Core Curriculum Management

New Core Component Proposal

Date Submitted: 10/02/18 11:05 am

Viewing: CHEN 432-W : Chemical Engineering Laboratory I

Last edit: 11/28/18 4:29 pm

Changes proposed by: kmabray

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katherine Toback</td>
<td><a href="mailto:ktoback@tamu.edu">ktoback@tamu.edu</a></td>
<td>979-862-1480</td>
</tr>
</tbody>
</table>

Course Prefix  CHEN  Course Number  432

Academic Level  UG

Complete Course Title  Chemical Engineering Laboratory I

Abbreviated Course Title  CHEMICAL ENGR LAB I

Crosslisted With

Semester Credit  2

Hour(s)

Proposal for:

Writing Designation

Writing Designation

Number of Sections per Academic Year  14

Enrollment per Section (Avg.)  18

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

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

Graduate students will be used for laboratory training and will have no responsibility for teaching or grading of the writing component of the course.

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

To pass this course you must pass the W component.

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

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report 3</td>
<td>1500</td>
<td>15</td>
<td>No</td>
</tr>
<tr>
<td>Report 4</td>
<td>1500</td>
<td>15</td>
<td>No</td>
</tr>
<tr>
<td>Report 5</td>
<td>1500</td>
<td>15</td>
<td>No</td>
</tr>
<tr>
<td>Safety Summary</td>
<td>500</td>
<td>5</td>
<td>No</td>
</tr>
<tr>
<td>Peer evaluation (5x200)</td>
<td>1000</td>
<td>3.33</td>
<td>No</td>
</tr>
</tbody>
</table>

6000

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

53.5%

Explain how collaboration is monitored to ensure equal participation.

Students will be writing two collaborative reports in the beginning, but we will not be using these as part of the W grade. They will be used as part of the teaching method on how to write the report and how to collaborate. Each team member will evaluate the others as a separate assignment, which will be used as a learning tool for team work and collaborative learning.

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

Instructor feedback will be provided on all writing assignments. Students will give and receive formative feedback on the Safety Article Summary assignment. Each student will submit a rough draft of his or her summary document and the rough drafts will be peer reviewed. Students will have approximately 7 days to revise their Safety Article Summary documents after they receive feedback from a classmate.

Students will receive additional formative feedback from their teammates while they write the first two reports, which are group written and submitted. Though the writing prompt and course writing guidelines clearly state expectations, students oftentimes must adjust their writing style to match technical report requirements (properly formatted and concisely reported facts). Each section of a group-submitted report is written by an individual student, peer reviewed all other members of the group, and revised and edited to incorporate the feedback from the peer review before the final draft is assembled.

The grading structure of these first two reports also provides the student formative feedback from the instructor early in the semester that students will incorporate in the reports written later in the semester – most importantly, the individually submitted reports comprising the majority of the W grade for the course. The low stakes and repetitive structure of the peer evaluation assignments will provide an opportunity for formative feedback to the student.

For major reports, the instructor expectation and feedback will remain consistent through the semester.

Describe how you provide writing instruction.

Writing instruction will be provided during lecture time in addition to instructor feedback on submitted assignments. The extensive library of writing instruction material provided by the University Writing Center will be used to enhance instruction. Short tests will help assess student learning. The UWC will also be requested to present a lecture during at least one of the assigned lecture times.

Additional Comments

This course was created from CHEN 414 which was our original ‘W’ course for many years. It is a new class because we turned it into a 2 hour course and created new experiments. The writing component is basically the same, but the percentage needed as a ‘W’ has gone to only 50%

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

Attach Course Syllabus CHEN 432 Syllabus.pdf

Reviewer Comments

Valerie Balester (v-balester) (09/21/18 4:30 pm): Rollback: Please clarify formative feedback. This must be feedback on a draft that is provided before a grade is determined for at least one assignment, so that the comments can be used to revise. It can be peer or instructor comment. The current claim that the low stakes writing serves for feedback is not accepted as formative feedback, although it is a good practice. It is required that students get at least one opportunity to revise a specific paper based on feedback on that paper.

Donna Pantel (dpantel) (12/05/18 11:07 am): REPORT ON CERTIFICATION OF W COURSE: CHEN 432 We recommend that CHEN 432 Chemical Engineering Laboratory I be certified as a writing [W] course for four academic years (9/18 to 9/22). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 50% of the final grade is based on writing quality; (2) the total number of words is 5000; (3) the instructor to student ratio is 1:18; and (4) the assigned writing is appropriate to the major. CHEN 432 is a two-credit course. Students write three reports, a safety summary, and five graded evaluations of their peers for collaborative reports. The two other collaborative reports are written before the individual reports that are included in the count above. These collaborative reports serves as a form of instruction for report format and expectations. One of the three reports and the safety article summary are peer reviewed. There is also lecture devoted to writing issues, including a University Writing Center presentation.

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

Note that graduate assistants may be used in this course. They are available just as any of the instructors are available for additional assistance. All work and final grading will be reviewed and approved by the instructor of the section.

Prerequisites: Grade of C or better in CHEN 323 and ENGL 210.

Textbook Required: Chemical Engineering Unit Operations Laboratory I. This laboratory manual is written by the laboratory instructor and is available electronically to students. The manual includes laboratory safety rules, course syllabus, and a discussion of each experiment including specific safety hazards and some theory. Unit Operations Laboratory Report Preparation Guidelines. This manual includes information on communication (oral and written) and the suggested report format. The Guidelines have evolved over a number of years with input from CHEN Faculty, Technical Writing Faculty and Graduate Students. Other references are standard textbooks on grammar, technical writing, unit operations, and Perry’s Chemical Engineering Handbook.

Attendance Policy: Attendance is mandatory unless approved by the instructor following university rules (see http://student-rules.tamu.edu/rule07/). Prepared attendance contributes to your class grade.

Course Description: In CHEN 432, engineering problem solving is taught through hands on experience with laboratory scale equipment in the atmosphere of a technical task group. In the course, skills for accurate data collection, analysis, and communication are developed. Students learn to operate equipment with modern instrumentation with attention to detail. The students analyze their data thoroughly and present a formal written report on each of the experiments. Laboratory safety rules are strictly enforced. Grammar and technical writing are considered to be as important as technical content, and the report grading and corrections emphasize the importance of communication. The course is 2 credit hours composing of 1 hour lecture and 3 hours laboratory per week.

Learning Objectives: At the end of this course, students will be able to

1. Apply fluid flow and heat transfer principles in the operation and design of process equipment.
2. Apply classroom learned principles related to orifice and venturi coefficients, Fanning friction factors, pipe roughness, relative roughness, and Reynolds numbers in a laboratory.
3. Determine experimentally overall and film heat transfer coefficients in both laminar and turbulent flow regions and compare the results with empirically calculated coefficients.
4. Determine experimentally the compressibility factor, 2nd virial coefficient, and bubble point/dew point of gases, and compare the results to literature values.
5. Operate, collect data, and analyze fluid dynamic behavior in a trickle bed reactor apparatus.
6. Analyze experimental data and present formal written reports on each of the experiments.
7. Constructively use peer and instructor feedback on reports and presentations in order to show continual improvement in those skills as the semester progresses. Individual assistance will be made available to any student requesting help. If repeated problems are identified, the instructor may request additional time of the group or individual to reinforce and improve missing skills.
8. Additional instructional and development material will be presented during the lecture times. Some of these lectures will be followed by short quizzes to evaluate understanding.
Topics and Hours:

Laboratory time
Topics
1. Compressibility Factor for Carbon Dioxide and Helium (6 hours)
2. Study of Fluid Flow (6 hours)
3. Study of Heat Exchange (6 hours)
4. Study of Cooling Towers (6 hours)
5. Study of Trickle Bed Reactor Fluid Dynamics (6 hours)
6. Oral Report Presentations (6 hours)
7. Course Review (3 hours)

Laboratory Sub Total: 39 hours

Lecture time
Topics
1. Course Overview, Syllabus, Expectations, Safety (1 hour)
2. Formal Report Writing Guidelines (1 hour)
3. Oral Report Expectations (1 hour)
4. Writing Center Presentations (2 hours)
5. Career Guidance (1 hour)
6. Review of Industrial Processes (2 hours)
7. Analytical Techniques (3 hours)
8. Other Subjects To Be Determined (2 hours)

Laboratory Sub Total: 13 hours

Total Course: 52 hours

Major Assignment Timing
Week 1 – lab time to assign groups and introductions – lecture time will cover orientation and expectations
Week 2, 3 – Round 1 labs
Week 4 – Major Report 1 due
Week 4, 5 – Round 2 labs
Week 6 – Major Report 2 due and Oral Report of Round 2 experiment
Week 7, 8 – Round 3 labs
Week 9 – Major Report 3 due
Week 9, 10 – Round 4 labs
Week 11 – Major Report 4 due and Oral Report of Round 4 experiment
Week 12, 13 – Round 5 labs
Week 14 – Major Report 5 due
Week 14 – Summary of learnings

Class Policies and Procedures:

Each group conducts five experiments. Each study requires a written report. The report format will vary as the semester progresses.

The general report format for the experiments will be:
1) Report 1 and 2 – Formal, group-written/submitted research report as outlined in the Writing Guidelines manual
2) Report 3 and 4 – Individually assigned/submitted portions of the formal report format
3) Report 5 – Business communication formatted report

The Writing Guidelines Manual (available on eCampus) describes the required formats and content of the reports.
This course will likely be taught using electronic classroom material (eCampus). The student is responsible for knowing what is included in that format. Oftentimes assignments and supporting documents are posted using that electronic format. Grades will also be posted electronically such that the student can clearly see their current status. If the course does not use an electronic classroom, the instructor will provide the material and information as needed.

- Obtain the following supplies:

  For each student:
  - Eye protection (overglasses for prescription eyewear is available in the lab)
  - Laboratory manual and report writing guidelines manual (available electronically but you may wish to have it printed and bound at a local copy shop)

  For each group:
  - Two folders with transparent covers for group submitted reports (used folders are made available)
  - Two report cover sheets- provided by the instructor in eCampus

- Check out at the end of each day of the experiment by having the laboratory instructor review your data.

- For the two group written/submitted reports, submit the reports in the folders, with cover sheet visible, bound with ACCO/brad type fasteners. If the class is using eCampus, be sure to submit the electronic format as requested. Even with an electronically submitted report, the instructor will likely still require a paper copy for marking.

- Turn in reports at the beginning of the appropriate laboratory session! **There is penalty for late reports.**

- Responsibility for report preparation of the various sections of the group submitted reports **MUST BE** rotated between members. Although the individual author is graded on the quality of expression, the entire group is graded on the content of every section and the overall report. **Remember:** every member of the group is responsible for the accuracy of the calculations. Proofreading by all team members will insure quality reports.

- Put your initials on the pages you write in the group written reports (for the physical paper submission). The individually authored sections should be submitted to the final report without major changes UNLESS those changes were fully discussed with the original author and the original author made those changes and resubmitted the section to the group leader. A key goal of the course is to assess each student’s ability to communicate effectively.

- Each report receives a grade based on the following criteria:
  - The accuracy of the data and results.
  - The understanding and thought shown in analyzing the experiment.
  - The effectiveness of communication.

The intent is to assign the same grade to all team members for the group written/submitted reports. However, individual grades will be given when circumstances show significantly different performance. Part of the learning experience is to use peer review of work prior to final report submission – thus the intent of a single grade to all members. The final three experiment reports will be individually submitted, and the grade will be specific to that individual.

- A report may be returned for complete rewriting and/or reworking if the laboratory instructor determines it is inadequate. All reports must be submitted in satisfactory form to receive a passing grade in the course.

- One week after the graded reports are returned to the students, a corrections assignment will be due for the first three reports. The details of that assignment will be available on eCampus. It is expected that the students accept the responsibility for reviewing the graded marks on the final two assignments without a submitted corrections assignment.
• Each student must submit one safety article summary during the semester. The referenced article must be from a recent (last 12 months) technical journal or reputable internet source. This assignment will incorporate formative feedback. The first draft will be submitted for peer review. The peer feedback and revised paper will then be graded by the instructor.

The assignment of the group leader role rotates for each experiment. The duties include the following:
1. Notifying the laboratory instructor that he/she is the group leader.
2. Organizing and directing the preparation and execution of the experiment.
3. Ensuring that all equipment is in place before the group leaves the laboratory.
4. For group written/submitted reports, coordinating the preparation of the report and checking for overall unity and coherence.

• Each student must submit a confidential evaluation of each group member. The evaluation is summarized in a grade for each member. The evaluation should be over the total job (the work in the laboratory and the preparation of the report). Include in the evaluation report the following statement: "On my honor as an Aggie, this group has neither given nor received unauthorized aid on this academic work." If submitted by paper and not in eCampus, the student shall sign the report. The student evaluations will be used by the instructor as input to individual performance grades. Evidence of plagiarism will be addressed with the group(s) and/or individuals involved. If the instructor determines sufficient evidence is present to conclude plagiarism, the violation will be submitted to the Aggie Honor Council for investigation and resolution.

• For group written/submitted reports, the graded/mark report is to be scanned and submitted (by a group member) to the group shared files area of eCampus within one week of the report being returned. This action allows all members to have access to the marks and to complete the corrections assignment. Each member should review all of the instructor marks on the report in order to avoid repeat problems in future reports.

• The final grade will be weighted per the following outline:

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Written Reports</td>
<td>60%</td>
</tr>
<tr>
<td>2)</td>
<td>Oral Presentations</td>
<td>10%</td>
</tr>
<tr>
<td>3)</td>
<td>Safety Article Summary</td>
<td>5%</td>
</tr>
<tr>
<td>4)</td>
<td>Peer/Instructor Evaluation</td>
<td>5%</td>
</tr>
<tr>
<td>5)</td>
<td>Lecture Testing</td>
<td>10%</td>
</tr>
<tr>
<td>6)</td>
<td>Laboratory Performance</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Final letter grade will be per the standard university scale of:
A = 90–100%, B = 80–89%, C = 70–79%, D = 60–69%, F < 59%.
A graphical representation of grade makeup is shown below.

**CHEN 432 Grade Contribution**

- **Prepared Attendance** includes:
  1. Preparation before class
  2. Prompt attendance
  3. Effectiveness as a group leader
  4. Contribution as a team member
  5. Neatness (in the laboratory and on the data sheets)
  6. Care and accuracy in operating the equipment and gathering data
  7. Proper use of safety equipment
  8. Strict adherence to safety guidelines

The individual writing intensive assignments include 1) Reports 3, 4, and 5 (45%), 2) Safety Article Summary (5%), and 3) Peer Evaluations (3.33%) for a total of 53.33% of the final grade. The student MUST pass these writing components of this class to receive W course credit.

**University Writing Center**

This course is designated as a W, writing intensive, course. As a W course, special attention will be given to effective writing. The University Writing Center (UWC), located in 214 Evans Library and 205 West Campus Library, offers one-on-one consultations to writers. UWC consultations are highly recommended but are not required. Help is
available with brainstorming, researching, drafting, documenting, revising, and more; no concern is too large or too small. UWC consultants will also help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at writingcenter.tamu.edu, or stop by in person.

**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: https://aggiehonor.tamu.edu/

- Evidence of Academic Misconduct (as defined at aggiehonor.tamu.edu) will be addressed with the individual(s) involved. If the instructor determines sufficient evidence is present to conclude academic misconduct, the case will be submitted to the Aggie Honor System Office for resolution. If the council agrees the evidence supports the charge, the typical resolution is an F* for the course (for first-time offenders). Penalties can be as severe as expulsion from the university.

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

**Relationship to CHEN Program Outcomes:**

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Assessment Method</th>
<th>ChE Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply fluid flow and heat transfer principles in the operation and design of process equipment.</td>
<td>Laboratory Work, Report Writing, Oral Presentation</td>
<td>1, 2, 4, 5, 6, 11</td>
</tr>
<tr>
<td>Apply classroom learned principles related to orifice and Venturi discharge coefficients, Fanning friction factors, pipe roughness, relative roughness, and Reynolds numbers in a laboratory.</td>
<td>Laboratory Work, Report Writing, Oral Presentation</td>
<td>1, 2, 4, 5, 6, 11</td>
</tr>
<tr>
<td>Determine experimentally overall and film heat transfer coefficients in both laminar and turbulent flow regions, and compare the results with empirically calculated coefficients.</td>
<td>Laboratory Work, Report Writing, Oral Presentation</td>
<td>1, 2, 4, 5, 6, 11</td>
</tr>
<tr>
<td>Determine experimentally Merkle values in the operation of a water cooling tower.</td>
<td>Laboratory Work, Report Writing, Oral Presentations</td>
<td>1, 2, 4, 5, 6, 11</td>
</tr>
<tr>
<td>Task</td>
<td>Required Skills</td>
<td>References</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Determine experimentally the compressibility factors, 2nd virial coefficients, and bubble point/dew point of gases, and compare the results to literature values.</td>
<td>Laboratory Work, Report Writing, Oral Presentation</td>
<td>1, 2, 4, 5, 6, 11</td>
</tr>
<tr>
<td>Collect and analyze fluid dynamic data from a large scale trickle bed reactor apparatus.</td>
<td>Laboratory Work, Report Writing, Oral Presentation</td>
<td>1, 2, 4, 5, 6, 11</td>
</tr>
<tr>
<td>Analyze experimental data and present formal written reports on each of the experiments.</td>
<td>Laboratory Work, Report Writing, Oral Presentation</td>
<td>4, 7, 11</td>
</tr>
<tr>
<td>Produce an oral presentation for the reports emphasizing the importance of communication.</td>
<td>Laboratory Work, Report Writing, Oral Presentation</td>
<td>4, 7, 11</td>
</tr>
</tbody>
</table>
Core Curriculum Management

New Core Component Proposal

Date Submitted: 10/16/18 9:18 am

Viewing: COMM 403-W : Media, Children and Adolescents

Last edit: 10/16/18 9:18 am
Changes proposed by: kylene

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kylene Wesner</td>
<td><a href="mailto:kylene@tamu.edu">kylene@tamu.edu</a></td>
<td>979-219-4949</td>
</tr>
<tr>
<td>Srivi Ramasubramanian</td>
<td><a href="mailto:srivi@tamu.edu">srivi@tamu.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

Course Prefix        COMM
Academic Level       UG
Complete Course Title Media, Children and Adolescents
Abbreviated Course Title MEDIA CHILDREN & ADOLESCENTS
Crosslisted With     
Semester Credit       3
Hour(s)               
Proposal for: Writing Designation

Writing Designation

Number of Sections per Academic Year 1 Enrollment per Section (Avg.) 24
Are the graded writing assignments evaluated by any assistants (i.e., GATs or undergraduates)? No

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

N/A

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

To pass this course you must pass the W component.

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

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper Proposal and Annotated Bibliography</td>
<td>750</td>
<td>5</td>
<td>No</td>
</tr>
<tr>
<td>Topic Background Paper</td>
<td>1000</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Final Paper</td>
<td>2500</td>
<td>20</td>
<td>No</td>
</tr>
</tbody>
</table>

In Workflow

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

Approval Path

1. 10/16/18 4:51 pm  
   Kevin Barge (kbarge): Approved for COMM Department Head
2. 10/17/18 7:25 am  
   Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG
3. 12/05/18 12:40 pm  
   Donna Pantel (dpantel): Approved for W & C Preparer
4. 12/07/18 2:10 pm  
   Donna Pantel (dpantel): Approved for W & C Advisory Committee Chair
Add word count of each graded writing assignment and put total word count here.

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

Explain how collaboration is monitored to ensure equal participation.

N/A

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

I give mini writing assignments leading up to major writing assignments and provide formative feedback at every stage of the writing assignments. They can also meet me during office hours to talk about their papers, which they often do.

Describe how you provide writing instruction.

I have three writing workshops in my classes: one by the Communication librarian, a talk by University Writing Center, and a writing-studio open consultation with writing consultants.

Additional Comments

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

Attach Course Syllabus: COMM403.docx

Reviewer Comments: Donna Pantel (dpantel) (12/05/18 12:40 pm): REPORT ON RECERTIFICATION OF W COURSE: COMM 403 We recommend that COMM 403 Media, Children and Adolescents be certified as a writing (W) course for four academic years (1/19 to 1/23). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 35% of the final grade is based on writing quality; (2) the total number of words is 4250; (3) the instructor to student ratio is 1:24; and (4) the assigned writing is appropriate to the major. Since original certification, the course has not changed significantly. Writing assignments include a paper proposal/annotated bibliography, a topic background papers, and a final paper. All of these are related and in addition, the instructor gives "mini" assignments leading up to the final paper. The class includes three writing workshops, one with the Library, and a writing studio that provides instruction and feedback.
COMM 403: Section 900
Media, Children, and Adolescents
Fall 2018

Class meetings
Tuesdays and Thursdays 3:55-5:10 pm; Room 18 Bolton

Instructor information
Dr. Srividya “Srivi” Ramasubramanian, Ph.D.
Office hours: 2-3 pm on Tuesdays & Wednesdays
Office: 202D Bolton Hall
Email: srivi@tamu.edu

Course description
Critical analysis of popular culture and mass media issues related to children and adolescents. Deconstruction of media created by, for, and about children and youth. This course will explore issues related to children and adolescents in the context of popular culture and mass media. Drawing on literature from communication, media studies, developmental psychology, family studies, sociology, critical race theory and feminist theory we will learn about theories and case studies that help understand how media are sites for constant negotiation and construction of cultural identity for children and adolescents. Media’s pivotal role in the shaping of children and adolescents’ social, cognitive, emotional, and personal development will be explored. The course is designed for students who wish to learn to think critically about the role of media in the everyday lives of young people and provides a wide-ranging discussion on how media affects and benefits a young audience.

Prerequisite
U3, U4 or approval of instructor. This is a Writing Designated (W-Course) and, as such, it is not possible to pass the course without passing the written portion.

Student learning outcomes
- Explain theories about media’s role in shaping children’s attitudes about culture and society
- Appraise the role of media in children and adolescents’ development of sense of self and others (cultural identities relating to sexuality, race, and gender among youth will be explored)
- Design and share an original final paper that applies the theories and concepts from class to a specific topic relating to media and children/adolescents
- Evaluate, compare, and analyze media texts from a critical perspective
- Practice academic writing skills by paying attention to style, format, organization, and content in order to communicate effectively with audiences in your discipline

Required course materials

All other materials will be made available via eCampus. Students are responsible to locate, retrieve, and reproduce all electronic materials in this course.
Educational videos will be assigned for viewing through http://mediamatrix.tamu.edu. However, some videos screened in class may not be available through mediamatrix but directly through the TAMU library site.

Please purchase blue books for the two in-class exams.

**A note on “W” courses**

This is a writing-intensive 400-level W course with several opportunities to improve your writing skills throughout the semester. A substantial portion of your grade will be based on writing assignments. **You will not be able to pass this course without having completed the writing assignments.** Written feedback will be provided by your peers and by the instructor for the written assignments. You are also encouraged to make appointments for one-on-one consultations with experienced writing consultants at the University Writing Center (go to writingcenter.tamu.edu for more details).

**Assessment**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams 1, 2, and 3 (20% each)</td>
<td>60%</td>
</tr>
<tr>
<td>Research paper and related writing assignments</td>
<td>40%</td>
</tr>
<tr>
<td>Proposal/bibliography</td>
<td>5%</td>
</tr>
<tr>
<td>Context/theory</td>
<td>10%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Written Exams (60%)**

There will be three closed-book, closed notes exams in this course: Exam 1, Exam 2, and Exam 3. The exams will contain short-answer questions drawn from the textbook, course packet, class presentation, class discussions, and screenings. There will be a review session before each exam. Review sheets will be handed out to help you prepare effectively. Please bring a big blue book to class for these exams.

**Research Paper and Related Writing Assignments (40%)**

Your research paper is to be completed in incremental steps leading to the final presentation. The instructor will provide detailed feedback at every stage of the writing process. You will also get feedback on your drafts from peers in your class.

The research paper is divided into smaller writing assignments: assignment 1 (5%), assignment 2 (10%), final paper (20%), and class presentation (5%).
Assignment 1 (5%): Write a one-page proposal about what aspect of media, children and adolescents you plan to study and why it is important to study this topic. Excellent topics are those that are socially-relevant, topical, interesting, and relatively under-studied. Pick a topic that you are truly interested in because you have to stick with it through the semester. It is crucial that you incorporate concepts and theoretical perspectives discussed in the course into your final paper. Please consult with the instructor to make sure that you are in the right track.

Along with the one-page proposal, submit an annotated bibliography where you read, summarize, and critique 5 scholarly articles/book chapters relevant to your topic. Please meet with the instructor if you would like to learn to distinguish scholarly from non-scholarly sources. You are also encouraged to meet with the Communication librarian, Dr. Steve Bales. Clearly articulate how each scholarly source helps guide your central argument. Excellent bibliographies go beyond simply summarizing the paper. They show the instructor that the student has read, understood, reflected, and critiqued the scholarly work. Publications that are only tangentially relevant to your final project will lead to lowering of grades. You are welcome to refer to the textbook and other readings from this class but make sure that your bibliography includes 5 scholarly sources over and beyond class readings.

Assignment 2 (10%): Write a 4 page double-spaced paper about the context/background relating to the issue that you have decided to focus on as it relates to media, children and adolescents. Discuss the contexts (such as historical, political, economic, and social) that shape how and why we think about these issues the way we do. Bring in the role of media within this context. Provide support for your claims by using citations of previously published works and for any statistics that you provide. It is very important to draw from theories and concepts discussed in this class that will inform your media analyses. You should cite your sources in a separate reference section for this assignment.

Final paper (20%): Write a 8-10 page paper that builds on the previous writing assignments. Immerse yourself for a two-week period with the media content relating to children or adolescents that you are interested in studying. Keep detailed notes about your descriptions of the content as well as your thoughts and feelings as you analyze these media texts. Through repeated and close readings of the media texts, engage in critical analyses that reflect on the meanings of the emerging patterns. Alternatively, conduct quantitative content analyses with predefined units of analyses and coding scheme along with a detailed coding booklet. In this case, provide graphs, tables, and figures to share your findings. Make sure you make connections between your analyses and theories/concepts covered in your assigned readings and class discussions. The paper should consider potential impacts of the media messages, theoretical/practical implications, and limitations of your project.

Final poster presentations (5%): Summarize the key points from your final project into a tri-fold poster or a laptop-based slide show to share with the class in a creative, attractive, informative format. Be prepared to answer questions from the audience and bring additional materials to support key arguments that you make in the poster.
All papers are due at the beginning of class on dates indicated in the course calendar. Use double-spaced, 1 inch margin, 12 point Times New Roman font for all papers. Remember to put your ID number (assigned in the first week of class) on all the papers and staple them. Cite all sources in a separate reference section at the end of the paper. All papers should be submitted in class. Please do not send them via email or drop them off at my office. Incomplete assignments, missing, and late assignments will be awarded zero points. Only insightful papers that go beyond the class readings will get above average grades. Mediocre assignments will receive mediocre grades.

**Attendance**

You are allowed to miss up to two class periods without penalty in this course. For unexcused absences in excess of these two, the final grade will be reduced by one letter grade per absence. Please see Student Rule 7. [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) Documentation is due as per the deadlines specified in Student Rule 7. I do not accept the “Explanatory Absence for Absence from Class Form” in this course.

**Grading policies**

Grades have to be earned in this class for completing course requirements. To be fair on all students, extra credit opportunities, if made available, will apply to all students and cannot be given to individual students.

**Class policies**

- All assigned readings should be completed before coming to class. Please be prepared to summarize and discuss the assigned readings during class. Take careful notes while reading the materials and jot down any questions and comments that you would like to discuss in class.
- Assigned readings, class discussions, handouts, guest lectures, video screenings, and your own final project are all fair game for exam questions.
- As a courtesy to other class members, please turn off all cell phones during class time. Texting or talking on the phone can be quite distracting to others in class. If you have a special situation that requires you to receive or send cell phone messages in class, kindly let the instructor know in advance.
- Laptops and other electronic word processing devices are not allowed in the class except for note-taking purposes. Violation of this policy would lead to a no-laptop rule for everyone in class for the rest of the semester. Please be mindful to not check email, browse the web, etc.
- Audio recording, photography, and video recording during class are prohibited.
Course Schedule

This is a tentative schedule and is subject to modification by the instructor. All chapters refer to the assigned textbook for the course (Strasburger, Wilson, & Jordan, 2013).

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic of the week</th>
<th>Assigned readings</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 28/Aug 30</td>
<td>Introduction and key concepts; children as unique audiences</td>
<td>Read Chap. 1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sept 4/6</td>
<td>Gender roles, persuasion, and advertising</td>
<td>Read Chap. 2 Video: Remote control</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sept 11/13</td>
<td>Aggression, cultivation, and television</td>
<td>Read Chap. 4 Video: Tough Guise 2</td>
<td>Topics due; Writing workshop 1</td>
</tr>
<tr>
<td>4</td>
<td>Sept 18/20</td>
<td>Sexuality, script theory, and music videos</td>
<td>Read Chap. 5 Video: Miss Representation</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Sept 25/27</td>
<td>Review and Exam 1</td>
<td>All materials from this unit</td>
<td>Bring blue book; Exam 1 on 9/27</td>
</tr>
<tr>
<td>6</td>
<td>Oct 2/5</td>
<td>Substance abuse, sensation-seeking, and popular films</td>
<td>Read Chap. 6 Video: Spin the bottle</td>
<td>Assignment 1 peer review draft due on 10/5</td>
</tr>
<tr>
<td>7</td>
<td>Oct 9/11</td>
<td>Body image, social identity theory, teen magazines</td>
<td>Read Chap. 7 Video: Still killing us softly 4</td>
<td>Assignment 1 due to instructor on 10/11</td>
</tr>
<tr>
<td>8</td>
<td>Oct 16/18</td>
<td>Peer socialization, cyberbullying and social media</td>
<td>Read Chap. 9 Video: Sext up kids</td>
<td>Writing Workshop 2</td>
</tr>
<tr>
<td>9</td>
<td>Oct 23/25</td>
<td>Review and Exam 2</td>
<td>All materials from this unit</td>
<td>Bring blue book; Exam 2 on 10/25</td>
</tr>
<tr>
<td>10</td>
<td>Oct 30/Nov 1</td>
<td>Pro-social behaviors and educational children’s media</td>
<td>Read Chap. 3 Video: Consuming kids</td>
<td>Writing Workshop 3</td>
</tr>
<tr>
<td>11</td>
<td>Nov 6/8</td>
<td>Media literacy and positive storytelling</td>
<td>Read Chap. 12 Video: Mickey Mouse monopoly</td>
<td>National Media Literacy Week; No class on Nov 8</td>
</tr>
<tr>
<td>12</td>
<td>Nov 13/15</td>
<td>Family, media socialization, and parental mediation</td>
<td>Read Chap. 11</td>
<td>Assignment 2 peer review draft due</td>
</tr>
<tr>
<td>13</td>
<td>Nov 20/22</td>
<td>Work day</td>
<td></td>
<td>Assignment 2 due to instructor on 11/20; No class on 11/23 (Thanksgiving)</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
<td>Due Date</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>14 Nov 27/Nov 29</td>
<td>Review and Exam 3</td>
<td>All assigned readings, class discussions, screenings &amp; exercises from this unit</td>
<td>Exam 3 on 11/29</td>
<td></td>
</tr>
<tr>
<td>15 Dec 4</td>
<td>Final poster presentations</td>
<td></td>
<td>Upload papers on Dec 9</td>
<td></td>
</tr>
</tbody>
</table>

**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 at White Creek or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Academic Integrity Statement**
Academic integrity is extremely important. Always cite your sources when you are referring to ideas that you are not your own. **Aggie honor code: “An Aggie does not lie, cheat, or steal or tolerate those who do”**. As a student of Texas A&M University, you are committed to following the Aggie honor code. Plagiarism, falsification, cheating, fabrication, complicity, multiple submissions, abuse and unauthorized access to university resources will not be tolerated in this course. All students of this course should read up details about the Aggie code in the following website: [http://student-rules.tamu.edu/aggiecode](http://student-rules.tamu.edu/aggiecode).

**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/](https://scs.tamu.edu/)). Students and faculty can report non-emergency behavior that causes them to be concerned at [http://tellsomebody.tamu.edu](http://tellsomebody.tamu.edu).
**Core Curriculum Management**

**New Core Component Proposal**

**Date Submitted:** 10/16/18 9:45 am

**Viewing:** COMM 407-W: Gender, Race and Media

**Last edit:** 10/16/18 9:45 am

Changes proposed by: kylene

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kylene Wesner</td>
<td><a href="mailto:kylene@tamu.edu">kylene@tamu.edu</a></td>
<td>979-219-4949</td>
</tr>
<tr>
<td>Srivi Ramasubramanian</td>
<td><a href="mailto:srivi@tamu.edu">srivi@tamu.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

**Course Prefix**: COMM  
**Course Number**: 407  
**Academic Level**: UG  
**Complete Course Title**: Gender, Race and Media  
**Abbreviated Course Title**: GENDER, RACE & MEDIA  
**Crosslisted With**:  
**Semester Credit**: 3  
**Hour(s)**:  
**Proposal for**: Writing Designation

**Writing Designation**

- **Number of Sections per Academic Year**: 3  
- **Enrollment per Section (Avg.)**: 19  
- **Are the graded writing assignments evaluated by any assistants (i.e., GATs or undergraduates)?**: No

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

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

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

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

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal/bibliography</td>
<td>750</td>
<td>5</td>
<td>No</td>
</tr>
<tr>
<td>Context/theory paper</td>
<td>1000</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Final paper</td>
<td>2500</td>
<td>20</td>
<td>No</td>
</tr>
</tbody>
</table>
Add word count of each graded writing assignment and put total word count here. 4250

Add the percentage of final grade based on writing and put the total percentage here. 35

Explain how collaboration is monitored to ensure equal participation.

N/A

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

I give mini writing assignments leading up to major writing assignments and provide formative feedback at every stage of the writing assignments. They can also meet me during office hours to talk about their papers, which they often do.

Describe how you provide writing instruction.

I have three writing workshops in my classes: one by the Communication librarian, a talk by University Writing Center, and a writing-studio open consultation with writing consultants.

Additional Comments

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

Attach Course Syllabus COMMWGST407.docx

Reviewer Comments Donna Pantel (dpantel) (12/05/18 2:19 pm): REPORT ON RECERTIFICATION OF W COURSE: COMM/WGST 407

We recommend that COMM/WGST 407 Women, Minorities, and the Mass Media be certified as a writing (W) course for four academic years (9/19 to 9/23). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 35% of the final grade is based on writing quality; (2) the total number of words is 4250; (3) the instructor to student ratio is 1:19; and (4) the assigned writing is appropriate to the major. Since original certification, the course has not changed significantly. Students write a proposal that includes a bibliography, a context/theory paper, and a final paper that incorporates some of these elements. Two class periods are used for peer review. Instruction includes workshops with the Library and University Writing Center and a writing studio.
Class Meetings
TR 12:45-2:00 PM; 018 Bolton Hall

Instructor Information
Dr. Srividya “Srivi” Ramasubramanian, Ph.D.
Office: 202D Bolton Hall
Office hours: 2:00-3:00 PM on Tuesdays and Thursdays
Email: srivi@tamu.edu

Course Description
This course will explore social identity in the context of popular culture and mass media. Drawing on literature from Communication, Media Studies, Women’s Studies, Africana Studies, sociology, and psychology, we will learn about theories and case studies that help understand how the media are sites for constant negotiation and construction of identities such as masculinity, femininity, blackness, and “otherness.” The term “minorities” will be interpreted broadly so that we can explore power and privilege in a variety of contexts such as gender, race, ethnicity, sexuality, class, age, nationality, physical/mental disability, and religion.

Prerequisite
U3, U4 or approval of instructor. This is a Writing Designated (W-Course) and, as such, it is not possible to pass the course without passing the written portion.

Student Learning Outcomes

- Explain theories and concepts about how the media shape users’ attitudes and beliefs about cultural difference and vice-versa
- Develop critical media literacy skills by carefully and systematically observing, evaluating, and analyzing media texts
- Design and share an original final paper that applies theories and concepts from class to the role of media among women and minorities
- Practice academic writing skills relating to style, format, organization, and content that will help communicate effectively with audiences in the discipline
- Evaluate and provide constructive feedback to peers through class discussions and writing assignments

Required Course Materials


All other book chapters and journal articles will be made available via e-campus.
Educational videos will be assigned for viewing through http://mediamatrix.tamu.edu. However, some videos screened in class may not be available through mediamatrix. Students are responsible to locate, retrieve, and reproduce all electronic materials in this course.

Please bring blue books and writing instruments for the two in-class exams.

**A note on “W” courses**

This is a writing-intensive 400-level W course with several opportunities to improve your writing skills throughout the semester. A substantial portion of your grade will be based on writing assignments. You will not be able to pass this course without having completed the writing assignments. Written feedback will be provided by your peers and by the instructor for the written assignments. You are also encouraged to make appointments for one-on-one consultations with experienced writing consultants at the University Writing Center (go to writingcenter.tamu.edu for more details).

**Assessment**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams 1 and 2 (25% each)</td>
<td>50%</td>
</tr>
<tr>
<td>Research paper and related writing assignments</td>
<td>40%</td>
</tr>
<tr>
<td>Proposal/bibliography</td>
<td>5%</td>
</tr>
<tr>
<td>Context/theory</td>
<td>10%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>5%</td>
</tr>
<tr>
<td>Participation and in-class activities</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Written Exams (50%)**

There will be two closed-book, closed notes exams in this course: Exam 1 and Exam 2. The exams will contain short-answer questions drawn from the textbook, course packet, class presentation, class discussions, and screenings. There will be a review session before each exam. Review sheets will be handed out to help you prepare effectively for the exams. Please bring a big blue book to class for these exams.

**Research Paper and Related Writing Assignments (40%)**

Your research paper is to be completed in incremental steps leading to the final presentation. **You will be provided formative feedback on these mini assignments to help you produce a quality final paper.** It is crucial that you incorporate concepts and theoretical perspectives discussed in the course into your final paper. The research paper is divided into smaller writing assignments: proposal/bibliography (5%), context/theory (10%), final paper (20%), and class presentation (5%).

**Assignment 1 - Proposal/bibliography (5%)**: Pick a topic relating to media (any type that interests you: films, magazines, social media, etc.) and women/minorities (you can define minorities broadly here based on race, sexual orientation, religious orientation, mental/physical health, etc.). Intersectionality is a must to consider while picking the group that you want to focus on. Write a one-page proposal about what you plan to study
and why it is important to study this topic. Excellent topics are those that are socially-relevant, topical, interesting, and relatively under-studied. Pick a topic that you are truly interested in because you have to stick with it through the semester. You should pick a topic that we have NOT studied in depth in this class. Please consult with the instructor to make sure that you are in the right track.

Along with the one-page proposal, submit an annotated bibliography where you read, summarize, and critique 5 scholarly articles/book chapters relevant to your topic. Please meet with the instructor if you would like to learn to distinguish scholarly from non-scholarly sources. You are also encouraged to meet with the Communication librarian, Dr. Steve Bales. Clearly articulate how each scholarly source helps guide your central argument. Excellent bibliographies go beyond simply summarizing the paper. They show the instructor that the student has read, understood, reflected, and critiqued the scholarly work. Publications that are only tangentially relevant to your final project will lead to lowering of grades. You are welcome to refer to the textbook and other readings from this class but make sure that your bibliography includes 5 scholarly sources over and beyond class readings.

*Assignment 2 - Context/theory (10%):* Building on the previous assignment, write a 4 page double-spaced paper about the context/background relating to the specific types of women or the minority group that you have decided to focus on. Discuss the contexts (such as historical, political, economic, and social) that shape how and why media portrays these groups the way we do. Provide support for your claims by using citations of previously published works and for any statistics that you provide. It is very important to draw from theories and concepts discussed in this class that will inform your media analyses. You should cite your sources in a separate reference section for this assignment.

*Final paper (20%):* Write a 8-10 page final paper that builds on the previous writing assignments. Before writing the paper, immerse yourself for a two-week period with the media content that you are interested in studying. Keep detailed notes about your descriptions of the content as well as your thoughts and feelings as you analyze these media texts. Through repeated and close readings of the media texts, engage in critical analyses that reflect on the meanings of the emerging patterns. Alternatively, conduct quantitative content analyses with predefined units of analyses and coding scheme along with a detailed coding booklet. In this case, provide graphs, tables, and figures to share your findings. Make sure you make connections between your analyses and theories/concepts covered in your assigned readings and class discussions. The paper should consider potential impacts of the media messages, theoretical/practical implications, and limitations of your project.

*Final presentations (5%):* Summarize the key points from your final project into a tri-fold poster or a laptop-based slide show to share with the class in a creative, attractive, informative format. Be prepared to answer questions from the audience and bring additional materials to support key arguments that you make in the poster.
All papers are due at the beginning of class on dates indicated in the course calendar. Use double-spaced, 1 inch margin, 12 point Times New Roman font for all papers. Remember to put your ID number (assigned in the first week of class) on all the papers and staple them. Cite all sources in a separate reference section at the end of the paper. All papers should be submitted in class. Please do not send them via email or drop them off at my office. Incomplete assignments, missing, and late assignments will be awarded zero points. Only insightful papers that go beyond the class readings will get above average grades. Mediocre assignments will receive mediocre grades.

Participation and In-Class Activities (10%)
In-class activity grades will not be announced in advance. Class participation is based on the instructor’s subjective assessment of your engagement in discussions, group activities, and assignments in the course.

Attendance
You are allowed to miss up to two class periods without penalty in this course. For unexcused absences in excess of these two, the final grade will be reduced by one letter grade per absence. Please see Student Rule 7. http://student-rules.tamu.edu/rule07 Documentation is due as per the deadlines specified in Student Rule 7. I do not accept the “Explanatory Absence for Absence from Class Form” in this course.

Grading Policies
Grades have to be earned in this class for completing course requirements. To be fair on all students, extra credit opportunities, if made available, will apply to all students and cannot be given to individual students.

90% to 100% .....................A
80% to 89.9% ...................B
70% to 79.9% .................C
60% to 69.9% ...............D
Below 59.9% .............F

Class Policies
- All assigned readings should be completed before coming to class. Please be prepared to summarize and discuss the assigned readings during class.
- Assigned readings, class discussions, blog entries, handouts, guest lectures, video screenings, and your own final project are all fair game for exam questions.
- As a courtesy to other class members, please turn off all cell phones during class time. If you have a special situation that requires you to receive or send cell phone messages in class, kindly let the instructor know in advance.
- Laptops and other electronic word processing devices are not allowed in the class except for note-taking purposes.
- Audio recording, photography, and video recording during class are not allowed without the permission of the instructor.
Course Schedule
This is a tentative schedule. All chapter numbers refer to the textbook. All videos are available via mediamatrix.tamu.edu.

<table>
<thead>
<tr>
<th>Wk</th>
<th>Dates</th>
<th>Topic of the week</th>
<th>Assigned readings</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 16/18</td>
<td>Social construction, gender, &amp; popular culture</td>
<td>Read Chap. 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Video: Miss Representation</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jan 23/25</td>
<td>Cultivation, ableism, and TV programs</td>
<td>Read Chap. 3.1</td>
<td>Writing workshop 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Video: Tough guise</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Jan 30/Feb 1</td>
<td>Social cognitive theory, body image, colorism, and advertising</td>
<td>Read Chap. 5.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Video: Slim hopes</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Feb 6/8</td>
<td>Contact hypothesis, sexual orientation, and sitcoms</td>
<td>Read Chap. 7.1</td>
<td>Topics due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Video: Further off the straight and narrow path</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Feb 13/15</td>
<td>Attribution theory, social class, and magazines</td>
<td>Read Chap. 9.1</td>
<td>Draft of Assignment 1 for peer review; Writing workshop 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Video: Class dismissed</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Feb 20/22</td>
<td>Social identity theory, religion, and films</td>
<td>Read Chap. 3.4</td>
<td>Assignment 1 due to instructor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Video: Reel bad Arabs</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Feb 27/Mar 1</td>
<td>Review and Exam 1</td>
<td>All Unit 1 materials</td>
<td>Exam 1 on Mar 1</td>
</tr>
<tr>
<td>8</td>
<td>Mar 6/8</td>
<td>Priming, African Americans, and music videos</td>
<td>Read Chap. 7.6</td>
<td>Spring break</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Video: Hip hop beats and rhythms</td>
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<tr>
<td>9</td>
<td>Mar 13/15</td>
<td>Spring break</td>
<td>Spring break</td>
<td>Spring break</td>
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<tr>
<td>10</td>
<td>Mar 20/22</td>
<td>Framing, Latino Americans, and news media</td>
<td>Read Chap. 5.2</td>
<td>Draft of Assignment 2 for peer review; Writing workshop 3</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Video: Latinos beyond reel</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Mar 27/29</td>
<td>Model minority discourse, Asian Americans, and dramas</td>
<td>Read Chap. 5.4</td>
<td>Assignment 2 due to instructor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Video: Slanted screen</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Apr 3/5</td>
<td>Symbolic annihilation, Native Americans, and sports</td>
<td>Read Chap. 3.7</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Video: Race, power and American sports</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Apr 10/12</td>
<td>Media literacy, intersectionality, and children’s programs</td>
<td>Read Chap. 6.2</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Video: Mickey Mouse Monopoly</td>
<td></td>
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<tr>
<td>14</td>
<td>Apr 17/19</td>
<td>Review and Exam 2</td>
<td>All Unit 2 materials</td>
<td>Exam 2 on Apr 19</td>
</tr>
<tr>
<td>15</td>
<td>Apr 24/26</td>
<td>Final presentations</td>
<td>Project consultations and final presentations</td>
<td>Final presentations on April 26</td>
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<tr>
<td></td>
<td>May 2</td>
<td>Final paper</td>
<td></td>
<td>Upload final paper</td>
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Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact 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 Statement
Academic integrity is extremely important. Always cite your sources when you are referring to ideas that you are not your own. Aggie honor code: “An Aggie does not lie, cheat, or steal or tolerate those who do.” As a student of Texas A&M University, you are committed to following the Aggie honor code. Plagiarism, falsification, cheating, fabrication, complicity, multiple submissions, abuse and unauthorized access to university resources will not be tolerated in this course. All students of this course should read up details about the Aggie code in the following website: http://student-rules.tamu.edu/aggiecode

Ground Rules for Class Discussions
Considering the nature of this course, it is especially important that we establish a few ground rules in the classroom to encourage engaged, mindful, and honest discussions. I hope everyone feels comfortable to share and explore ideas in this class. During the course of such free and open discussions, it is quite possible that disagreements will arise. I welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of other points of view, whether you agree with them or not. In this class, derogatory comments based on race, ethnicity, class, gender, sexual orientation, religion, physical ability, or nationality will not be tolerated.
New Core Component Proposal

Date Submitted: 10/16/18 11:06 am

Viewing: COMM 434-W: Topics in Rhetorical Theory

Last edit: 10/16/18 11:06 am
Changes proposed by: kylene

Core Curriculum Management

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kylene Wesner</td>
<td><a href="mailto:kylene@tamu.edu">kylene@tamu.edu</a></td>
<td>979-219-4949</td>
</tr>
<tr>
<td>David Tarvin</td>
<td><a href="mailto:dtarvin@tamu.edu">dtarvin@tamu.edu</a></td>
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</table>

Course Prefix: COMM  
Course Number: 434

Academic Level: UG

Complete Course Title: Topics in Rhetorical Theory

Abbreviated Course Title: TOPICS RHETORIC THEORY

Crosslisted With:

Semester Credit: 3

Proposal for: Writing Designation

Writing Designation

Number of Sections per Academic Year: 1
Enrollment per Section (Avg.): 24

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

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

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

To pass this course you must pass the W component.

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

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>RP Parts</td>
<td>950</td>
<td>25</td>
<td>No</td>
</tr>
<tr>
<td>Final Paper</td>
<td>2000</td>
<td>40</td>
<td>No</td>
</tr>
</tbody>
</table>

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

2950

In Workflow

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

Approval Path

1. 10/16/18 4:51 pm  
Kevin Barge (kbarge): Approved for COMM Department Head

2. 10/17/18 7:24 am  
Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG

3. 12/05/18 2:54 pm  
Donna Pantel (dpantel): Approved for W & C Preparer

4. 12/07/18 2:10 pm  
Donna Pantel (dpantel): Approved for W & C Advisory Committee Chair
Add the percentage of final grade based on writing and put the total percentage here.

65

Explain how collaboration is monitored to ensure equal participation.

N/A

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

Formative feedback is provided for each of the research paper parts, as well as peer-review of the third part to prepare for the final paper.

Describe how you provide writing instruction.

Writing instruction is provided through seven writing workshops- six occurring every Friday for weeks 7-12 and an additional workshop during week 13.

Additional Comments

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

Attach Course Syllabus

COMM434Humor.docx

Reviewer Comments

Donna Pantel (dpantel) (12/05/18 2:54 pm): REPORT ON RECERTIFICATION OF W COURSE: COMM 434 We recommend that COMM 434 Topics in Rhetorical Theory: The Rhetoric of Humor, for this title only, be certified as a writing (W) course for four academic years (9/19 to 9/23). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 60% of the final grade is based on writing quality; (2) the total number of words is 2000; (3) the instructor to student ratio is 1:24; and (4) the assigned writing is appropriate to the major. Since original certification, the course has not changed significantly. Writing assignments include a scaffolded series of assignments leading up to a final paper; they include a reflection on the topic, an annotated bibliography, an outline of the review of research, and the final paper. The review paper serves as a rough draft, and it is peer reviewed. Writing instruction is provided through seven writing workshops- six occurring every Friday for weeks 7-12 and an additional workshop during week 13.
Rhetoric of Humor

COMM 434 FALL 2018 BLOCKER ROOM 135
12:40 – 1:30 pm

INSTRUCTOR: Dr. David Tarvin
dtarvin@tamu.edu

OFFICE HOURS: Time:
Mondays, Wednesdays, Fridays: 11:20 am – 12:30 pm
Thursdays: 8:00 am – 12:00 pm
Location:
309 G Bolton Hall

REQUIRED READINGS: PDFs of readings will be uploaded to e-campus.

COURSE DESCRIPTION: Application of rhetorical theories and concepts to rhetorical problems and methods; emphasis on the relationship between theory and practice. May be taken two times for credit. 
Prerequisite: Junior or senior classification. (From the TAMU Undergraduate Catalog).

This course explores the persuasive elements in humor as a rhetorical strategy to analyze, criticize, and better understand society. This is a writing course designed to explore methods and practices for critical thinking, writing, and using humor as an artistic proof of persuasion. Using humorous artifacts from stand-up comedians, corporate humorists, podcasters, and filmmakers, we will identify and practice strategies for making arguments with humor.

This is a Writing Designated course, and as such, it is not possible to pass the course without passing the writing portion of the course.

LEARNING OUTCOMES: After successfully completing this course, students should be able to:

1. Articulate in writing their understanding of rhetoric and the rhetoric of humor (final paper)
2. Relate the characteristics of old comedy and new and their influences on comedy today (class discussion and activities)
3. Develop evidence based arguments by selecting appropriate evidence to either develop an argument or support a point of view (research parts and final paper)
4. Evaluate humor as a means to persuasion to initiate change in a historical, cultural event (class discussion and final paper)

COPYRIGHT STATEMENT

The materials, notes, and lectures produced for this course are protected by federal copyright law. Distribution of these materials in any way, including digital versions of documents and information, may constitute a violation of copyright law, the Texas A&M University Student Code of Conduct (see TAMU Student Rule 24), and/or the Aggie Code of Honor (See Student Rule 20)
A NOTE OF CAUTION: There is zero toleration for cheating, plagiarism, and/or scholastic dishonesty of any sort in this course. Please familiarize yourself with the University’s penalties for these offenses. For additional information, please visit: aggiehonor.tamu.edu. An F* will be recommended for students convicted of any form of scholastic dishonesty.

AMERICANS with DISABILITIES ACT

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

TITLE IX DUTY TO REPORT

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

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

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

Students and faculty can report non-emergency behavior that causes them to be concerned at http://tellsomebody.tamu.edu.

COURSE WORK

ASSIGNMENTS

Assigned readings coincide with lectures, discussion topics, and class activities. The assignments will require students to consider living and working effectively in a diverse and global society and how humor can act as a corrective to tragedy. Students will be required to articulate values of a global perspective by recognizing diverse opinions, practices, and points of view. This course covers a large amount of material and the amount of material assigned for each test merits regular reading and keeping up with assignments.

COURSE READINGS

The course readings are a combination of journal articles and book chapters. They have been specifically selected to enrich our understanding of rhetoric and humor while in Italy. The course readings are all located on e-campus in the “Course Texts” folder. Please read the assigned readings prior to that day’s class period (see schedule).

PARTICIPATION
It is your responsibility to come to class each day, having read the assigned readings and prepared to discuss and answer questions regarding materials. Your participation grade includes contributing to class discussion, completing in-class activities, bringing a “Yes, and...” mentality, being prepared for the Writing Workshops.
ASSIGNMENTS

RESEARCH PAPER (RP) PARTS
Students are required to research and write papers suitable for academic conferences. Feedback will be given during each of the parts to help you produce a quality final paper.

Students will reflect on the meaning behind ‘the rhetoric of humor.’ They will provide a real-life example of the use of humor to initiate change or encourage participation in a social event. Students will then select a subject to investigate for their final paper and provide a tentative schedule for completing the work.

RP Part 2: Annotated Bibliography – Word Count 500 (minimum)
Students will create an annotated bibliography drawing from at least 5 scholarly sources from either the “Additional Articles” folder on e-campus or through TAMU library resources online. These sources should further our understanding of rhetoric and/or humor in some way.

Students will outline their research to help determine if ideas connect to each other, what order of ideas works best, where gaps in thinking may exist, and whether there is sufficient evidence to support each point. The outline will serve as a rough draft for the final paper.

Review of RP Part 3
We will peer-review each other’s’ outlines to offer advice and perspective for the final paper.

FINAL PAPER – Word Count: 2000 (minimum)
The final paper is a mini research project investigating the use of humor as a rhetorical strategy to encourage action for a social movement or other cultural event. See e-campus for further details.

IMPROV EXERCISES
We will begin each day with improv exercises to encourage creative thinking. The fundamental key to improv is the “Yes, and…” mindset. We will practice this mindset to create group cohesion, foster a fun atmosphere for learning, build group trust, and increase our understanding of humor. Improv exercises are important for rhetoric because they help to break down barriers – lowering power distance – making it easier to persuade team members through humor.

GRADES

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>PERCENTAGE</th>
<th>Final grades will be calculated according to this formula:</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
<td>100 % - 89.5 %</td>
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<tr>
<td>Improv Exercises</td>
<td>10%</td>
<td>89.49 % - 79.5 %</td>
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<tr>
<td>Quizzes</td>
<td>15%</td>
<td>79.49 % - 69.5 %</td>
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<tr>
<td>RP Parts</td>
<td>25%</td>
<td>69.49 % - 59.5 %</td>
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<tr>
<td>Final Paper</td>
<td>40%</td>
<td>&lt; 59.49 %</td>
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<tr>
<td>Total:</td>
<td>100%</td>
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* Note: There is no rounding up (e.g. 89.499 is a B+)*
<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Readings</th>
<th>Assignments</th>
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<tr>
<td>1</td>
<td>Course Introductions</td>
<td>Garner, pgs. 177-180</td>
<td></td>
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<tr>
<td></td>
<td>The Theory of the Laughable</td>
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<tr>
<td>2</td>
<td>Carnival &amp; Laughter</td>
<td>Bakhtin, pgs. 1-23</td>
<td>RP Part 1 brainstorming</td>
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<td>Bakhtin, pgs. 59-95</td>
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<td>3</td>
<td>Ancient Comedy</td>
<td>Crick, pgs. 1-28</td>
<td>Quiz 1</td>
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<td></td>
<td></td>
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<td>Watch: Aristophanes Old Comedy</td>
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<tr>
<td>4</td>
<td>Rhetoric defined</td>
<td>Kuypers &amp; King, pgs. 1-12</td>
<td>RP Part 1 due 9/21 (F)</td>
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<td></td>
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<td>Poulakos, pgs. 25-34</td>
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<td>5</td>
<td>Rhetoric &amp; Comic Corrective</td>
<td>Burke “Comic Correctives”</td>
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<td>Foss, pgs. 3-22</td>
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<tr>
<td>6</td>
<td>Humor that Works</td>
<td>Retention Articles</td>
<td>Quiz 2</td>
</tr>
<tr>
<td>7</td>
<td>Humor that doesn’t work</td>
<td>Morrison, pgs. 83-104</td>
<td>Workshop Writing Days Begin</td>
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<td></td>
<td>Charlie Hebdo &amp; Fear of Caricature</td>
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<td>(Every Friday: Weeks 7-12)</td>
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<tr>
<td>8</td>
<td>Attacking &amp; Defending Satire</td>
<td>Hariman, pgs. 247-272</td>
<td>Quiz 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Listen: Gladwell’s “The Satire Paradox”</td>
</tr>
<tr>
<td>9</td>
<td>Comedy in the 20th Century</td>
<td>Zoglin, pgs. 7-16</td>
<td>RP Part 2 due 10/26 (F)</td>
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<td>Comedy at the Edge</td>
<td>Zoglin, pgs. 17-40</td>
<td>RP Part 3 due 11/2 (F)</td>
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<tr>
<td>11</td>
<td>Comedy, Race, &amp; Rhetoric</td>
<td>Zoglin, pgs. 41-64</td>
<td>Review of RP Part 3 due 11/5 (M)</td>
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<tr>
<td>12</td>
<td>Women &amp; Humor</td>
<td>Davis, pgs. 136-208</td>
<td>Quiz 4</td>
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<tr>
<td>13</td>
<td>Writing Workshops for Final Draft</td>
<td>Retention Articles</td>
<td>Enjoy Thanksgiving</td>
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<td>14</td>
<td>Social Movements &amp; Humor</td>
<td>Sorensen, pgs. 167-187</td>
<td>Quiz 5</td>
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<td>Final Paper due 11/28 (W)</td>
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<td>Redefined</td>
<td>Review of Course</td>
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Core Curriculum Management

New Core Component Proposal

Date Submitted: 10/16/18 8:47 am

Viewing: COMM 446-W : Communication, Organizations and Society

Last edit: 11/08/18 11:37 am
Changes proposed by: kylene

Contact(s)

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<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Kylene Wesner</td>
<td><a href="mailto:kylene@tamu.edu">kylene@tamu.edu</a></td>
<td>979-219-4949</td>
</tr>
<tr>
<td>Charley Conrad</td>
<td><a href="mailto:cconrad@tamu.edu">cconrad@tamu.edu</a></td>
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Course Prefix  COMM    Course Number  446
Academic Level  UG
Complete Course Title  Communication, Organizations and Society
Abbreviated Course Title  COMM ORGANZTNS & SOCIETY
Crosslisted With
Semester Credit  3
Hour(s)
Proposal for: Writing Designation

Writing Designation

Number of Sections per Academic Year  6
Enrollment per Section (Avg.)  24

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

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

N/A

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

To pass this course you must pass the W component.

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

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper</td>
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<td>33</td>
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<tr>
<td>Exam 1-Essay Portion</td>
<td>1000</td>
<td>16.5</td>
<td>No</td>
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</table>
Add word count of each graded writing assignment and put total word count here. 5000

Add the percentage of final grade based on writing and put the total percentage here. 33%

Explain how collaboration is monitored to ensure equal participation. N/A

Describe the formative feedback provided on student writing, especially on major assignments.
I provide extensive written feedback on each stage of paper projects, and each exam. I also cut-and-paste illustrative sections of papers and exams (with my feedback attached) and distribute them to all class members (with identifying information removed) so they can compare answer and feedback. Honors sections and honors contract groups within non-honors sections function as peer-review “writing groups.” My feedback typically focuses more on quality of argument and background research than on the mechanics of writing.

Describe how you provide writing instruction.
Throughout the course of the semester we will be discussing various writing strategies and techniques that are used in academic writing and which you will need to apply to your essay exams and papers to get them ready for submission to an academic conference or journal of your choice. Additional writing assistance can be obtained during my office hours and after the course has ended if you need help getting your course paper ready to submit as a manuscript to a journal or conference.

Additional Comments
Students are expected, but not required, to submit their papers to one of the conferences and/or publications listed at the end of this syllabus. If the deadline is not until after the end of the semester, I am available to help them revise their work during breaks and subsequent semesters.

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

Attach Course Syllabus: COMM446.docx
Reviewer Comments: Donna Pantel (dpantel) (12/05/18 2:30 pm): REPORT ON RECERTIFICATION OF W COURSE: COMM 446 We recommend that COMM 446 Communication, Organizations and Society be certified as a writing (W) course for four academic years (1/19 to 1/23). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 33% of the final grade is based on writing quality; (2) the total number of words is 5000; (3) the instructor to student ratio is 1:24; and (4) the assigned writing is appropriate to the major. Since original certification, the course has not changed significantly. Writing assignments include a case study paper and two take-home essay exams. Students are encouraged to write about the same topic, as they will use that topic for their case study paper. The instructor provides extensive written feedback on each stage of paper projects, and each exam. Honors sections and honors contract groups within non-honors sections function as peer-review “writing groups.” Instruction includes discussion writing strategies and techniques.
COMM 446.970. COMMUNICATION, ORGANIZATIONS, AND SOCIETY, Fall, 2018, DR. CONRAD

Course Time and Location: 2:20-3:35 TTh, Bolton 018.
Contact Information: Office: 202 Bolton; Office hours: 12:30-2:00, TTh; 845-5500; and by appointment; c-conrad@tamu.edu

This course is designed to investigate the communicative processes through which formal organizations influence popular attitudes and public policies. It is grounded in the assumption that U.S. residents hold ambivalent and incongruent views of organizations and the executives who run them. On the one hand Americans long have had a deep cultural suspicion about the social and cultural impact of organizations, especially large, powerful ones. On the other hand we celebrate the ways in which organizations have contributed to our economic independence and standard of living. Similarly, we celebrate democracy and condemn totalitarianism of all kinds, but we happily accept autocratic rule within our organizations, even those supported by government policies and tax monies. These ambivalences create a conceptual space within which organizations can simultaneously be condemned and legitimized. Our goal this course will be to understand the role that rhetoric plays in both of these processes. Note: because the course focuses on current controversies, the syllabus may suddenly change if unexpected public policy controversies suddenly erupt (e.g., the 2007-8 Immigration Debate, which continues today). I will, however, keep the same exam dates and paper due dates so that you can plan your semesters.

Note 1: If a due date or examination falls on a religious holiday that you normally celebrate, please see me for an alternative schedule.

Note 2: If you are honors eligible and are currently registered in section 900 of this course but would like to switch your registration to the honors section (970), please see me during the first week of class.

OBJECTIVES:

1) **Students** will be able to critically analyze and evaluate (a) current research on public policy issues related to organizations and the economy, (b) arguments made by corporate and political rhetors on those issues, and (c) common policy options.

2) **Students** will understand the processes through which cultural assumptions are created, sustained, and transformed and the role that organizational/economic rhetoric plays in those processes.

3) **Students** will be able to develop rhetorical strategies through which organizational rhetors can construct viable identities and reputations, manage reputational crises, and rebuild favorable identities after crises have subsided.
EXAMINATIONS: There will be two. The in-class section of the first exam will be on October 9 (the take-home section will be due on October 12); the in-class part of the second is scheduled for Wednesday, Dec. 12 from 1:00-3:00; the take-home section will be due on December 4. Each exam will be "cumulative" in the sense that the key concepts of the course tend to build on one another. The in-class portion of the first exam will be composed of true-false, justify and essay questions; the take-home section will be an essay. Each exam is worth a maximum of 100 points. Hopefully, your answers to the essay questions on the first exam will lead to your paper/project, in keeping with the rationale behind “W” courses. I will be providing extensive feedback on the essay portions of your exam to assist you in developing your paper/project. The format of the in-class portion of the final exam will depend on your performance on exam #1.

PAPER:

During the course of the semester we will briefly consider a number of “case studies” of organization-society relationships. For your paper I want you to choose a case study that is relevant to the course and of particular interest to you, become an expert on that case, and then analyze the communicative strategies used by the various parties who are/were involved. You are welcome to choose one of the case studies we cover in class, but my evaluation of your paper will be based on the parts of your analysis that go beyond what we discussed as a class. Papers must be 10-12 pages double spaced. Students are expected, but not required, to submit their papers to one of the conferences and/or publications listed at the end of this syllabus. If the deadline is not until the spring semester, I will be available to help you revise your work during the winter break.

100 points possible. Due on December 4, although early submissions will be happily accepted.

Note 1: we may need to adjust the due dates for the final exam and the term paper for graduating seniors.

Note 2: Almost everyone thinks of term papers/projects as "endings," that is, as the culmination of a semester-long research process. But, I would like for you to also think of them as beginnings, as the first step in the process of presenting your ideas to a broader audience--at Undergraduate Honors Conferences, or A&M's Research Week, and/or in publications. The final page of this syllabus provides information on a number of potential venues for showcasing your research. Papers that started in this class have been selected for each of those venues; some have won "top paper" awards; others have been published. None of them require you to be an "official" honors student; they just require you to do good work.
READINGS

There will be many. The primary textbook will be Charles Conrad, *Organizational Rhetoric: Strategies of Resistance and Domination* (London: Polity Press, 2011). I will distribute additional readings to you via email, so you will need to either check your email daily or arrange to have email messages automatically transferred to media that you consult more regularly. After the first day of class each session will involve a structured discussion of one or more of the week’s reading assignments. STUDENTS SHOULD BRING ANY QUESTIONS THEY HAVE OVER THE READINGS TO THESE CLASSES BECAUSE WE WILL NOT HAVE FORMAL REVIEW SESSIONS FOR THE EXAMINATIONS.

Since I will send non-textbook readings by email you should create a folder in your email system for those messages. If your official TAMU email address is not the one that you read most often, you should make arrangements to have messages sent to it automatically transferred to your preferred system. I do not use the eLearning system because of its tendency to crash at inopportune times.

FORMAT OF THE COURSE

I teach this course in a seminar format, just as I teach stand-alone honors or graduate courses. To make this format work it is very important that you keep up on the readings. Discussion questions are included in this syllabus and/or will be distributed as the course progresses. **Throughout the course of the semester we will be discussing various writing strategies and techniques that are used in academic writing and which you will need to apply to your essay exams and papers to get them ready for submission to an academic conference or journal of your choice. Additional writing assistance can be obtained during my office hours and after the course has ended if you need help getting your course paper ready to submit as a manuscript to a journal or conference.**

University-Required Syllabus Content

- **Official course description:** Communication, Organizations and Society. (3-0). Credit 3. Communicative processes through which organizations influence and are influenced by the societies from which they draw their members.
- **Prerequisite:** COMM/TCMS major and Junior or senior classification or approval of instructor.
- **Receiving W Credit & Passing:** To pass this course you must pass the W component.

- 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

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

• Grading Scale:

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

*If you receive an * next to your grade on a project or exam, it means that I concluded that something other than your mastery of the material influenced your grade. If your final total for the semester is within 5 points of the next-higher grade, and you had one or more *s, I may bump your grade for the course up to the next letter grade.

* I do not take attendance, so questions regarding “excused absences” are only relevant to the exams. On those I defer to the university’s list of “excused absences.” If you need to miss for other reasons (receiving a Nobel Prize, playing for the national soccer team of one of our allies, or comparable events), see me. The university’s attendance/makeup policy is available at http://student-rules.tamu.edu/rule07

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


*Focal Text: "Walmart vs. ‘Mom & Pop’"

Discussion Questions: What obligations/responsibilities do organizations have to the societies within which they operate? What obligations/responsibilities do societies have to the organizations which operate within them?

Readings:

*Conrad, Organizational Rhetoric, chp. 1, through the “American System”

Discussion question over the dead Greeks section of Conrad, chp. 1:

(1) As I indicated at the beginning of this syllabus, on the one hand, Americans are strong advocates of democratic forms of government. On the other hand, we are happy to allow formal organizations to operate as totalitarian regimes. In fact, many (perhaps most) of us find the concept of organizational democracy to be alien and maybe even offensive, and we resist government efforts to influence the operations of organizations (that is, of democratic institutions to “interfere” with totalitarian ones). We also tolerate corporate funding of/influence over political processes (that is, totalitarian institutions “interfering” with democratic ones). Explain why.

(2) Classical Greece was characterized by two very different views of rhetoric, a Platonic view that viewed it as a tool for a Philosopher King to use to bring stability to the Republic (and stability was achieved through the suppression of dissent and what today would be called “mind control”) and a Sophistic view that depicted rhetoric as a set of teachable strategies that any citizen (which meant wealthy male in ancient Greece) could employ to achieve his goals in the assembly, courts or social rituals. Which view is most consistent with your values? Why?

Discussion Questions over the American System:

--Perrow argues that economies can be organized through markets, hierarchies, communities, or networks. What are the key characteristics of each? What would life be like in each one? Why?
--How and why did the US economy move away from “small firm markets” to “hierarchies?” What role did the courts play in this change. There are three related questions: (1) how/why did the corporate form develop, (2) how/why did we shift to a system of easy incorporation, and (3) what role did the “Dartmouth decision” play in all of this?
--Why was it important that federal started to take precedence over state laws?
--What was the impact of the court decisions after Dartmouth?
Case Study on Pharmaceutical Pricing

Part I: Watch “The Other Drug War”
(https://www.youtube.com/watch?v=1vGkp97-464 for Part 1 and follow links to parts 2-6); or read the transcript, which I will provide via email.

Reading: case study at the end of Chapter 1 of your textbook (focus on arguments made by industry and its critics)

Discussion question. Complete the “weekend fun” exercise included in chapter one, and sketch out responses to the questions at the end of the case study that concludes the chapter. In the process make sure you find out how much the drug you’ve selected will cost you (note: most of you will need to add the copayment that you pay for the drug to and the total amount that your health insurance company pays for it). Then, find out how much it would cost if you bought it in Canada (which has the second-highest pharmaceutical costs in the developed world), or in a European country. Explain any discrepancies.

Part II: The Creation of Medicare Plan D

Reading: Text, case study at the end of chapter 4, “Dealing (Legal) Drugs: The Rest of the Story”

Discussion question: complete the “Weekend fun” exercise and sketch answers to the discussion questions at the end of the chapter. Be sure you also can answer these questions: how does a bill become a law (do NOT review your notes from high school or college civics class)? Explain how and why a “free marketer” (Republican) administration and Congress passed the largest socialist program since the New Deal (Medicare Plan D)

Follow-up Reading: Plan D follow-up pdf.

Unit Two: Topic 2 (9/18-10/4). Everything for Sale?

Readings: Conrad, Organizational Rhetoric, chp. 2
pdf on U.S. middle class

Discussion Questions: (1) what are the assumptions underlying “free market fundamentalism” (Kuttner calls them “heroic” assumptions); (2) what factors/processes create what he calls “market failures;” (3) what is a “second best market” and why would we want one; (4) Under what circumstances are market systems the preferable way to organize a society/economy? (Discussed on February 18)

Case Study: Free Markets, Babies, and All That

Readings: Conrad, chp. 2 case study, “Buying Babies (and other things)”
Discussion Questions: What, according to Posner, are appropriate limits to the free market system? What, according to his critics, are appropriate limits? If one applied those conceptions of limits to an economy as a whole, what would the resulting system look like? (2) In “the Use With Posner” file I’ve attached similar debates about other aspects of a free market in human biology (e.g., sperm, eggs, ova, sex- selection, organ donations, etc.). What is an appropriate “mix” of free market and government control in these industries? Why? What does your answer have to do with economics? (2) Answer the same questions regarding other aspects of “family formation” and health care.

October 9: In-class Midterm Exam
October 12. Take-home Midterm Due

The remaining units will depend on the input you provide during the first week of class.

Potential Venues for Showcasing Undergraduate Research

1. **Honors Conferences** (listed in order of submission deadline)

   Western States Communication Association Undergraduate Scholars’ Research Conference. Deadline: Dec. 1, 2018. For more information see: https://www.westcomm.org/page/USRC?&hhsearchterms=%22undergraduate%22
   
   Requires student to be an undergrad at the time the paper is presented.
   Some travel funding from Texas A&M University may be available.

   **Southern States Communication Association.** Deadline: Dec. 10, 2018. For more info, see www.ssca.net.
   
   Next Site: Montgomery, AL, April 5-6, 2019.
   Requires student to be an undergrad at the time the paper is presented.
   Some travel funding from Texas A&M may be available.

   **Central States Communication Honors Conference.** Deadline: January 11, 2019. For more information see: www.csca-net.org
   
   Next site: Omaha, NE, April 5-6, 2019.
   Requires paper to have been written during calendar year prior to the conference. Students may graduate during 2018 and still be eligible. However, Texas A&M funding will not be available to students who have graduated.
**Lambda Pi Eta Honors Conference** (held in conjunction with annual NCA convention). Deadline: end of March, 2019.

Next site: Baltimore, MD, November, 2019.

Requires student to be a member of Lamda Pi Eta or have been invited to join by her/his university at the time the paper is submitted and must be an undergraduate student at the time the paper is submitted. May and August graduates are eligible. Paper may be co-authored. Top papers receive small cash award. A&M travel funding for enrolled students may be available.

Undergraduate students also may submit papers for regional, national, and international conferences through the same process that is used for faculty and graduate students.

2. **Explorations** (annual journal sponsored by Texas A&M honors program; produced completely by undergraduates).

Abstracts usually due in early December; papers invited based on abstracts due during March; final drafts of selected papers due by end of April. Later deadlines for artwork.

3. **Honors Theses** (officially Undergraduate Research Scholars). For detailed information, see [http://hur.tamu.edu/Undergraduate-Research/Undergraduate-Research-Scholars](http://hur.tamu.edu/Undergraduate-Research/Undergraduate-Research-Scholars).

Application for program (with indication of faculty sponsor): early May. This program covers two semesters (fall and spring, in that order). There are two ways to get started:

1) Identify a topic about which you want to become an expert. Talk with faculty members whose research is relevant to that topic about sponsoring a URS.
2) Identify a faculty member with whom you would like to work on an extended research project. Talk with him/her about a mutually acceptable topic.
Core Curriculum Management

New Core Component Proposal

Date Submitted: 09/24/18 12:04 pm

Viewing: COSC 463-W : Introduction to Construction Law

Last edit: 09/24/18 12:04 pm
Changes proposed by: debra-r-ellis

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debra Ellis</td>
<td><a href="mailto:dellis@arch.tamu.edu">dellis@arch.tamu.edu</a></td>
<td>979-458-9377</td>
</tr>
</tbody>
</table>

Course Prefix         COSC
Academic Level        UG
Complete Course Title Introduction to Construction Law
Abbreviated Course Title INTRO TO CONST LAW
Crosslisted With
Semester Credit       3
Hour(s)
Proposal for:
  Writing Designation

Writing Designation

Number of Sections per Academic Year 17
Enrollment per Section (Avg.) 25
Are the graded writing assignments evaluated by any assistants (i.e., GATs or undergraduates)? Yes

Who will evaluate them?
  two graduate students (Masters of COMG). Each grade approximately 10% of papers, for grammar/spelling, formatting purposes only.

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

  The graduate students provide feedback indicating corrections in grammar/spelling/formatting but do not assign the grades. The papers are then graded for substance by professor and assigned grades.

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

  To pass this course you must pass the W component.
List all graded writing assignments along with the approximate word count of each. (Note that for most 12-point fonts there are about 250 words on a page if double-spaced and 500 if single-spaced.) In addition, list the percentage of the final grade each assignment represents.

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRAC 1</td>
<td>500</td>
<td>8.3</td>
<td>No</td>
</tr>
<tr>
<td>FIRAC 2</td>
<td>500</td>
<td>8.3</td>
<td>No</td>
</tr>
<tr>
<td>FIRAC 3</td>
<td>500</td>
<td>8.3</td>
<td>No</td>
</tr>
<tr>
<td>Contract Outline 1</td>
<td>500</td>
<td>8.3</td>
<td>No</td>
</tr>
<tr>
<td>Contract Outline 2</td>
<td>500</td>
<td>8.3</td>
<td>No</td>
</tr>
<tr>
<td>Business Letter</td>
<td>500</td>
<td>8.3</td>
<td>No</td>
</tr>
</tbody>
</table>

3000

50

Add word count of each graded writing assignment and put total word count here. Add the percentage of final grade based on writing and put the total percentage here.

Explain how collaboration is monitored to ensure equal participation.

The students only collaborate on some rough drafts in the evening group lecture. They are first required to turn in a pre-writing worksheet, then later a peer review is conducted of the rough draft before final paper is due. We encourage questions and discussion in the weekly group lecture to facilitate peer learning in their writing, however, no final draft is done as a collaborative effort for any assignment.

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

Each paper is marked first by peer review (guided through peerceptive). Either Graduate Assistant or professor marks mechanical issues on the paper and then professor comments on substantive writing. The papers are returned and student has another opportunity to resubmit with final comments.

Describe how you provide writing instruction.

We hold one evening lecture per week to discuss various writing techniques unique to the construction industry, help with peer review, and have the writing center come discuss how they can help the students.

Additional Comments

The assignments change each semester so as to make sure the information is new and updated for the field. We utilize case analysis in many writings so these change as new cases become available. This also prevents "recycling" of ideas and information from semesters past.

A FIRAC is a method used to teach students how to analyze and effectively communicate in writing about issues they may encounter in the construction industry.

The FIRAC assignments are based on specific case readings assigned and the Contract Outlines are analysis of different construction contracts assigned.

The Business Letter assignment is a specific case study that the students must analyze and respond in writing to the issues posed.

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

Attach Course Syllabus

463 Syllabus FALL 2018.docx

Reviewer Comments

Donna Pantel (dpantel) (12/07/18 1:41 pm): REPORT ON RECERTIFICATION OF W COURSE: COSC 463 We recommend that COSC 463 Construction Law and Ethics be certified as a writing (W) course for four academic years (1/19 to 1/23). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 50% of the final grade is based on writing quality; (2) the total number of words is 3000; (3) the instructor to student ratio is 1:25; and (4) the assigned writing is appropriate to the major. Since original certification, the course has not changed significantly. Writing includes three essays that require distilling an assigned case to the facts/issues/ruling/analysis/conclusion and a business letter. Peer reviews are conducted for the writing assignments, and the instructor or assistant also provides written comments on a draft. One lecture per week is devoted to writing issues or peer reviews.

Key: 883
A. COURSE:
Title and Number: COSC 463 Construction Law and Ethics CRN 23600, 26336
Term: Fall, 2018
Meeting Times and Locations: Lecture: Monday & Wed.: Sec. 906 1:50 p.m. – 2:40 p.m., FRAN 201
Sec 907 3:00 p.m. – 3:50 p.m., FRAN 201
(ALL sections meet) Tues. 05:30 p.m. – 6:20 p.m. ARCH B 101

Instruction type and Method: Lecture: Traditional- Face-to-Face

B. DESCRIPTION AND PREREQUISITES:
Introduction to basic contract and tort issues and their application in the construction industry; delineation of various types of contracts remedies available to parties involved in a construction project; additional related topics including bidding, delays, mechanics liens, site conditions, warranties and the Uniform Commercial Code as it relates to the construction industry, introduction to legal research and reasoning as used by professional constructors. (3-0). Credit 3; Prerequisites: This is a University designated W-course (writing intensive).

C. MINIMUM REQUIRED LEARNING OUTCOMES
University Student Learning Outcomes:
• Communicate effectively
• Practice personal and social responsibility
ACCE Student Learning Outcomes:
• Create written communication appropriate to the construction industry
• Analyze professional decisions based on ethical principles
• Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process
• Understand construction risk management
• Understand the legal implications of contract, common, and regulatory law to manage a construction project

Rubrics:
• Written Communication
• Ethical Reasoning

D. Further, it is our expectation that after the course you should be able to identify and understand how to recognize and mitigate different kinds of legal risks; understand the importance of relational qualification of parties to construction projects and communicate in writing as a construction professional using various methods and vocabulary appropriate to the circumstance.

E. INSTRUCTOR INFORMATION
Name: Debra Ellis  dellis@arch.tamu.edu
Phone Number: 979-458-9377
Office Hours: M/W 1-1:45; T/Th. 11-12, other times by appointment
Office Location: Francis 316.

F. TEXTBOOKS
Smith, Currie & Hancock’s Common Sense Construction Law, FIFTH edition

Reference
• Other required materials will be posted on ECampus
G. GRADING POLICIES

Final Grades will be awarded based on the following:

- **90.0 – 100.0:** A: impressive, consistently excellent, “professional” quality work
- **80.0 – 89.9:** B: Solid Performance, better than average effort
- **70.0 – 79.9:** C: Average, reasonably acceptable work, but not impressive
- **60.0 – 69.9:** D: Inadequate preparation/ performance for an upper level course in COSC***
- **0.0 – 59.9:** F: Failing

*** NOTE: You must pass this class with a C or better

Major Assignments and Values

- 1. Quizzes/participation
- 2. Major Writings
- 3. Exams
- 4. Extra Credit

**Percentage**

- 10%
- 50% (To pass this course you must pass the W component)
- 40%

See Addendum on ECampus:

Writing will include outlines of contracts or other documents, selected purpose essays and “FIRAC”s. FIRAC means reading an assigned case and then distilling it to the Facts/Issues/Ruling/Analysis/ and Conclusion. These will be discussed further in class as the semester progresses.

H. CALENDAR OF ACTIVITIES AND MAJOR ASSIGNMENTS

(SEE NOTE AT END OF SYLLABUS and ADDENDA for each section posted on ECAMPUS)

(This is a tentative schedule and is subject to change at the discretion of the instructor.)

PLEASE NOTE- ADDITIONAL OUTLINE/Case/ARTICLE READINGS WILL BE POSTED ON ECAMPUS FOR EACH LECTURE TOPIC

Guest Lecturers will be utilized throughout the semester as available

<table>
<thead>
<tr>
<th>Dates</th>
<th>Lecture Topic</th>
<th>Presenter</th>
<th>Assignment/Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture #1 M, 8/27</td>
<td>Introduction to class: Finding Caselaw, FIRAC procedures</td>
<td>Ellis</td>
<td>Review: Syllabus, Case Reading list and other on-line posted class information</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Read United States ex rel. Gerald Mayo v. Satan and His Staff, 54 F.R.D. 282</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(W.D.Pa. 1971) for tomorrow night</td>
</tr>
<tr>
<td>Lecture #2 T, 8/28</td>
<td>Tuesday evening: Ellis</td>
<td>Ellis</td>
<td>Class Expectations/Writing/ discuss Mayo case</td>
</tr>
<tr>
<td>Lecture #3 W, 8/29</td>
<td>Introduction to Interpreting Contracts/Judicial System Overview</td>
<td>Ellis</td>
<td>AIC code of ethics</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Discuss Assignment of FIRAC 1</td>
</tr>
<tr>
<td>Lecture #4 M, 9/3</td>
<td>Judicial System/Court Procedures</td>
<td>Ellis</td>
<td>Text: Ch 1, pp. 1-11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mt. Lebanon Personal Care Home v. Hoover, 276 F.3d 845 (6th Cir. 2002)</td>
</tr>
<tr>
<td>Lecture #5 T, 9/4</td>
<td>Tuesday evening</td>
<td>Ellis</td>
<td>Mt. Lebanon pre-writing worksheet</td>
</tr>
<tr>
<td>Lecture #6 W, 9/5</td>
<td>Legal Context for Construction (Basic Contract Law)</td>
<td>Ellis</td>
<td>Text: Ch.1, pp. 12-27</td>
</tr>
<tr>
<td>Lecture #7 M, 9/10</td>
<td>Torts</td>
<td>Ellis</td>
<td>Text, Ch. 1: pp. 5-8</td>
</tr>
<tr>
<td>Lecture #8 T, 9/11</td>
<td>Tuesday evening: Guest Lecture</td>
<td>Daigenault</td>
<td>Peer Review FIRAC: Mt. Lebanon (Collaborating, Editing, Revision, Plagiarism &amp; Cheating)</td>
</tr>
<tr>
<td>Lecture #9 W, 9/12</td>
<td>Business Organizations/Interpreting the Contract Career Fair mixer tonight!</td>
<td>Ellis</td>
<td>Text, Ch. 15: pp.441-444</td>
</tr>
<tr>
<td>Lecture #10</td>
<td>Interpreting the Contract</td>
<td>Ellis</td>
<td>Discuss assignment Firac 2</td>
</tr>
</tbody>
</table>
| Lecture #11 | Tuesday evening: Writing Instruction | Ellis | **Text:** pp. 12-26  
**Due:** Firac 1 |
| Lecture #12 | Interpreting the Contract | Ellis | **Discussion:** Proper Business Letter writing  
**Assignment:** (Major) Business Letter |
**DUE:** Firac 2 |
| Lecture #14 | Tuesday evening: Guest Lecturer | Ellis | Business Letters: form, format, function & audience; Introduce Business Letter Assignment |
| Lecture #15 | Wrap-up/ Review for Exam 1 | Ellis | Small Green Scantron |
| Lecture #16 | EXAM 1 | Ellis | |
| Lecture #17 | Tuesday evening: Guest Lecturer | Ellis | Business letter peer review |
| W, 10/3 | Public/Private Partnerships/Working in a new state Saturday is the COSC tailgate! | Ellis | **Text:** p. 63-85 |
| M, 10/8 | Working in a New State | Ellis | **Text:** pp. 108-129 |
| T, 10/9 | Tuesday evening: Guest Lecturer | Rodgers | Introduce Contract Outline 1. Bonfire Contract outline discussion |
| Lecture #19 | Competing for the Contract/Mistakes in Bids | Ellis | **Text:** pp 133-176; *Taylor & Sons v. Arlington ISD*, 335 S.W.2d 371 (1960) |
| Lecture #20 | Competing for the Contract/Mistakes in Bids | Ellis | Midterm grades due |
| Lecture #21 | Tuesday Evening: Guest Lecturer | Grisham | **Text:** pp. 177-198  
**Due:** Contract Outline 1 |
| Lecture #22 | Authority and Responsibility of the Design Professional / Assumption of Design Liability | Ellis | **Text:** pp 199-243  
**Due:** Contract Outline 1 |
<table>
<thead>
<tr>
<th>Lecture #</th>
<th>Date</th>
<th>Topic</th>
<th>Instructor</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>#25</td>
<td>W, 10/24</td>
<td>EXAM 2</td>
<td>Ellis</td>
<td>Small Green Scantron</td>
</tr>
<tr>
<td>#26</td>
<td>M, 10/29</td>
<td>Subcontract Administration/Dispute Avoidance</td>
<td>Ellis</td>
<td>Dow Chemical Co. v. Bright, 89 S.W.3d 602 (Tex. 2002)</td>
</tr>
<tr>
<td>#27</td>
<td>T, 10/30</td>
<td>Tuesday Evening: Guest Lecture</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>#28</td>
<td>W, 10/31</td>
<td>Subcontract Administration/Dispute Avoidance</td>
<td>Ellis</td>
<td></td>
</tr>
<tr>
<td>#29</td>
<td>M, 11/5</td>
<td>Contract Changes</td>
<td>Ellis</td>
<td>Text: pp. 291-317</td>
</tr>
<tr>
<td>#30</td>
<td>T, 11/6</td>
<td>Tuesday Evening: Guest Lecture</td>
<td>Peer review</td>
<td>Peer Review Firac 3</td>
</tr>
<tr>
<td>#31</td>
<td>W, 11/7</td>
<td>Contract Changes</td>
<td>Ellis</td>
<td>Text p. 291-319; CASE LAW TBA</td>
</tr>
<tr>
<td></td>
<td>M, 11/12</td>
<td>Differing Site Conditions</td>
<td>Ellis</td>
<td>Text: pp. 320-360; CASE LAW TBA</td>
</tr>
<tr>
<td></td>
<td>T, 11/13</td>
<td>Tuesday Evening: Guest Lecture</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>#32</td>
<td>W, 11/14</td>
<td>**REQUIRED FIELD TRIP FOR ALL UPPER LEVEL CLASSES – CLASS CANCELLED</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>#33</td>
<td>M, 11/19</td>
<td>Differing Site Conditions</td>
<td>Ellis</td>
<td>Text: pp 320-361</td>
</tr>
<tr>
<td></td>
<td>11/22</td>
<td>THANKSGIVING BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#34</td>
<td>M, 11/26</td>
<td>Inspection, Acceptance and Warranties</td>
<td>Ellis</td>
<td>Text: pp 399-430</td>
</tr>
<tr>
<td></td>
<td>T, 11/27</td>
<td>Tuesday Evening:</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W, 11/28</td>
<td>Ethics lecture</td>
<td>Ellis</td>
<td></td>
</tr>
<tr>
<td>#35</td>
<td>M, 12/3</td>
<td>Attend your Friday classes this day, so no class here</td>
<td></td>
<td>NO Class- University</td>
</tr>
<tr>
<td></td>
<td>T, 12/4</td>
<td>Redefined as a Thursday, so no class here</td>
<td></td>
<td>NO Class - University</td>
</tr>
</tbody>
</table>
**Redefined days at the end of the semester will be reserved for make-up classes/test review TBD**

I. **SPECIAL PROVISIONS**

1. **COSC Required Field Trip**
   All upper level students in the Construction Science Department are required to participate in one of the available field trips scheduled, unless unable to participate due to:
   - Participating in the American Institute of Constructors (AIC) Associate Constructor Exam;
   - Other non-COSC classes that are scheduled on that date; or
   - Excused absence as allowed by University Student Rule 07, Absences (see below)
   - Currently on an internship

2. **Americans with Disabilities Act (ADA) Policy Statement**
   The American's with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Disability Services at White Creek complex on west campus, or call 845-1637, or e-mail disability@tamu.edu.

3. **Academic Integrity**
   Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data.
   
   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. For additional information please visit: http://aggiehonor.tamu.edu.
   "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.

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

5. **Disruptive Behavior**
   If a student's behavior in class is sufficiently disruptive to warrant immediate action, the instructor is entitled to remove a student on an interim basis, pending an informal hearing with the Head of the Department offering the course. This hearing must take place within three working days of the student's removal. This rule and supporting information may be found at http://student-rules.tamu.edu/rule21.

6. **Copyright**
   The Professor reserves copyright to all materials used in this course. This means all materials generated for this class, which includes but is not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy any material, unless expressly granted written permission.

7. **Defacement of University Property**
"It is unlawful for any person to damage or deface any of the buildings, statues, monuments, trees, shrubs, grasses, or flowers on the grounds of any state institutions of higher education (Texas Education Code Section 51.204)" The words damage or deface refer specifically to any and all actions, whether direct or indirect, that either diminish the value or mar the appearance of the physical environment.

8. Plagiarism
It is very important to read other people's work and to use their ideas in developing theses, professional papers, or otherwise completing academic requirements. This is called scholarship and is highly rewarded because it builds a cumulative body of knowledge. When other scholars share their ideas, they expect that others will give them credit when making use of their ideas. It is critically important for students to understand the rules for properly crediting other people's ideas when writing a thesis or professional paper or otherwise completing academic requirements.

If you use someone else's idea without using his or her specific words, this is called paraphrasing. When you paraphrase, you are expected to indicate the source of the idea (the author and publication date, but not a page number). This allows a reader to find the source of the ideas, verify that you have accurately represented them, and obtain additional information about those ideas if necessary.

If you use someone else's exact words, this is called quoting. When you quote, you are expected to enclose the words in quotation marks, and indicate the source of the quote (the author, publication date, and page number).

Plagiarism also applies to information found on the web; it is equally important to cite a web source and the rules above pertain. Consequently, if there are not quotation marks around the text and no source is cited, instructors will assume that you intend for them to conclude that any ideas, especially the specific words, that you presented in your work are your own.

Thus, if the idea or the exact words are taken from another source and you do not indicate the source of the idea, you are representing another person's ideas as if they were your own. This is called plagiarism and is a very serious offense.

All paper submittals need to have a cover sheet with turnitin.com report showing a score less than 10%. See the Evans library for more information since it is at no cost for our students.

9. Cell Phones
All cell phones must be turned off in the classroom. Failure to comply will result in your expulsion from the class and receive a ‘no attendance record for the day’ in other words the recorded absence is unexcused.

10. Personal Laptop Requirement
"The College of Architecture requires all students to have a personal laptop. This laptop is required to perform classroom activities. You will need your laptop in this course and you are required to bring an operational laptop to class every day. See http://www.arch.tamu.edu/inside/services/information-technology-services/recommended-laptop-enrolled-students/ for additional information.

J. OTHER COURSE SPECIFICS

1. Essay Paper Topic
The class will be given multiple papers to write, due as discussed in class. The paper must strictly follow MLA guidelines.

2. Student Performance Expectations
Our industry is based on responsive, responsible, timely and unambiguous performance.

- Responsiveness means that you comply with the scope of the work, that is: It is your responsibility to assure that your assignments and projects are complete regarding requirements; regarding class, it means that your readings are completed before class and you are prepared to participate according to the expectations on this syllabus.
- Responsible performance means that you are responsible for reading and participating to the best of your abilities in a team learning effort.
- Timely means that: LATE ASSIGNMENTS WILL NOT BE ACCEPTED without a University approved excuse; All assignment due dates will be ONE week from the date assigned. All assignments are due by 3:30 on the due date. Regarding class, it means that you are present and on time.
- Unambiguous means that: You will strive for clarity in your writing and words so that there is no misinterpretation of what is intended and what is communicated.

K. ASSESSMENT OF STUDENT LEARNING OUTCOME

1. Faculty generated SLO

Writing Assignment: Students are asked to write a double spaced paper regarding personal ethics: what is ethics to you, how do you recognize that there is an ethical moment, where do ethics come from, how you think you were influenced in forming your ethical value system? This paper is subjective and confidential. Students may cite works but outside resources are not required. Students
must use proper writing techniques as you are graded on your writing ability and content. There is no specified length; use a cover letter format. To be assigned in class first week.

FIRAC writing assignments based on case studies will be assigned and discussed in class as the semester progresses. FIRAC process to be discussed in class.

<table>
<thead>
<tr>
<th>(Value 100%)</th>
<th>(Value 50%)</th>
<th>(Value 10%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Context of and Purpose for Writing</strong></td>
<td>Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.</td>
<td>Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).</td>
</tr>
<tr>
<td><strong>Content Development</strong></td>
<td>Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.</td>
<td>Uses appropriate and relevant content to develop and explore ideas through most of the work.</td>
</tr>
<tr>
<td><strong>Sources and Evidence</strong></td>
<td>Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.</td>
<td>Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.</td>
</tr>
</tbody>
</table>

**Ethics:** Students will be given opportunities throughout the semester to discuss, both orally and in writing, ethical scenarios. Hypotheticals will be discussed involving bid shopping, reverse auctions, front end loading, sexual harassment and other ethical issues affecting the construction industry. These will be class led discussions and in-class writings.

<table>
<thead>
<tr>
<th>(Value 100%)</th>
<th>(Value 50%)</th>
<th>(Value 10%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ethical Issue Recognition</strong></td>
<td>Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.</td>
<td>Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.</td>
</tr>
<tr>
<td><strong>Application of Ethical Perspectives/Concepts</strong></td>
<td>Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.</td>
<td>Student can independently apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.</td>
</tr>
</tbody>
</table>

PLEASE NOTE: THIS SCHEDULE IS SUBJECT TO CHANGE DEPENDING ON GUEST LECTURER AVAILABILITY, ADDITIONAL CASE DISCUSSIONS, AND OTHER LEGAL DISCUSSIONS THAT MAY TAKE PLACE DURING CLASS. IT IS YOUR RESPONSIBILITY TO ATTEND CLASS TO NOTE SCHEDULE ADJUSTMENTS AND TOPICS COVERED EACH WEEK.
Core Curriculum Management

New Core Component Proposal

Date Submitted: 10/31/18 12:16 pm

Viewing: CVEN 207-W : Introduction to the Civil Engineering Profession

Last edit: 10/31/18 12:15 pm
Changes proposed by: mhueste

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Beth D Hueste</td>
<td><a href="mailto:mhueste@tamu.edu">mhueste@tamu.edu</a></td>
<td>979-845-1940</td>
</tr>
<tr>
<td>Luciana R Barroso</td>
<td><a href="mailto:lbarroso@tamu.edu">lbarroso@tamu.edu</a></td>
<td>979-845-0290</td>
</tr>
</tbody>
</table>

Course Prefix    CVEN
Course Number    207
Academic Level   UG
Complete Course Title    Introduction to the Civil Engineering Profession
Abbreviated Course Title    INTRO CIVIL ENGRG PROFSN
Crosslisted With
Semester Credit    2
Hour(s)
Proposal for: Writing Designation

Writing Designation

Number of Sections per Academic Year    12
Enrollment per Section (Avg.)    25
Are the graded writing assignments evaluated by any assistants (i.e., GATS or undergraduates)?    Yes

Who will evaluate them?

All graded writing is evaluated together by graduate TAs (up to 2) and the instructors. The TAs are trained to employ detailed grading rubrics developed by the instructors for each assignment, and feedback/lessons learned are solicited from the TAs after each assignment to improve the process for subsequent assignments.

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

All graded writing is evaluated together by graduate TAs (up to 2) and the instructors. The TAs are trained to employ detailed grading rubrics developed by the instructors for each assignment, and feedback/lessons learned are solicited from the TAs after each assignment to improve the process for subsequent assignments. The instructors monitor and supervise the TAs each week to ensure uniform grading feedback.
All syllabi should contain one of the following statements. Select the statement that applies to your course.

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

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

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memo – Wicked Problem</td>
<td>900</td>
<td>15</td>
<td>No</td>
</tr>
<tr>
<td>Memo – Wicked Problem</td>
<td>900</td>
<td>15</td>
<td>No</td>
</tr>
<tr>
<td>Executive Summary for Proposal</td>
<td>1000</td>
<td>20</td>
<td>No</td>
</tr>
</tbody>
</table>

Add word count of each graded writing assignment and put total word count here. 2800

Add the percentage of final grade based on writing and put the total percentage here. 50

Explain how collaboration is monitored to ensure equal participation.

All writing assignments are individual assignments.

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

Instructors and graders will grade and evaluate student writing with the goal of writing improvement rather than simply identifying mechanical errors. To that end, feedback will be provided in writing. Ideas for improvement, corrections, or changes in style (to name a few) will be emphasized over mere marking of error. For example: instructors may choose to use Word’s track changes and insert comment features to provide in-line feedback. In addition to written feedback on assignments, students will receive one-on-one and group writing instruction prior to producing a final draft. This feedback will be in the form of coaching (one-on-one tutoring) and peer review during class time. Emphasis will be on improving both student awareness of their writing skills as well as on improving those skills. Students will also have the opportunity to rewrite and resubmit one of the memos for an improved grade.

Describe how you provide writing instruction.

Lecture and discussion; reading and discussing models during class time; peer review; one-on-one coaching. For each assignment, at least one class period during recitation sessions will be devoted to discussing strategies and modelling writing. Students will also have at least one peer review session per assignment.

Additional Comments

Students will have 3 major writing assignments. These assignments include two memos (both individual assignments) and an executive summary for a proposal (also an individual assignment). The assignments are based on assignments we already use for CVEN 424 (approved w-course). The memos in those assignments average 960 words each, so students will be very close to the 2,000 word minimum before beginning work on the executive summary. Students are expected to reach the semester minimum.

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

Attach Course Syllabus

CVEN207-W_syllabus_v8.pdf

Reviewer Comments

Valerie Balester (v-balester) (10/25/18 4:15 pm): Rollback: The W & C Course Committee no longer accepts collaborative writing for new proposals—previous courses can be grandfathered, however. Since this is a new course, the Executive Summary cannot be counted, making the word count and percentage of the grade based on writing too low.

Donna Pantel (dpantel) (12/05/18 11:17 am): REPORT ON CERTIFICATION OF W COURSE: CVEN 207 We recommend that CVEN 207 Introduction to the Civil Engineering Profession be certified as a writing (W) course for four academic years (9/18 to 9/22). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 50% of the final grade is based on writing quality; (2) the total number of words is 2800; (3) the instructor to student ratio is 1:12; and (4) the assigned writing is appropriate to the major. CVEN 207 is a two-credit course, and graduate students help with the grading. Students write two “wicked problem” memos and the executive summary for a proposal. Formative feedback is given in class through one-on-one tutoring and peer review for each assignment. Students will have the opportunity to rewrite and resubmit one of the memos for an improved grade. Instruction takes the form of lecture and discussion and of reading and of models.
CVEN 207: Introduction to the Civil Engineering Profession
Fall Semester 2019

Instructors:
Section 901, 902, 903
Robin Autenrieth, Ph.D., P.E.
Office: CE/TTI 201
Office Hours: TBA
Telephone: (979) 845-2438
Email: rautenrieth@civil.tamu.edu

Section 904, 905, 906
Robert A. “Bob” Appleton, P.E.
Office: DLEB 108
Office Hours: Appointments are available on Sundial
http://sundial.tamu.edu/cven.
Telephone: (979) 845-7436
Email: bob_appleton@tamu.edu

MEETING TIMES

Lecture
901, 902, 903: Friday, 11:30-12:20 p.m. HEB 110
904, 905, 906: Friday, 12:40-1:30 p.m. HEB 110

Recitation Sections
901: Monday, 9:10-11:10 a.m. HEB 104
902: Wednesday, 9:10-11:10 a.m. HEB 104
903: Monday, 3:00-5:00 p.m. HEB 104
904: Monday, 11:30-1:30 p.m. HEB 104
905: Wednesday, 11:30-1:30 p.m. HEB 104
906: Wednesday, 3:00-5:00 p.m. HEB 104

Why am I here?

Welcome to Civil Engineering! We hope you are excited to start your professional journey. Civil Engineers keep society running by designing, constructing, and maintaining our infrastructure (bridges, buildings, roads, pipelines, dams, water treatment plants, and much more). The public expects us to ensure their health and safety and protect the environment while enhancing the economic well-being of the community. We work in both the private and public sector: at consulting companies or in local, state, and federal government agencies.

This course helps introduce you to the civil engineering profession, integrate you more fully into our department community, and build your technical writing skills. We will host guest speakers who will discuss their work, the sub-disciplines within civil engineering, and other relevant topics. The speakers,
and the accompanying assignments, will help you understand how engineers spend their time and what you should be doing now to ensure success both as an undergraduate and in your future career. Writing assignments will help you develop techniques for professional communication.

**What will I learn in this course?**

At the end of this course, you should:

1) Be knowledgeable in the range of opportunities available in the civil engineering profession sufficiently to plan your academic and professional careers;
2) Have a group of fellow CVEN students who share a similar level of coursework with whom you can study, pursue extra-curricular activities, and form a professional network; and
3) Possess academic “survival skills” appropriate to the rest of the BS-CVEN curriculum including time management, study skills, etiquette and communications skills in the university environment, and knowledge of TAMU Student Rules and helpful campus resources.
4) Know how civil engineering might address one of the world’s wicked problems.
5) Have knowledge and skills in engineering writing technique and documents.

The department expects our program graduates to achieve certain educational outcomes, monitored as part of the ABET-accreditation process. Of these, this course can help you start on a path toward:

- Knowing your professional and ethical responsibilities
- Communicating effectively in oral and written forms
- Identifying the impact of civil engineering solutions in a global, economic, environmental, and societal context
- Recognition of the need for, and the ability to engage in, life-long learning
- Knowledge of contemporary issues including current civil engineering professional practice issues; ability to explain basic concepts in management, business, public policy, and leadership; and ability to explain the importance of licensure in your professional field

The American Society of Civil Engineers (ASCE) has a parallel Body of Knowledge (BOK2), and this course will introduce students to the following BOK2 outcomes:

- Humanities
- Social Sciences
- Sustainability
- Contemporary Issues & Historical Perspectives
- Breadth in Civil Engineering
- Technical Specialization
- Communication
- Public Policy
- Globalization
- Attitudes
- Lifelong/Self-Directed Learning
- Professional & Ethical Responsibility

**Catalog Description:** Introduction to the Civil Engineering Profession. (1-2). Credits 2. Introduction to the study and practice of civil engineering; specialized sub-disciplines of civil engineering; professionalism and professional registration; engineering ethics; exercises in engineering technical communications.

**Prerequisites:** Grade of C or better in ENGL 103 or ENGL 104; admitted to major degree sequence in civil engineering.
How will my performance be judged in this course?

You will receive a letter grade on a 100-point scale (A ≥ 90, 90 > B ≥ 80, 80 > C ≥ 70, 70 > D ≥ 60, 60 > F; i.e. 90=A, 89.95=B) for a semester average determined by the following components and weights:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance and participation</td>
<td>20%</td>
</tr>
<tr>
<td>Networking Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Writing Assignments</td>
<td>50%</td>
</tr>
<tr>
<td>Memo – Wicked Problem</td>
<td>15%</td>
</tr>
<tr>
<td>Memo - Style Guide</td>
<td>15%</td>
</tr>
<tr>
<td>Executive Summary for Proposal</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Attendance and Participation: In the seminar portion of this course you will derive greatest benefit from hearing the presentations first hand and your grade will depend heavily on attending class. Class attendance is worth a total of 20 points, and you will lose 2.5 of these points for each unexcused absence. Your physical presence in your assigned seat for the duration of class is the basis for counted attendance – the seating chart is on eCampus.

Attendance and absences are as described by 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. All illnesses/injuries of three or more days will require a doctor’s note to be excused. For illnesses/injuries of less than three days, illness confirmation may be by either the TAMU Explanatory Statement for Absence from Class form http://shs.tamu.edu/forms/ or confirmation of a visit to a health care professional affirming the date and time of the visit.

It is much easier to handle an absence with notice beforehand than it is in retrospect, so please contact me as soon as you know that you will miss a class, or if due to an emergency, as soon as possible afterwards.

We are fortunate to have quality guest speakers, and we want to give them a warm and respectful Aggie welcome. As common courtesy, do not use your personal electronics during class (e.g., laptops, cell phones for calls and texting, etc.) unless their use is needed to accommodate a documented disability (see ADA Statement below). Working on homework or reading something not related to CVEN 207 during class is rude and not permitted. I will ask students who do any of this to stop and, if they won’t, to leave the classroom for an unexcused absence for that day.
Networking Assignments: Course assignments are designed to help you learn about the profession, yourself, and your fellow students, and as such, are intended to be low-pressure and fun. They include the following:

1. Meet with your study group for a social activity
2. Meet with your study group to study for midterms
3. Attend an ASCE meeting
4. Attend a non-ASCE engineering student organization meeting

Quizzes: You will take several online quizzes throughout the semester to test you over the material covered during the seminars and in the assignments. Quizzes are online via the eCampus page and are open book and open notes. You may repeat each quiz as often as needed to obtain a satisfactory grade. Quizzes are an individual assignment and evidence of a group effort on any quiz will be investigated as a possible violation of the honor system.

Individual Writing Assignments: Writing assignments are a major graded activity in this course. Some work in teams is encouraged, but the work on all individual writing assignments must be individual work. We expect all writing assignments to be on time to facilitate writing development. Failing to meet writing assignment deadlines as specified by the instructor results in 10 grade point deductions for every day late.

Writing-Intensive Component

The goal of the writing intensive component of the course is to improve your writing skills. Instructors will provide writing instruction during recitation and will be available to coach individuals and small groups during office hours. NOTE: Failure to pass the writing portion of this course will result in failing to receive your “W” credit, and you will have to re-take the course.

Rewrites: You may re-write one of the writing assignments if you (a) email your instructor and request permission, (b) receive written directions to turn in a re-write of that assignment, and (c) re-submit that assignment as your instructor directs. Electronic versions may be checked for possible plagiarism using Turnitin™. Instructors will provide assignment ground rules, assignments, grading rubrics and further explanation in class. Rewrites must be turned in within 7 days of getting the initial graded assignment back.

Coaching

Students will have the opportunity to review rough drafts with a writing tutor or instructor. “Coaching” means reading your draft and discussing its strong points, identifying weaknesses, and suggesting strategies for improvement.

What else do I need to know?

Course Resources: The course website on eCampus is your main source for class information (http://ecampus.tamu.edu/). I will post the schedule (deadlines/due dates), assignments, quizzes, and other resources on it.
**ADA Statement:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Academic Integrity Statement:** “An Aggie does not lie, cheat, or steal or tolerate those who do.”

As engineers, we must follow a strong code of ethics to ensure the safety of the public. We expect Texas A&M students, as part of their professional training, to understand and follow the Aggie honor code, found at [http://aggiehonor.tamu.edu](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 examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements of the processes of the Honor System.”

**Tentative Course Schedule (Subject to Change)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture and Recitation Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lecture</td>
<td>Introduction to course and instructor expectations and group interaction</td>
</tr>
<tr>
<td></td>
<td>Recitation</td>
<td>The Role of Professional Organizations. Reading -</td>
</tr>
<tr>
<td>2</td>
<td>Lecture</td>
<td>Wicked Problems</td>
</tr>
<tr>
<td></td>
<td>Recitation</td>
<td>Style Guide. Reading –</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In-class presentation – low stakes</td>
</tr>
<tr>
<td>3</td>
<td>Lecture</td>
<td>Guest Speaker Municipal Engineer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Style Guide Memo Assigned</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Assign and discuss, including purpose, audience, and genre characteristics for memos</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Schedule coaching time with writing tutor/instructor.</em></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Lecture and Recitation Topics</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>-----------------------------</td>
</tr>
</tbody>
</table>
| 4    |      | Guest Speaker Land Development Engineer  
|      |      | Style Guide and Memo Workshop – Bring draft documents to class. Memo Due at end of Week 4  
|      |      | Style Guide Memo due |
| 5    |      | Collecting data you know and understand  
|      |      | In-class presentation – low stakes  
| 6    |      | Guest Speaker Transportation Engineer  
| 7    |      | Guest Speaker Water Resources Engineer  
|      |      | Land Use and Watershed Management. Viewing - [https://www.youtube.com/watch?v=QZ6LCxgaZgg](https://www.youtube.com/watch?v=QZ6LCxgaZgg)  
|      |      | Memo: Description of Wicked Problems intersection Civil Engineering  
|      |      | Assign and discuss, including purpose and audience for memo.  
|      |      | Schedule coaching time with writing tutor/instructor. |
| 8    |      | Guest Speaker Environmental Engineer  
|      |      | Wicked Problems Memo due  
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture and Recitation Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Lecture</td>
<td>Guest Speaker Geotechnical Engineer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assign Executive Summary for Proposal for Competition to address Wicked Problem</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Assign and discuss, including purpose, audience, and genre characteristics for an Executive Summary.</em></td>
</tr>
<tr>
<td>10</td>
<td>Lecture</td>
<td>Guest Speaker Structural Engineer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In-class presentation – low stakes</td>
</tr>
<tr>
<td>11</td>
<td>Lecture</td>
<td>Guest Speaker Coastal Engineer</td>
</tr>
<tr>
<td></td>
<td>Recitation</td>
<td>Risks of living on the coast. Reading - <a href="https://www.newsroom.co.nz/@summer-newsroom/2018/01/14/74263/the-risks-of-living-near-the-ocean">https://www.newsroom.co.nz/@summer-newsroom/2018/01/14/74263/the-risks-of-living-near-the-ocean</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bring copy of Executive Summary for peer review during recitation.</td>
</tr>
<tr>
<td>12</td>
<td>Lecture</td>
<td>Guest Speaker Construction Management Engineer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Executive Summary due</td>
</tr>
<tr>
<td>13</td>
<td>Lecture</td>
<td>Communicating technical information to audiences who think they know what you are talking about</td>
</tr>
<tr>
<td></td>
<td>Recitation</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>14</td>
<td>Lecture</td>
<td>Involving the public in engineering project decision making</td>
</tr>
<tr>
<td></td>
<td>Recitation</td>
<td>In-class presentation – low stakes</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Lecture and Recitation Topics</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>15</td>
<td>Lecture</td>
<td>How to be a public engineer</td>
</tr>
<tr>
<td></td>
<td>Recitation</td>
<td></td>
</tr>
</tbody>
</table>
Core Curriculum Management

New Core Component Proposal

Date Submitted: 10/08/18 2:23 pm

Viewing: ECEN 403-W : Electrical Design Laboratory I

Last edit: 10/08/18 2:23 pm
Changes proposed by: w-lala

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>stavros kalafatis</td>
<td><a href="mailto:skalafatis-tamu@tamu.edu">skalafatis-tamu@tamu.edu</a></td>
<td>9794588429</td>
</tr>
</tbody>
</table>

Course Prefix       ECEN       Course Number 403
Academic Level      UG
Complete Course Title Electrical Design Laboratory I
Abbreviated Course Title ELECTRICAL DESIGN LAB I

Crosslisted With

Semester Credit 3

Proposal for: Writing Designation

Writing Designation

Number of Sections per Academic Year 10
Enrollment per Section (Avg.) 48

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

Who will evaluate them?

The assistants get training on how to grade assignments.
Furthermore, after all the grades are submitted, the instructor cross-checks (spot reviews) across all TA's and adjusts final grade as needed.
The instructor evaluates them and students provide feedback.

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

The assistants get training on how to grade assignments.
Furthermore, after all the grades are submitted, the instructor cross-checks (spot reviews) across all TA's and adjusts final grade as needed.
All syllabi should contain one of the following statements. Select the statement that applies to your course.

To pass this course you must pass the W component.

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

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>midterm Conops, FSR, ICD</td>
<td>12000</td>
<td>10</td>
<td>Yes</td>
</tr>
<tr>
<td>final Conops, FSR, ICD</td>
<td>24000</td>
<td>25</td>
<td>No</td>
</tr>
</tbody>
</table>

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

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

Explain how collaboration is monitored to ensure equal participation.

Each student owns a subsystem report within the completed report.

For each subsystem, only one student can provide the written report.

The portions of the report that look at the entire system are collaborative, and looking at the report segments one can figure out who wrote them.

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

Students get continuous feedback every week for the first 4-6 weeks during lab time.
Instructor and TA’s review early drafts and provide feedback on how they can be improved.

After the first major submission, there are two more feedback sessions and also office hrs and 1:1’s with TA’s to obtain more extensive feedback on a need basis.

Describe how you provide writing instruction.

Students are provided with a template and also successful past examples.

In addition to this, instruction is provide by the IWC once per semester/section on how to optimize collaborative and technical writing.

Additional Comments

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

Attach Course Syllabus

Reviewer Comments

 Valerie Balester (v-balester) (08/31/18 2:55 pm): Rollback: Need clarification on ratio of instructors and GAs to students per section--48 enrolled in each section. Also need statement on syllabus as required--proposal states syllabus will say ”To pass this course you must pass the W component.”

 Donna Pantel (dpantel) (12/07/18 1:44 pm): REPORT ON RECERTIFICATION OF W COURSE: ECEN 403 We recommend that ECEN 403 Electrical Design Laboratory I be certified as a writing (W) course for four academic years (9/18 to 9/22). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 35% of the final grade is based on writing quality; (2) the total number of words is 36,000; (3) the instructor to student ratio is 1:24; and (4) the assigned writing is appropriate to the major. Graduate assistants help with each section. Students work together on a project and write a final report. The first part, due at midterm, is written collaboratively, and the final report, twice as long, is written individually but contains sections from each team member. The instructor or assistants review early drafts and office hours are used on an as needed basis for additional feedback. A template and sample papers are used as instruction, and there is a class devoted to optimizing collaborative writing and technical writing.
ECEN 403: Electrical Design Laboratory Capstone (Senior) Design
Fall 2018

Lecture Times and Location:

Monday, Wednesday
8:00 AM – 8:50 AM
9:10 AM – 10:00 AM
10:20 AM – 11:10 AM
11:30 AM – 12:20 PM
(ETB-1020)

Lab Time and Location:

Tuesday
8:00 AM – 10:50 AM
Tuesday
4:10 PM – 7:00 PM
Thursday
4:10 PM – 7:00 PM
Friday
8:00 AM – 10:50 AM
(EDC – Zach 110)

Textbooks (for reference; not required):
1) Wiley Series in System Engineering and Management by Alexander Kossiakoff, Samuel Seymour
2) Systems Design and Engineering: Facilitating Multidisciplinary Development Projects by Bonnema G. Maarten, Veenvliet T.
3) Embedded System Design by Peter Marwedel
4) Systems engineering Design Principles and models by Dahai Lu

Course Goals and Objectives:
At the end of the course, the student should be able to demonstrate skills in the categories below.
1. Design Methodology
   a. Apply scientific methods and engineering principles learned in other courses to design, analyze and demonstrate a non-trivial engineering system or process to meet a desired need.
   b. Describe the activities that occur during each stage of a design process.
   c. Analyze project needs in order to produce quantitative design requirements.
   d. Develop technical skills including PCB design and soldering.
2. Societal Impact
   a. Recognize the ever-present role of design in human activity
   b. Analyze and address risks associated with concept.
3. Project management
   a. Develop a project execution and validation plan and execute to it.
   b. Demonstrate the ability to work in a team environment.
   c. Assess risk in a project and assign appropriate contingency.
   d. Communicate and justify design choices through written and oral assignments.

Instructional Staff & Office Hours:
Course Instructors: Prof. Stavros Kalafatis (skalafatis-tamu@tamu.edu) WEB 205E
Monday, Wednesday 3:00 PM – 4:00 PM and/or by email-arranged appointment

Prof. John Lusher II (john.lusher@tamu.edu) WEB 244B
Monday 8:00 AM – 11:00 AM and/or by email-arranged appointment

Prof. Kevin Nowka (kjohnowka@tamu.edu) WEB 237E
Monday 2:00 PM – 3:00 PM and/or by email-arranged appointment
Teaching Assistants: Pranav Dhulipala (pranav.d1993@tamu.edu) 
Jordan Wenske (jwenske@tamu.edu) 
Andres Miller (andrew.miller@tamu.edu) 
Mutaz Melhem (yar111@tamu.edu) 
Abhishalini Sivaraman (siva558@tamu.edu) 
Ping Wang (pingping1986@gmail.com) 
Saurav Tapansal Sarkar (sauravsarkar12@tamu.edu) 
* Teaching Assistants are assigned 8-10 teams or approximately 30 students

GRADING:

<table>
<thead>
<tr>
<th>Grading</th>
<th>+/=/-5 %</th>
<th>Exceeds (positive impact):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timely attendance, POPup classes (MC1/2, PCB1/2)</td>
<td></td>
<td>help improve class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(10% of students)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meets (no impact):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attendance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>POPups</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(85% of students)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Below (negative impact):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not timely attendance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Miss POPups</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(5% of students)</td>
</tr>
</tbody>
</table>

| Mid-Project Report                          | 10 %     | (ConOps, FSR, ICD, plan report) |
| Presentation updates                        | 10 %     | Cumulative on all updates leading to final presentation (i.e. 5% per presentation) |
| Final Presentation                          | 15 %     | Final presentation of functioning sub-blocks, presentation skills, organization, validation, complexity |
| Final Project Demo, Milestones              | 40 %     | Operation, validation completeness, data completeness, ability to communicate, validation and execution plan, correctness, complexity |
| Final Report                                | 25 %     |                                                                          |

Notes:

* Individual contribution will be weighed in determining the final course grade.
* Submit all writing assignments in pdf format on eCampus.
* Attendance is mandatory for all lectures and labs. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07. Attendance will be taken at beginning, mid or end of every lecture and lab, on random dates. Absence and/or lack of POPup class completion will negatively impact your grade by up to 5% (see Grading above).
* To pass this course you must pass the W component.
Americans with Disabilities Act (ADA) Policy Statement:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Room 126 of the Koldus Building or call 845-1637.

Academic Integrity Statement:
“An Aggie does not lie, cheat, or steal or tolerate those who do.”
The Honor Council Rules and Procedures are located at: http://www.tamu.edu/aggiehonor. All instances of academic misconduct (e.g., plagiarism, copying, etc.) will be severely penalized, with the offending group referred to the Aggie Honor Office.

Online Advising
Current students should also visit the advising course on eLearning to find out about scholarship, internship and research opportunities. Login through: http://elearning.tamu.edu/ and navigate to: Advising for Electrical Engineering Majors or Advising for Computer Engineering Majors (EE – Track)
### Class Schedule: (dates are approximate and subject to change)

<table>
<thead>
<tr>
<th>Wk</th>
<th>Starting Date</th>
<th>Lecture</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>08/27</td>
<td>Intro, Team formation</td>
<td>Project selection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project planning; ConOps, FSR,</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>09/03</td>
<td>Presentation of project selection</td>
<td>Plan creation, Documentation, presentation</td>
</tr>
<tr>
<td>3</td>
<td>09/10</td>
<td>General pitfalls, motors,</td>
<td>BOM, part order, subsystem design</td>
</tr>
<tr>
<td>4</td>
<td>09/17</td>
<td>High freq design, μcontrollers</td>
<td>Work on project</td>
</tr>
<tr>
<td>5</td>
<td>09/24</td>
<td>Work on project (potential industry presentation)</td>
<td>Work on project</td>
</tr>
<tr>
<td>6</td>
<td>10/01</td>
<td>Mid-Project report and presentation: ConOps, FSR, and ICD</td>
<td>Work on project</td>
</tr>
<tr>
<td>71</td>
<td>10/08</td>
<td>Work on project</td>
<td>Work on project</td>
</tr>
<tr>
<td>8</td>
<td>10/15</td>
<td>Work on project</td>
<td>Work on project</td>
</tr>
<tr>
<td>9</td>
<td>10/22</td>
<td>Present status</td>
<td>Work on Project</td>
</tr>
<tr>
<td>10</td>
<td>10/29</td>
<td>Present status</td>
<td>Work on Project</td>
</tr>
<tr>
<td>11</td>
<td>11/05</td>
<td>Work on project</td>
<td>Work on Project</td>
</tr>
<tr>
<td>12</td>
<td>11/12</td>
<td>Work on project</td>
<td>Work on Project</td>
</tr>
<tr>
<td>13</td>
<td>11/19</td>
<td>Work on project (Thanksgiving)</td>
<td>Work on Project</td>
</tr>
<tr>
<td>14</td>
<td>11/26</td>
<td>Final presentations</td>
<td>Project subsystem Demonstrations</td>
</tr>
<tr>
<td>15</td>
<td>12/03</td>
<td>Final presentations</td>
<td>Project subsystem Demonstrations</td>
</tr>
<tr>
<td>162</td>
<td>12/06</td>
<td>Final Report due</td>
<td>Grades due</td>
</tr>
</tbody>
</table>

1ECE Capstone Design Blitz (Oct 12-14)
2Due date for the test and validation plans of each individual subsystem
Core Curriculum Management

New Core Component Proposal

Date Submitted: 10/09/18 12:10 pm

Viewing: ECON 312-W : Poverty, Inequality and Social Policy

Last edit: 11/08/18 3:31 pm

Changes proposed by: kfelpel

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kurt Felpel</td>
<td><a href="mailto:kfelpel@tamu.edu">kfelpel@tamu.edu</a></td>
<td>979-845-9953</td>
</tr>
</tbody>
</table>

Course Prefix: ECON  

Course Number: 312

Academic Level: UG

Complete Course Title: Poverty, Inequality and Social Policy

Abbreviated Course Title: POVERTY & INEQUALITY

Crosslisted With:

Semester Credit: 3

Hour(s):

Proposal for: Writing Designation

Writing Designation

Number of Sections per Academic Year: 1

Enrollment per Section (Avg.): 30

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

No

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

Assistants will not be used

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

To pass this course you must pass the W component.

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

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Paper</td>
<td>2500</td>
<td>25</td>
<td>No</td>
</tr>
<tr>
<td>Rough Draft</td>
<td>1500</td>
<td>5</td>
<td>No</td>
</tr>
<tr>
<td>Proposal</td>
<td>500</td>
<td>5</td>
<td>No</td>
</tr>
</tbody>
</table>

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

2500

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

Explain how collaboration is monitored to ensure equal participation.

The writing assignment will be a paper of 2,000 to 2,500 words and will test a student’s ability to understand and apply various inequality measures to actual individual level data and it will require that the student explain how the measures are used in the reading assignments. The assignment is not collaborative, but students can consult with peers. All students must turn in separate papers in which their results are based on a unique data set I provide each student. The work will be done on an individual basis, except for peer review of the rough draft.

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

Feedback is provided through my comments on both the proposal and the rough draft of the students’ papers. I also will give my comments and instructions, in both written and oral form, during class, office hours, and group work sessions (held during office hours). Feedback is given on the proposal, rough draft, and the analysis files.

Describe how you provide writing instruction.

I provide a comprehensive outline on how to construct the analysis file, online examples of how to implement the inequality calculations and measures in the analysis file, and written examples of what must be included in the final paper. Verbal instruction occurs during multiple class periods, portions of class periods, and group work sessions.

Additional Comments

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

Attach Course Syllabus

Reviewer Comments Donna Pantel (dpantel) (12/07/18 2:02 pm): REPORT ON RECERTIFICATION OF W COURSE: ECON 312 We recommend that ECON 312 Poverty, Inequality and Social Policy be certified as a writing (W) course for four academic years (9/19 to 9/23). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 35% of the final grade is based on writing quality; (2) the total number of words is 2500; (3) the instructor to student ratio is 1:30; and (4) the assigned writing is appropriate to the major. Since original certification, the course has not changed significantly. Students write a proposal and a final paper. Formative feedback is provided through instructor comments on both the proposal and the rough draft of the final paper. Comments and instruction, including examples, are given orally and in writing during class, office hours, and group work sessions held during office hours.
Poverty, Inequality, and Social Policy

Course Information:
Economics 312
Spring 2019
8:45-10:00 PM, TR
Allen 1006
Office hours: 4:00-5:15 PM, TR

Instructor Information:
Dr. Rettenmaier
3025 Allen
979-845-7559
a-rettenmaier@tamu.edu

Course Description: This course examines the causes and consequences of inequality and the economic effects of government programs that address poverty. The course investigates inequality, economic mobility, poverty, and the government programs and policies that affect the distribution of income and consumption.

Prerequisite: Econ 323 or concurrent enrollment.

Learning Outcomes: Successful completion of the course enables students to analyze and measure inequality at the individual and group levels, both at a point in time and over several years. The course develops students’ economic understanding of the tools necessary to assess how various government programs impact labor supply, savings, investment, human capital accumulation, economic growth, and welfare.

Readings: Papers are assigned from the readings on reserve at the library and links below. New readings may be added and assigned as the semester progresses. Students are responsible for accessing and/or acquiring the assigned readings.

Readings on reserve are available by accessing e-reserves at: http://library-reserves.tamu.edu/areslocal/index.htm

Course Website: eCampus

Technology: Cellphones and other electronic devices besides laptops or calculators are not permitted during lectures or any exam. Please turn off and/or silence cellphones at the start of the lecture. Laptops can be used for taking notes and accessing course materials.

Grading: This is a writing intensive course. The relative percentages of the course grade are reflected in the following table. The five unannounced quizzes will be given during lectures and will cover material from the previous lecture. The average of your highest three quiz grades account for 5% of the total course grade. The paper’s description, timeline, and objectives will be discussed during class. The final will primarily cover the final third of the course, but will include material that I specify from the first two tests. Grading scale (90 ≤ A ≤ 100, 80 ≤ B <90, 70 ≤ C <80, 60 ≤ D <70, F <60).
<table>
<thead>
<tr>
<th>Test/Project</th>
<th>Date</th>
<th>Percent of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>Unannounced</td>
<td>5</td>
</tr>
<tr>
<td>Project Paper Proposal</td>
<td>February 12</td>
<td>5</td>
</tr>
<tr>
<td>Test 1</td>
<td>March 5</td>
<td>30</td>
</tr>
<tr>
<td>Rough Draft of Project Paper</td>
<td>March 26</td>
<td>5</td>
</tr>
<tr>
<td>Final Project Paper</td>
<td>April 25</td>
<td>25</td>
</tr>
<tr>
<td>Final</td>
<td>May 7, 1:00-3:00 pm</td>
<td>30</td>
</tr>
</tbody>
</table>

**Written Project Paper Proposal:** The proposal is a two-page outline summarizing the project paper topic. The project paper is based in large part on your analysis of a unique data set I provide. I will be available during office hours to assist with the development of your project paper. This assignment must be submitted to me in paper form and via email no later than the start of class on February 5, 2019.

Additionally, we will spend time during one class session after rough drafts of your project papers are returned to peer-edit another student’s paper using a rubric I will provide. During this time, I will discuss some general comments about the technical aspect of writing that can be improved upon in the rough drafts.

**Final Written Project Paper:** The final paper must be between 2,000 and 2,500 words. Your final paper should incorporate my suggestions and your peer reviewer’s comments. You will also provide as separate document in which you explain how my suggestions and your peer reviewer’s comments have been addressed in the final paper. Again, please talk to me during office hours for assistance. The final paper must be submitted to me in paper form and via email no later than the start of class on April 25, 2019.

**Make-up Policy:** A make-up test will be given to students who have an excused absence. The absence must conform to Student Rule 7 http://student-rules.tamu.edu/rule07.

**Academic Integrity:** “An Aggie does not lie, cheat, or steal or tolerate those who do.” – Aggie Honor Code.

Texas A&M University is dedicated to the discovery, development, communication and application of knowledge in a wide range of academic and professional fields and assumes as its historic trust the maintenance of freedom of inquiry and an intellectual environment nurturing the human mind and spirit. Living in accordance with the Aggie Code of Honor is critical to these ideals, to the goal of assuming a place of preeminence in higher education, and to the development of the whole student.

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

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

Semester Outline:

<table>
<thead>
<tr>
<th>Topics</th>
<th>Reading</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inequality</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td></td>
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</tr>
<tr>
<td>Labor Supply</td>
<td>Browning and Browning, Appendix</td>
<td>e-reserves</td>
</tr>
<tr>
<td>Inequality Measurement</td>
<td>Bellù and Liberati, Module 080, (2006)</td>
<td>links</td>
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<td></td>
<td>Bellù and Liberati, Module 000, (2005)</td>
<td>links</td>
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<td></td>
<td>Bellù and Liberati, Module 040, (2006)</td>
<td>links</td>
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<td></td>
<td>Bellù and Liberati, Module 051, (2006)</td>
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<tr>
<td></td>
<td>Bellù and Liberati, Module 052, (2006)</td>
<td>links</td>
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<tr>
<td>Income Inequality and Mobility</td>
<td>Juhn, Murphy, and Pierce (1993)</td>
<td>e-reserves</td>
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<tr>
<td></td>
<td>Kopczuk, Saez, and Song, (2010)</td>
<td>e-reserves</td>
</tr>
<tr>
<td></td>
<td>Guvenen, Kaplan, Song, and Weidner (2017)</td>
<td>links</td>
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<td></td>
<td>Alvaredo, Atkinson, Piketty, and Saez (2013)</td>
<td>e-reserves</td>
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<td></td>
<td>Mankiw (2013) and JEP Correspondence (2014)</td>
<td>e-reserves</td>
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<td>Mobility</td>
<td>Chetty, Hendren, Kline, and Saez, (2014)</td>
<td>e-reserves</td>
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<td>Wealth Inequality</td>
<td>Saez and Zucman (2016)</td>
<td>e-reserves</td>
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<td>Kopczuk (2015)</td>
<td>e-reserves</td>
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<tr>
<td></td>
<td>Piketty (2015)</td>
<td>e-reserves</td>
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<td>Chapter 6 in <em>Inequality and Economic Policy</em> (2015)</td>
<td>links</td>
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<tr>
<td>Group Inequalities</td>
<td>Goldin (2014)</td>
<td>e-reserves</td>
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<tr>
<td></td>
<td>Bureau of Labor Statistics (2017a)</td>
<td>links</td>
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<tr>
<td></td>
<td>Borjas (2006)</td>
<td>e-reserves</td>
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<tr>
<td></td>
<td>Bureau of Labor Statistics (2017b)</td>
<td>links</td>
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<tr>
<td>Discrimination</td>
<td>Becker (1992)</td>
<td>links</td>
</tr>
<tr>
<td></td>
<td>Bertrand and Mullainathan (2004)</td>
<td>e-reserves</td>
</tr>
<tr>
<td></td>
<td>Hamermesh and Biddle (1994)</td>
<td>e-reserves</td>
</tr>
<tr>
<td><strong>Poverty, Policies, and Programs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td></td>
<td>e-reserves</td>
</tr>
<tr>
<td>Measuring Poverty</td>
<td>Meyer and Sullivan (2012)</td>
<td>e-reserves</td>
</tr>
<tr>
<td>Income Redistribution</td>
<td>Bertrand de Jouvenel, “The Ethics of Redistribution” and Wallich, “Inequality and Growth” in <em>Inequality and Poverty</em> Congressional Budget Office (2013) and Congressional Budget Office (2017)</td>
<td>e-reserves</td>
</tr>
<tr>
<td>Education</td>
<td>Weiss, 1995</td>
<td>e-reserves</td>
</tr>
<tr>
<td>Minimum Wage</td>
<td>MaCurdy (2015)</td>
<td>e-reserves</td>
</tr>
<tr>
<td>Negative Income Tax</td>
<td>Browning and Browning, Chapter 9</td>
<td>e-reserves</td>
</tr>
<tr>
<td>---------------------</td>
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</tr>
<tr>
<td>Earned Income Tax Credit</td>
<td>Browning and Browning, Chapter 9</td>
<td>e-reserves</td>
</tr>
<tr>
<td>Social Security</td>
<td>Congressional Research Service (2016a)</td>
<td>links</td>
</tr>
<tr>
<td>Medicare</td>
<td>Congressional Research Service (2016b)</td>
<td>links</td>
</tr>
<tr>
<td>Tax Policy</td>
<td>Congressional Budget Office (2016)</td>
<td>links</td>
</tr>
<tr>
<td>Consumption Inequality</td>
<td>Meyer and Sullivan, (2013)</td>
<td>e-reserves</td>
</tr>
</tbody>
</table>

**Links to articles not on e-reserves**


[https://fguvenendotcom.files.wordpress.com/2014/04/gks_lifetime_history_2017_apr_nber.pdf](https://fguvenendotcom.files.wordpress.com/2014/04/gks_lifetime_history_2017_apr_nber.pdf)
Chapter 6 in *Inequality and Economic Policy*, edited by Tom Church, Christopher Miller, John B. Taylor, 2015, Hoover Press


Chapter 6: [http://www.hoover.org/sites/default/files/research/docs/chapter_6__kevin_murphy_and_emmanuel_saez.pdf](http://www.hoover.org/sites/default/files/research/docs/chapter_6__kevin_murphy_and_emmanuel_saez.pdf)

Gary S. Becker – 1992 Nobel Prize Lecture


[https://www.cbo.gov/publication/51361](https://www.cbo.gov/publication/51361)

Congressional Budget Office, 2013, “Growth in Means-Tested Programs and Tax Credits for Low-income Households.”


[https://www.fas.org/sgp/crs/misc/R42035.pdf](https://www.fas.org/sgp/crs/misc/R42035.pdf)


[https://www.fas.org/sgp/crs/misc/R40425.pdf](https://www.fas.org/sgp/crs/misc/R40425.pdf)


[https://fas.org/sgp/crs/misc/RL33202.pdf](https://fas.org/sgp/crs/misc/RL33202.pdf)

Core Curriculum Management

New Core Component Proposal

Date Submitted: 10/26/18 10:04 am

Viewing: GEOS 481-W : Seminar

Last edit: 10/26/18 10:04 am

Changes proposed by: m-richardson

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Jo Richardson</td>
<td><a href="mailto:mrichardson@ocean.tamu.edu">mrichardson@ocean.tamu.edu</a></td>
<td>979-845-7966</td>
</tr>
</tbody>
</table>

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

Complete Course Title: Seminar
Abbreviated Course Title: SEMINAR

Crosslisted With:

Semester Credit: 1

Proposal for:
Writing Designation

Writing Designation

Number of Sections per Academic Year: 2
Enrollment per Section (Avg.): 10

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

If you are working with assistants (graduate or undergraduate included), briefly explain how you will monitor and supervise their work and what roles they will play in the teaching of writing.
Graduate and undergraduate students are not involved with grading.

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

To pass this course you must pass the W component.

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

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar summary 1</td>
<td>200</td>
<td>8</td>
<td>No</td>
</tr>
<tr>
<td>Seminar summary 2</td>
<td>200</td>
<td>8</td>
<td>No</td>
</tr>
<tr>
<td>Seminar summary 3</td>
<td>200</td>
<td>8</td>
<td>No</td>
</tr>
<tr>
<td>Seminar summary 4</td>
<td>200</td>
<td>8</td>
<td>No</td>
</tr>
<tr>
<td>Seminar summary 5</td>
<td>200</td>
<td>8</td>
<td>No</td>
</tr>
</tbody>
</table>
Add word count of each graded writing assignment and put total word count here.

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar summary 6</td>
<td>200</td>
<td>8</td>
<td>No</td>
</tr>
<tr>
<td>Extended summary 1</td>
<td>500</td>
<td>16</td>
<td>No</td>
</tr>
<tr>
<td>Extended summary 2</td>
<td>500</td>
<td>16</td>
<td>No</td>
</tr>
</tbody>
</table>

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

80

Explain how collaboration is monitored to ensure equal participation.
There are no collaborative assignments.

Describe the formative feedback provided on student writing, especially on major assignments.
Formative feedback is given on each seminar summary to aid improvement on subsequent seminar summaries.

Describe how you provide writing instruction.
Writing instruction occurs at the first meeting and throughout the semester via writing center and professional society readings regarding writing and presenting tips.

Additional Comments

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

Attach Course Syllabus: [GEOS481901-902Wcertification.pdf](#)

Reviewer Comments: Donna Pantel (dpantel) (12/07/18 2:03 pm): REPORT ON RECERTIFICATION OF W COURSE: GEOS 481 We recommend that GEOS 481 Seminar: Writing Intensive Summaries, be certified for this title only as a writing (W) course for four academic years (9/19 to 9/23). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 80% of the final grade is based on writing quality; (2) the total number of words is 2200; (3) the instructor to student ratio is 1:10; and (4) the assigned writing is appropriate to the major. GEOS 481 is a one-credit course in which students write 6 short and 1 extended summaries. These are graded with comments and returned in a timely manner so that students can improve from one to the next. Writing instruction include presentations on writing from the University Writing Center and readings from their professional society.
Course title and number | GEOS 481 sections 901-902: Geosciences Environmental Program Seminar  
Term (e.g., Fall 200X) | Fall 2018

Meeting times and location | **REQUIRED** First meeting Monday, 27 August at 12:45 PM or 3:15 PM in O&M 306. Attend one of these meetings. Bring your laptop to the meeting.

Course Description and Prerequisites
Acquaint students with current research themes in the environmental field. May be repeated 4 times for credit. Prerequisite: Junior or senior classification. **This is a writing intensive course.**

Learning Outcomes or Course Objectives
By the end of the course, students will be able to:
- Summarize the main points of a seminar
- Identify the qualities of a well-presented seminar
- Connect oral seminar presentations with the scientific literature

Instructor Information
Name | Dr. Mary Jo Richardson
Telephone # | 979-845-7966
Email address | mrichardson@ocean.tamu.edu
Office hours | Monday 2 – 3 PM, Tuesday, Thursday 2:30 PM – 3:30 PM and by appointment (call my office to set up an appointment)
Office location | O&M 306C

Textbook and/or Resource Material
No textbook. Resource material will be posted on eCampus

Grading Policies
All assignments must be submitted via the eCampus/Turnitin course site.

Assignments must be submitted by **Wednesday night the week of attending the seminar.** Monday seminars (OCNG) are due Wednesday, Wednesday seminars (ATMO) and Friday seminars (GEPL) are due the following Wednesday.

**Assignments are due each Wednesday night by 11:59 PM. This is a HARD deadline. eCampus submission closes at that time.**

There are TWO opportunities to make up a missed assignment.

You can, and should, submit early. **To pass this course you must pass the “W” component**

| Six short seminar reports | 40 points each | 240 points |
| Two extended seminar reports | 80 points each | 160 points |
| Three reading assignments | 25 points each | 75 points |
| First week organization meeting | 25 points | 25 points |

Course grades are based on the following number of points earned:

- A 450 - 500
- B 400 – 450
- C 350 – 400
- D 300 – 350
- F < 300
Plagiarism

“As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person.”. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu, and http://aggiehonor.tamu.edu/Rules-and-Procedures/Rules/Honor-System-Rules#Definitions

Course Topics, Calendar of Activities, Major Assignment Dates

In this course you will attend and report on eight (8) scientific seminars chosen from a posted list of the OCNG, ATMO and GEPL seminars and complete reading assignments about writing and presenting skills. OCNG seminars are Mondays at 4 PM in O&M 112. ATMO seminars are Wednesdays at 4 PM in O&M 112. GEPL seminars are Fridays at 11:30 AM to 12:30 PM in HALB 101.

Reading assignments: Read the posted articles on eCampus.

Seminar reports: Attend a seminar from the posted list, or an approved seminar, and submit the seminar title, presenter and a 200 words or more synopsis (see reading assignments on scientific presentations). Example reports will be posted on eCampus.

Extended seminar reports: Attend a seminar from the posted list, or an approved seminar, and submit a 1-2 page (500 words or more) synopsis of the scientific content and a few positive and negative aspects of the presentation (see reading assignments). Include a literature citation on the topic of the seminar. See the first reading assignment and the sample extended seminar reports for the format. The literature citation needs to be a published journal article, not a website.

There will be one formal REQUIRED class meeting on Monday, August 27 at 12:45 PM or 3:15 PM in O&M 306. I will give an overview of the course, discuss the expectations of the course, and give instruction on writing. Further instruction on writing will occur throughout the semester via assignments based on the TAMU Writing Center handouts and guides.

If you have any questions during the semester please stop by my office (O&M 306C), call my office (845-7966) or email me at mrichardson@ocean.tamu.edu.

Always be respectful of the speaker and audience in the seminars you attend. If you cannot be on time or stay until the end of the allotted time, please, do not attend that seminar. Please silence all electronic devices during the seminars.
Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>27 Aug</td>
<td>REQUIRED Overview, Meeting Academic integrity assignment</td>
<td>Posted on eCampus</td>
</tr>
<tr>
<td>5 Sep</td>
<td>Reading assignment #1</td>
<td></td>
</tr>
<tr>
<td>12 Sep</td>
<td>Seminar report #1</td>
<td></td>
</tr>
<tr>
<td>19 Sep</td>
<td>Seminar report #2</td>
<td></td>
</tr>
<tr>
<td>26 Sep</td>
<td>Reading assignment #2</td>
<td>Posted on eCampus</td>
</tr>
<tr>
<td>3 Oct</td>
<td>Extended seminar report #1</td>
<td></td>
</tr>
<tr>
<td>10 Oct</td>
<td>Seminar report #3</td>
<td></td>
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<tr>
<td>17 Oct</td>
<td>Seminar report #4</td>
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<tr>
<td>24 Oct</td>
<td>Reading assignment #3</td>
<td>Posted on eCampus</td>
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<tr>
<td>31 Oct</td>
<td>Extended seminar report #2</td>
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<tr>
<td>7 Nov</td>
<td>Seminar report #5</td>
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<tr>
<td>14 Nov</td>
<td>Seminar report #6</td>
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<tr>
<td>20 Nov</td>
<td>Missed assignment opportunity #1</td>
<td>NOTE THIS IS A TUESDAY</td>
</tr>
<tr>
<td>28 Nov</td>
<td>Missed assignment opportunity #2</td>
<td></td>
</tr>
</tbody>
</table>

Other Pertinent Course Information

Attendance and Make-Up Policies

Excused absences will be based on Student Rule 7 (http://student-rules.tamu.edu/rule07). Make-ups will be allowed for excused absences. No make-ups will be allowed for unexcused absences. See

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, 701 West Campus Blvd, College Station, or call 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.”
Core Curriculum Management

New Core Component Proposal

Date Submitted: 10/19/18 9:46 am

Viewing: PHIL 410-W : Classical Philosophy

Last edit: 10/19/18 9:46 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>
</tbody>
</table>

Course Prefix  PHIL  Course Number   410
Academic Level  UG
Complete Course Title  Classical Philosophy
Abbreviated Course Title  CLASSICAL PHILOSOPHY
Crosslisted With
Semester Credit   3
Hour(s)
Proposal for:  Writing Designation

Writing Designation

Number of Sections per Academic Year  1  Enrollment per Section (Avg.)  25
Are the graded writing assignments evaluated by any assistants (i.e., GATs or undergraduates)?  No

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

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

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

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading questions, 100 words x 15</td>
<td>1500</td>
<td>24</td>
<td>No</td>
</tr>
<tr>
<td>Term Paper</td>
<td>1500</td>
<td>30</td>
<td>No</td>
</tr>
</tbody>
</table>

Add word count of each graded writing assignment and put total word count here. 3000
Add the percentage of final grade based on writing: 54
and put the total percentage here.

Explain how collaboration is monitored to ensure equal participation.

NOT APPLICABLE

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

Formative feedback in provided both for the responses to the “reading questions” and the “term paper.”

Students write 100 word essays in response to the reading questions at least 15 times during the semester. They receive written feedback on both writing style and content. The large number of assignments and frequent feedback enable improved performance over the course of the semester.

Students turn in drafts of their term paper well in advance of the due date for the revised draft. They receive written comments from the professor.

Describe how you provide writing instruction.

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

Additional Comments

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

Attach Course Syllabus: PHIL 410 W sample2.doc

Reviewer Comments: Donna Pantel (dpantel) (12/07/18 2:05 pm): REPORT ON RECERTIFICATION OF W COURSE: PHIL 410 We recommend that PHIL 410 Classical Philosophy be certified as a writing (W) course for four academic years (9/19 to 9/23). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 54% of the final grade is based on writing quality; (2) the total number of words is 3000; (3) the instructor to student ratio is 1:25; and (4) the assigned writing is appropriate to the major. Since original certification, the course has not changed significantly. Writing assignments consist of 15 reading responses and a term paper. For the 15 reading responses, students get frequent and timely feedback to prepare them for writing the term paper. They get written instructor comments on a draft of the term paper. Instruction includes lectures on writing, discussions about model readings, and lessons on research methods/citation.

Key: 924
CLASSICAL PHILOSOPHY (PHIL 410)

Course title and number  CLASSICAL PHILOSOPHY
Term SPRING 201X
Meeting times and location 5.30 – 6.45 TUES/THURS, YMCA 113

Course Description and Prerequisites

Major philosophers from 600 B.C. to the end of the third century A.D. including the Pre-Socratics, Socrates, Plato, Aristotle, Hellenistic and Roman philosophy and the Neo-Platonists.

This course focuses on the influential figures of Socrates, Plato, and Aristotle. After an historical introduction and a brief survey of some of the leading pre-Socratic philosophers, we will study two Socratic dialogs (Meno and Protagoras) as a lead-in to Plato’s Republic. We will look at aspects of Aristotle’s logic and metaphysics, but the main focus will be on his Nicomachean Ethics. This course will be looking in particular at how ethical theories in classical Greece are influenced by different ways of thinking about the mind and the self.

Prerequisite: Junior or senior classification or approval of instructor.

Learning Outcomes

On completing this course students should be able to:

• Describe the principal trends in classical Greek philosophy and their general intellectual background
• Interpret and analyze original texts by Plato and Aristotle in translation
• Interpret and critically evaluate secondary literature
• Defend a philosophical thesis in writing.

Instructor Information

Name Dr. José Luis Bermúdez
Email address jbermudez@tamu.edu
Office hours Tuesday 3.45-4.45; Thursday 1.15-2.15
Office location YMCA 311

Textbook and/or Resource Material

The textbook for this course is the Fifth Edition of Readings in Ancient Greek Philosophy: From Thales to Aristotle, edited by S. Marc Cohen, Patricia Curd, and C. D. C. Reeve (Hackett, 2016). The book is available in the bookstore and online. Other required and recommended readings will be made available on eCampus.

Grading Policies

The grade for the course will be determined from a total of 250 available points as follows:

Reading questions [60 points = 24% approx]
There will be required reading for each class. For each of classes 5 through 26 I will assign two questions to guide your preparation for that class. The file containing these reading questions is available on eCampus. The assignment for each class is to submit short answers to the questions for
that class. Each answer must be approximately **100 words** and will be submitted through Turnitin on eCampus by midnight on the day before class. There will be a total of 21 assignments, with 4 points available for each assignment (2 points per question). You must complete at least 15 of these assignments. The remaining assignments will count for extra credit (4 points each for a total of 24 points possible extra credit).

**Term paper**, 1500-2000 words [75 points = 30%]. Draft required April 12 @ 11:59 PM. Final version due on Wednesday May 2 @ 11.59 PM]

**Midterm exam** [50 points = 20%]

**Final exam** [65 points = 26%]

The final exam will be cumulative.

*Because this is a W-course, you must pass the writing portions of the course (the reading questions and the term paper) in order to pass the course as a whole.*

_**Grading scale**_

*Standard Letter Grading Scale:*

A = 220 – 250  
B = 190 – 219  
C = 150 – 189  
D = 120 – 149  
F = <120

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

Please see the attached spreadsheet for course topics and required readings for each class. The due date for the term paper will be **Wednesday May 2 (11.59 PM)**. Instructions for the term paper will be provided in due course.

_**Attendance and make-up policy**_

Attendance is required for all classes (except for university sanctioned absences, see https://student-rules.tamu.edu/rule07/). You should let me know in advance if you are not able to attend a class when possible. Students will not be penalized for their first unauthorized absence, but subsequent absences will result in a deduction of 1 point for each absence from the overall grade for the course.

Make-up exams will be provided only in cases of university sanctioned absences. Written documentation from an appropriate figure is required. Documentation should include contact details.

_**Religious Holidays**_

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

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

_**Academic Integrity**_

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

An Aggie does not lie, cheat, or steal, or tolerate those who do.
Title IX Duty to Report

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

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

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

Students and faculty can report non-emergency behavior that causes them to be concerned at http://tellsomebody.tamu.edu.

Class Schedule

<table>
<thead>
<tr>
<th>Wk.</th>
<th>Class</th>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Required reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1/16</td>
<td>TU</td>
<td>Introduction and overview</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/18</td>
<td>TH</td>
<td></td>
<td>Epics and myths</td>
<td>Homer, Iliad Bk. 1 [eCampus]</td>
</tr>
<tr>
<td>3</td>
<td>1/23</td>
<td>TU</td>
<td></td>
<td>The first philosophers</td>
<td>Irwin, Classical Thought Ch. 3 (eCampus)</td>
</tr>
<tr>
<td>4</td>
<td>1/25</td>
<td>TH</td>
<td></td>
<td>The 5th century background</td>
<td>Irwin, Classical Thought Ch. 4 (eCampus)</td>
</tr>
<tr>
<td>5</td>
<td>1/30</td>
<td>TU</td>
<td></td>
<td>Socrates: Inquiring into virtue</td>
<td>Plato, Meno 70a - 86c</td>
</tr>
<tr>
<td>6</td>
<td>2/1</td>
<td>TH</td>
<td></td>
<td>Socrates: Can virtue be taught?</td>
<td>Plato, Meno 86c - 100b; Protagoras 317e - 328d</td>
</tr>
<tr>
<td>7</td>
<td>2/6</td>
<td>TU</td>
<td></td>
<td>Socrates: Virtue is knowledge</td>
<td>Plato, Protagoras 328d - 334c; 349a - 361d</td>
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<tr>
<td>8</td>
<td>2/8</td>
<td>TH</td>
<td></td>
<td>Plato: Glaucen's challenge</td>
<td>Plato, Republic Bk. II to 367e</td>
</tr>
<tr>
<td>9</td>
<td>2/13</td>
<td>TU</td>
<td></td>
<td>Plato: The origins of the city</td>
<td>Plato, Republic Bk. II 367e to end</td>
</tr>
<tr>
<td>10</td>
<td>2/15</td>
<td>TH</td>
<td></td>
<td>Plato: Justice in the city</td>
<td>Plato, Republic Bk. IV to 434d</td>
</tr>
<tr>
<td>11</td>
<td>2/20</td>
<td>TU</td>
<td></td>
<td>Plato: Justice in the individual</td>
<td>Plato, Republic Bk. IV 434d to end</td>
</tr>
<tr>
<td>12</td>
<td>2/22</td>
<td>TH</td>
<td></td>
<td>Plato: The philosopher-kings</td>
<td>Plato, Republic Bk. V 473b to end; Bk. VI, 505a to end; Bk. VII, to 521b.</td>
</tr>
<tr>
<td>13</td>
<td>2/27</td>
<td>TU</td>
<td></td>
<td>Study session for mid-term exam</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>3/1</td>
<td>TH</td>
<td></td>
<td>Mid-term exam</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>3/6</td>
<td>TU</td>
<td></td>
<td>Plato: Injustice 1 (Timocracy and Oligarchy)</td>
<td>Plato, Republic Bk. VII 521b to end; Bk VIII to 555b</td>
</tr>
<tr>
<td>16</td>
<td>3/8</td>
<td>TH</td>
<td></td>
<td>Plato: Injustice 2 (Democracy and Tyranny)</td>
<td>Plato, Republic Bk. VIII 555b to end; Bk. IX to 580a</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MID-SEMESTER BREAK</td>
<td>MID-SEMESTER BREAK</td>
</tr>
<tr>
<td>17</td>
<td>3/20</td>
<td>TU</td>
<td></td>
<td>Plato: The just are happier than the unjust</td>
<td>Plato, Republic Bk. IX 580a to end</td>
</tr>
<tr>
<td>18</td>
<td>3/22</td>
<td>TH</td>
<td></td>
<td>Plato: Arguments for/against the Forms</td>
<td>Plato, Phaedo 73c-76e; 78c-79a; Parmenides 127a - 135d</td>
</tr>
<tr>
<td>19</td>
<td>3/27</td>
<td>TU</td>
<td></td>
<td>Aristotle: Categories and causes</td>
<td>Aristotle, Categories 1 - 5; Physics II 1-4</td>
</tr>
<tr>
<td>21</td>
<td>4/3</td>
<td>TU</td>
<td></td>
<td>Aristotle: Substance and essence</td>
<td>Aristotle, Metaphysics Zeta (Bk. VII), 1-3, 8, 17</td>
</tr>
<tr>
<td>22</td>
<td>4/5</td>
<td>TH</td>
<td></td>
<td>Aristotle: Happiness and the good</td>
<td>Aristotle, Nicomachean Ethics Bk. I, 1-7, 13</td>
</tr>
<tr>
<td>23</td>
<td>4/10</td>
<td>TU</td>
<td></td>
<td>Aristotle: The nature of excellence (virtue)</td>
<td>Aristotle, Nicomachean Ethics Bk. II, 1-7, 9</td>
</tr>
<tr>
<td>24</td>
<td>4/12</td>
<td>TH</td>
<td></td>
<td>Term paper draft due</td>
<td>Aristotle, Nicomachean Ethics Bk. III, 1-5, Bk. VII, 1-3</td>
</tr>
<tr>
<td>25</td>
<td>4/17</td>
<td>TU</td>
<td></td>
<td>Aristotl: Excellences of character and intellect</td>
<td>Aristotle, Nicomachean Ethics, Bk. III, 6-12 [eCampus], Bk. VI, extracts in text</td>
</tr>
<tr>
<td>26</td>
<td>4/19</td>
<td>TH</td>
<td></td>
<td>Aristotle: Justice</td>
<td>Aristotle, Nicomachean Ethics Bk. V, 1-5 [eCampus]</td>
</tr>
<tr>
<td>27</td>
<td>4/24</td>
<td>TU</td>
<td></td>
<td>Aristotle: Pleasure, happiness, and education</td>
<td>Aristotle, Nicomachean Ethics Bk. X, 4-9 [eCampus]</td>
</tr>
<tr>
<td>28</td>
<td>4/26</td>
<td>TH</td>
<td></td>
<td>Review session (Plato)</td>
<td></td>
</tr>
</tbody>
</table>

Exam Period

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/2</td>
<td>10-12PM</td>
<td>Final exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Term paper due</td>
</tr>
</tbody>
</table>
Core Curriculum Management

New Core Component Proposal

Date Submitted: 08/21/18 4:16 pm

Viewing: **POLS 412-W : International Political Economy**

Last edit: 10/29/18 11:05 am

Changes proposed by: jrobertson

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

Course Prefix | POLS | Course Number | 412 |
Academic Level | UG |
Complete Course Title | International Political Economy |
Abbreviated Course Title | INTL POLITICAL ECONOMY |
Crosslisted With | |
Semester Credit | 3 |
Hour(s) | |
Proposal for: Writing Designation |

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

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

No grading of writing assignments

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

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

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

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini Paper on Trade</td>
<td>750</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Mini Paper on Investment</td>
<td>750</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Mini Paper on Monetary Policy</td>
<td>750</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Final Paper</td>
<td>2000</td>
<td>20</td>
<td>No</td>
</tr>
</tbody>
</table>

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate
Add word count of each graded writing assignment and put total word count here.
4250

Add the percentage of final grade based on writing and put the total percentage here.
50

Explain how collaboration is monitored to ensure equal participation.
Most of the assignments provided in this course are individual. The students collaborate in reviewing each other’s paper drafts prior to submitting them to me. Students are asked to read and comment on each other’s paper drafts in class. Although these reviews do not count toward the course grade, I encourage students to do a thorough job on the reviews by distributing and collecting a grading rubric that they use to evaluate the papers. I also ask students to read a different student’s paper for each paper assignment. This ensures that they get feedback from at least three different students.

Describe the formative feedback provided on student writing, especially on major assignments.
Students are familiarizing themselves with how good social science papers are written during the entire semester. Students read academic articles in preparation for class. We discuss these in detail, so they develop a complete understanding of the content that is appropriate in a research article. They also present two articles during the semester. These presentations assess their ability to identify the key components of a research article, and they must extend the article, either theoretically or empirically. This extension is a great way for them to start thinking about their own papers and to get feedback from me and from the class about the feasibility of their proposed extension. I provide them with a grading rubric and written comments regarding the presentation.

Describe how you provide writing instruction.
During the course of the semester, I provide writing instruction both theoretically and in practice. The class is broken up into three units. During Unit I, I describe the content that must be included in an academic paper, i.e., how to write a puzzle, theory, hypothesis, and research design. They see many examples provided by the articles we read [and they present] in class. We also go through specific excerpts and discuss how the article, paragraph, and sentence structure could be improved to bring clarity or brevity. They then make practical use of these skills in their first mini-paper. This paper helps me get a better idea of where they struggle, so that I can tailor my writing instruction to the needs of the class. During Unit II, I use their Unit I mini-papers to illustrate specific ways that they can improve their writing. During Unit III, I will go over how to collect evidence and write a conclusion. They will continue to hone their writing skills and to receive personalized feedback from me on their second and third mini-papers.

Additional Comments

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

Attach Course Syllabus
POLS412 Syllabus.pdf

Reviewer Comments
Donna Pantel (dpantel) (12/07/18 2:08 pm): REPORT ON RECERTIFICATION OF W COURSE: POLS 412 We recommend that POLS 412 International Political Economy be certified as a writing (W) course for four academic years (1/19 to 1/23). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 70% of the final grade is based on writing quality; (2) the total number of words is 3750; (3) the instructor to student ratio is 1:25; and (4) the assigned writing is appropriate to the major. Since original certification, the course has not changed significantly. Students write three short papers and a term paper. All the papers are peer reviewed. Instruction includes review and discussion of professional articles. They also present two articles to teach them to identify the key components of a research article. They review and discuss sample professional articles.
International Political Economy  
Writing Intensive Class, Fall 2018  
Syllabus

Section 25306, POLS 412-901, TTh, 10:20 a.m. - 11:35 a.m.  
Section 25307, POLS 412-902, TTh, 11:55 a.m. - 1:10 p.m.

Instructor: Amy Pond, Assistant Professor  
Department of Political Science  
Email: apond@tamu.edu  
Phone: (979) 845-2845  
Office: Allen 2123  
Office Hours: TTh 1:30 - 2:30 p.m., or by appointment

Course description in TAMU Undergraduate Catalog: Politics of international economic relations; interactions between political and economic realms in the contemporary world.

Course overview:  
International Political Economy (IPE) is an interdisciplinary field focused on the relationship between economic issues and political incentives. Economic issues include trade and financial flows, monetary policy, fiscal policy, growth, and economic crisis. Political incentives often stem from regime type, partisanship, political institutions, and election timing. After completing this course, students will be able to answer the following questions.

– How do domestic political institutions and partisanship influence international economic policy and economic outcomes?
– How do international economic flows affect and constrain domestic policymakers?

This course is defined as a “W” course, which means that the course is writing intensive. We will devote a substantial amount of time to the practice of understanding existing written work and improving our own writing skills. For more details about “W” courses, go to: https://writingcenter.tamu.edu/Students/W-C-Courses. In order to receive “W” credit for this course a student must pass the writing portion of the course.

Prerequisites: POLS 206; junior or senior classification or approval of department head.

Learning outcomes: Upon successfully completing the course, students will be able to:

– Apply basic knowledge of historical events in international political economy,
– Understand and extend existing theories presented in academic work,
– Develop a logical argument that can be evaluated using evidence,
– Provide relevant evidence that is either consistent or inconsistent with the theory, and
– Clearly and concisely present, in writing and orally, academic work to a group of their peers.

Learning environment: It is of utmost importance that every student feels comfortable speaking in class and that we are always respectful of one another. Students with concerns, challenges or special circumstances of any sort should let me know as soon as possible.

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

**Course materials:** There is one required textbook for the course: ———. 2012. *International Political Economy: Interests and Institutions in the Global Economy.* New York, NY: Pearson Education, Inc. It is available at area bookstores. Edition 4 or 5 is acceptable for use in the course, and the syllabus lists the assigned reading in both editions.


A number of additional readings are also required; students can access them on the library e-reserves: [https://library-reserves.library.tamu.edu/areslocal/index.htm](https://library-reserves.library.tamu.edu/areslocal/index.htm). Students may need to download a .pdf viewer before viewing them. If, for some reason, the articles are not available on the course site, students must locate them. The University Library and Google Scholar are good resources for this. Students are expected to have completed the reading by the day for which it has been assigned. All the readings are equally vital.

**Assignments and Grading:** Grades in the course will be based on the following assignments:

- 10 percent – participation
- 10 percent – 2 in-class presentations (5 percent each)
- 30 percent – 3 mini papers (10 percent each)
- 30 percent – 3 in-class midterm exams (10 percent each)
- 20 percent – final paper

Grades will be awarded based on the following grading scale: A=90-100, B=80-89, C=70-79, D=60-69, F=59 and below.

**Participation:** The participation grade will be based on attendance. A student whose absence is excused will not be penalized for that absence and should make arrangements to complete any missed assignments as soon as possible with the professor. Make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The student is responsible for notifying the professor of the absence and providing satisfactory evidence to the professor to substantiate the reason for the absence. Accommodations for absences can be sought either prior to or after the absence, but not later than two working days after the absence. See Student Rule 7 for details [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

Cell phones are not permitted in class. Computers are permitted for word processing, but, if they become too distracting, students may be asked to put them away.

**Presentations:** Each student will present two times. The presentation should include a summary and respond to an academic article (that is assigned reading for the class). Each presentation will be worth 5 percent of the student’s course grade. Presentations will be assigned to students at the beginning of the second class meeting. Although the class is often asked to skim an article, students should read the full article for their presentation. Presentations are expected to last around 10 minutes and should not exceed 12 minutes.

The summary should include the research question, theory, research design [or methodology], findings, and conclusion. The response should include an assessment of the logical consistency
of the author’s argument, the soundness of the methodology (accurate measurement, research design, etc), and two possible extensions.

**Mini Papers:** All students will complete three mini papers. The course is loosely divided into three units: (I) Trade, (II) Investment, and (III) Monetary Policy. Towards the end of each unit, each student will write a mini paper. In these papers, students will present a question, theory, and research design. The papers will be 750-1,000 words (3-4 pages) in length, double-spaced, with 12 point-Times New Roman font and one-inch margins. The purpose of these papers is to give students practice constructing theories and related research designs and to provide comments on students’ progress. The papers should be framed around a question related to the preceding unit. These are not outlines and should not contain bullet points; they are short writing assignments, requiring concise prose. Students will workshop these papers in class, and the professor will provide comments on each of these papers. These papers must include:

1. a clear research question;
2. an explanation of why the question is important, including a preliminary bibliography with at least 5 sources, related to the question;
3. a theory that answers the question;
4. a testable hypothesis, derived from the theory; and
5. an explanation of how evidence could be used to evaluate the theory.

**Final Paper:** At the end of the semester, students will complete a final paper that will resemble a short, academic article. In the final paper, students will write a full research paper. Students may revise and extend one of the mini papers that they wrote during the semester (recommended) or begin a new paper. While the mini paper required a question, theory, and research design, the final paper will require that students complete the research design and write a conclusion. The papers will be 2,000-2,500 words (8-10 pages) in length, double-spaced, with 12 point-Times New Roman font and one-inch margins. The final paper will be due online during the final exam period. The final paper will include the aforementioned sections from the mini paper, as well as:

1. an updated explanation and bibliography with at least 10 sources;
2. the presentation of evidence that is relevant to the theory (evidence may include carefully selected case studies, statistical analysis, process tracing, etc);
3. a discussion of whether the evidence that is presented is consistent with the theory or not;
4. a conclusion that identifies what can be learned from the theory and evidence, as well as ideas to improve our understanding of the question in the future.

There are no “right” answers in this paper. Students should feel free to draw any conclusions they like, so long as the paper is well reasoned and demonstrates knowledge of the material.

**Exams:** The exams will be closed book exams featuring multiple choice and short answer questions. These exams will require students to know the assigned readings and concepts. The exams are not cumulative and will cover only readings and lectures from the preceding unit.

**Grading Policy:** Late assignments will lose one-third of a letter grade (i.e., from A to A-) for each day they are late. The only exceptions will be for an excused absence, in which case students must make personal arrangements with me. I will try to provide detailed comments while grading that will be helpful to students. I am also available during office hours to answer any questions students may have.

If a student feels as though a grade should be changed, after discussing the grade with me, he or she should initiate a grade appeal within one week after receiving the graded assignment.
(late appeals will not be considered). The appeal must include the original assignment and a brief explanation detailing why the assignment deserves a higher grade. I will re-evaluate the grade.

**Aggie Honor Code**

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/).

**Helpful Links**
- Academic Calendar [http://registrar.tamu.edu/General/Calendar.aspx](http://registrar.tamu.edu/General/Calendar.aspx)
- Final Exam Schedule [http://registrar.tamu.edu/Courses,-Registration,-Scheduling/Final-Examination-Schedules](http://registrar.tamu.edu/Courses,-Registration,-Scheduling/Final-Examination-Schedules)
- Online Catalog [http://catalog.tamu.edu/](http://catalog.tamu.edu/)

**Course Outline** Class meets TTh for seventy five minutes each day. The readings are subject to change. Any changes will be announced in class and will be updated on the online syllabus on e-campus.

8/28 – Introduction
- What is IPE? Preferences, Institutions, Policies, and Outcomes
- How to read and write academic papers?

**Unit I: Trade Policy**

8/30 – Why trade? Principle of Comparative Advantage

*Sign up for presentations.*


9/6 – Why do policymakers restrict trade? The Factors and Sectors Models

9/11 – Why do policymakers restrict trade? Survey Research

9/13 – International cooperation on trade

9/18 – More International cooperation on trade

9/20 – Trade and National Security

9/25 – Unit I Exam

9/27 – Unit I Mini Paper Workshop

**Unit II: International Investment and Banking**

10/2 – Multinational Corporations: Why FDI?

*Unit 1 Mini Paper Due*

10/4 – Political Risk

10/9 – Attracting Investment: International Investment Agreements

10/11 – The Race to the Bottom and tax competition

10/16 – Ownership structure and global supply chains

10/18 – Capital Account Openness and Political Motivations

10/23 – Introduction to the Politics of Banking

10/25 – Foreign Aid

10/30 – *Unit II Exam*

11/1 – *Unit II Mini Paper Workshop*
Unit III: Monetary Policy and Exchange Rate Regimes

11/6 – Monetary Policy and Exchange Rates Choices

Unit II Mini Paper Due

11/8 – The Mundell-Fleming Model or “Unholy Trinity”


11/15 – Economic crisis and the International Monetary Fund

11/20 – Unit III Exam

11/27 – Mini paper workshop

11/29 – Immigration

Unit III Mini Paper Due

12/4 – Final paper workshop

12/7 – Final papers due during the exam period
- 12:30 - 2:30 p.m. for TTh 10:20 a.m. - 11:35 a.m.
- 3:00 - 5:00 p.m. for TTh 11:55 a.m. - 1:10 p.m.
References


Core Curriculum Management

New Core Component Proposal

Date Submitted: 10/11/18 12:12 pm

Viewing: RELS 420-W : Religion and the Environment

Last edit: 10/11/18 12:12 pm

Changes proposed by: mindybergman

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annette Jackson</td>
<td><a href="mailto:annejej@tamu.edu">annejej@tamu.edu</a></td>
<td>979-845-0264</td>
</tr>
</tbody>
</table>

Course Prefix: RELS  
Academic Level: UG

Complete Course Title: Religion and the Environment

Abbreviated Course Title: RELIGION AND THE ENVIRONMENT

Crosslisted With:  
Semester Credit: 3

Proposal for: 
Writing Designation

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<th>Word count</th>
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<th>Collaborative?</th>
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<td>Reading Synopses (approx 100 words each)</td>
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<tr>
<td>Personal Essay</td>
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<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Research paper outline</td>
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</tr>
<tr>
<td>Research Paper</td>
<td>2000</td>
<td>35</td>
<td>No</td>
</tr>
</tbody>
</table>

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

n/a

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

To pass this course you must pass the W component.

List all graded writing assignments along with the approximate word count of each. (Note that for most 12-point fonts there are about 250 words on a page if double-spaced and 500 if single-spaced.) In addition, list the percentage of the final grade each assignment represents.
Add word count of each graded writing assignment and put total word count here. 4800

Add the percentage of final grade based on writing and put the total percentage here. 75%

Explain how collaboration is monitored to ensure equal participation. no collaboration

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

The reading synopses will have feedback, which will provide insights to students regarding how to describe primary and secondary source documents for use in the research paper.

Students will complete an outline for the final paper, which will receive feedback.

Students will provide peer evaluations of rough drafts several weeks ahead of the final paper (see week 11).

Final draft of research paper will include a short section where student describes how paper was improved in light of suggestions offered by peers and the instructor.

Paper consultations are also held by the faculty member in Week 13

Describe how you provide writing instruction.

Instructor feedback on all writing assignments. Paper consultations are held by the faculty member in Week 13. In class discussion and guidance on writing, both the student writing and the writing in the source documents, will also occur.

Additional Comments Class participation and small group participation (10%) and final paper presentation (15%) make up the remainder of a student’s grade.

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

Attach Course Syllabus RELS 420-900 RELS & Environment W syllabus.pdf

Reviewer Comments Donna Pantel (dpantel) (12/05/18 11:37 am): REPORT ON CERTIFICATION OF W COURSE: RELS 420 We recommend that RELS 420 Religion and the Environment be certified as a writing (W) course for four academic years (9/18 to 9/22). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 75% of the final grade is based on writing quality; (2) the total number of words is 4800; (3) the instructor to student ratio is 1:20; and (4) the assigned writing is appropriate to the major. In RELS 420 students write 14 reading synopses, graded and returned weekly so that feedback from one can be used to improve the next. These also prepare students for writing the research paper. They also write a personal essay related to religion, and they write a research paper, which is turned in as a topic selection, an outline, and list of sources that gets written instructor comment and a draft that is peer reviewed. The faculty member conferences with students about their papers in week 13. For instruction, in-class discussion and guidance on writing, both the student writing and the writing in the source documents, occurs.

Key: 911
RELS 420 Religion and the Environment  
Fall 2019  
TR 2:20pm – 3:35pm, LAAH 463 (3 credits)

INSTRUCTOR  
Dr. Robin Globus Veldman  
Office: 302D Bolton  
Phone: 979-845-2780  
Email: rgv@tamu.edu  
Office hours: TBD, or by appointment

Catalog description: Interaction between religion and the environment; examination of religious traditions and their concepts of the natural world; emphasis on cultural contexts and environmental sustainability. Prerequisites: RELS 200 or GEOG 201 or GEOS 205 or GEOG 203.

Course Description

We all know that religion is a powerful force shaping the world we live in today, but can it affect our ability to live sustainably on the planet? This course will examine how religions shape our interactions with the environment, including what different religious traditions teach regarding the natural world, what they are doing in terms of promoting or supporting pro-environmental behaviors and policies, and how they are in some cases helping and in other cases thwarting environmental concern in a variety of cultural contexts. The overarching goal of this course is to enable you to critically assess how religious traditions can contribute to the conservation and sustainable use of the earth’s natural abundance. Please note that this is a writing intensive course. As with all writing intensive courses, students must pass the writing components of the course to pass the class. But do not worry: there will be plenty of instructor feedback to give you the best possible chance of success.

Classes will largely be based on a seminar format, meaning we will spend a majority of most classes discussing the assigned readings. This discussion will occur in small groups and amongst the class as a larger whole. Students should expect to be called upon to vocalize their thoughts about the readings and are expected to be able to articulate key points in the readings.

Course Objective

This course will enrich your understanding of religion and its role in addressing environmental problems by exploring how religious beliefs, traditions, institutions, rituals and practices affect our species’ engagement with the natural world.

Learning Outcomes

Students will be able to:

- Explain how religions can help or hinder efforts to solve the environmental crisis
- Explain what factors contribute to sustainable resource management in tribal societies, critically assess claims about the ecological wisdom of indigenous societies, and formulate the lessons these cultures offer modern industrial societies
• Identify non-institutionalized forms of religiosity associated with environmental concern
• Evaluate theories about how religions are shaped by nature (human nature) and/or the natural world
• Revise and improve writing based on self-assessment and instructor guidance; communicate clearly and effectively about how religions shape environmental attitudes and behavior.

Required Texts

*All other readings will be available via eCampus.

Components of the Final Grade

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation .......................................................................................................................... 10</td>
</tr>
<tr>
<td>Reading synopses .................................................................................................................. 20</td>
</tr>
<tr>
<td>Personal Essay: (3-4 pages; 1400 words or so) ................................................................. 10</td>
</tr>
<tr>
<td>Research Paper (7-10 pages; 2000 - 3000 words) .............................................................. 45*</td>
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<tr>
<td>Rough draft/peer evaluation..........................................................5</td>
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<td>Outline.......................................................................................... 5</td>
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<td>Final draft .................................................................35</td>
</tr>
<tr>
<td>Paper Presentation ............................................................................................................... 15</td>
</tr>
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<td>TOTAL ........................................................................ 100</td>
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</tbody>
</table>

*You must receive a passing grade on this assignment in order to pass the course

Grading Scale (%)

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

Assignments

Format for written work: All written work must exemplify your best prose. Use Times New Roman font, 12 point, double-spaced with 1-inch margins. Any written assignment with more than 6 errors in spelling or punctuation will be returned ungraded; the late policy will apply.

Participation: I am offering points in this category in order to encourage thoughtful, substantive discussion, and to make sure you practice these skills. Participation points will be based on your participation in small group discussions and/or in the class as a whole.

Personal Essay: Our ideas about the environment are shaped by many factors, including our personal and family histories, our religious beliefs (if any), the social world in which we participate, and our exposure to and experiences in the natural world. This assignment asks you to consider what factors have shaped your personal environmental philosophy (that is, how you think the
natural world should be treated), paying particular attention to the role (if any) that religion or spirituality plays. Further guidelines and a rubric will be posted on eCampus.

**Reading Synopses:** At the end of each week, students should turn in brief but thoughtful synopses of each of the assigned readings for the week. This might be only a short, typed paragraph for each reading, but should demonstrate thoughtful engagement with the reading in question.

**Research Paper:** You will write one 7-10 page research paper on a topic of your choice. Guidelines and a rubric will be posted on eCampus and discussed in class early in the semester. You must turn in a complete rough draft (see the Course Schedule). Your final draft will include a short section where you describe how you improved your paper in light of suggestions offered by your peers and the instructor.

**Course Policies**

**Attendance:** Attendance will be assessed by a daily sign in sheet. You may miss 1 class with no penalty. Subsequent unexcused absences will result in a 5 point deduction from your final grade per absence. Excused absences (including the observance of religious holidays) are exempt; prompt notification of upcoming excused absences is much appreciated. A list of excused absences and appropriate documentation is available here: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). Other absences may be excused at the discretion of the instructor with prior notification and proper documentation.

**Note that you are responsible for material covered on days you are absent.** If you must be absent, please ask a classmate to provide you with notes. If you have questions or would like to talk over the material further, I will be happy to meet with you during my office hours.

**Late Assignments and Make-Up Assignments:** Late and make-up assignments will be accepted when appropriate documentation is provided in a timely fashion, as described in the Student Rules: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). To be excused the student must notify me in writing (via e-mail is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. *Note: accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence.

In the case of late assignments due to unexcused absences, your grade will drop by one third of a letter grade for each day the assignment is late (i.e. from an A- to a B+, etc.). No last minute extensions will be granted for computer failure and similar mishaps, so please plan ahead by backing up your work.

**Common Courtesy:** Cell phones must be turned off during class. Students who receive or make calls or texts during class or engage in other disruptive behaviors (whispering, sleeping, reading a newspaper, checking Facebook) will be asked to leave. You may take notes on a laptop computer, but you will lose your computer privileges if you are caught using it for non-course related purposes.
**Academic Integrity Statement and Policy:** “An Aggie does not lie, cheat or steal, or tolerate those who do.” Please visit [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu) for further information.

**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 location on west campus or call 979-845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Course Schedule and Readings**

**Unit 1: Are indigenous people “naturally” better environmental stewards?**

We often imagine indigenous peoples as being intrinsically more connected with and protective of the earth. But is it really true that they are better stewards? And if so why? (If not, why do we think they are?) Examining the views of the Koyukon will serve as an introduction to the question of how religions might shape attitudes toward the natural world.

**Week 1**

T  Course Introduction  
R  Nelson, *Make Prayers to the Raven*, selections to be announced

**Week 2**

T  Nelson, selections to be announced  
R  Nelson, selections to be announced. **Film: Make Prayers to the Raven**

**Week 3**

T  Krech, *The Ecological Indian* (excerpts)  
**Due: Personal Essay**  
R  Krech (excerpts)

**Unit 2: (How) do religions shape environmental attitudes or behavior?**

Scholars have suggested a variety of means by which religions might shape environmental attitudes and behavior in different societies around the world. We will look at some of these mechanisms, focusing on worldviews, ritual, ceremony, and ethics.

**Week 4**

T  Worldviews: Reichel-Dolmatoff (1976) “Cosmology as ecological analysis”  
**Due: research paper topic selection**  
Week 5
T  Worldviews: Merchant (1980), Introduction and “Dominion over Nature” in *The Death of Nature*
R  Ritual: Rappaport (1967) “Ritual Regulation of Environmental Religions Among a New Guinea People”

Week 6
R  Film: “The Goddess and the Computer”

Week 7
R  Ethics: Thiele (1999) “Evolutionary narratives and ecological ethics”

**Unit 3: Do religions ever encourage environmental destruction?**

Week 8
T  Diamond (2005) “Twilight at Easter” in *Collapse*
R  Diamond (2005) “Why do some societies make disastrous decisions?” In *Collapse*

**Unit 4: Are religions part of the problem . . . or part of the solution?**

Week 9
T  Nash (1996) Toward the Ecological Reformation of Christianity
R  Film: *Journey of the Universe*

**Due: Paper outline and list of sources**

Week 10
R  Taylor, “Dark Green Religion”

Week 11
T  **Due: a complete first draft of your research paper. Bring hard copy to class for peer review.**
R  Peer review continued.

**Unit 5: How does the environment/nature affect religion?**

_Flipping our paradigm around, this week we will examine how nature – in the sense of the environment or human nature – affects religions._

Week 12

Week 13
T  Paper consultations (by appointment)
R  Imagining sustainable religions discussion

**Week 14**
T  Paper presentations
R  Paper presentations

*Due: Final research paper*
Core Curriculum Management

New Core Component Proposal

Date Submitted: 10/31/18 12:30 pm

Viewing: RPTS 472-W : Grant Writing and Program Evaluation for Youth Development Organizations

Last edit: 10/31/18 12:30 pm
Changes proposed by: susan-g-scott

Contact(s)

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<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan G Sco</td>
<td><a href="mailto:sgsco@tamu.edu">sgsco@tamu.edu</a></td>
<td>979-845-5350</td>
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Course Prefix: RPTS
Course Number: 472
Academic Level: UG

Complete Course Title: Grant Writing and Program Evaluation for Youth Development Organizations
Abbreviated Course Title: GRANT PROG EVAL YOUTH DEV ORG

Crosslisted With

Semester Credit: 3

Proposal for: Writing Designation

Writing Designation

Number of Sections per Academic Year: 2
Enrollment per Section (Avg.): 30

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

Who will evaluate them?

Graduate students will evaluate and grade assignments according to the rubric and then provide written comments and oral feedback to the students. The instructor will read the papers and TA feedback before sharing with the student.

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

The instructor will meet weekly with the graduate assistant to review course content, discuss use of grading rubrics and share examples of appropriate feedback.

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

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

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

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

3750

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

50

Explain how collaboration is monitored to ensure equal participation.

The instructor will explain the expectation of equal participation and collaborative effort when the group project is assigned. The instructor will meet with each group during the project planning stage to help the group members delineate and take on the tasks. Each individual student's collaborative project grade will be weighted by peer evaluation conducted by each team member.

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

Each writing assignment is graded as follows: (1) Specific comments and suggestions on CONTENT and WRITING separately are provided, which shows up in the feedback section on the eCampus grading part (where grades are entered for each task); (2) Detailed corrections using track changes, as well as comments/suggestions are provided within the Word document submitted by the student on the each writing assignment, all of which contribute to the final term project. Students are asked to review the detailed feedback, attempt revisions and improvements based on the detailed feedback provided, including deeper reflection and critical thinking; (3) For writing-related issues that many students may share in common, a general ‘feedback’ email is also sent to the students and discussed in class subsequently.

Describe how you provide writing instruction.

All instructions are included in a file for each writing task and posted on eCampus, as well as discussed in class (including the rubric, which is posted on eCampus as well). Students are encouraged to email or meet with the TA and instructor for further clarification on the instructions as needed.

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

Attach Course Syllabus  Syllabus_RPTS472_ForSubmission.doc
Reviewer Comments  Donna Pantel (dpantel) (12/05/18 11:46 am): REPORT ON CERTIFICATION OF W COURSE: RPTS 472 We recommend that RPTS 472 Grant Writing and Program Evaluation for Youth Development Organizations be certified as a writing (W) course for four academic years (9/18 to 9/22). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 50% of the final grade is based on writing quality; (2) the total number of words is 3750; (3) the instructor to student ratio is 1:30; and (4) the assigned writing is appropriate to the major. Students complete 4 writing assignments, including a project description, a needs statement/literature review; a program evaluation plan; and a complete grant proposal that incorporates elements of the previous assignments. The project description, needs statement, and program evaluation pieces are submitted and graded with written feedback and serve as a basic for the final grant proposal; a draft of the grant proposal also receives written instructor feedback. Instruction is provided through detailed instructions for each assignment and conferences, as needed.
Texas A&M University
Department of Recreation, Park and Tourism Sciences

RPTS 472
Grant Writing and Program Evaluation for Youth Development Organizations
Fall 2019

Class time & location: TBD

Instructor

Dr. Jun Wang
Email: jun.wang@tamu.edu
Tel: (979) 458-3152 (office)
Office: AGLS 429
Office hours: by appointment

Teaching Assistant (TBD)

Mailing Address:
Department of Recreation, Park and Tourism Sciences
Texas A&M University, MS 2261
600 John Kimbrough Blvd
College Station, TX 77843-2261

Course Description

Development of knowledge and skills to successfully write grant proposals and design program evaluation plans for youth development organizations; appropriate funding opportunities and considerations; grant guidelines; budget, timeline, and personnel; program evaluation plan development; evaluating grant proposals.

Prerequisites

RPTS 370, 371, or permission of the instructor

Learning Outcomes

This course should enable you to accomplish the following objectives and learning outcomes. The learning outcomes will be evaluated through the tasks further listed below.

- **Identify** grant opportunities and proposal components for specific youth development programs seeking external funding;
- **Analyze** the fit between the needs of youth development organizations and the requirements of different funding agencies;
- **Apply appropriate grant criteria** to the development of grant proposals and program evaluation plans;
• **Demonstrate critical thinking, analytical and writing skills** in the completion of a grant proposal with a detailed program evaluation plan, focusing on youth development.

• **Evaluate** the quality of grant proposals following a systematic review and scoring process.

**Required Readings**

Selected articles from:


All selected articles are available through eCampus.

**Course Requirements and Grading**

Learning in this course requires active participation in class and online via eCampus. End-of-class reflection is collected after each lecture to ensure you are reading, learning, and attending class. Videos, readings, activities, and assignments (individual and joint) will also be used to help facilitate learning, writing, and developing critical thinking skills.

Information on the assignments, tasks, articles, videos, syllabus, schedule, due dates, and other related RPTS 400 materials will be posted on eCampus. Please check regularly for announcements posted on eCampus. All the assignments as well as the term project will be graded for both English and substantive content. RPTS 400 is a writing intensive course. To pass the course you must pass the Writing components. This includes all the writing assignments and final term project.

Assignments and required tasks submitted past the due date will not be accepted without submission of properly documented excused absences (Texas A&M University excused absences), or permission of the instructor. In such cases, please try to discuss the issue with the instructor or the TA at least 24 hours before the due date of the assigned task. Note the following from Section 7.3 of the Student Rules regarding absences, including religious absences:

> Except in the case of the observance of a religious holiday, to be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence.
Grades will be assigned based on the following tasks:

<table>
<thead>
<tr>
<th>Grading Categories</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation (14*2=28 times)</td>
<td>10%</td>
</tr>
<tr>
<td>ASSIGNMENT 1: grant search &amp; work-sheet</td>
<td>5%</td>
</tr>
<tr>
<td>ASSIGNMENT 2: group presentation on writing essentials</td>
<td>10%</td>
</tr>
<tr>
<td>WRITING ASSIGNMENT A: project description (500 to 1000 words)</td>
<td>10%</td>
</tr>
<tr>
<td>WRITING ASSIGNMENT B: needs statement with literature review (750 to 1000 words)</td>
<td>10%</td>
</tr>
<tr>
<td>ASSIGNMENT 3: budget, personnel, timeline</td>
<td>10%</td>
</tr>
<tr>
<td>WRITING ASSIGNMENT C: program evaluation plan (1000 to 2000 words)</td>
<td>10%</td>
</tr>
<tr>
<td>WRITING ASSIGNMENT D: final grant proposal draft (1500 to 3000 words)</td>
<td>10%</td>
</tr>
<tr>
<td>ASSIGNMENT 4: Peer evaluation of grant proposals</td>
<td>5%</td>
</tr>
<tr>
<td>Term project presentation</td>
<td>5%</td>
</tr>
<tr>
<td>Final complete grant proposal</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
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</table>

Assignments submitted after the due date will not be accepted for full credit without a University-excused absence. Late assignments will be accepted with a 5% per day deduction for seven days after the due date; after seven days no credit will be given. Students requesting an extension due to University-excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code (see Rule 7: [https://student-rules.tamu.edu/rule07/](https://student-rules.tamu.edu/rule07/)).

Grading scale:
A → 90-100%  B → 80-89%  C → 70-79%  D → 60-69%  F → <60%

**Group Presentation on Writing Essentials**
Four teams (4-6 students per team) will be formed by the end of the 2nd week. Each team will prepare a team presentation (approx. 15-20 minutes) to teach the rest of the class on one of the four topics:
- Academic writing and APA
- Plagiarism
- Literature review
- Writing clearly and concisely with correct grammars

A study guide (e.g., PowerPoint slides, tip sheet, resource list, etc.) should be posted on eCampus to share with the class by the end of Week 5. The group presentation project will be graded for presentation, study guide, and in-group peer evaluation.
**Writing Assignments**
Each of the three scaffolded Writing Assignments A, B & C requires you to write up a specific component of a grant proposal (i.e., project description, needs statement, evaluation plan). They will be used in conjunction with Assignment 3 to complete Writing Assignment D and the Final Term Project (final grant proposal). Writing Assignments A-C are expected to be revised and tailored in the completion of Writing Assignment D and the Final Term Project. Writing Assignments A-D will be graded and returned with feedback on content, format, and writing at least 2 weeks before the Final Term Project is due.

The Writing Assignments A, B, C and D are comprehensive writing assignments to be completed individually. Both the draft and the revised version should be submitted by the due dates via eCampus, using proper formatting as well as a reference list for all sources cited (follow APA reference style). The reference list does not count towards the above word limits.

**Final Term Project**
The Final Term Project is completed through a progressive procedure. Each student is first required to turn in a complete grant proposal draft (Writing Assignment D). The draft will then: 1. be graded and returned to the students with written feedback; 2. receive three independent blind peer reviews from the classmates; 3. be used to complete a project presentation (approx. 6-8 minutes) in class. Students are expected to continuously revise their proposal draft through these processes before turning in the final completed grant proposal by the due date.

**Participation and attendance**
Learning in this course is action-oriented and active learning requires your active participation in discussion and group activities. Attendance will be checked by turning in end-of-class reflection notes. Absence from in-class seminars will result in a strict penalty of 1% for every absence noted, unless a formal note is provided for a University-excused absence.

**Academic Conduct**

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

In addition to professionalism in conducting and presenting scholarly work, ethical conduct is expected at all times in the classroom and in your written assignments. Plagiarism is a grave academic offense. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. If you have any questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Student Rules*, under the section "Scholastic Dishonesty." You may review the Aggie Honor Code at:  
[http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/)
University Writing Center
Each student at Texas A&M University pays for the services of the University Writing Center (http://writingcenter.tamu.edu/Home). You can access the services of the writing center through the resources posted on their website or in person. Well-trained consultants are available at the writing center to assist you in improving your writing skills. Appointments are recommended to meet with a consultant; please call 979-458-1455 to set up an appointment). There are two writing center locations: (1) On main campus on the second floor of Evans Library, and (2) On the second floor of the West Campus library.

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.
## Course Schedule (weekly readings and more information will be posted on eCampus)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Tasks</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Course overview</td>
<td>Why grant application and program evaluation matter for YD programs?</td>
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<tr>
<td>Week 2</td>
<td>YD funding reality and considerations</td>
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<tr>
<td>Week 3</td>
<td>Locating YD funding opportunities</td>
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<td>Week 4</td>
<td>Knowing grant guidelines</td>
<td>ASSIGNMENT 1: grant search &amp; worksheet</td>
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<tr>
<td>Week 5</td>
<td>Writing essentials (APA, Plagiarism, Literature review, Writing clearly and concisely with correct grammars)</td>
<td>ASSIGNMENT 2: group presentation</td>
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<tr>
<td>Week 6</td>
<td>Writing project description</td>
<td>WRITING ASSIGNMENT A: project description (500 to 1000 words)</td>
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<tr>
<td>Week 7</td>
<td>Writing needs statement</td>
<td>WRITING ASSIGNMENT B: needs statement with literature review (750 to 1000 words)</td>
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<tr>
<td>Week 8</td>
<td>Budget, timeline, and personnel</td>
<td>ASSIGNMENT 3: budget, personnel, timeline</td>
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<tr>
<td>Week 9</td>
<td>Program evaluation essentials</td>
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<td>Week 10</td>
<td>Assessment of YD programs I</td>
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<td>Week 11</td>
<td>Assessment of YD programs II</td>
<td>WRITING ASSIGNMENT C: program evaluation plan (1000 to 2000 words)</td>
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<tr>
<td>Week 12</td>
<td>Grant proposal completion</td>
<td>WRITING ASSIGNMENT D: draft of completed proposal (1500 to 3000 words)</td>
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<td>Week 13</td>
<td>Evaluating grant proposals</td>
<td>ASSIGNMENT 4: Peer evaluation of grant proposals</td>
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<td>Week 14</td>
<td>Term project presentations</td>
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<td>Week 15</td>
<td>Term project presentations</td>
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<tr>
<td>Week 16</td>
<td>Final grant proposal due</td>
<td>Final complete grant proposal (1500 to 3000 words)</td>
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