other applications of content provided online. The course applies other proven instructional practices throughout the term including online discussion boards and electronically delivered lectures. The instructor participates frequently in the online places with comments, feedback, and student prompts.

### Hours
- Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.
- The class will meet face-to-face 75 minutes per week. In addition, students will complete lab assignments and respond to reflection-based questions via eCampus. Video presentations regarding course topics will also be created by students, uploaded into eCampus and discussed with peers. The instructor will actively participate in all online forums and will provide frequent and formative feedback to students.

Will this course be taught as a distance education course? No
Is 100% of this course going to be taught in Texas? Yes
Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Required (select program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BBA-MGMT) Management - BBA</td>
</tr>
<tr>
<td>(BBA-MGMT-CSL) Management - BBA, Consulting/General Management Track</td>
</tr>
<tr>
<td>(BBA-MGMT-ENT) Management - BBA, Entrepreneurial Leadership Track</td>
</tr>
<tr>
<td>(BBA-MGMT-HRM) Management - BBA, Human Resource Management Track</td>
</tr>
<tr>
<td>(BBA-MGMT-LAW) Management - BBA, Pre-Law Track</td>
</tr>
</tbody>
</table>

Approved for Curricular Services Review
11. 10/20/18 10:58 am Jon Jasperson (john.jasperson): Approved for BA Committee Preparer UG 12. 10/20/18 11:00 am Jon Jasperson (john.jasperson): Approved for BA Committee Chair UG 13. 10/22/18 8:36 am Annie McGowan (amcgowan): Approved for BA College Dean UG 14. 10/22/18 11:21 am Sandra Williams (sandra-williams): Approved for UCC Preparer 15. 11/05/18 2:19 pm Sandra Williams (sandra-williams): Approved for UCC Chair
Program(s)

<table>
<thead>
<tr>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BBA-MGMT-NON) Management - BBA, Nonprofit Management Track</td>
</tr>
<tr>
<td>(BBA-MKTG) Marketing - BBA</td>
</tr>
<tr>
<td>(BBA-MKTG-ADS) Marketing - BBA, Advertising Strategy Track</td>
</tr>
<tr>
<td>(BBA-MKTG-ANC) Marketing - BBA, Analytics and Consulting Track</td>
</tr>
<tr>
<td>(BBA-MKTG-PSS) Marketing - BBA, Professional Selling and Sales Management Track</td>
</tr>
<tr>
<td>(BBA-MKTG-RBM) Marketing - BBA, Retail Buying and Management Track</td>
</tr>
<tr>
<td>(BBA-SCMT) Supply Chain Management - BBA</td>
</tr>
<tr>
<td>(BBA-ACCT) Accounting - BBA</td>
</tr>
<tr>
<td>(BBA-BHNR) Business Honors - BBA</td>
</tr>
<tr>
<td>(BBA-FINC) Finance - BBA</td>
</tr>
</tbody>
</table>

Has/will this course be submitted for core curriculum consideration? No

Has/will this course be submitted for Writing or Communication consideration? No

Has/will this course be submitted for ICD or CD consideration? No

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus

ISTM 313_501 Traditional Syllabus.pdf
ISTM 313_501 Hybrid Syllabus.pdf

Letters of support or other documentation No

Additional information

Reviewer Comments

Terra Bissett [t.bissett] (09/20/18 4:37 pm): Rollback: Syllabus: committees will want to see section (At the completion of the course,...) entitled "Learning Outcomes;" include link to student rule 7 (http://student-rules.tamu.edu/rule07)

Terra Bissett [t.bissett] (09/24/18 5:11 pm): Updates received.

Jon Jasperson [jon.jasperson] (10/15/18 1:00 pm): Rollback: The Mays curriculum committee asked for an added restriction that a student cannot receive credit for both ISTM 315 and ISTM 313 which will effectively prevent MISY majors from taking the new course (ISTM 313).

Terra Bissett [t.bissett] (10/17/18 2:30 pm): Rollback: Please update restriction statement to the standard language, "Only one of the following will satisfy the requirements for a degree: ISTM 313 or ISTM 315."); Will ISTM 315 need to be updated with this same statement?

Terra Bissett [t.bissett] (10/18/18 9:43 am): Update received.

Sandra Williams [sandra.williams] (11/05/18 2:19 pm): UCC approved November 2018.

Reported to state? Add CS
“Learning is not attained by chance; it must be sought for with ardor and attended to with diligence.”

(Abigail Adams – May 8, 1780)

COURSE OVERVIEW

This course provides students with some foundational skills for working in the field of data analytics. These skills include:

- Conceptual and logical data modeling used to design databases
- Structured Query Language (SQL) programming (including Data Definition Language (DDL), Data Manipulation Language (DML), and Data Control Language (DCL)) used to build and query databases
- Using SQL for the extraction, transformation, and loading (ETL) of data sources and for data cleansing
- Using data visualization to both investigate the data underlying business problems and present results/findings

LEARNING OBJECTIVES

At the completion of the course, successful students will be able to:

- Use conceptual (Entity Relationship Diagrams) and logical (relational schema) modeling techniques to effectively model the data needs of a given organization
- Construct databases, schemas, tables, relationships, and constraints using SQL
- Construct SQL queries to select, manipulate, move, and maintain data
• Use software to create data visualizations to present data in such a way as to better understand business problems

**CATALOG DESCRIPTION**

Use and application of data modeling, Structured Query Language (SQL), Database Management Systems (DBMS), and data visualization in the solution of business problems.

**COURSE PREREQUISITES**

Junior classification in Mays Business School

**COURSE MATERIALS**

**REQUIRED**

• There are no required textbooks for this course, but you will need to download and install Tableau from the Tableau for Students website:
  o https://www.tableau.com/academic/students

• You will also want to take advantage of your membership to Lynda.com (accessible with your TAMU credentials). We’ll be referencing the Tableau 10 Essential Training course on Lynda.com:

• Course workbooks (will be made available on eCampus)

**RECOMMENDED**

• While I am not requiring you to use this resource, I am strongly recommending that you purchase the following “smart” textbook for use during our coverage of SQL:
  o Jackson, R., Allen, G. and Hansen, G. *Essentials of Structured Query Language (SQL)*. Offered on the MyEducator platform for $24.99:
    ▪ https://myeducator.com/s/1YNCOP1bC01/

GRADING AND COURSE REQUIREMENTS

The course requirements and evaluation of each student’s work in the course are based upon performance in several areas. Grade contributions and letter grade determination are shown below.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modeling Exam*</td>
<td>20%</td>
</tr>
<tr>
<td>SQL Exam I*</td>
<td>20%</td>
</tr>
<tr>
<td>SQL Exam II* (Final)</td>
<td>20%</td>
</tr>
<tr>
<td>Team Database Project</td>
<td>15%</td>
</tr>
<tr>
<td>Team Visualization Project</td>
<td>15%</td>
</tr>
<tr>
<td>Homework</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

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

*Please Note:* If a student’s average score across the exams is less than C quality work (i.e., 70%), the highest grade the student may earn for the course is a “D.” This rule applies regardless of the student’s performance in other areas of the course. If a student’s average exam score is less than “C” quality work, the student will earn a final grade of “D” or “F” based on the student’s average exam score.

**SQL Exam I and SQL Exam II (Final):** These paper and pencil exams will assess students’ mastery of Structured Query Language.

**Modeling Exam:** The modeling exam will assess the extent to which students can apply proper systems modeling techniques to solve a database problem.

The instructor retains ALL exams and does not return them to the student. Exam grades are FINAL one week after the instructor posts them on the course website. Students may review the results of an exam within one week of posting of exam grades.

The instructor will schedule make-up exams as needed for any “university excused absence.” For information about what constitutes a “university excused absence,” see Rule 7 of the
Student Rules (http://student-rules.tamu.edu). Make-up exams for unexcused absences are at the discretion of the instructor.

**Team Projects:** The team projects will give you hands-on experience implementing and working with a database system and visualization software. Details on the projects will be provided on the course website. (I will assign teams made up of 3-4 students.)

**Homework:** We will work a number of modeling, SQL, and programming problems in the classroom. I expect students to participate in and to contribute to all classroom discussions and activities. I will assign some problems as homework problems. At times, I will ask you to complete these homework assignments outside of the classroom (we will subsequently discuss these problems in class). In other situations, you may have time in class to complete the assignment.

All homework is to be completed individually, unless otherwise instructed.

**Late Work Policy**

Assignments are due by the stated deadline. Any assignments submitted after the deadline will be considered late. Late assignments will not be accepted. The reason for this is because we will often go over problem solutions in class immediately after they are due. In doing so, I don’t want to create the possibility of students waiting until after the deadline, seeing the solution, and then turning it in as their own.

**Exception:** I will give students with excused absences adequate time and opportunities to submit work they missed due to absence. Students must provide documentation and notice to the instructor as specified in TAMU student rules. (http://student-rules.tamu.edu/rule07)

**Electronic Course Support**

I use the Texas A&M University eCampus system (http://ecampus.tamu.edu) as a means of electronic support for class activities. I will refer to this resource as the course website. The course website contains links to the syllabus and other pertinent course information such as handouts and assignments. You should check the course website regularly to be informed of what is happening in the class.

**Office Hours Policy**

Office hours provide an opportunity for you to obtain specific guidance and help understanding the course material. I expect you to use them as your needs demand. At the end of the semester, I tend to be unsympathetic toward individuals with grade problems who have never attempted to get help via office hours.

The purpose of office hours is for you to obtain assistance in understanding the course material. I will gladly respond to questions that you may have regarding material that was covered during
a class discussion and/or provide feedback on diagramming or modeling efforts that do not pertain to assigned homework or projects.

**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.

**RELIGIOUS HOLIDAYS**

It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required course work that may fall on religious holidays (Student Rules: Rule 7 and Appendix IV at http://student-rules.tamu.edu). If possible, please speak with the instructor in advance of any such observances to make appropriate arrangements for missed work.

**AGGIE HONOR CODE**

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at the following URL:

http://aggiehonor.tamu.edu

For each assignment or project that is submitted for grading in this course, students must affirm their commitment to the Aggie Honor Code with the following statement.

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

Even if you do not explicitly state the above, by submitting any course deliverable, you affirm your adherence to the Aggie Honor Statement for that deliverable.
“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.” (http://www.tamu.edu/aggiehonor/acadmisconduct.htm)

I will follow the steps and processes outlined in the Honor Council Rules and Procedures in all cases of academic misconduct in this class.

FOOD AND DRINK IN THE CLASSROOM

We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for current and future students. Thus, it is necessary for you to adhere to the established policy of no beverages (except water), food, tobacco products, or like items within the Wehner Building Classrooms. I will enforce this policy strictly.

CLASS POLICIES

- **Do not engage in disruptive behavior in the classroom.** Interfering with your fellow students’ ability to learn will not be tolerated.
- **Turn assignments in when they are due.** I will accept late assignments and projects as outlined under “Late Work Policy” above. “Late” means any time after I have collected the assignment in class or the deadline for delivery has passed.
- **Be prepared.** I expect each student to come to class fully prepared to discuss the material from the assigned readings. I expect students to have read the text (or other material) before class and rely on their preparedness to drive class discussions.
- **Attend class.** If you must miss class, it is your responsibility to find out what material, homework assignments, schedule changes, etc. you missed. Do not come to my office later and ask, “Did I miss anything?” (Assume I would answer “yes” to this question.)
- **Arrive on time and stay for the duration of each class.** If you must be late to or leave early from class, please let me know beforehand and be as unobtrusive as possible. It is very disruptive to have students walking in and out during class time.
- **Maintain Back-Up Copies of All Work.** You are responsible for retaining back-up copies of all work. When you submit your projects for grading you should ensure that you have a duplicate back-up copy of the assignment (both hard and soft copy).
**Miscellaneous Class Notes**

**Problems:** Let me know, as early as possible, if you have trouble with the material. Ask questions during class; come see me during office hours; send e-mail messages to me; etc. In short, if you are doing the work and need help, get it! I cannot help you if I am not aware of the problem.

**Privacy of grades:** I post scores and grades on the course website. You will only be able to see your own scores and grades. I do not discuss scores or grades over the phone or via e-mail. If you would like to discuss your scores or grades, please visit me during office hours.

**Syllabus changes:** The topics and dates as outlined in the course schedule are subject to change. I will announce and discuss all necessary changes in class. In addition, I will post a notice via the course website. You are responsible for making sure you are aware of any such changes.
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>IN-CLASS SESSION</th>
<th>ONLINE MODULE(S)</th>
</tr>
</thead>
</table>
| #1:  | Course Introduction  
The Database Environment and Development Process  | Introduction / Introducing Tableau / Modeling Data in the Organization |
| #2:  | In-class exercises | Managing Data Sources and Visualizations |
| #3:  | In-class exercises | Managing Tableau Worksheets and Workbooks / The Enhanced E-R Model |
| #4:  | In-class exercises | Creating Custom Calculations and Fields |
| #5:  | In-class exercises | Analyzing Data Using Statistical Tools / Logical Database Design and the Relational Model (schema notation) |
| #6:  | In-class exercises | Sorting and Filtering Tableau Data |
| #7:  | In-class exercises | Creating and Pivoting Crosstabs |
| #8:  | Modeling Exam | Introduction to SQL |
| #9:  | In-class exercises | Defining Groups and Sets |
| #10: | In-class exercises | Formatting Tableau Visualizations / Creating Basic Charts |
| #11: | SQL Exam I | Advanced SQL |
| #12: | In-class exercises | Annotating and Formatting Charts |
| #13: | In-class exercises | Mapping Geographic Data |
| #14: | In-class exercises | Creating Dashboards and Actions |
| #15: | In-class exercises | What’s New in Tableau 10.1 and 10.2 |
| FINAL EXAM: | SQL Exam II | |

Page 8 of 8
“Learning is not attained by chance; it must be sought for with ardor and attended to with diligence.”

(Abigail Adams – May 8, 1780)

**COURSE MATERIALS**

This course provides students with some foundational skills for working in the field of data analytics. These skills include:

- Conceptual and logical data modeling used to design databases
- Structured Query Language (SQL) programming (including Data Definition Language (DDL), Data Manipulation Language (DML), and Data Control Language (DCL)) used to build and query databases
- Using SQL for the extraction, transformation, and loading (ETL) of data sources and for data cleansing
- Using data visualization to both investigate the data underlying business problems and present results/findings

**LEARNING OBJECTIVES**

At the completion of the course, successful students will be able to:

- Use conceptual (Entity Relationship Diagrams) and logical (relational schema) modeling techniques to effectively model the data needs of a given organization
- Construct databases, schemas, tables, relationships, and constraints using SQL
- Construct SQL queries to select, manipulate, move, and maintain data
- Use software to create data visualizations to present data in such a way as to better understand business problems
**CATALOG DESCRIPTION**

Use and application of data modeling, Structured Query Language (SQL), Database Management Systems (DBMS), and data visualization in the solution of business problems.

**COURSE PREREQUISITES**

Junior classification in Mays Business School

**COURSE MATERIALS**

**REQUIRED**

- There are no required textbooks for this course, but you will need to download and install Tableau from the Tableau for Students website:
  - [https://www.tableau.com/academic/students](https://www.tableau.com/academic/students)

**RECOMMENDED**

- While I am not requiring you to use this resource, I am strongly recommending that you purchase the following “smart” textbook for use during our coverage of SQL:
  - Jackson, R., Allen, G. and Hansen, G. *Essentials of Structured Query Language (SQL)*. Offered on the MyEducator platform for $24.99:
    - [http://www.myeducator.com/s/1SqCvmb4O01/](http://www.myeducator.com/s/1SqCvmb4O01/)


**GRADING AND COURSE REQUIREMENTS**

The course requirements and evaluation of each student’s work in the course are based upon performance in several areas. Grade contributions and letter grade determination are shown below.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modeling Exam*</td>
<td>30%</td>
</tr>
<tr>
<td>SQL Exam*</td>
<td>30%</td>
</tr>
<tr>
<td>Team Project</td>
<td>30%</td>
</tr>
<tr>
<td>Homework</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Percent | Grade
---|---
90 - 100 | A
80 - 89 | B
70 - 79 | C
60 - 69 | D
0 - 59 | F

*Please Note:* If a student’s average score across the exams is less than C quality work (i.e., 70%), the highest grade the student may earn for the course is a “D.” This rule applies regardless of the student’s performance in other areas of the course. If a student’s average exam score is less than “C” quality work, the student will earn a final grade of “D” or “F” based on the student’s average exam score.

**SQL Exam:** This pencil and paper exam will assess students’ mastery of Structured Query Language.

**Modeling Exam:** The modeling exam will assess the extent to which students can apply proper systems modeling techniques to solve a database problem.

The instructor retains ALL exams and does not return them to the student. Exam grades are FINAL one week after the instructor posts them on the course website. Students may review the results of an exam within one week of posting of exam grades.

The instructor will schedule make-up exams as needed for any “university excused absence.” For information about what constitutes a “university excused absence,” see Rule 7 of the Student Rules (http://student-rules.tamu.edu). Make-up exams for unexcused absences are at the discretion of the instructor.

**Team Project:** The team project will give you hands-on experience implementing and working with a database system and visualization software. Details on the project will be provided on the course website. (I will assign teams made up of 3-4 students.)

**Homework:** We will work a number of modeling, SQL, and programming problems in the classroom. I expect students to participate in and to contribute to all classroom discussions and activities. I will assign some problems as homework problems. At times, I will ask you to complete these homework assignments outside of the classroom (we will subsequently discuss these problems in class). In other situations, you may have time in class to complete the assignment.

All homework is to be completed individually, unless otherwise instructed.
**Late Work Policy**

Assignments are due by the stated deadline. Any assignments submitted after the deadline will be considered late. Late assignments will not be accepted. The reason for this is because we will often go over problem solutions in class immediately after they are due. In doing so, I don’t want to create the possibility of students waiting until after the deadline, seeing the solution, and then turning it in as their own.

**Exception:** I will give students with excused absences adequate time and opportunities to submit work they missed due to absence. Students must provide documentation and notice to the instructor as specified in TAMU student rules. ([http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07))

**Electronic Course Support**

I use the Texas A&M University eCampus system ([http://ecampus.tamu.edu](http://ecampus.tamu.edu)) as a means of electronic support for class activities. I will refer to this resource as the course website. The course website contains links to the syllabus and other pertinent course information such as handouts and assignments. You should check the course website regularly to be informed of what is happening in the class.

**Office Hours Policy**

Office hours provide an opportunity for you to obtain specific guidance and help understanding the course material. I expect you to use them as your needs demand. At the end of the semester, I tend to be unsympathetic toward individuals with grade problems who have never attempted to get help via office hours.

The purpose of office hours is for you to obtain assistance in understanding the course material. I will gladly respond to questions that you may have regarding material that was covered during a class discussion and/or provide feedback on diagramming or modeling efforts that do not pertain to assigned homework or projects.

**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](http://disability.tamu.edu).
**RELIGIOUS HOLIDAYS**

It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required course work that may fall on religious holidays (Student Rules: Rule 7 and Appendix IV at [http://student-rules.tamu.edu](http://student-rules.tamu.edu)). If possible, please speak with the instructor in advance of any such observances to make appropriate arrangements for missed work.

**AGGIE HONOR CODE**

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at the following URL:

[http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

For each assignment or project that is submitted for grading in this course, students must affirm their commitment to the Aggie Honor Code with the following statement.

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

Even if you do not explicitly state the above, by submitting any course deliverable, you affirm your adherence to the Aggie Honor Statement for that deliverable.

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.” ([http://www.tamu.edu/aggiehonor/acadmisconduct.htm](http://www.tamu.edu/aggiehonor/acadmisconduct.htm))

I will follow the steps and processes outlined in the Honor Council Rules and Procedures in all cases of academic misconduct in this class.

**FOOD AND DRINK IN THE CLASSROOM**

We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for current and future students. Thus, it is necessary for you to adhere to the established policy of no beverages (except water), food, tobacco products, or like items within the Wehner Building Classrooms. I will enforce this policy strictly.
CLASS POLICIES

- *Do not engage in disruptive behavior in the classroom.* Interfering with your fellow students' ability to learn will not be tolerated.

- *Turn assignments in when they are due.* I will accept late assignments and projects as outlined under “Late Work Policy” above. “Late” means any time after I have collected the assignment in class or the deadline for delivery has passed.

- *Be prepared.* I expect each student to come to class fully prepared to discuss the material from the assigned readings. I expect students to have read the text (or other material) before class and rely on their preparedness to drive class discussions.

- *Attend class.* If you must miss class, it is your responsibility to find out what material, homework assignments, schedule changes, etc. you missed. Do not come to my office later and ask, “Did I miss anything?” (Assume I would answer “yes” to this question.)

- *Arrive on time and stay for the duration of each class.* If you must be late to or leave early from class, please let me know beforehand and be as unobtrusive as possible. It is very disruptive to have students walking in and out during class time.

- *Maintain Back-Up Copies of All Work.* You are responsible for retaining back-up copies of all work. When you submit your projects for grading you should ensure that you have a duplicate back-up copy of the assignment (both hard and soft copy).

MISCELLANEOUS CLASS NOTES

**Problems:** Let me know, as early as possible, if you have trouble with the material. Ask questions during class; come see me during office hours; send e-mail messages to me; etc. In short, if you are doing the work and need help, get it! I cannot help you if I am not aware of the problem.

**Privacy of grades:** I post scores and grades on the course website. You will only be able to see your own scores and grades. I do not discuss scores or grades over the phone or via e-mail. If you would like to discuss your scores or grades, please visit me during office hours.

**Syllabus changes:** The topics and dates as outlined in the course schedule are subject to change. I will announce and discuss all necessary changes in class. In addition, I will post a notice via the course website. You are responsible for making sure you are aware of any such changes.
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Course Introduction; Modeling Data in the Organization</td>
</tr>
<tr>
<td>#2</td>
<td>Entity Relationship Diagrams (ERDs)</td>
</tr>
<tr>
<td>#3</td>
<td>Enhanced ERDs (EERDs)</td>
</tr>
<tr>
<td>#4</td>
<td>Logical Modeling (Relational Schema) – Project Phase I</td>
</tr>
<tr>
<td>#5</td>
<td>Logical Modeling cont. / Modeling Exam</td>
</tr>
<tr>
<td>#6</td>
<td>SQL</td>
</tr>
<tr>
<td>#7</td>
<td>SQL cont.</td>
</tr>
<tr>
<td>#8</td>
<td>Advanced SQL</td>
</tr>
<tr>
<td>#9</td>
<td>Advanced SQL cont. – Project Phase II</td>
</tr>
<tr>
<td>#10</td>
<td>Advanced SQL cont. / SQL Exam</td>
</tr>
<tr>
<td>#11</td>
<td>Getting Started with Tableau / Connecting to Data</td>
</tr>
<tr>
<td>#12</td>
<td>Visual Analytics</td>
</tr>
<tr>
<td>#13</td>
<td>Dashboards and Stories</td>
</tr>
<tr>
<td>#14</td>
<td>Mapping and Calculations – Project Phase III</td>
</tr>
</tbody>
</table>
Course Change Request

New Course Proposal

Date Submitted: 09/26/18 2:50 pm

Viewing: PETE 453: Petroleum Entrepreneurship

Last edit: 09/26/18 3:25 pm

Changes proposed by: jrw092007

Programs referencing this course

CERT-ENCC: Engineering Concept, Creation, and Commercialization - Certificate

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jake Williams</td>
<td><a href="mailto:jake.williams@tamu.edu">jake.williams@tamu.edu</a></td>
<td>9798454292</td>
</tr>
</tbody>
</table>

Course prefix: PETE

Course number: 453

Department: Petroleum Engineering

College/School: College of Engineering

Academic Level: Undergraduate

Undergraduate course level justification (Select One)

Prerequisites

All prerequisites will be enforced through COMPASS.

Academic Level: Graduate (alternate)

Effective term: 2019-2020

Complete Course Title

Petroleum Entrepreneurship

Abbreviated Course Title

PETROLEUM ENTREPRENEURSHIP

Catalog course description

Exploration of the various aspects of entrepreneurship with a focus on petroleum asset valuation and prospect analysis in the energy sector; exposure to all aspects of the journey including business idea generation, raising early stage capital, staffing the enterprise, developing the business plan and selling the concept to investors.

Prerequisites and Restrictions

Grade of C or better in PETE 353.

Concurrent Enrollment: No

Should catalog prerequisites / concurrent enrollment be enforced? Yes

In Workflow

1. PETE Department Head
2. Curricular Services Review
3. EN Committee Preparer UG
4. EN Committee Chair UG
5. EN College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 09/24/18 9:41 am
   Kathy Beladi (k-beladi): Approved for PETE Department Head
2. 09/25/18 1:43 pm
   Terra Bisse (t.bisse): Rollback to Initiator
3. 09/26/18 12:00 pm
   Kathy Beladi (k-beladi): Approved for PETE Department Head
4. 09/26/18 1:42 pm
   Terra Bisse (t.bisse): Rollback to Initiator
5. 09/27/18 1:36 pm
   Kathy Beladi (k-beladi): Approved for PETE Department Head
6. 09/27/18 3:49 pm
   Terra Bisse (t.bisse): Approved for Curricular Services Review
7. 10/18/18 5:29 pm
   Eileen Hoy (ehoy): Approved for EN Committee Preparer UG
8. 10/18/18 5:55 pm
   Prasad Enje (enje): Approved for EN Committee Chair UG
9. 10/18/18 5:57 pm
   Prasad Enje (enje): Approved for EN College Dean UG
10. 10/19/18 2:18 pm
    Sandra Williams (sandra-williams):
Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PETE 353</td>
<td>C</td>
<td>UG</td>
<td></td>
</tr>
</tbody>
</table>

Crosslistings: No  Stacked: No

Semester: 3  Credit: 3  Contact Hour(s): 3
Lecture: 3  Lab: 0  Other: 0  Total: 3

Repeatable for credit? No  Three-peat? No

CIP/Fund Code: 1425010006  Default Grade Mode: Letter Grade (G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No

Will this course be taught as a distance education course? No
Is 100% of this course going to be taught in Texas? Yes
Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Has/will this course be(en) submitted for core curriculum consideration? No
Has/will this course be(en) submitted for Writing or
## Course Syllabus

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Syllabus</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Upload syllabus</strong></td>
<td><strong>Updated PETE 453 Syllabus.pdf</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letters of support or other documentation</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letters of support or other documentation</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td><strong>Additional information</strong></td>
<td><strong>Syllabus updated, as requested.</strong></td>
</tr>
</tbody>
</table>
| **Reviewer Comments** | **Terra Bissett (t.bissett) (09/25/18 1:39 pm):** Edits made to abbreviated title, catalog course description and enforced prerequisite table to comply with catalog style guide.  
**Terra Bissett (t.bissett) (09/25/18 1:43 pm):** Rollback: Syllabus: please include correct link to Aggie Honor Code  
**Terra Bissett (t.bissett) (09/26/18 1:37 pm):** Updates received.  
**Terra Bissett (t.bissett) (09/26/18 1:42 pm):** Rollback: If requiring a grade of C or better in course prerequisite, please include a statement within catalog prerequisites, "Grade of C or better in..."  
**Terra Bissett (t.bissett) (09/26/18 3:26 pm):** Updates received.  
**Sandra Williams (sandra-williams) (11/05/18 2:19 pm):** UCC approved November 2018. |

| Reported to state? | Add  
|--------------------| CS |

Key: 18536
PETE 453 SECTION XXX
PETROLEUM ENTREPRENEURSHIP
SPRING 2018
CLASS INFORMATION & SYLLABUS

LECTURE SESSIONS: TR 2:20 PM – 3:35 PM in RICH 311

INSTRUCTORS: Catherine L. Sliva, RICH 501U
cathy.sliva@tamu.edu
Office Hours: Wednesdays, 9:30 – 3:30 or by appointment

James M. Donnell, MEOB 225
jimdonnell@tamu.edu
Office Hours: TR 12:00 – 2:00 or by appointment

CATALOG DESCRIPTION: (3-0) Credit 3. This technical elective will explore the various aspects of entrepreneurship with a focus on petroleum asset valuation and prospect analysis in the energy sector. Upon completion of this course, the student will have been exposed to all aspects of the journey from business idea generation... to raising early stage capital... to staffing the enterprise... to developing the business plan... and selling the concept to investors. The two primary outcomes of this course will be: (1) a solid grasp of the petroleum asset valuation and acquisition processes, petroleum property management and exit strategies, and (2) a foundation in the development of an effective business strategy to capitalize on the new business opportunity. A team project will be one of the major assessment tools used and will provide students with an opportunity to demonstrate their ability to work effectively in a team, their knowledge of energy resource valuation, and their presentation skills. The student who completes the course will have a solid working knowledge of what is required to take an idea through the early opportunity assessment phase and development, and then proceed along the path to start and run a Company.

PREREQUISITES: PETE 353

TEXTBOOK AND OTHER REQUIRED MATERIAL: There are no required textbooks. Various resources will be referenced and/or made available to you during the semester.

LEARNING OUTCOMES

1. Ability to work effectively on a diverse team.
2. Ability to explain the full cycle of starting a new business and delivering required economic value to investors.
3. Ability to quantify uncertainty in data and to develop ways to mitigate risks.
4. Ability to distinguish between economic feasibility and engineering feasibility with special emphasis on economic nuances of a start-up company.
5. Ability to develop the key components of an effective business plan.
6. Ability to analyze a balance sheet and income statement, and related financial metrics.
7. Ability to communicate effectively, including to non-technical business executives and investors.
8. Ability to take a technical idea/solution from concept, to design, and through to commercialization.
HONOR CODE: *Aggie Honor Code:* "An Aggie does not lie, cheat, or steal, or tolerate those who do."

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

On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge is implied regardless if it is preprinted and signed by the student:

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

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**GRADING:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Part./Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Exam #1</td>
<td>20%</td>
</tr>
<tr>
<td>Exam #2</td>
<td>20%</td>
</tr>
<tr>
<td>Team Project</td>
<td>35%</td>
</tr>
</tbody>
</table>

**LETTER ASSIGNMENT SCHEME:**

- \( 90 \leq A \leq 100; \ 80 \leq B < 90; \)
- \( 70 \leq C < 80; \ 60 \leq D < 70; \)
- \( F < 60 \)

(Lower bounds may be adjusted to the student’s advantage.)

Your grades can be tracked for accuracy through the eCampus website.

**GRADES CANNOT BE DISCUSSED OVER THE PHONE OR THROUGH AN EMAIL ACCOUNT OTHER THAN YOUR UNIVERSITY ACCOUNT.**

**TO IMPROVE YOUR CHANCE OF SUCCESS** in this class, you should plan to spend an additional 2 – 3 hours per credit hour per week studying the material, doing homework, engaging the professor and/or TA in office hours, watching auxiliary lectures, and/or working on the team project. This is a 3-credit class, which means you should plan to spend 9 – 12 hours per week on this class.

**PARTICIPATION:** You are expected to prepare for, attend, and participate in each lecture. Different topics will be covered in each lecture and missing more than one or two classes during the semester will substantially take away from the contemplated learning. Your ability to do well on the homework, quizzes, and exams will be a function of your grasp of concepts primarily covered during lectures.

Preparation for lecture is best done by reviewing topical materials provided. Lecture notes may or may not be posted online and you should not count on that.

**HOMEWORK:** Homework is generally assigned weekly on Thursday and is due at the beginning of class the following Thursday. Homework is designed to reinforce the concepts covered during lecture as well as to require you to dig deeper into materials provided or into your own resources. Homework will primarily be done in your assigned teams and only one submission is required per team. A portion of your grade will be based upon the professionalism of your work. Handwritten or typed format is acceptable but it must be legible, and I will be looking for your creativity, logic, and clarity of your submission.
Quality is considerably more important than quantity. No late submissions will be accepted without prior consent or an excused absence in accordance with student rule 7. http://student-rules.tamu.edu/rule07

TEAMWORK: You will be assigned to teams of 3-4 members.

For homework assignments, each team member should actively participate in the planning and execution of the assignment, even though only one submission is required. Several times during the semester, team members will be asked to submit Individual Peer Ratings which will be used in the determination of final grades.

A major team project is a key element of this course. The project will utilize concepts taught during the semester and will test the collective command of those concepts in a way that positions each team for a successful Company pitch to a group of outside judges at the end of the semester. We will begin discussion of and work on the project shortly and will spend considerable time on this project throughout the semester.

EXAMINATIONS: Two exams are scheduled. Unexcused absences will result in a grade of zero for missed exams. Known absences must be brought to the professor’s attention as soon as possible so that accommodations for an alternative time can be made.

E-CAMPUS: This course will make use of the eCampus website, ecampus.tamu.edu. Course information such as handouts, homework assignments, projects, and grades will be available on eCampus. Grade access will be only for your scores.

i>CLICKER: This technology will not be used in this course.

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

DIFFERENTIAL TUITION: This course is made possible through the Differential Tuition from all undergraduate engineering students.

ACADEMIC INTEGRITY: “An Aggie does not lie, cheat or steal, or tolerate those who do.” http://aggiehonor.tamu.edu
<table>
<thead>
<tr>
<th>Lecture</th>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>T 28-Aug</td>
<td>Course Introduction and Discussion of Business Concept Generation</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>R 30-Aug</td>
<td>The Oil &amp; Gas Acquisition Process</td>
<td>HW#1 assigned</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>T 4-Sep</td>
<td>Building the Team</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>R 6-Sep</td>
<td>Buy vs. Sell Asset Perspective, In Class Exercise</td>
<td>HW#1 due; HW#2 assigned</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>T 11-Sep</td>
<td>Basics of Company Financials</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>R 13-Sep</td>
<td>Financing an Oil &amp; Gas Company</td>
<td>HW#2 due; HW#3 assigned</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>T 18-Sep</td>
<td>Organization of a Typical E&amp;P Company</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>R 20-Sep</td>
<td>Early Phase Equity, Compensation, &amp; Roles</td>
<td>HW#3 due; HW#4 assigned</td>
</tr>
<tr>
<td>9</td>
<td>5</td>
<td>T 25-Sep</td>
<td>No Class due to ATCE - Dallas</td>
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</tr>
<tr>
<td>10</td>
<td>5</td>
<td>R 27-Sep</td>
<td>Project Introduction</td>
<td>HW#4 due; HW#5 assigned</td>
</tr>
<tr>
<td>11</td>
<td>6</td>
<td>T 2-Oct</td>
<td>Case Study + Mini Acquisition Assignment</td>
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</tr>
<tr>
<td>12</td>
<td>6</td>
<td>R 4-Oct</td>
<td>Exam #1</td>
<td>HW#5 due; HW#6 assigned</td>
</tr>
<tr>
<td>13</td>
<td>7</td>
<td>T 9-Oct</td>
<td>Discussion #1 - Comprehensive Team Project</td>
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</tr>
<tr>
<td>14</td>
<td>7</td>
<td>R 11-Oct</td>
<td>Hedging &amp; Financial Instruments, Part 1</td>
<td>HW#6 due; HW#7 assigned</td>
</tr>
<tr>
<td>15</td>
<td>8</td>
<td>T 16-Oct</td>
<td>Hedging &amp; Financial Instruments, Part 2</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>8</td>
<td>R 18-Oct</td>
<td>Case Study - Zipcar</td>
<td>HW#7 due; HW#8 assigned</td>
</tr>
<tr>
<td>17</td>
<td>9</td>
<td>T 23-Oct</td>
<td>Discussion #2 - Comprehensive Team Project</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>9</td>
<td>R 25-Oct</td>
<td>Mini Acquisition Project/Presentations, Discussion</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>10</td>
<td>T 30-Oct</td>
<td>Fundamentals of an E&amp;P Start-up</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>10</td>
<td>R 1-Nov</td>
<td>Exit Strategies &amp; Effects of Leverage</td>
<td>HW#8 due; HW#9 assigned</td>
</tr>
<tr>
<td>21</td>
<td>11</td>
<td>T 6-Nov</td>
<td>Case Study - Compis</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>11</td>
<td>R 8-Nov</td>
<td>Working on your &quot;Pitch&quot;</td>
<td>HW#9 due; HW#10 assigned</td>
</tr>
<tr>
<td>23</td>
<td>12</td>
<td>T 13-Nov</td>
<td>Dry Run, Working out the Kinks</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>12</td>
<td>R 15-Nov</td>
<td>Project Presentations</td>
<td>HW#10 due; HW#11 assigned</td>
</tr>
<tr>
<td>25</td>
<td>13</td>
<td>T 20-Nov</td>
<td>Thanksgiving</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>13</td>
<td>R 22-Nov</td>
<td>Thanksgiving</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>14</td>
<td>T 27-Nov</td>
<td>Case Study - BP</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>14</td>
<td>R 29-Nov</td>
<td>Exam #2</td>
<td>HW#11 due; HW#12 assigned</td>
</tr>
<tr>
<td>29</td>
<td>15</td>
<td>T 4-Dec</td>
<td>Last Day</td>
<td>HW #12 due</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>R 6-Dec</td>
<td>No Class</td>
<td></td>
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</table>
Course Change Request

New Course Proposal

Date Submitted: 09/24/18 9:59 am

Viewing: PHIL 255 : C.S. Lewis: Faith and Philosophy

Last edit: 10/16/18 9:05 am

Changes proposed by: lradzik

Contact(s)

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

Course prefix: PHIL

Course number: 255

Department: Philosophy & Humanities

College/School: Liberal Arts

Academic Level: Undergraduate

Undergraduate course level justification (Select One)

College/Program Course Level Rubric

Effective term: 2019-2020

Complete Course Title: C.S. Lewis: Faith and Philosophy

Abbreviated Course Title: C.S. LEWIS FAITH & PHILOSOPHY

Catalog course description:

Methods and subject matter of philosophy through the writings of C.S. Lewis; includes reason, science, imagination, faith, problem of evil, atonement and ethics.

Prerequisites and Restrictions:

Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings:

No Crosslisted With

Stacked:

No Stacked with

Semester: 3

Credit Hour(s): Contact Hour(s) (per week):

Lecture: 3 Total 0

Lab: 0 Other: 0

Repeatable for credit: No

CIP/Fund Code: 3801010001

Default Grade Mode: Letter Grade (G)

Method of instruction: Lecture

In Workflow

1. PHUM Department Head
2. Curricular Services Review
3. LA Committee Preparer UG
4. LA Committee Chair UG
5. LA College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 09/21/18 9:23 am Clare Palmer (c.palmer): Approved for PHUM Department Head
2. 09/21/18 4:01 pm Terra Bissett (t.bissett): Rollback to Initiator
3. 09/24/18 10:03 am Clare Palmer (c.palmer): Approved for PHUM Department Head
4. 09/24/18 11:26 am Terra Bissett (t.bissett): Approved for Curricular Services Review
5. 09/24/18 11:29 am Steve Oberhelman (s-oberhelman): Approved for LA Committee Preparer UG
6. 10/16/18 9:05 am Steve Oberhelman (s-oberhelman): Approved for LA Committee Chair UG
7. 10/16/18 9:06 am Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG
8. 10/16/18 4:27 pm Sandra Williams (sandra-williams): Approved for UCC Preparer

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No

Will this course be taught as a distance education course? No

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Program(s)

(BA-PHIL) Philosophy - BA

(BA-USLA-SEL*) University Studies - BA, Society, Ethics and Law Concentration

Has/will this course be(en) submitted for core curriculum consideration? Yes

Core Lang, Phil, Culture(KLPC)

Approved Foundational Component Area

Has/will this course be(en) submitted for Writing or Communication consideration? No

Has/will this course be(en) submitted for ICD or CD consideration? No

**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus PHIL 255 syllabus CORE VERSION 10 16 18.docx

Letters of support or other documentation Yes

Upload files email from ENGL.pdf

Additional information
Reviewer Comments

Terra Bissett (t.bissett) (09/21/18 4:01 pm): Rollback: Syllabus: Course title does not match form/syllabus

Terra Bissett (t.bissett) (09/24/18 11:26 am): Minor edits made to abbreviated title and catalog course description to comply with catalog style guide.

Sandra Williams (sandra-williams) (11/05/18 2:24 pm): UCC approved November 2018.

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate
PHIL 255: C.S. Lewis: Faith and Philosophy

Syllabus

**COURSE**
PHIL 255; Tuesday & Thursday, TIME and ROOM TBD

**INSTRUCTOR**
Robert K. Garcia, Ph.D., [www.robertkgarcia.com](http://www.robertkgarcia.com)
Office hours by appointment in YMCA 419. Office phone: (979) 845-1888

**EMAIL**
NOTE: Student email must be sent to profgarcia@tamu.edu
Dr. Garcia may not read email sent to another address.
Dr. Garcia normally checks email M-F 8am-5pm.
Email should be professional in style.

**CATALOG DESCRIPTION**
Methods and subject matter of philosophy through the writings of C.S. Lewis; such as reason, science, imagination, faith, problem of evil, atonement, ethics.

**COURSE DESCRIPTION**
This course will introduce students to the discipline of philosophy through an exploration of the life and work of C.S. Lewis (1898-1963), one of the most influential writers of the 20th Century. We will consider his views on a number of philosophical topics, including: the relationship(s) among reason, science, imagination, and faith; the evidence and arguments for and against the existence of God; the problem of evil; atonement; the relationship between God and morality; and the nature, value, cosmic significance, and ultimate destiny of human persons. We will focus on important philosophical ideas in Lewis’s non-fiction work, with an eye to how those ideas find expression in his fiction. A significant amount of class time will be devoted to discussion. This requires a high degree of preparation and participation
Prerequisites: None

**LEARNING OUTCOMES**

**Course Learning Outcomes:** Students who successfully complete this course will be able to
(1) identify C. S. Lewis’s positions on philosophical topics;
(2) interpret, describe, explain and critique the reasoning behind Lewis’s views on a number of perennial philosophical issues;
(3) evaluate philosophical arguments, propose novel objections, and formulate defenses of philosophical claims;
(4) assess the social, political and moral implications of religious commitment.

**Core Learning Outcomes:** This course meets the core curriculum Language, Philosophy, and Culture (KLPC) foundational component area:
1. **Critical Thinking:** creative thinking; innovation; inquiry; and analysis, evaluation, and synthesis of information
2. **Communication:** effective development, interpretation and expression of ideas through written, oral, and visual communication
3. **Social Responsibility:** intercultural competence; knowledge of civic responsibility; and the ability to engage effectively in regional, national, and global communities
4. **Personal Responsibility**: ability to connect choices, actions, and consequences to ethical decision-making.

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**NO-DEVICE POLICY**

1. Class sessions offer key opportunities to extend your learning beyond reading or working on assignments. Thus, it is important that you be fully present and engaged in class discussion. Because there is evidence* that laptops, phones, tablets, and similar devices pose a distraction for you and those around you, I require that you put away and not use such devices during class time. Exceptions will be made upon the recommendation of Disability Services.  
   * see articles here: [http://www.robertkgarcia.com/resources-for-students/](http://www.robertkgarcia.com/resources-for-students/)

2. Dr. Garcia’s phone will be on for Code Maroon alerts.

---

**REQUIRED READINGS AND VIEWINGS**

- **Works by Lewis:**
  - Surprised by Joy
  - The Problem of Pain
  - Mere Christianity
  - A Grief Observed
  - The Great Divorce
  - The Weight of Glory (essay collection)

- **Works about Lewis:**
  - C. S. Lewis -- A Life: Eccentric Genius, Reluctant Prophet, by A. McGrath
  - The Lion, The Witch and the Wardrobe (will be made available through Evans library)

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**ACADEMIC INTEGRITY**

“An Aggie does not lie, cheat or steal, or tolerate those who do.” If you violate the code, you may fail the course. See the Aggie Honor Code: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

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**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](http://disability.tamu.edu).

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**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 o8.01.01) 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.

<table>
<thead>
<tr>
<th>ASSIGNMENTS &amp; WEIGHTS</th>
<th>Final Grade Scale: A=90-100, B=80-89, C=70-79, D=60-69, F=0-59</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>20% unannounced</td>
</tr>
<tr>
<td>Exam 1</td>
<td>20% 27-Sept</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20% 16-Oct</td>
</tr>
<tr>
<td>Short paper</td>
<td>10% 20-Nov</td>
</tr>
<tr>
<td>Exam 3</td>
<td>30% 7-Dec 3-5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ATTENDANCE POLICY</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no separate grade for attendance, but in-class quizzes will be unannounced. Missed quizzes may be made up in accordance with the policies outlined below in “Make-up Policy.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MAKE-UP POLICY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late work is not accepted without a university-sanctioned excuse. If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence, or 48 hours before grades are due, whichever comes first. The reasons absences are considered excused by the university are listed in Student Rule 7 (<a href="http://student-rules.tamu.edu/rule07">http://student-rules.tamu.edu/rule07</a>). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code. Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.</td>
</tr>
</tbody>
</table>

DETAILS ON ASSIGNMENTS

**Note:** Written work will usually be assessed using the PAPER EVALUATION CRITERIA (on eCampus). Carefully read the Criteria to get a sense for what counts as exemplary work. Be sure that what you turn in represents your best written work – typos and other mechanical problems will significantly hurt your grade.
1. **QUIZZES:** Keep up on the readings and stay engaged during class. Occasionally there will be a quiz to see how well you’ve understood the readings or to see how well you’ve understood the lecture or discussion. These quizzes may occur at **any time** during class (at the beginning, middle or end).
   
   Course learning outcomes: 1, 2, 4
   
   Core learning outcomes: 1

2. **SHORT PAPER:** Students will view the film, *The Lion, The Witch and the Wardrobe*, outside of class. It is available through the library. They will write a 600-800 word paper relating the themes of the course to the film.
   
   Course learning outcomes: 1, 2, 3
   
   Core learning outcomes: 1, 2

3. **EXAMS:** The exams may include true/false, multiple-choice, short-answer, and/or essay questions.
   
   Course learning outcomes: 1, 2, 3, 4
   
   Core learning outcomes: 1, 2, 3, 4

### Schedule of Readings & Assignments

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>THINGS TO READ FOR/BEBFORE THAT DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-Aug</td>
<td>Faith and Reason</td>
<td>*&quot;Preface and Chapter 1 to <em>The Screwtape Letters</em>&quot; (eCampus)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*&quot;Is Theism Important?&quot; <em>God in the Dock</em></td>
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<tr>
<td></td>
<td></td>
<td>*Book 3 Chapter 2 “The 'Cardinal Virtues', <em>Mere Christianity</em></td>
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<tr>
<td></td>
<td></td>
<td>*Book 3 Chapter 11 “Faith&quot;, <em>Mere Christianity</em></td>
</tr>
<tr>
<td>4-Sep</td>
<td>Faith and Reason</td>
<td>*&quot;Obstinacy in Belief&quot; (eCampus)</td>
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<tr>
<td></td>
<td></td>
<td><em>&quot;Religion: Reality or Substitute?” (eCampus)</em></td>
</tr>
<tr>
<td>6-Sep</td>
<td>Desire and (Dis)enchantment</td>
<td>*“Satan Speaks” (eCampus)</td>
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<td></td>
<td></td>
<td><em>“Reason” (eCampus)</em></td>
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<td></td>
<td></td>
<td>*&quot;Letter to Arthur Greeves, 17 June 1918&quot; (eCampus)</td>
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<td><em>&quot;Talking about Bicycles” (eCampus)</em></td>
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<tr>
<td>11-Sep</td>
<td>Naturalism and Bulverism</td>
<td>*&quot;Diary entries of January 18 and 19, 1927” (eCampus)</td>
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<td></td>
<td></td>
<td>*&quot;Letter to Leo Baker, 14? August 1920” (eCampus)</td>
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<td></td>
<td></td>
<td>*“On Living in an Atomic Age” (eCampus)</td>
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<td>*“Bulverism”, <em>God in the Dock</em></td>
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<td>13-Sep</td>
<td>Transposition</td>
<td>*“Transposition”, <em>The Weight of Glory</em></td>
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<td>18-Sep</td>
<td>Argument from Desire</td>
<td><em>“The Weight of Glory</em>, <em>The Weight of Glory</em></td>
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<td></td>
<td><em>Preface to George MacDonald: An Anthology</em></td>
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<tr>
<td>20-Sep</td>
<td>Theology and Myth</td>
<td>*“Is Theology Poetry?”, <em>The Weight of Glory</em></td>
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<tr>
<td>25-Sep</td>
<td>Theology and Myth</td>
<td>*“Myth Became Fact”, <em>God in the Dock</em></td>
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<tr>
<td></td>
<td></td>
<td>*“Letters to Greeves, Oct. 1 and 18, 1931” (eCampus)</td>
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<tr>
<td>27-Sep</td>
<td><strong>Exam</strong></td>
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<tr>
<td>2-Oct</td>
<td>Objective Morality</td>
<td>* Book 1 Chapters 1-3 of <em>Mere Christianity</em></td>
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<tr>
<td>4-Oct</td>
<td>Objective Morality</td>
<td>* “The Poison of Subjectivism” (eCampus)</td>
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<tr>
<td>9-Oct</td>
<td>Moral Argument(s) for God</td>
<td>* Book 1 Chapters 4-5 of <em>Mere Christianity</em></td>
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<tr>
<td></td>
<td></td>
<td>* Book 2 Chapter 1 of <em>Mere Christianity</em></td>
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<tr>
<td>11-Oct</td>
<td>Problem of Evil</td>
<td>*Problem of Pain Ch. 1-5</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
</tr>
<tr>
<td>------------</td>
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<tr>
<td>16-Oct</td>
<td>2nd EXAM</td>
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<tr>
<td>18-Oct</td>
<td>Problem of Evil</td>
<td><em>Problem of Pain</em> Ch. 6-7</td>
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<tr>
<td>23-Oct</td>
<td>Problem of Evil</td>
<td><em>A Grief Observed</em></td>
</tr>
<tr>
<td>25-Oct</td>
<td>Eschatology</td>
<td><em>Problem of Pain</em> Ch. 8, <em>The Great Divorce</em> Ch. 1-5</td>
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<td>30-Oct</td>
<td>Eschatology</td>
<td><em>The Great Divorce</em> Ch. 6-14</td>
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<td>4-Nov</td>
<td>Eschatology</td>
<td><em>Problem of Pain</em> Ch. 10</td>
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<tr>
<td>6-Nov</td>
<td>Trilemma</td>
<td><em>Mere Christianity</em> (TBA)</td>
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<td>8-Nov</td>
<td>Trilemma</td>
<td><em>Mere Christianity</em> (TBA)</td>
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<tr>
<td>13-Nov</td>
<td>Atonement</td>
<td><em>Mere Christianity</em> (TBA)</td>
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<tr>
<td>15-Nov</td>
<td>Atonement</td>
<td><em>Mere Christianity</em> (TBA)</td>
</tr>
<tr>
<td>20-Nov</td>
<td>Religious Exclusivism, Inclusivism, and Pluralism</td>
<td>TBA</td>
</tr>
<tr>
<td></td>
<td>SHORT PAPER DUE</td>
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<tr>
<td>22-Nov</td>
<td>(Thanksgiving Holiday)</td>
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<tr>
<td>27-Nov</td>
<td>Cosmology</td>
<td>&quot;Dogma and the Universe&quot; <em>God in the Dock</em></td>
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<tr>
<td>29-Nov</td>
<td>Cosmology</td>
<td>TBA</td>
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<tr>
<td>4-Dec</td>
<td>Wrap Up day</td>
<td>TBA</td>
</tr>
<tr>
<td>7-Dec</td>
<td>3rd EXAM: 3-5pm (regularly scheduled final time slot)</td>
<td></td>
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</table>
Course Change Request

New Course Proposal

Date Submitted: 09/20/18 5:33 pm

Viewing: PHIL 425 : Philosophical Inquiry in Schools

Last edit: 10/16/18 8:48 am
Changes proposed by: Ladzik

Contact(s)

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

Course prefix: PHIL  
Course number: 425

Department: Philosophy & Humanities
College/School: Liberal Arts
Academic Level: Undergraduate

Undergraduate course level justification (Select One)

- College/Program Course Level Rubric

Effective term: 2019-2020

Complete Course Title: Philosophical Inquiry in Schools
Abbreviated Course Title: PHIL INQUIRY IN SCHOOLS

Catalog course description:

In-depth engagement with the theory and practice of pre-college (K-12) philosophy.

Prerequisites and Restrictions:

- Junior or senior classification or approval of instructor.

Should catalog prerequisites / concurrent enrollment be enforced?: No

Crosslistings: No

Crosslisted With: PHIL 625 Philosophical Inquiry in Schools - Course PHIL 625

Stacked: Yes

Stacked with:

- PHIL 625 Philosophical Inquiry in Schools not Found

Semester: 3
Credit Hour(s): 3
Contact Hour(s): (per week): Lecture: 3  Lab: 0  Other: 0

Repeatable for credit?: No

CIP/Fund Code: 3801010001
Default Grade Mode: Letter Grade (G)
Method of instruction: Lecture

Approval Path

1. 08/30/18 11:51 am Theodore George (t-george): Rollback to Initiator
2. 09/21/18 9:23 am Clare Palmer (c.palmer): Approved for PHUM Department Head
3. 09/24/18 4:14 pm Terra Bisset (t.bissett): Approved for Curricular Services Review
4. 09/24/18 4:45 pm Steve Oberhelman (s-oberhelman): Approved for LA Committee Preparer UG
5. 10/16/18 8:53 am Steve Oberhelman (s-oberhelman): Approved for LA Committee Chair UG
6. 10/16/18 8:53 am Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG
7. 10/16/18 4:27 pm Sandra Williams (sandra-williams): Approved for UCC Preparer
8. 11/05/18 2:24 pm Sandra Williams (sandra-williams): Approved for UCC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)  No

Will this course be taught as a distance education course?  No

Is 100% of this course going to be taught in Texas?  Yes

Will classroom space be needed for this course?  Yes

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BA-PHIL) Philosophy - BA</td>
</tr>
<tr>
<td>(BA-USLA-SEL*) University Studies - BA, Society, Ethics and Law Concentration</td>
</tr>
</tbody>
</table>

Has/will this course be(en) submitted for core curriculum consideration?  No

Has/will this course be(en) submitted for Writing or Communication consideration?  No

Has/will this course be(en) submitted for ICD or CD consideration?  No

Course Syllabus

Syllabus: Upload syllabus
Upload syllabus  PHIL 465 SYL Ethics After the Holocaust revised 2.docx

Letters of support or other documentation  Yes
Upload files
  Slattery email.pdf
  Hammer email.pdf

Additional information  This course is being submitted as a stacked course with PHIL 625. Both courses are new.
Reviewer Comments
  Theodore George (t-george) (01/05/18 5:04 pm): Rollback: Per Dr. Katz’s request
  Sandra Williams (sandra-williams) (02/20/18 1:35 pm): Rollback: The enforced prerequisite table needs to be completed; if you require a grade of C or better, please list it in the catalog prerequisites; the syllabus does not list prerequisites; committees will want to see measurable learning outcomes; late work policy - what about university excused absences?
From Janet Hammer

I think we’re good to go.

Claire Katz, PhD | Murray and Celeste Fasken Chair in Distinguished Teaching and Professor of Philosophy
Department of Philosophy | Texas A&M University
4237 TAMU | College Station, TX 77843
979.845.5660 | ckatz@tamu.edu

See our new program in Philosophy for Children
http://p4ctexas.sites.tamu.edu

Begin forwarded message:

From: "Hammer, Janet E" <jhammer@tamu.edu>
Subject: Re: course in Philosophy for Children
Date: August 30, 2018 at 5:36:32 PM CDT
To: Claire Katz <ckatz@tamu.edu>
Cc: "Smith, Justin D" <jdesmith@tamu.edu>, "Slattery, Patrick" <pslattery@tamu.edu>

Claire,

The syllabus looks good and the registrar will provide feedback and suggestions after entered into CARS. (I have a couple of courses I am having to resubmit for reading faculty based upon feedback from the registrar.)

I am not an expert on CARS but my question would be with respect to having an undergraduate and graduate version in the same syllabus.

Best,
Janet
Sent from my iPhone

On Aug 30, 2018, at 5:07 PM, Claire Katz <ckatz@tamu.edu> wrote:

Hi, all,
As you know I’ve been teaching a course in Philosophy for Children. Now having taught it twice (and a third time this spring), I’m hoping to put it in the course catalog for next year. I’m attaching the syllabus. Before it makes its way through the process, we wanted to run this by you. If you don’t see any issues, could you please email us indicating that so we can attach it to the CARS page?

Thanks,
Claire

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See our initiative in Philosophy for Children
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Dear Dr Katz,

I have reviewed your syllabus for the course in Philosophy for Children, and I support including it in the TAMU catalogue. The course is comprehensive, and the readings are appropriate for the themes. The assignments are engaging and thoughtful.

I offer my endorsement of this course.

Patrick Slattery
Professor, Philosophy of Education
College of Education and Human Development

Sent from my iPhone

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Thanks,
Claire
PHIL 465: Ethics After the Holocaust  
Fall 201X  
MWF 12:40-1:30  
YMCA 109 

Dr. Claire Katz, Murray and Celeste Fasken Chair in Distinguished Teaching and Professor of Philosophy  
Office: 402 D YMCA  
E-mail: ckatz@tamu.edu  
Office Hours: Mondays and Fridays  
1:30-2:30 

Catalog Description  
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\[(15\%)
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<td><strong>David Engel: The Holocaust and the Jews</strong></td>
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</tr>
<tr>
<td>5</td>
<td><strong>Evil, redefined</strong></td>
<td><strong>Levi, Survival in Auschwitz (1958)</strong> and Ozick, <strong>“The Shawl” (1980)</strong>;</td>
<td><strong>ecampus</strong></td>
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<tr>
<td>6</td>
<td><strong>Is forgiveness possible?</strong></td>
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<td><strong>ecampus</strong></td>
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| 13 | Levinas, “Substitution” (1968)  
and “Nameless” (1966)  
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Adorno, “Education After Auschwitz” (1966)  
| 12/11 | Final -- optional  
You may use the final exam to redo an exam  
|  

**Exam II**

**Book Review Due at 5pm on December 11 through ecampus**
Course Change Request

New Course Proposal

Date Submitted: 09/20/18 5:32 pm

Viewing: PHIL 465 : Ethics After the Holocaust

Last edit: 10/16/18 8:44 am
Changes proposed by: Iradzik

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

Course prefix: PHIL  
Course number: 465

Department: Philosophy & Humanities
College/School: Liberal Arts
Academic Level: Undergraduate

Undergraduate course level justification (Select One)
College/Program Course Level Rubric

Effective term: 2019-2020

Complete Course Title
Ethics After the Holocaust

Abbreviated Course Title
ETHICS AFTER THE HOLOCAUST

Catalog course description
Analysis of the Holocaust as a challenge to previous ethical theories; ethical theories developed in response to the Holocaust

Prerequisites and Restrictions
Junior or senior classification, or approval of instructor.
Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings
No
Crosslisted With

Stacked
No
Stacked with

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<th>Semester</th>
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<th>Contact Hour(s)</th>
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Repeatable for credit?
No

CIP/Fund Code
3802060001

Default Grade Mode
Letter Grade (G)

Method of instruction
Lecture

In Workflow
1. PHUM Department Head
2. Curricular Services Review
3. LA Committee Preparer UG
4. LA Committee Chair UG
5. LA College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 08/30/18 11:51 am Theodore George (t-george): Rollback to Initiator
2. 09/21/18 9:23 am Clare Palmer (c.palmer): Approved for PHUM Department Head
3. 09/21/18 3:55 pm Terra Bissett (t.bissett): Approved for Curricular Services Review
4. 09/21/18 3:56 pm Steve Oberhelman (s-oberhelman): Approved for LA Committee Preparer UG
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**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus: PHIL 465 SYL Ethics After the Holocaust revised 2.docx

Letters of support or other documentation No

Additional information

Reviewer Comments

Theodore George (t-george) (08/30/18 11:51 am): Rollback: Per faculty request

Sandra Williams (sandra-williams) (11/05/18 2:24 pm): UCC approved November 2018.
PHIL 465: Ethics After the Holocaust

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Course Change Request

New Course Proposal

Date Submitted: 10/01/18 2:42 pm

Viewing: PHYS 226: Physics of Motion Laboratory for the Sciences

Last edit: 11/06/18 8:48 am
Changes proposed by: hwalker

Contact(s)

<table>
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<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heather Walker</td>
<td><a href="mailto:hwalker@tamu.edu">hwalker@tamu.edu</a></td>
<td>9798621653</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Catalog Pages referencing this course</th>
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<tbody>
<tr>
<td>College of Science</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs referencing this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>MINOR-PHYS: Physics - Minor</td>
</tr>
<tr>
<td>BS-ENGS: Environmental Geosciences - BS</td>
</tr>
<tr>
<td>BS-METR: Meteorology - BS</td>
</tr>
<tr>
<td>BS-GEOL: Geology - BS</td>
</tr>
</tbody>
</table>

Course prefix: PHYS
Course number: 226

Department: Physics and Astronomy
College/School: Science
Academic Level: Undergraduate

Undergraduate course level justification (Select One)

Prerequisites

All prerequisites will be enforced through COMPASS.

Academic Level (alternate): Graduate
Effective term: 2019-2020

Complete Course Title
Physics of Motion Laboratory for the Sciences

Abbreviated Course Title
PHYSICS OF MOTION LAB

Catalog course description
The first semester laboratory to accompany a two-semester course sequence in introductory physics; topics include material covered in a typical calculus-based introductory physics course on the principles of mechanics and motion.

Prerequisites and Restrictions
MATH 151 or MATH 171; concurrent enrollment in PHYS 206.

Concurrent Enrollment: No
Should catalog prerequisites: Yes

In Workflow
1. PHYS Department Head
2. Curricular Services Review
3. SC Committee Preparer UG
4. SC Committee Chair UG
5. SC College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 09/25/18 9:12 pm
   Lewis Ford (a-ford): Approved for PHYS Department Head
2. 09/27/18 9:41 am
   Terra Bissett (t.bissett): Rollback to Initiator
3. 10/01/18 11:36 am
   Lewis Ford (a-ford): Approved for PHYS Department Head
4. 10/01/18 2:06 pm
   Terra Bissett (t.bissett): Rollback to Initiator
5. 10/01/18 2:44 pm
   Lewis Ford (a-ford): Approved for PHYS Department Head
6. 10/01/18 4:07 pm
   Terra Bissett (t.bissett): Approved for Curricular Services Review
7. 10/02/18 10:39 am
   Sara Thigpin (sarathigpin): Approved for SC Committee Preparer UG
8. 10/02/18 10:40 am
   Lucas Macri (lmacri): Approved for SC Committee Chair UG
9. 10/02/18 10:40 am
   Lucas Macri (lmacri): Approved for SC College Dean UG
10. 10/08/18 2:02 pm
    Sandra Williams

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

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
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</thead>
<tbody>
<tr>
<td>And</td>
<td>PHYS 206 D</td>
<td>UG</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td>MATH 151 D</td>
<td>UG</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MATH 171 D</td>
<td>UG</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Crosslistings: No
Crosslisted With: No
Stacked: No
Stacked with: No

Semester: 1
Credit Hour(s): 1
Contact Hour(s) (per week): Lecture: 0 Lab: 2 Other: 0 Total: 2
Repeatable for credit? No
Three-peat? No
CIP/Fund Code: 4008010002
Default Grade Mode: Letter Grade (G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Laboratory
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

Learning Outcomes
Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.
Students will conduct comparable lab experiments on the same concepts as students in the on-site labs.

Hours
Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.
The off-site labs should take approximately the same time to complete as the on-site labs.

Will this course be taught as a distance education course? Yes

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education. Yes

Is 100% of this course going to be taught in Texas? Yes
Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BA-PHYS) Physics - BA</td>
</tr>
<tr>
<td>(BS-PHYS) Physics - BS</td>
</tr>
</tbody>
</table>

Elective (select program)

Has/will this course be(submitted for core curriculum consideration? Yes

Proposed Core Foundational Component Area

Core Life/Physical Sci (KLPS)

Approved Foundational Component Area

Has/will this course be(submitted for Writing or Communication consideration? No

Has/will this course be(submitted for ICD or CD consideration? No

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus

- PHYS 226 syllabus.pdf
- 20180914 support for TAMUG 206 207 216 217 .docx
- Syllabus_Phys226_MechanicsLab.pdf
- Re PHYS courses for Galveston.txt

Letters of support or other documentation

No

Additional information

GV is requesting this course be added to their course inventory for Fall 2019. GV approved adding to their course inventory 11.06.2018. -sw

Reviewer Comments

- Terra Bissett (t.bissett) [09/27/18 9:40 am]: Updated course title to be consistent with other course labs.
- Terra Bissett (t.bissett) [09/27/18 9:41 am]: Rollback: Lab Contact Hours must be 2 or 3 in order to equate to 1 Semester Credit Hour; Syllabus: Committees will want to see "Learning Outcomes" instead of "Learning Objectives."
- Terra Bissett (t.bissett) [10/01/18 2:06 pm]: Rollback: Please see previous comments regarding updates to syllabus: Please update "Learning Objectives" to "Learning Outcomes."
- Terra Bissett (t.bissett) [10/01/18 4:06 pm]: Updates received.
- Sandra Williams (sandra-williams) [11/05/18 2:25 pm]: UCC approved November 2018.

Reported to state?

Add

CS
September 14, 2018

Melanie J. Moser  
Texas A&M University at Galveston  
P. O. Box 1675  
Galveston, Texas  77553

Dear Dr. Moser:

The Department of Physics and Astronomy is pleased to support the addition of PHYS 206, 216, 207, and 217 to the TAMUG course inventory in CARS.

Sincerely,

Grigory V. Rogachev
Physics of Motion Laboratory for students in the sciences.

Course Description and Course Objectives
Physics of Motion Laboratory for students in the sciences. This is the first semester laboratory to accompany a two-semester course sequence in introductory physics. This class will meet weekly in a 120-minute block to carry out various experiments. Topics include material covered in a typical calculus-based introductory physics course on the principles of mechanics and motion.

Knowledge to gain: To use laboratory activities to understand the material covered in the accompanying introductory physics course.

Skills to gain: Ability to carry out simple experiments and analyze the data collected to understand a variety of basic physics concepts. Become familiar with a variety of laboratory devices and how to use them to make measurements.

See attached list of Learning Outcomes.

Prerequisites
MATH 151 or 171.
Aa working knowledge of plane geometry, trigonometry, and algebra; a working knowledge of derivatives and integrals; proficiency in the use of vectors (addition, subtraction, dot and cross products).

Corequisites
Coenrollment in PHYS 206.

Text and Required Materials
The text for this lab course is electronic and is hosted on the WebAssign.net website. You will need to purchase an access code for WebAssign for the labs by logging on to the website http://webassign.net/tamu/login.html.

Laboratory Logistics
The lab schedule is attached as well as being posted on the class web-page. The labs consist of three parts, 1) pre-lab, due before arriving for the lab activity, 2) in-lab, completed as a group assignment during the lab period, and 3) post-lab, due before the next scheduled lab meeting. Each of these assignments will be hosted through the online WebAssign package. Note that while we do not have a formal lab activity scheduled each week, in the weeks without a formal assignments students will be offered a chance to do some exploratory measurements to further enhance their understanding of the principles upon which the physics of electricity and magnetism are based.

Absences
If you miss a lab due to an authorized excused absence as outlined in the University Regulations, you should attempt to contact your instructor to try and arrange to makeup the missed work during the week of your absence. If this is not possible, students will be given the opportunity to make-up the missed work by completing a separate make-up lab at the end of the semester. Please see http://student-rules.tamu.edu/rule07 for information on excused absences.

For information on university-excused absences, see https://student-rules.tamu.edu/rule07/.

Course Topics and Schedule
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to WebAssign</td>
</tr>
<tr>
<td>Week 2</td>
<td>1. Measurements</td>
</tr>
<tr>
<td>Week 3</td>
<td>2. Vector Addition</td>
</tr>
<tr>
<td>Week 4</td>
<td>3. Motion with Constant Acceleration</td>
</tr>
</tbody>
</table>
Week 5
Week 6  4. Air Resistance
Week 7  7. Elastic Collisions
Week 8  6. Rotational Kinematics
Week 9
Week 10  5. Torques & Static Equilibrium
Week 11  8. Springs and Simple Harmonic Motion
Week 12  9. Simple Pendulum
Week 13
Week 14  Make-up lab
Week 15  Make-up lab

Course Grade
The overall course grade is weighted as follows: Each lab will be graded on the basis of 100 points, with 10% of the grade coming from the pre-lab quiz, 70% of the grade coming from the in-lab submission and 20% of the grade coming from the post-lab quiz.

The semester lab grade will be based on the average of a student’s lab grades for the semester.

Grading Scale
A:  90-100
B:  80-89
C:  70-79
D:  60-69
F:  <60

Additional grade information:  http://student-rules.tamu.edu/rule10

Web Pages
  o  www.webassign.net/tamu/login.html – for the electronic lab manual and connection to the lab report system.

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

Honor Code
Learning Outcomes

Conceptual knowledge to gain
• Understanding of the physical laws of motion, static and dynamical Newtonian mechanics, and harmonic motion.
• To think more critically/scientifically, and develop the skills need to solve difficult multi-step problems.

Upon successful completion of this course, students will be able to
• Be able to produce a mathematical description of movement in 1, 2, and 3 dimensions.
• Transform positions, velocities, and accelerations from one coordinate system to another system in relative motion with respect to the first one.
• Identify a basic set of forces, their origin, and their points of application in specific problems.
• Identify and isolate bodies and pictorially represent the direction and location of forces acting on the bodies.
• Compute the position of the center of mass and moment of inertia for different basic shapes in simple conditions.
• Application of the Laws of Newton to quantitative predict linear and rotational movement.
• Application of conservation laws to quantitative describe linear and rotational movement.
• Computation of forces in problems of statics.
• Identification of systems undergoing Simple Harmonic Motion, description of that movement and computation of their frequencies of oscillation.
Course title and number: Physics of Motion Laboratory, PHYS 226.
Term: Times depend on your section, MAIN 302

Physics Laboratory Director Information
Name: Dr. Chaouki Boulahouache
Telephone number: (409) 740-4820
Email address: boulahoc@tamug.edu
Office location: MAIN 412D

Laboratory Course Description and Purpose
This laboratory course (1-credit) is the second semester laboratory to accompany a two-semester course sequence in introductory physics. Its function is to aid the student in achieving a deeper understanding of physics related to motion and its dynamics. This class will meet weekly to carry out various experiments. The purpose of this course is to develop laboratory techniques of experimenting, measuring, data evaluation, presentation of results, and drawing of inferences from these results. Prerequisites: MATH 151 or 171; a working knowledge of plane geometry, trigonometry, algebra, derivatives and integrals; and proficiency in the use of vectors (addition, subtraction, dot and cross products).
Corequisites: Co-enrollment in PHYS 206.

Learning Outcomes:
Upon successful completion of this course, students will be able to:
1. Prepare laboratory reports that clearly communicate experimental information in a logical and scientific manner.
2. Conduct basic laboratory experiments.
3. Relate physical observations and measurements to theoretical principles.
4. Evaluate the accuracy of physical measurements and the potential sources of error in the measurements.
5. Design fundamental experiments involving principles of motion.
6. Identify appropriate sources of information for conducting laboratory experiments involving the physics of motion.

General Education Outcomes:
1. Empirical and quantitative skills: Students will develop quantitative and empirical skills to understand, analyze and explain natural, physical and social phenomena.
2. Critical thinking skills: Students will develop habits of mind, allowing them to appreciate the processes by which scholars in various disciplines organize and evaluate data.
3. Communication skills: Students will communicate ideas, express feelings and support conclusions effectively in written, oral and visual formats.
4. Teamwork: Students will consider different points of view and work interdependently to achieve a shared goal.

Student-Lab Director Electronic Communication:
I will use the TAMUG e-mail to contact you. Please check your e-mail frequently. When sending me e-mails, please make sure you start the e-mail subject with the course and section numbers in brackets: [YOUR PHYS COURSE#-SECTION#] for eg. [PHYS 226-401].
Laboratory Manuals

Laboratory Manuals are custom made and will be provided to the students, through e-Campus.

Course Topics, Calendar of Activities, Major Assignment Dates

Quizzes: will be given every lab session. Their purpose is (1) to encourage keeping up in the subject, and (2) to act as a grade booster. Quizzes will be done online through eCampus at the beginning of the lab for about 10 minutes. It is forbidden to answer the quiz questions outside the lab session. Violation of this rule will result in ZERO score for the quiz.

LAB Work: Physics experiments are conducted in the lab, in groups of 2 to 3 students (based on the number of students per section). Every student is expected:
1. To go over the lab manual and textbook chapter that corresponds to the laboratory experiment.
2. To answer the pre-lab questions before Monday 8AM of the week lab. Prelab questions should help you carry out the experiment and also they will help guiding you through the analysis of the data.
3. To attend and effectively contribute to the experiment.
4. To take the necessary data for further analysis before you leave the lab. You will not be allowed to re-take the data once the lab session is over.

LAB Exam: There is one lab exam at the end of the semester that can either be in terms of a lab and/or a set of questions/problems related to the experiments.

TENTATIVE SCHEDULE (Disclaimer: Schedule can change)

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<thead>
<tr>
<th>Week</th>
<th>Laboratory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>No Labs</td>
</tr>
<tr>
<td>2</td>
<td>0. Introduction/Syllabus</td>
</tr>
<tr>
<td>3</td>
<td>1. Motion Graph</td>
</tr>
<tr>
<td>4</td>
<td>2. Free Fall</td>
</tr>
<tr>
<td>5</td>
<td>3. Vectors</td>
</tr>
<tr>
<td>6</td>
<td>4. Projectile Motion</td>
</tr>
<tr>
<td>7</td>
<td>5. Newton’s Second Law</td>
</tr>
<tr>
<td>8</td>
<td>6. Kinetic Friction (schedule after week 8 is semester dependent)</td>
</tr>
<tr>
<td>9</td>
<td>7. Work and Energy</td>
</tr>
<tr>
<td>10</td>
<td>8. Rotational Motion</td>
</tr>
<tr>
<td>12</td>
<td>10. Oscillations/Waves/Archimedes' Principle (TBD)</td>
</tr>
<tr>
<td>13</td>
<td>Make-up labs (this will change; semester dependent)</td>
</tr>
<tr>
<td>14</td>
<td>Lab Exam</td>
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</table>

GRADE DETERMINATION:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Lab Reports</td>
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<tr>
<td>Lab Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Lab Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Pre-Labs</td>
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Grading Policies

<table>
<thead>
<tr>
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<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
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<tr>
<td>B</td>
<td>80 – 89</td>
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<tr>
<td>C</td>
<td>70 – 79</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>
Attendance and Make-up Policies
Regular attendance is required. Please be in your seat by the time the lab is scheduled to start. There will be a quiz at the start of the lab. If you do not attend the lab and do not personally take the data, then you have automatically a zero for the quiz and lab report. You can still answer the pre-lab questions as long as it is done before the due date.

Late Lab Reports: Lab reports SHOULD be submitted on-time (but they can be accepted late in very specific and exceptional cases).

Make-up Labs: There is only one makeup lab at the end of the semester. Makeup lab is granted for exceptional cases. Make-up lab is due two days after the lab. In other cases, a makeup lab can be done within the same week of the missing lab, provided that there is still another lab section, which you can attend. If you cannot perform the lab on-time, you need to contact your TA immediately, so that a solution can be found (You need to provide a valid and verifiable reason for missing the lab as defined by Rule 7).

Make-up Lab Exam: There will be only one exam at the end of the semester. In exceptional cases where the student cannot attend an exam due to unavoidable reasons, he/she must immediately contact the instructor so that he/she gets rescheduled within the same week. No Lab exams will be conducted the week after the exam week. Missed exam will have a zero grade.

GENERAL NOTE:
1. In the case of an absence and the student does not notify his/her instructor within a week of the absence; then, the student lose the advantage to do the make-up lab.
2. It is important that the students attend the lab on-time. Coming late to the lab by more than 5 minutes will result in zero score for the lab quiz.

Other Pertinent Course Information
Each student needs to answer the pre-lab questions separately by Monday morning 8AM of every week lab (for all students). Pre-Labs are done online through eCampus, they are usually available every Wednesday at 12PM.
Each student needs to answer the quiz’s questions during the first 10 minutes of the lab session. Quizzes are done through eCampus.

Members of a group should learn how to do the experiment as a team. On the lab report, you need to list the names of the group members present during the lab and participated to the data taking and YOU ALSO NEED TO LIST THE MISSING MEMBER(s). (See Honesty Statement for more information.)

Each student needs to turn in two separate/independent lab reports. The labs, which need detailed full lab reports will be chosen at the beginning of the semester. For the rest of labs, only one mini-lab report will be required from each group. Lab reports need to be submitted through eCampus. The due date for the lab report submission is one week after the lab is done.
The full lab reports should include the following: cover sheet, abstract, introduction/theory, procedure/methods, results and data analysis, discussion (answers to the post lab questions should guide you through the discussion) and conclusion (see Grading Rubric for Full Lab Report submitted to eCampus).
The mini-lab reports need to include: cover sheet, brief introduction explaining the aim from the experiment, and a brief discussion of the data and results obtained: answering the post lab questions should guide you through the discussion. You also need to include a final conclusion (see Grading Rubric for Mini-Lab Report submitted to eCampus). Mini-Lab reports are expected to be short reports. Full lab reports are worth twice the mini-lab reports.

Laboratory Rules:
1. NO CELL PHONES: Please turn off your cell phones during the lab and put them away from sight. These devices disturb the learning process.
2. NO Eating/Drinking in the lab.
3. Clean up your lab bench when you are through with the experiment! When you leave the lab, your bench should be in even better condition than when you arrived.
4. DO NOT mess with any equipment outside the scope of the lab experiment. Not only can you damage expensive lab equipment but most importantly it is a violation of the safety rules.

Penalties can be imposed on groups or individuals, which do not adhere to these rules.

Drop/Withdrawal: Consult the academic calendar for the deadlines.

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

Academic Integrity
For additional information please visit: http://www.tamug.edu/HonorSystem

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

HONESTY STATEMENT: Texas A&M students should exhibit honesty, integrity, and high standards in their academic work. Upholding academic integrity is the responsibility of everyone. If you are observed to be cheating on the lab exam or the lab report (except work done as a group), grade of zero will be given. Cheating includes, but is not limited to, copiing answers from another student’s exam/report, bringing unauthorized solutions or content into an exam, signaling another student in any form with answers to questions, talking during an exam, possession of a cell phone during any exam (whether it was used or not), etc.
SAFETY IN THE PHYSICS LABORATORY

In Physics you will frequently perform laboratory activities. While no human activity is completely risk free, if you use common sense and your “good lab sense” you will encounter no problems. Good lab sense is an extension of common sense. Sensible laboratory conduct won't happen by memorizing a list of rules; any more than a perfect score on a written driver's test ensures an excellent driving record. The true "driver's test" of lab sense is your actual conduct in the laboratory.

The following safety pointers apply to all laboratory activities. For your personal safety and that of your classmates, make following these guidelines second nature in the laboratory. Your teacher will point out any special safety guidelines that apply to each activity. If you understand the reasons behind them, these safety rules will be easy to remember and to follow.

Rules of Laboratory Conduct for Safety in the Physics Laboratory

1. Never work in the lab unless a teacher is present and aware of what you are doing.

2. Prepare for the lab activity or experiment by reading it over first. Ask questions about anything that is unclear to you. Note any cautions that are stated.

3. Dress appropriately for a laboratory. Avoid wearing bulky or loose-fitting clothes or dangling jewelry. Pin or tie back long hair, and roll up loose sleeves.

4. Keep the work area free of any books and materials not needed for what you are working on.

5. Wear safety goggles when working with flames, heated liquids, or glassware.

6. Never throw anything in the laboratory.

7. Use the apparatus only as instructed in the manual or by your teacher. If you wish to try an alternate procedure, obtain your teacher's approval first.

8. If a thermometer breaks, inform your teacher immediately. Do not touch either the mercury or the glass with your bare skin.

9. Do not force glass tubing or thermometer into dry rubber stopper. The hole and the glass should both be lubricated with glycerin (glycerol) or soapy water, and the glass should be gripped through a paper towel to protect the hands.

10. Do not touch anything that may be hot, including burners, hot plates, rings, beakers, electric immersion heaters, and electric bulbs. If you must pick up something that is hot, use a damp paper towel, a pot holder, or some other appropriate holder.

11. When working with electric circuits, be sure that the current is turned off before making adjustments in the circuit.

12. If you are connecting a voltmeter or ammeter to a circuit, have your teacher approve the connections before you turn the current on.
13. Do not connect the terminals of a dry cell or battery to each other with a wire. Such a wire can become dangerously hot.

14. Report any injuries, accidents, or breakages to your teacher immediately. Also report anything that you suspect may be malfunctioning.

15. Work quietly so that you can hear any announcements concerning cautions and safety.

16. Know the locations of fire extinguishers, fire blankets, and the nearest exit.

17. When you have finished your work, check that the water and gas are turned off and that electric circuits are disconnected. Return all materials and apparatus to the places designated by your teacher. Follow your teacher's directions for disposal of any waste materials. Clean the work area.

Physics 226 Lab Waiver

Acknowledgement of Lab Safety Procedures

I have read and understand the lab safety rules above. I realize that my cooperation is important to the safety of everyone in the lab. I agree to abide by the safety procedures outlined in the syllabus.

Print Your Name: ___________________________________

_________________________________________________
Student Signature Date

Acknowledgement of Academic Integrity Statement and Policy

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

I have read and understand the lab and school policies concerning academic dishonesty. I realize that violation of these policies will result in a failing grade. I understand that even a first offence can constitute as grounds for review by the Aggie Honor System Staff.

Print Your Name: ___________________________________

_________________________________________________
Student Signature Date
Hi Melanie,

They are 226 and 227 (while the ones for Engineers are 216 and 217).

Cheers,
--Lucas

On 27/09/18 16:43, Melanie Moser wrote:
Lucas, what were the numbers for the 1 cr physics labs that are going to take the place of 218 and 208 labs? I haven't seen anything on them yet, but not sure of the numbers. Thanks. Melanie

Dr. Melanie J. Moser | Instructional Professor | 2010 ACS Fellow
Interim Chair of Foundational Sciences | Advisor for Marine Sciences
Texas A&M University at Galveston
PO Box 1675 | Galveston, TX 77553
409-740-4517 | moserm@tamug.edu

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TEXAS A&M UNIVERSITY | FEARLESS on Every Front
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Hi Terra & Sandra,

I just approved PHYS206/207 for Galveston through CARS. It would be very helpful if 206 could be listed in Howdy for Spring 2019; 207 won't be needed till next Fall term.

We would like some guidance on submitting syllabi for CS and GV. Can Heather Walker in the Department of Physics and Astronomy tick a box somewhere in CARS to let the system know that these requests apply to both campuses? Or does she have to send the syllabi to Melanie Moser for editing (such as entering GV disability text and maybe other changes) and separate submission?

Lastly, there was a mix-up in the original submission of PHYS109 for GV. Are we clear to resubmit?

Thanks!
--Lucas

Lucas M Macri
Professor of Physics and Astronomy | Associate Dean for Undergraduate Programs | College of Science
Texas A&M University | 3257 TAMU | College Station, TX 77843-3257
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Course Change Request

New Course Proposal

Date Submitted: 10/01/18 2:46 pm

Viewing: PHYS 227: Electricity and Magnetism Laboratory for the Sciences

Last edit: 11/06/18 8:48 am
Changes proposed by: hwalker

Catalog Pages referencing this course:

College of Science

MINOR-PHYS: Physics - Minor

Programs referencing this course:

- BS-METR: Meteorology - BS
- BS-GEOL: Geology - BS
- BS-GEOP: Geophysics - BS

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heather Walker</td>
<td><a href="mailto:hwalker@tamu.edu">hwalker@tamu.edu</a></td>
<td>9798621653</td>
</tr>
</tbody>
</table>

Course prefix        PHYS
Course number        227
Department           Physics and Astronomy
College/School       Science
Academic Level       Undergraduate
Undergraduate course level justification (Select One)

Prerequisites

All prerequisites will be enforced through COMPASS.

Academic Level (alternate)     Graduate
Effective term               2019-2020

Complete Course Title
Electricity and Magnetism Laboratory for the Sciences

Abbreviated Course Title
ELECTRICITY & MAGNETISM LAB

Catalog course description
The second semester laboratory to accompany a two-semester course sequence in introductory physics; topics include material covered in a typical calculus-based introductory physics course on the principles of electricity and magnetism.

Prerequisites and Restrictions
MATH 152 or MATH 172; PHYS 206 or PHYS 218; concurrent enrollment in PHYS 207.

Concurrent Enrollment
No

Should catalog prerequisites?
Yes

In Workflow
1. PHYS Department Head
2. Curricular Services Review
3. SC Committee Preparer UG
4. SC Committee Chair UG
5. SC College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 09/25/18 9:12 pm Lewis Ford (a-ford): Approved for PHYS Department Head
2. 09/27/18 9:44 am Terra Bisse (t.bisse): Rollback to Initiator
3. 10/01/18 11:36 am Lewis Ford (a-ford): Approved for PHYS Department Head
4. 10/01/18 2:07 pm Terra Bisse (t.bisse): Rollback to Initiator
5. 10/01/18 2:44 pm Lewis Ford (a-ford): Rollback to Initiator
6. 10/05/18 6:22 am Lewis Ford (a-ford): Approved for PHYS Department Head
7. 10/05/18 8:33 am Terra Bisse (t.bisse): Approved for Curricular Services Review
8. 10/05/18 2:24 pm Sara Thigpin (sarathigpin): Approved for SC Committee Preparer UG
9. 10/05/18 2:32 pm Lucas Macri (lmacri): Approved for SC Committee Chair UG
10. 10/05/18 2:33 pm Lucas Macri (lmacri):
Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
</tr>
</thead>
<tbody>
<tr>
<td>{</td>
<td>PHYS 206</td>
<td>D</td>
<td>UG</td>
<td>No</td>
</tr>
<tr>
<td>Or</td>
<td>PHYS 218</td>
<td>D</td>
<td>UG</td>
<td>No</td>
</tr>
<tr>
<td>And</td>
<td>MATH 152</td>
<td>D</td>
<td>UG</td>
<td>No</td>
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<tr>
<td>Or</td>
<td>MATH 172</td>
<td>D</td>
<td>UG</td>
<td>No</td>
</tr>
<tr>
<td>And</td>
<td>PHYS 207</td>
<td>D</td>
<td>UG</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Crosslistings | No
Stacked | No

Semester | 1
Credit Hour(s) | 1
Contact Hour(s) (per week): | Lecture: 0 | Lab: 2 | Other: 0 | Total: 2
Repeatable for credit? | No
Three-peat? | No
CIP/Fund Code | 4008010002
Default Grade Mode | Letter Grade (G)
Alternate Grade Modes | Satisfactory/Unsatisfactory
Method of instruction | Laboratory
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) | Yes

Learning Outcomes
Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.
Students will conduct comparable lab experiments on the same concepts as students in the on-site labs.

Hours
Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.
The off-site labs should take approximately the same time to complete as the on-site labs.

Will this course be taught as a distance education course? | Yes
I verify that I have reviewed the FAQ for
Export Control Basics for Distance Education.

Is 100% of this course going to be taught in Texas? No

Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Required (select program)</th>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(BA-PHYS) Physics - BA</td>
</tr>
<tr>
<td></td>
<td>(BS-PHYS) Physics - BS</td>
</tr>
</tbody>
</table>

Elective (select program)

Has/will this course be(en) submitted for core curriculum consideration? Yes

Proposed Core Foundational Component Area

Core Life/Physical Sci (KLPS)

Approved Foundational Component Area

Has/will this course be(en) submitted for Writing or Communication consideration? No

Has/will this course be(en) submitted for ICD or CD consideration? No

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus

PHYS 227 syllabus.pdf
20180914 support for TAMUG 206 207 216 217_1.docx
Syllabus_Phys227_EMLab.pdf
Re PHYS courses for Galveston.txt

Letters of support or other documentation No

Additional information

GV is requesting this course be added to their course inventory for Fall 2019. GV approved adding to their course inventory 11.06.2018. -sw

Reviewer Comments

Terra Bissett (t.bissett) (09/27/18 9:42 am): Updated course title to be consistent with other course labs.

Terra Bissett (t.bissett) (09/27/18 9:44 am): Rollback: Lab Contact Hours must be 2 or 3 in order to equate to 1 Semester Credit Hour; Syllabus: Committees will want to see "Learning Outcomes" instead of "Learning Objectives."

Terra Bissett (t.bissett) (10/01/18 2:07 pm): Rollback: Please see previous comments regarding updates to
syllabus: Please update "Learning Objectives" to "Learning Outcomes."

Lewis Ford (a-ford) (10/01/18 2:44 pm): Rollback: Her request

Terra Bissett (t.bissett) (10/05/18 8:32 am): Updates received.

Sandra Williams (sandra-williams) (11/05/18 2:25 pm): UCC approved November 2018.

Reported to state?

Add
CS
GV

Key: 18761
September 14, 2018

Melanie J. Moser  
Texas A&M University at Galveston  
P. O. Box 1675  
Galveston, Texas  77553

Dear Dr. Moser:

The Department of Physics and Astronomy is pleased to support the addition of PHYS 206, 216, 207, and 217 to the TAMUG course inventory in CARS.

Sincerely,

Grigory V. Rogachev
Syllabus

PHYS 227

Electricity & Magnetism Laboratory for students in the sciences.

Course Description and Course Objectives

Electricity & Magnetism Laboratory for students in the sciences. This is the second semester laboratory to accompany a two-semester course sequence in introductory physics. This class will meet weekly in a 1200-minute block to carry out various experiments. Topics include material covered in a typical calculus-based introductory physics course on the principles of electricity and magnetism.

Knowledge to gain: To use laboratory activities to understand the material covered in the accompanying introductory physics course.

Skills to gain: Ability to carry out simple experiments and analyze the data collected to understand a variety of basic physics concepts. Become familiar with a variety of laboratory devices and how to use them to make measurements.

See attached list of Learning Outcomes.

Prerequisites

PHYS 218 or 206 and MATH 152 or 172.

You must have a working knowledge of plane geometry, trigonometry, and algebra. You will also be expected to have a working knowledge of derivatives and integrals, and be proficient in the use of vectors (addition, subtraction, dot and cross products).

Corequisites

Coenrollment in PHYS 207.

Text and Required Materials

The text for this lab course is electronic and is hosted on the WebAssign.net website. You will need to purchase an access code for WebAssign for the labs by logging on to the website http://webassign.net/tamu/login.html.

Laboratory Logistics

The lab schedule is attached as well as being posted on the class web-page. The labs consist of three parts, 1) pre-lab, due before arriving for the lab activity, 2) in-lab, completed as a group assignment during the lab period, and 3) post-lab, due before the next scheduled lab meeting. Each of these assignments will be hosted through the online WebAssign package. Note that while we do not have a formal lab activity scheduled each week, in the weeks without a formal assignments students will be offered a chance to do some exploratory measurements to further enhance their understanding of the principles upon which the physics of electricity and magnetism are based.

Absences

If you miss a lab due to an authorized excused absence as outlined in the University Regulations, you should attempt to contact your instructor to try and arrange to makeup the missed work during the week of your absence. If this is not possible, students will be given the opportunity to make-up the missed work by completing a separate make-up lab at the end of the semester.

For information on university excused absences, see https://student-rules.tamu.edu/rule07/.
## Course Topics and Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Exploration of static electricity</td>
</tr>
<tr>
<td>Week 2</td>
<td>Introduction to WebAssign</td>
</tr>
<tr>
<td>Week 3</td>
<td>1. Electrical Measurements</td>
</tr>
<tr>
<td>Week 4</td>
<td>2. E - Fields &amp; Potentials</td>
</tr>
<tr>
<td>Week 5</td>
<td>3. Capacitors</td>
</tr>
<tr>
<td>Week 6</td>
<td>Exploration of Capacitors in series and in parallel</td>
</tr>
<tr>
<td>Week 7</td>
<td>Exploration of the oscilloscope, function generator and DC power supply</td>
</tr>
<tr>
<td>Week 8</td>
<td>5. Oscilloscope and RC Circuits</td>
</tr>
<tr>
<td>Week 9</td>
<td>Investigating magnetic fields for permanent and electro-magnets</td>
</tr>
<tr>
<td>Week 10</td>
<td>6. Magnetic Fields</td>
</tr>
<tr>
<td>Week 11</td>
<td>8. Faraday’s Law</td>
</tr>
<tr>
<td>Week 12</td>
<td>7. LR,LC &amp; LRC Circuits (part I)</td>
</tr>
<tr>
<td>Week 13</td>
<td>7. LR,LC &amp; LRC Circuits (part II)</td>
</tr>
<tr>
<td>Week 14</td>
<td>Make-up lab</td>
</tr>
<tr>
<td>Week 15</td>
<td>Make-up lab</td>
</tr>
</tbody>
</table>

## Course Grade

The overall course grade is weighted as follows: Each lab will be graded on the basis of 100 points, with 10% of the grade coming from the pre-lab quiz, 70% of the grade coming from the in-lab submission, and 20% of the grade coming from the post-lab quiz.

The semester lab grade will be based on the average of a student’s lab grades for the semester.

## Grading Scale

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

Additional grade information: [http://student-rules.tamu.edu/rule10](http://student-rules.tamu.edu/rule10)

## Web Page

- www.webassign.net/tamu/login.html – for the electronic lab manual and connection to the lab report system.

## ADA Policy

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

## Honor Code

Learning Outcomes

Mathematical Tools to Solve E&M Problems
1. Be able to compute the components of a vector in any given coordinate system
2. Be able to compute addition, scalar, and vector products between vectors
3. Be able to solve for an unknown quantity in a single equation when possible
4. Be able to solve a system of N equations with N unknown variables
5. Be able to translate verbal constraints into mathematical language
6. Be able to translate mathematical results to verbal interpretations
7. Be able to do integrals and take derivatives

Electric Charge and Coulomb's Law
8. Calculate the electric field caused by a continuous distribution of charge
9. Be able to draw and to interpret electric field lines

Gauss’ Law
10. Articulate the concept of electric flux and be able to calculate the electric flux through a surface
11. Formulate how Gauss’ Law relates the electric flux through a closed surface to the charge enclosed by the surface
12. Articulate under what conditions Gauss’ Law is useful for determining electric field
13. Be able to use Gauss’ Law to calculate the electric field due to a symmetric charge distribution
14. Describe the electric field within a conductor and where the charge is located on a charged conductor.

Electric Potential
15. Articulate the meaning and significance of electric potential
16. Calculate the electric potential that a collection of charges produces at a point in space
17. Calculate the electric potential due to a continuous distribution of charges
18. Be able to use electric potential to calculate electric field
19. Be able to draw and to interpret equipotential surfaces

Capacitance and Dielectrics
20. Identify the nature of capacitors and be able to quantify their ability to store charge (i.e. the capacitance)
21. Be able to combine the calculation of fields and potential functions to derive the capacitance of the three soluble systems
22. Analyze capacitors connected in a network (by determining equivalent capacitance for capacitors connected in series or parallel)
23. Calculate the amount of energy stored in a capacitor
24. Articulate how dielectrics make capacitors more effective (and how a dielectric within a charged capacitor becomes polarized)
25. Be able to analyze change of charge, voltage, and energy of the capacitor when dielectric is inserted/removed in the presence/absence of the battery

Current, Resistance, and Electromotive Force
26. Calculate the resistance of a conductor from its dimensions and resistivity
27. Articulate Ohm’s Law both in terms of the resistivity of a material (the microscopic form of Ohm’s Law) and in terms of the resistance (macroscopic form of Ohm’s Law)
28. Articulate the concept of electromotive force (emf) and how emf makes it possible for current to flow in a circuit
29. Identify the symbols used in circuit diagrams
30. Calculate a terminal voltage
31. Calculate energy and power in a circuit

Direct-Current Circuits
32. Analyze circuits with multiple resistors in series or parallel
33. Articulate Kirchhoff’s Rules
34. Apply Kirchhoff’s rules to analyze circuits
35. Articulate the functionality of ammeters and voltmeters and under what conditions these instruments are “idealized”

36. Analyze R-C Circuits

**Magnetic Field and Magnetic Forces**
- 37. Articulate the force exerted by a magnetic field on other moving charges or currents
- 38. Interpret magnetic field lines and calculate magnetic flux through a surface
- 39. Calculate the motion of charged particles in magnetic and electric fields, including applications such as a cyclotron, velocity selector, mass spectrometer, and the Hall effect

**Sources of Magnetic Field**
- 40. Calculate the magnetic field due to a current (using Biot-Savart Law)
- 41. Calculate the force between two long parallel conductors

**Electromagnetic Induction**
- 42. Be able to calculate magnetic flux through a surface
- 43. Articulate how Faraday’s Law relates the induced emf in a loop to the time-derivative of magnetic flux through the loop and be able to apply it to calculate induced emf
- 44. Apply Lenz’s Law to determine the direction of an induced emf
- 45. Calculate the emf induced in a conductor moving through a magnetic field
- 46. Calculate the induced electric field generated by a changing magnetic flux

**Inductance**
- 47. Calculate mutual inductance and induced emf due to mutual inductance
- 48. Articulate the concept of self inductance and be able to relate the magnetic flux and current to the self inductance
- 49. Calculate the energy stored in a magnetic field
- 50. Analyze R-L circuits and describe the time-dependence of the current
- 51. Analyze L-C circuits and describe the time-dependence of the current
- 52. Recognize the time-dependence of the current in an L-R-C circuit

**Alternating-Current Circuits**
- 53. Analyze an L-R-C series circuit with a sinusoidal emf
- 54. Understand the origin of resonances in L-R-C circuits (analogous to forced, damped harmonic oscillator)
- 55. Determine the amount of power flowing into or out of the alternating-current circuit
Hi Melanie,

They are 226 and 227 (while the ones for Engineers are 216 and 217).

Cheers,
--Lucas

On 27/09/18 16:43, Melanie Moser wrote:
Lucas, what were the numbers for the 1 cr physics labs that are going to take the place of 218 and 208 labs? I haven’t seen anything on them yet, but not sure of the numbers.
Thanks. Melanie

Hi Terra & Sandra,

I just approved PHYS206/207 for Galveston through CARS. It would be very helpful if 206 could be listed in Howdy for Spring 2019; 207 won’t be needed till next Fall term.

We would like some guidance on submitting syllabi for CS and GV. Can Heather Walker in the Department of Physics and Astronomy tick a box somewhere in CARS to let the system know that these requests apply to both campuses? Or does she have to send the syllabi to Melanie Moser for editing (such as entering GV disability text and maybe other changes) and separate submission?

Lastly, there was a mix-up in the original submission of PHYS109 for GV. Are we clear to resubmit?

Thanks!
--Lucas

Lucas M Macri
Professor of Physics and Astronomy | Associate Dean for Undergraduate Programs | College of Science
Texas A&M University | 3257 TAMU | College Station, TX 77843-3257
lmacri@tamu.edu | tx.ag/lmacri | Offices: Blocker 514H and Mitchell Institute M423 | Tel: 979.845.7362
SYLLABUS

Course title and number  Electricity and Magnetism Lab
Term
Meeting times and location  Times depend on your section, MAIN 301

Physics Laboratory Director Information
Name  Dr. Chaouki Boulahouache
Telephone number  (409) 740-4820
Email address  boulahoc@tamug.edu
Office location  MAIN 412D

Laboratory Course Description and Purpose
This laboratory course (1-credit) is the second semester laboratory to accompany a two-semester course sequence in introductory physics. Its function is to aid the student in achieving a deeper understanding of physics processes related to electricity and magnetism and its impact on our perception of light. This class will meet weekly to carry out various experiments. The purpose of this course is to develop laboratory techniques of experimenting, measuring, data evaluation, presentation of results, and drawing of inferences from these results. Prerequisites: PHYS 218 or 206 and MATH 152 or 172. A working knowledge of plane geometry, trigonometry, algebra, derivatives and integrals; and proficiency in the use of vectors (addition, subtraction, dot and cross products). Corequisites: Co-enrollment in PHYS 207.

Learning Outcomes:
Upon successful completion of this course, students will be able to:
1. Prepare laboratory reports that clearly communicate experimental information in a logical and scientific manner.
2. Conduct basic laboratory experiments involving electricity and magnetism (E&M).
3. Relate physical observations and measurements to theoretical principles.
4. Evaluate the accuracy of physical measurements and the potential sources of error in the measurements.
5. Design fundamental experiments involving principles of E&M.
6. Identify appropriate sources of information for conducting laboratory experiments involving E&M.

General Education Outcomes:
1. Empirical and quantitative skills: Students will develop quantitative and empirical skills to understand, analyze and explain natural, physical and social phenomena.
2. Critical thinking skills: Students will develop habits of mind, allowing them to appreciate the processes by which scholars in various disciplines organize and evaluate data.
3. Communication skills: Students will communicate ideas, express feelings and support conclusions effectively in written, oral and visual formats.
4. Teamwork: Students will consider different points of view and work interdependently to achieve a shared goal.

Student-Lab Director Electronic Communication:
I will use the TAMUG e-mail to contact you. Please check your e-mail frequently. When sending me e-mails, please make sure you start the e-mail subject with the course and section numbers in brackets: [YOUR PHYS COURSE#-SECTION#] for eg. [PHYS 227-401].

Page 1 of 6
Laboratory Manuals
Laboratory Manuals are custom made and will be provided to the students, through e-Campus.

Course Topics, Calendar of Activities, Major Assignment Dates
Quizzes: will be given every lab session. Their purpose is (1) to encourage keeping up in the subject, and (2) to act as a grade booster. Quizzes will be done online through eCampus at the beginning of the lab for about 10 minutes. It is forbidden to answer the quiz questions outside the lab session. Violation of this rule will result in ZERO score for the quiz.

LAB Work: Physics experiments are conducted in the lab and in groups of 2 to 3 students (based on the number of students per section). Every student is expected:
1. To go over the lab manual and textbook chapter that corresponds to the laboratory experiment.
2. To answer the pre-lab questions before Monday 8AM of the week lab. Prelab questions should help you carry out the experiment and also they will help guiding you through the analysis of the data.
3. To attend and effectively contribute to the experiment.
4. To take the necessary data for further analysis before you leave the lab. You will not be allowed to re-take the data once the lab session is over.

LAB Exam: There is one lab exam at the end of the semester that can either be in terms of a lab and/or a set of questions/problems related to the experiments.

TENTATIVE SCHEDULE (Disclaimer: Schedule can change)

<table>
<thead>
<tr>
<th>Fall/Spring</th>
<th>Laboratory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>No Labs</td>
</tr>
<tr>
<td>Week 2</td>
<td>0. Introduction/Syllabus</td>
</tr>
<tr>
<td>Week 3</td>
<td>1. Electric Fields</td>
</tr>
<tr>
<td>Week 4</td>
<td>2. Ohm’s Law</td>
</tr>
<tr>
<td>Week 5</td>
<td>3. Capacitance</td>
</tr>
<tr>
<td>Week 6</td>
<td>4. Resistance</td>
</tr>
<tr>
<td>Week 7</td>
<td>5. Kirchhoff’s Rules</td>
</tr>
<tr>
<td>Week 8</td>
<td>6. RC Circuits (schedule after week 8 is semester dependent)</td>
</tr>
<tr>
<td>Week 9</td>
<td>7. Magnetic Fields</td>
</tr>
<tr>
<td>Week 10</td>
<td>8. Induction</td>
</tr>
<tr>
<td>Week 11</td>
<td>9. LRC Circuits</td>
</tr>
<tr>
<td>Week 12</td>
<td>10. Optics: Focal Length</td>
</tr>
<tr>
<td>Week 13</td>
<td>Make-up labs (this will change: semester dependent)</td>
</tr>
<tr>
<td>Week 14</td>
<td>Lab Exam</td>
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Grading Policies

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<thead>
<tr>
<th>GRADE DETERMINATION:</th>
<th>GRADE RANGE:</th>
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<tbody>
<tr>
<td>Lab Reports: 50%</td>
<td>90 – 100</td>
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<tr>
<td>Lab Exam: 20%</td>
<td>80 – 89</td>
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<tr>
<td>Lab Quizzes: 15%</td>
<td>70 – 79</td>
</tr>
<tr>
<td>Pre-Labs: 15%</td>
<td>60 – 69</td>
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<td></td>
<td>Below 60</td>
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</tbody>
</table>

Page 2 of 6
**Attendance and Make-up Policies**

Regular attendance is required. Please be in your seat by the time the lab is scheduled to start. There will be a quiz at the start of the lab. If you do not attend the lab and do not personally take the data, then you have automatically a zero for the quiz and lab report. **You can still answer the pre-lab questions as long as it is done before the due date.**


**Late Lab Reports:** Lab reports SHOULD be submitted on-time (but they can be accepted late in very specific and exceptional cases).

**Make-up Labs:** There is only one makeup lab at the end of the semester. Makeup lab is granted for exceptional cases. Make-up lab is due two days after the lab. In other cases, a makeup lab can be done within the same week of the missing lab, provided that there is still another lab section, which you can attend. If you cannot perform the lab on-time, you need to contact your TA immediately, so that a solution can be found (You need to provide a valid and verifiable reason for missing the lab as defined by Rule 7).

**Make-up Lab Exam:** There will be only one exam at the end of the semester. In exceptional cases where the student cannot attend an exam due to unavoidable reasons, he/she must immediately contact the instructor so that he/she gets rescheduled within the same week. No Lab exams will be conducted the week after the exam week. Missed exam will have a zero grade.

**GENRAL NOTE:**

1. **In the case of an absence and the student does not notify his/her instructor within a week of the absence; then, the student lose the advantage to do the make-up lab.**
2. **It is important that the students attend the lab on-time. Coming late to the lab by more than 5 minutes will result in zero score for the lab quiz.**

**Other Pertinent Course Information**

Each student needs to answer the pre-lab questions separately by Monday morning 8AM of every week lab (for all students). **Pre-Labs** are done online through eCampus, they are usually available every Wednesday at 12PM.

Each student needs to answer the quiz’s questions during the first 10 minutes of the lab session. Quizzes are done through eCampus.

Members of a group should learn how to do the experiment as a team. On the lab report, you need to list the names of the group members present during the lab and **participated to the data taking** and YOU ALSO NEED TO LIST THE MISSING MEMBER(s). (See Honesty Statement for more information.)

Each student needs to turn in two separate/independent lab reports. The labs, which need detailed full lab reports will be chosen at the beginning of the semester. For the rest of labs, only one mini-lab report will be required from each group. Lab reports need to be submitted through eCampus. The due date for the lab report submission is one week after the lab is done.

The full lab reports should include the following: cover sheet, abstract, introduction/theory, procedure/methods, results and data analysis, discussion (answers to the post lab questions should guide you through the discussion) and conclusion (see Grading Rubric for Full Lab Report submitted to eCampus).
The mini-lab reports need to include: cover sheet, brief introduction explaining the aim from the experiment, and a brief discussion of the data and results obtained: answering the post lab questions should guide you through the discussion. You also need to include a final conclusion (see Grading Rubric for Mini-Lab Report submitted to eCampus). Mini-Lab reports are expected to be short reports. Full lab reports are worth twice the mini-lab reports.

Laboratory Rules:
1. NO CELL PHONES: Please turn off your cell phones during the lab and put them away from sight. These devices disturb the learning process.
2. NO Eating/Drinking in the lab.
3. Clean up your lab bench when you are through with the experiment! When you leave the lab, your bench should be in even better condition than when you arrived.
4. DO NOT mess with any equipment outside the scope of the lab experiment. Not only can you damage expensive lab equipment but most importantly it is a violation of the safety rules.

Penalties can be imposed on groups or individuals, which do not adhere to these rules.

Drop/Withdrawal: Consult the academic calendar for the deadlines.

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

Academic Integrity
For additional information please visit: http://www.tamug.edu/HonorSystem

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

HONESTY STATEMENT: Texas A&M students should exhibit honesty, integrity, and high standards in their academic work. Upholding academic integrity is the responsibility of everyone. If you are observed to be cheating on the lab exam or the lab report (except work done as a group), grade of zero will be given. Cheating includes, but is not limited to, copying answers from another student's exam/report, bringing unauthorized solutions or content into an exam, signaling another student in any form with answers to questions, talking during an exam, possession of a cell phone during any exam (whether it was used or not), etc.
SAFETY IN THE PHYSICS LABORATORY

In Physics you will frequently perform laboratory activities. While no human activity is completely risk free, if you use common sense and your “good lab sense” you will encounter no problems. Good lab sense is an extension of common sense. Sensible laboratory conduct won't happen by memorizing a list of rules; any more than a perfect score on a written driver's test ensures an excellent driving record. The true "driver's test" of lab sense is your actual conduct in the laboratory.

The following safety pointers apply to all laboratory activities. For your personal safety and that of your classmates, make following these guidelines second nature in the laboratory. Your teacher will point out any special safety guidelines that apply to each activity. If you understand the reasons behind them, these safety rules will be easy to remember and to follow.

Rules of Laboratory Conduct for Safety in the Physics Laboratory

1. Never work in the lab unless a teacher is present and aware of what you are doing.

2. Prepare for the lab activity or experiment by reading it over first. Ask questions about anything that is unclear to you. Note any cautions that are stated.

3. Dress appropriately for a laboratory. Avoid wearing bulky or loose-fitting clothes or dangling jewelry. Pin or tie back long hair, and roll up loose sleeves.

4. Keep the work area free of any books and materials not needed for what you are working on.

5. Wear safety goggles when working with flames, heated liquids, or glassware.

6. Never throw anything in the laboratory.

7. Use the apparatus only as instructed in the manual or by your teacher. If you wish to try an alternate procedure, obtain your teacher's approval first.

8. If a thermometer breaks, inform your teacher immediately. Do not touch either the mercury or the glass with your bare skin.

9. Do not force glass tubing or thermometer into dry rubber stopper. The hole and the glass should both be lubricated with glycerin (glycerol) or soapy water, and the glass should be gripped through a paper towel to protect the hands.

10. Do not touch anything that may be hot, including burners, hot plates, rings, beakers, electric immersion heaters, and electric bulbs. If you must pick up something that is hot, use a damp paper towel, a pot holder, or some other appropriate holder.

11. When working with electric circuits, be sure that the current is turned off before making adjustments in the circuit.

12. If you are connecting a voltmeter or ammeter to a circuit, have your teacher approve the connections before you turn the current on.
13. Do not connect the terminals of a dry cell or battery to each other with a wire. Such a wire can become dangerously hot.

14. Report any injuries, accidents, or breakages to your teacher immediately. Also report anything that you suspect may be malfunctioning.

15. Work quietly so that you can hear any announcements concerning cautions and safety.

16. Know the locations of fire extinguishers, fire blankets, and the nearest exit.

17. When you have finished your work, check that the water and gas are turned off and that electric circuits are disconnected. Return all materials and apparatus to the places designated by your teacher. Follow your teacher's directions for disposal of any waste materials. Clean the work area.

Physics 227 Lab Waiver

Acknowledgement of Lab Safety Procedures

I have read and understand the lab safety rules above. I realize that my cooperation is important to the safety of everyone in the lab. I agree to abide by the safety procedures outlined in the syllabus.

Print Your Name: ____________________________________

____________________________________________________
Student Signature Date

Acknowledgement of Academic Integrity Statement and Policy

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

I have read and understand the lab and school policies concerning academic dishonesty. I realize that violation of these policies will result in a failing grade. I understand that even a first offence can constitute as grounds for review by the Aggie Honor System Staff.

Print Your Name: ____________________________________

____________________________________________________
Student Signature Date
Course Change Request

New Course Proposal

Date Submitted: 10/11/18 9:55 am

Viewing: RELS 222: History of Christianity, Reformation to Present

Also listed as: HIST 222

Last edit: 10/16/18 8:16 am

Changes proposed by: mindybergman

Contact(s)

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<tr>
<th>Name</th>
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<th>Phone</th>
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<tbody>
<tr>
<td>Annette Jackson</td>
<td><a href="mailto:annettej@tamu.edu">annettej@tamu.edu</a></td>
<td>979 845-0264</td>
</tr>
</tbody>
</table>

Course prefix RELS  
Course number 222

Department College of Liberal Arts
College/School Liberal Arts
Academic Level Undergraduate

Undergraduate course level justification (Select One)

- College/Program Course Level Rubric

Effective term 2019-2020

Complete Course Title

History of Christianity, Reformation to Present

Abbreviated Course Title

HIST OF CHRISTIANITY II

Catalog course description

History of Christian religion from the era of the Reformation (sixteenth century) to the present, with emphasis on social, cultural, political and economic history in relation to Christian structures and theological movements.

Prerequisites and Restrictions

Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings

- Yes

Crosslisted With HIST 222

Stacked

- No

Repeatable for credit? No

Credit Hour(s)

- 3

Contact Hour(s) (per week):

- Lecture: 3

Total: 0

Lab: 0

Other: 0

Semester

- 3

CIP/Fund Code

- 3802010001

Default Grade Mode

- Letter Grade (G)

In Workflow

1. RELS Program
2. CLLA Department Head
3. HIST Department Head
4. Curricular Services Review
5. LA Committee Preparer UG
6. LA Committee Chair UG
7. LA College Dean UG
8. UCC Preparer
9. UCC Chair
10. Faculty Senate Preparer
11. Faculty Senate
12. Provost II
13. President
14. Curricular Services
15. Banner

Approval Path

- 1. 10/11/18 9:56 am  
  Mindy Bergman (mindybergman): Approved for RELS Program
- 2. 10/11/18 9:57 am  
  Steve Oberhelman (s-oberhelman): Approved for CLLA Department Head
- 3. 10/11/18 1:15 pm  
  David Vaught (d-vaught): Approved for HIST Department Head
- 4. 10/12/18 10:55 am  
  Sandra Williams (sandra-williams): Approved for Curricular Services Review
- 5. 10/12/18 1:11 pm  
  Steve Oberhelman (s-oberhelman): Approved for LA Committee Preparer UG
- 6. 10/16/18 8:16 am  
  Steve Oberhelman (s-oberhelman): Approved for LA Committee Chair UG
- 7. 10/16/18 8:52 am  
  Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG
- 8. 10/16/18 4:27 pm  
  Sandra Williams (sandra-williams):
Method of instruction
Lecture

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)

Will this course be taught as a distance education course? No

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

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<tr>
<td>(MINOR-RELS) Religious Studies - Minor</td>
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<tr>
<td>(BA-USLA-RPC*) University Studies - BA, Religious Thought, Practices and Cultures Concentration</td>
</tr>
<tr>
<td>(MINOR-HIST) History - Minor</td>
</tr>
<tr>
<td>(BA-HIST) History - BA</td>
</tr>
</tbody>
</table>

Has/will this course be(en) submitted for core curriculum consideration? Yes

Proposed Core Foundational Component Area
Core Lang, Phil, Culture(KLPC)

Approved Foundational Component Area

Has/will this course be(en) submitted for Writing or Communication consideration? No

Has/will this course be(en) submitted for ICD or CD consideration? Yes

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus: RELS-HIST-222-Bare Syllabus.docx
<table>
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<th>Letters of support or other documentation</th>
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<td>Additional information</td>
<td></td>
</tr>
<tr>
<td>Reviewer Comments</td>
<td>Sandra Williams (sandra-williams) (11/05/18 2:25 pm): UCC approved November 2018.</td>
</tr>
</tbody>
</table>
COURSE DESCRIPTION

History of the Christian religion from the era of the Reformation (sixteenth century) to the present, with emphasis on social, cultural, political, and economic history in relation to Christian structures and theological movements. Prerequisites: none.

COURSE READINGS


- The Bible. You may read from any formal equivalence or dynamic equivalence Bible translation (including, but not limited to, the KJV, NKJV, ESV, NASB, NIV, HCSB, CSB, RSV, etc.). Paraphrased-versions that are more interpretive/devotional than directly translational (e.g. The Message, The Voice, The Passion, The Amplified Bible, etc.) are by nature less helpful in analyzing historical-theological topics and debates. If you have questions about which Bible version(s) to use, feel free to ask the professor. If you do not own a Bible, you can find the relevant passages (in virtually any translation) online at [www.biblegateway.com](http://www.biblegateway.com).

- Other readings will be available on the class E-Campus page and will be labeled on the syllabus as “E-Campus.”

E-CAMPUS

Course announcements, class documents, additional class readings, students’ grades, and other information will be posted on E-Campus (http://ecampus.tamu.edu). It is your responsibility to check the course page regularly to access these important course materials. You may also receive emails through your TAMU email address. It is your responsibility to have a valid email on HOWDY and to read your emails.
STUDENT LEARNING OUTCOMES

By the end of this course, the successful student should be able to:

1. Identify interconnections between religious conviction, historical theology, ecclesiastical history, and numerous other aspects of historical analysis (political, economic, ethnic, social, etc.).
2. Evaluate, analyze, synthesize, and critically engage with substantive historical material, including both primary sources (original documents) and secondary sources (historical monographs).
3. Describe the historical and social contexts that produced the diversity of religious thought and culture we see in studying worldwide Christianity.
4. Express their original ideas and analyses in both written and oral form.
5. Apply their historical knowledge to their personal lives and studies.

RELS/HIST 222 meets the core curriculum Language, Philosophy, and Culture (KLPC) foundational component area. The core curriculum objectives for this course are:

1. **Critical Thinking**: creative thinking; innovation; inquiry; and analysis, evaluation, and synthesis of information
2. **Communication**: effective development, interpretation and expression of ideas through written, oral, and visual communication
3. **Social Responsibility**: intercultural competence; knowledge of civic responsibility; and the ability to engage effectively in regional, national, and global communities
4. **Personal Responsibility**: ability to connect choices, actions, and consequences to ethical decision-making

Additionally, RELS/HIST 222 meets the International and Cultural Diversity (KICD) graduation requirement. The learning outcomes for KICD courses are that the successful student should be able to:

1. Live and work effectively in a diverse and global society.
2. Articulate the value of a diverse and global perspective.
3. Recognize diverse opinions and practices (including but not limited to economic, political, cultural gender, and religious opinions) and consider different points of view.

Texas A&M University has explicated a series of student learning outcomes reflecting the institution’s commitment to long-term student education and edification. For a complete list, please see: [http://catalog.tamu.edu/undergraduate/general-information/student-learning-outcomes/#baccalaureate](http://catalog.tamu.edu/undergraduate/general-information/student-learning-outcomes/#baccalaureate)
COURSE STRUCTURE AND GRADE REQUIREMENTS

This class entails several types of assignments.

Grading Scale: 900-1000 = A; 800-899 = B; 700-799 = C; 600-699 = D; 0-599 = F

1. Exam 1 (midterm exam) – 200 points
2. Exam 2 (final exam) – 200 points
3. Paper – 200 points
4. Paper presentation – 100 points
5. Attendance – 100 points
6. Social and personal responsibility essay – 100 points

- **EXAMS:** There will be two exams – a midterm and a final. They will include multiple choice questions, ID/short answer questions, and lengthier essay questions.
  
  I will handle all work/examinations related to absences in accordance with TAMU student rule 7 (Student Rule 7: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)). See course schedule (below) for exam dates.
  
  (course learning outcomes: 1, 2, 3, 4; core curriculum learning outcomes: 1, 2)

- **DISCUSSION:** This class will incorporate regular discussion periods in which we discuss the class readings – most commonly, primary source readings that are assigned throughout the semester. Therefore, be sure to read assigned material as laid out on the course schedule so that you are not only prepared to absorb the lecture material, but also to participate actively and enthusiastically in class discussions. Certain class periods are marked on the course calendar as discussion days, in which the whole class period will be devoted to class discussion. At other times, the professor may include discussion elements in conjunction with a lecture. I suggest that students take notes on the primary source readings to use during class discussions.
  
  Participation in class discussion constitutes 150 points of each student’s final course grade, and will take into account both the level of engagement (how often the student participates in the discussion) and quality of engagement (how prepared the student is to analyze the issues/topics in a thoughtful and meaningful way).
  
  (course learning outcomes: 1, 2, 3, 4, 5; core curriculum learning outcomes: 1, 2, 3, 4; international and cultural diversity learning outcomes: 1, 3)

- **PAPER:** By week 5, each student will meet with the professor to select either a historical monograph or a substantial set of primary source materials about which to write a 1200-1500 word paper (~5-6 double-spaced pages). Papers will not simply be summaries, but will be critical/analytical engagements with the material. Further, more detailed instructions will be provided on E-Campus.
  
  (course learning outcomes: 1, 2, 3, 4; core curriculum learning outcomes: 1, 2, 3; international and cultural diversity learning outcomes: 3)
• **CLASS PRESENTATION**: In addition to writing this paper, each student will give a brief (~10 minute) oral presentation to the class during the final week of the semester, explaining the content and argument(s) of their monograph/source, its significance, and situating it within the themes/ideas we have discussed throughout the semester. (course learning outcomes: 1, 2, 3, 4; core curriculum learning outcomes: 1, 2, 3; international and cultural diversity learning outcome: 3)

• **ATTENDANCE**: Attendance is required in this class. Because it is a small, seminar-style class which includes substantial discussion time (see “Discussion” section, above), it is important that students attend class in order to make the course as beneficial as possible for everyone involved. Students will be allowed one “free” unexcused absence that will not impact their grades; after that, each unexcused absence will result in a 10-point reduction in attendance grade. Hence, two unexcused absences for the semester would equate to an attendance grade of 90, three unexcused absences would equate to an attendance grade of 80, four unexcused absences would equate to an attendance grade of 70, and so on.

Also keep in mind that if you miss a class discussion period (see above), that will also adversely impact your discussion/participation grade, in addition to your attendance grade.

For an explanation of university-excused absences, and how to make up work related to them, see TAMU student rule 7 (Student Rule 7: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)). Students are responsible for reading and understanding all aspects of Student Rule 7. **Missed work will not be allowe in the case of an unexcused absence.** (core curriculum learning outcome: 4)

• **SOCIAL AND PERSONAL RESPONSIBILITY ESSAY**: The goal of this assignment is for students to reflect on how the course material, the discussion that they have engaged in, and the paper writing and presentation process has illuminated their roles and responsibilities in the modern world. Students will write a short reflection paper on how this course will influence their choices as an informed citizen of Texas, the United States, and America (i.e., social responsibility) and their ethical interactions with others in every day life (i.e., personal responsibility). Specific guidelines are on ecampus. (course learning outcomes: 2, 3, 4, 5; core curriculum learning outcomes: 1, 2, 3, 4; international and cultural diversity learning outcome: 1, 2, 3)

**ABSENCES**

All absences, and work/examinations related to them, will be handled in accordance with TAMU student rule 7 (Student Rule 7: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)). Students are responsible for reading and understanding all aspects of Student Rule 7.
ADA: 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/

ACADEMIC INTEGRITY

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

Students are expected to understand and abide by the Aggie Honor Council Rules and Procedures, available at http://aggiehonor.tamu.edu

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 also report non-emergency behavior that causes them to be concerned at http://tellsomebody.tamu.edu.
PLANNED COURSE SCHEDULE
**NOTE: Readings should be completed BEFORE class.**

**Week 1: Course Introduction, roots of the Reformation, and Luther**
Tu – Lecture: class introduction and the background to the Reformation
Th – Lecture: Gonzalez chapter 4 (pp. 47-56)

**Week 2: Lutherans, Radicals, and Reformed**
Tu – lecture: Gonzalez chapter 7 (pp. 77-86)
Th – **class discussion**: Readings on ecampus

**Week 3: The Reformation in England, and the Catholic Counter-Reformation**
Tu – lecture: Gonzalez ch. 8 (pp. 87-104)
Th – lecture: Gonzalez ch. 12 (pp. 135-149)

**Week 4: Beyond the West: Eastern Christianity in the 16th century**
Tu – lecture
Th – **class discussion**: Readings on ecampus

**Week 5: 17th/18th Century: Divisions in Europe/England, the Enlightenment, and Rationalism**
Tu – lecture: Gonzalez ch. 19, 20, & 21 (pp. 211-235)
Th – lecture: Gonzalez ch. 22 (pp. 237-248)

**Week 6: Midterm Exam week**
Tu – abbreviated lecture/discussion and exam prep
Th – **Midterm Exam**

**Week 7: Christianity in Colonial America**
Tu – lecture: Gonzalez ch. 25 (pp. 275-290)
Th – lecture: Gonzalez ch. 27 (pp. 319-347)

**Week 8: Revivals and the Age of Revolutions**
Tu – lecture
Th – **class discussion**: Readings on ecampus

**Week 9: 19th Century Liberalism, Romanticism, and responses to modernity**
Tu – lecture: Gonzalez ch. 31 (pp. 385-397)
Th – lecture: Gonzalez ch. 32 (pp. 399-415)

**Week 10: Non-Western Christianity in the 18th and 19th centuries**
Tu – lecture
Th – **class discussion**: Readings on ecampus
Week 11: Christianity in America – 19th-20th century
Tu – Lecture: Fundamentalism & Modernism; Neo-Evangelicals & "Mainline" Protestants
(Readings on ecampus)
Th – Lecture: Christianity amidst 20th century social upheaval: Gonzalez ch. 36 (pp. 473-493)

Week 12: Global Christianity – 20th century
Tu – Lecture: Global developments
Th – class discussion: Readings on ecampus

Week 13: Writing/paper prep and presentations
Tu – Writing work/prep
Th – Presentations
*All papers due (uploaded to TurnItIn) by the beginning of class on 11/27.

Week 14: Historical reflections
Tu – Presentations.
Th – historical reflections
*Social and personal responsibility essay due (uploaded to TurnItIn) by 11:59 pm.

FINAL EXAM: per final exam schedule
## New Course Proposal

Date Submitted: 10/19/18 10:06 am

Viewing: **STAT 335 : Principles of Data Science**

Also listed as: **CSCE 320**

Last edit: 10/19/18 10:06 am

Changes proposed by: twehrly

### Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Wehrly</td>
<td><a href="mailto:twehrly@stat.tamu.edu">twehrly@stat.tamu.edu</a></td>
<td>979-845-1359</td>
</tr>
</tbody>
</table>

Course prefix | STAT  
Department        | Statistics  
College/School     | Science  
Academic Level     | Undergraduate  
Undergraduate course level justification (Select One) | College/Program Course Level Rubric  
Effective term | 2019-2020  
Complete Course Title | Principles of Data Science  
Abbreviated Course Title | PRINCIPLES OF DATA SCIENCE

Catalog course description

Theoretical foundations, algorithms and methods of deriving valuable insights from data; includes foundations in managing and analyzing data at scale, e.g. big data; data mining techniques and algorithms; exploratory data analysis; statistical methods and models; data visualization.

Prerequisites and Restrictions

STAT 211 or ECEN 303; STAT 212 or CSCE 222.

Should catalog prerequisites / concurrent enrollment be enforced? Yes

In Workflow

1. STAT Department Head  
2. CSCE Department Head  
3. Curricular Services Review  
4. SC Committee Preparer UG  
5. SC Committee Chair UG  
6. SC College Dean UG  
7. UCC Preparer  
8. UCC Chair  
9. Faculty Senate Preparer  
10. Faculty Senate  
11. Provost II  
12. President  
13. Curricular Services  
14. Banner

Approval Path

1. 10/17/18 12:12 pm Michael Longnecker (longneck): Approved for STAT Department Head  
2. 10/17/18 12:26 pm Scott Schaefer (schaefer): Approved for CSCE Department Head  
3. 10/18/18 4:11 pm Terra Bissett (t.bissett): Rollback to Initiator  
4. 10/19/18 10:09 am Michael Longnecker (longneck): Approved for STAT Department Head  
5. 10/19/18 1:28 pm Scott Schaefer (schaefer): Approved for CSCE Department Head  
6. 10/19/18 5:07 pm Terra Bissett (t.bissett): Approved for Curricular Services Review  
7. 10/22/18 2:29 pm Sara Thigpin (sarahthigpin): Approved for SC Committee Preparer UG  
8. 10/22/18 4:21 pm Lucas Macri (lmacri): Approved for SC Committee Chair UG

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

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Crosslistings: Yes
Crosslisted With: CSCE 320

Semester Credit: 3
Contact Hour(s) (per week): Lecture: 3
Lab: 0
Other: 0
Total: 0

Repeatable for credit?: No
CIP/Fund Code: 2705011002
Default Grade Mode: Letter Grade (G)
Method of instruction: Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education): No
Will this course be taught as a distance education course?: No
Is 100% of this course going to be taught in Texas?: Yes
Will classroom space be needed for this course?: Yes

This will be a required course or an elective course for the following programs:

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<th>Program(s)</th>
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<td>(BS-STAT) Statistics - BS</td>
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</table>
Program(s)

(MINOR-STAT) Statistics - Minor
(BA-COMP) Computing - BA
(BS-CPSC) Computer Science - BS
(BS-CECN) Computer Engineering - BS, Computer Science Track

Has/will this course be(en) submitted for core curriculum consideration? No

Has/will this course be(en) submitted for Writing or Communication consideration? No

Has/will this course be(en) submitted for ICD or CD consideration? No

Course Syllabus

Syllabus: Upload syllabus
Upload syllabus STAT335 Syllabus.docx

Letters of support or other documentation No

Additional information

Reviewer Comments

   Terra Bissett (t.bissett) (10/18/18 4:10 pm): Minor edits made to catalog course description and prerequisites to comply with catalog style guide.
   Terra Bissett (t.bissett) (10/18/18 4:11 pm): Rollback: Please update catalog course description – committees will question the use of “introduction” for a 300-level course; Syllabus: Committees will want to see “Learning Outcomes” instead of “Learning Objectives”; missing attendance/make-up/late-work policy with link to student rule 7.
   Terra Bissett (t.bissett) (10/19/18 5:07 pm): Moving forward.
   Sandra Williams (sandra-williams) (11/05/18 4:21 pm): UCC approved November 2018.

Key: 18834
**Course Description:** This course will provide an introduction to the theoretical foundations, algorithms, and methods of deriving valuable insights from data. Course content includes foundations in managing and analyzing data at scale (e.g., big data); data mining techniques and algorithms; exploratory data analysis; statistical methods and models; and data visualization.

**Instructor:**
Alan Dabney, Ph.D.; Associate Professor; Department of Statistics. adabney@stat.tamu.edu
Blocker (BLOC) Building, Room 489B
Office hours: TBA

**Teaching Assistant:** TBA

**Time and Location:** TBA

**Prerequisites:** (STAT 211 or ECEN 303); (STAT 212 or concurrent enrollment, or CSCE 222).

**Learning Outcomes:**
- Learning **Objective 1:** Be able to collect data from the web, manipulate and process large datasets, and conduct exploratory data analysis.
- Learning **Objective 2:** Be able to apply and interpret basic exploratory statistical techniques including cluster analysis and principal component analysis.
- Learning **Objective 3:** Be able to apply and interpret linear models to a variety of dataset types.
- Learning **Objective 4:** Define and explain the key concepts and models relevant to data science, including data cleaning and integration, data-intensive distributed computing, data mining algorithms, and data visualization.
- Learning **Objective 5:** Design, implement, and evaluate the core algorithms underlying an end-to-end data science workflow, including the experimental design, data collection, mining, analysis, and presentation of information derived from large datasets.
- Learning **Objective 6:** Apply "best practices" in data science, including facility with modern tools.

**Course Website:** All course materials will be posted on eCampus.

**Course Materials:**
- Software:
  - Python: Install Anaconda
  - https://www.continuum.io/downloads
- Recommended books:
  - Course readings will be drawn from a variety of online textbooks, scholarly papers, and other resources. Refer to the course schedule for details.
- Online training:
  - CodeSchool.com: See course *Try Python.*
  - Lynda.com: Several relevant courses.
Assignments and Grades:
- Homework: Homework will be assigned periodically throughout the semester. Homework submissions will generally require both written content and scripts of code with which the instructors or the grader can replicate your analyses.
- Exam: There will be one midterm exam. You will be required to bring a laptop with which to apply Python to perform tasks with example datasets.
- Project: You will be assigned to a project team at the beginning of the semester. Your team will be responsible for finding and obtaining a real-world dataset as well as conducting both exploratory and inferential analyses. After the midterm exam, your group will be required to submit a one-page description of the data you plan to obtain and the analyses you plan to carry out. Your individual grade on the project will be a weighted average of the instructors’ assessment of the project submission's overall quality and the assessments by your project teammates of your contributions to the project.

Attendance:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>Homework</td>
<td>A 90-100%</td>
</tr>
<tr>
<td>35%</td>
<td>Exam</td>
<td>B 80-89%</td>
</tr>
</tbody>
</table>
| 35%        | Project   | C 70-79%  
|            |           | D 60-69%  
|            |           | F 0-59%   |

- Attendance is strongly encouraged but will not be assessed with a grade.

Schedule:
- Week 1: Course Introduction; Getting Started/Project Overview
- Week 2: Data Collection and Data Preparation: Basics, Cleaning, Crowdsourcing, & Experiments
- Week 3: Mining & Analytics: Linear Regression
- Week 4: Mining & Analytics: Classification & Predictive Modeling
- Week 5: Communication: Data Visualization & Storytelling
- Week 6: Mining & Analytics: Text; Project Plan Due
- Week 7: Mining & Analytics: Graphs & Ensemble Methods
- Week 8: Exploratory Data Analysis: Dimension Reduction
- Week 9: Spring Break
- Week 10: Exploratory Data Analysis: Clustering
- Week 11: Cloud computing
- Week 12: Special data types
- Week 13: Web scraping
- Week 14: Project Checkpoint and Showcase

*Modeanalytics.com: Good tutorials on Python.*
Missed Work and Incompletes:
For university policy on attendance, please see Student Rule 7:
http://student-rules.tamu.edu/rule07.

- If you must miss an exam due to illness or circumstances beyond your control (excused absence – see Student Rule 7), notify me or the Statistics Department, in writing or by email (before, if feasible; otherwise within two working days after you return). See me as soon as possible to schedule a make-up exam.
- An incomplete will be given only in the event that circumstances beyond your control cause prolonged absence from class and the work cannot be made up.

STATEMENT ON 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.

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ACADEMIC INTEGRITY STATEMENT: AGGIE HONOR CODE: “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit:
http://aggiehonor.tamu.edu/