## New Core Component Proposal

**Date Submitted:** 11/21/18 3:54 pm

**Viewing:** COMM 458-W : Global Media

**Last edit:** 01/15/19 2:02 pm

Changes proposed by: kylene

### Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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</thead>
<tbody>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Academic Level</th>
<th>Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM</td>
<td>458</td>
<td>UG</td>
<td>Global Media</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Abbreviated Course Title</th>
<th>Crosslisted With</th>
<th>Semester Credit</th>
<th>Hour(s)</th>
<th>Proposal for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLOBAL MEDIA</td>
<td></td>
<td>3</td>
<td></td>
<td>Writing Designation</td>
</tr>
</tbody>
</table>

### Writing Designation

- **Number of Sections per Academic Year:** 1
- **Enrollment per Section (Avg.):** 15
- **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>Mid-term essay exam</td>
<td>1500</td>
<td>30</td>
<td>No</td>
</tr>
<tr>
<td>Final research paper</td>
<td>2500</td>
<td>40</td>
<td>No</td>
</tr>
</tbody>
</table>

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

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

Describe the formative feedback provided on student writing, especially on major assignments.
For the final paper, formative feedback is provided on their abstract, introduction and partial bibliography (2-3 pages) that they submit early in the semester. There is not a grade assigned to this assignment as it is intended to provide formative feedback for the final paper. Once they have turned in the complete paper I provide feedback on the structure, flow, and conceptualization and they may resubmit them for their final grade.

Describe how you provide writing instruction.
There is an entire class devoted to writing instruction and portions of class are dedicated to this as issues come up. Additionally, they are provided with a detailed assignment sheet that provides them with instruction on how to write it and how it will be graded.

Additional Comments

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

Attach Course Syllabus
COMM-JOUR 458 Syllabus.pdf

Reviewer Comments
Donna Pantel (dpantel) (03/01/19 3:21 pm): REPORT ON RECERTIFICATION OF W COURSE: COMM/JOUR 458. We recommend that COMM/JOUR 458 Global 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) 70% of the final grade is based on writing quality; (2) the total number of words is 4000; (3) the instructor to student ratio is 1:15; and (4) the assigned writing is appropriate to the major. Writing assignments include a take-home essay exam and a research paper. Formative feedback is provided on parts of the research paper (abstract, introduction, and bibliography) submitted early in the semester. One class is devoted to writing instruction, and additional instruction is provided as needed.
Course description
This undergraduate course explores empirical and theoretical research on global media studies. It is oriented with a special focus on “flows” of television, film, and music in global and regional media markets. It also addresses factors influencing culture, audiences and history. To pass this course you must pass the W component.

Learning outcomes
By the end of this course, students will learn:
1) To read and understand advanced scholarship in global media studies
2) To develop and execute a ten (10) page research paper on a relevant topic, and
3) To present with a group on a focus area related to global media studies

Required textbooks
Other readings will be available on eCampus

Course requirements
Readings: Students are responsible for doing all of the assigned readings on time. Required readings may be modified by the instructor.

Take-home midterm essay: You will be given five questions and you will have a week to submit your answers through campus. Your essay will be 3-6 pages double-spaced. You will receive formative feedback on this midterm to assist in developing your final paper.

In-class quizzes: These are unannounced quizzes based on the days topic/readings, etc.

Final research paper: A list of topics will be discussed in class during the first couple of weeks. You will submit an abstract, introduction and partial bibliography (2-3 pages) early in the semester so that I can provide formative feedback in preparation for the writing of your final paper. The paper should be 8-10 double-spaced pages, 12 point font, 1 inch margins. The term paper will be evaluated for originality, accuracy, theoretical rigor, and appropriate uses of examples (70 percent) and good academic writing style (30 percent). The paper must use at least 10 sources (at least 5 of those must be academic). Use APA
formatting for all materials. Once you have submitted your complete draft I will provide **formative feedback** on the structure, flow, and conceptualization and then you will be able to re-submit the paper for a final grade.

**About the Writing Center**
The Writing Center will help you with paper conceptualization and style. Writing, proofreading and polishing your paper are, however, ultimately your own responsibility. See [http://uwc.tamu.edu/](http://uwc.tamu.edu/) for information about the Writing Center resources.

**Presentations**: Everyone will participate in one group report of class materials.
The grading guidelines for presentations are as follows:
- Your group presentations should be 30 minutes long, and cover the main points of your assigned topic. Practice your presentation at least once before you give it. (20 points)

- Briefly summarize the reading material without repeating it. (20 points)

- Put the new readings into a relationship with other readings from class, if possible. If it's not possible to do so, explain why that is the case. (20 points)

- Introduce at least one piece of academic or business research from outside the course reading list that directly addresses the theme of your readings. Use the New York Times or the Wall Street Journal (or another daily national or international newspaper). (20 points)

- Groups should submit a brief (1 page) written outline of each presentation. Include the names of group members and the date of the presentation on the brief. (20 points)

**Grading**
The formula for deriving the final score is as follows.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm essay</td>
<td>30%</td>
</tr>
<tr>
<td>Term paper</td>
<td>40%</td>
</tr>
<tr>
<td>In class quizzes</td>
<td>10%</td>
</tr>
</tbody>
</table>

Grading formula:

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

**CLASS POLICIES**

**Email**: I will contact you via the A&M e-mail system. If your account is “messed up,” please resolve the problem today! Course information will be delivered to you via that route so check your e-mail daily, please. You will miss information for which you will be responsible if you do not follow this policy. Check your email daily!
**eCampus:** Assignments and announcements for this class will be available via eCampus. Please make sure you have access to the class’s eCampus section. **Technical malfunctions will not serve as an excuse if you miss an assignment.**

**Attendance:** It is advised that you do not miss class unless absolutely necessary. You should not expect to do well on graded assignments if you have not attended class. **If you miss an exam, or an assignment, it can be made up only if your absence qualifies as a university excused absence.** If your reason for being absent is recognized by the University as an Excused Absence ([http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)), then please provide the satisfactory documentation. Please note that a receipt from a healthcare provider is NOT satisfactory documentation. Also, please note that I may verify any documentation for excused absence requests.

**Participation:** You are expected to thoroughly read each day’s assigned chapter and/or supplemental reading(s) before coming to class. You must be ready to ask substantive questions and engage in productive discussions.

**Electronic device policy:** 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, please let the instructor know in advance. Laptops and other electronic word processing devices are allowed in the class except for note-taking purposes only. 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.

**Civil dialogue:** Learning takes place best when a safe environment is established in the classroom. To this end, I will seek to support a setting that nurtures individual and group differences and encourages engaged, honest discussions. I hope that together we create a safe place where everyone feels comfortable to share and explore ideas. I welcome disagreements in the spirit of public dialogue and critical academic exchange, but in so doing, it is essential that each of us remembers to be respectful of other points of view, whether you agree with them or not. In this class, derogatory or insensitive comments based on race, ethnicity, class, gender, sexual orientation, ability, religion, or nationality will not be tolerated, nor is it permissible to state one’s opinion in a manner that silences the voices of others.

**Title IX and Statement on Limits to Confidentiality**

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

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

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

**Special Accommodations:** If you require accommodation for a disability, please contact me so that I may make arrangements for you. 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:** Cheating, plagiarism, and other forms of scholastic dishonesty will not be tolerated in any form. Please familiarize yourself with the University’s penalty for these offenses, available at http://aggiehonor.tamu.edu.

**AN AGGIE DOES NOT LIE, CHEAT OR STEAL OR TOLERATE THOSE WHO DO.**

**Course schedule:** On the next pages is the course schedule. All chapter numbers refer to the textbook. Other readings are found on eCampus. The instructor will inform you in class, via eCampus, or through email in the unlikely event of any changes to this schedule.

**Course Schedule**

**Week 1:** Tuesday Aug 28 and Thursday Aug 30  
Tuesday: Introduction to the course.  
Thursday: READ: M & K, Chapter One

**Week 2:** Tuesday Sep 4 and Thursday Sep 6  
Tuesday & Thursday: READ: M & K, Chapter Two

**Week 3:** Tuesday Sep 11 and Thursday Sep 13  
Tuesday: READ: Pelton, “Satellites as worldwide change agents,” eCampus  
GROUP A PRESENTS  
Thursday: **Writing Workshop for Paper Prep**

**Week 4:** Tuesday Sep 18 and Thursday Sep 20  
Tuesday & Thursday: READ: M & K, Chapter Three

**Week 5:** Tuesday Sep 25 and Thursday Sep 27  
Tuesday: Thuussu, “De-Americanizing Media Studies and the Rise of ‘Chindia,’” eCampus
GROUP B PRESENTS

Thursday: NO CLASS – submit, through eCampus, by the end of today, an abstract (2-3 paragraphs long) description of your final paper, include some of your references (will count towards your final paper)

Week 6: Tuesday Oct 2 and Thursday Oct 4
Tuesday & Thursday: READ: M & K, Chapter Four

Week 7: Tuesday Oct 9 and Thursday Oct 11
Tuesday: Kumar, “Hollywood, Bollywood, Tollywood: Redefining the global in Indian cinema” in *Global Bollywood*
GROUP C PRESENTS


GROUP D PRESENTS

Week 8: Tuesday Oct 16 and Thursday Oct 18
Tuesday & Thursday: READ: M & K Chapter Five

Week 9: Tuesday Oct 23 & Oct 25
Tuesday: READ: Boyd-Barrett, “Media Imperialism Reformulated,”
GROUP E PRESENTS

Thursday: READ: Straubhaar, “Beyond Media Imperialism,”
GROUP F PRESENTS

Week 10: Tuesday Oct 30 and Thursday Nov 1
Tuesday & Thursday: READ: M & K Chapter Six
Thursday – Take home Exam – Available today on eCampus - turn it in by Sunday November 11 by midnight.

Week 11: Tuesday Nov 6 and Thursday Nov 8
Tuesday – READ: M & K Chapter 7
Thursday – Paper clinic – Come prepare to discuss your final paper project today – You will turn in an updated abstract, a thesis statement/research question and a page long introduction to your paper that sets the stage on how you will develop your argument.

Week 12: Tuesday Nov 13 and Thursday Nov 15
Tuesday & Thursday: READ: M & K Chapter 8

Week 13: Tuesday Nov 20 and Thursday Nov 22
Tuesday – READ M & K Chapter 9
Final research papers due in class today.

Thursday – No class. Thanksgiving
Week 14: Tuesday Nov 27 and Thursday Nov 29

Tuesday – READ: Ju & Le, “The Korean Wave and Asian Americans: the ethnic meanings of transnational Korean pop culture in the USA”

GROUP G PRESENTS

Thursday – READ: Deuze, “Convergence culture in the creative industries,”

GROUP H PRESENTS

Tuesday Dec 4 - Last Day of Class

Tuesday – Global media and cultural change
Core Curriculum Management

New Core Component Proposal

Date Submitted: 03/01/19 12:59 pm

Viewing: COMM 476-W : Advanced Social Media

Last edit: 03/01/19 12:59 pm
Changes proposed by: n-street

Contact(s)

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

Course Prefix   COMM
Course Number   476

Academic Level  UG

Complete Course Title: Advanced Social Media

Abbreviated Course Title: ADVANCED SOCIAL MEDIA

Crosslisted With

Semester Credit 3
Hour(s)

Proposal for: Writing Designation

Writing Designation

Number of Sections per Academic Year: 2
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>Personal Social Media Inventory</td>
<td>500</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Facebook: Analysis of Media Account</td>
<td>500</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Interview with a social media professional</td>
<td>750</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Curation/aggregation assignment</td>
<td>500</td>
<td>10</td>
<td>No</td>
</tr>
</tbody>
</table>

Add word count of each graded writing assignment and put total word count here. 2250

Add the percentage of final grade based on writing and put the total percentage here. 40

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

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

Formative feedback is provided via rubric-based peer review. Students are required to provide their well-formulated rough draft in class. The rubric has been presented and explained to the students during the writing workshop on a previous class day. The drafts are circulated among peers who apply the rubric to provide formative feedback on the assignment. Each student receives the scored rubrics for their work. Failure to provide a well-formulated rough draft and/or failure to participate as a reviewer results in a 30 point deduction from the particular final project grade.

Describe how you provide writing instruction.

Four Writing Workshops to support each of the four writing assignments are conducted as noted on the syllabus. This course focuses on writing in digital contexts. The first two assignments are papers of analysis to draw conclusions. The third is a paper that features summary of an interview and is supported by quotes of dialogue from the interview. The last writing assignment is a social media aggregation so each of ten curated examples requires a 50 word annotation to support it. Instruction in these types of writing, and specifically in a digital context, is provided during the workshops. Handouts, links to video instruction, and the like are posted in Ecampus.

Additional Comments

We wish to offer this class as a W-class in the Fall of 2019.

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

Attach Course Syllabus
COMM 476-Syllabus.docx

Reviewer Comments
Donna Pantel (dpantel) (03/05/19 1:28 pm): REPORT ON CERTIFICATION OF W COURSE:

COMM 476 We recommend that COMM 476 Advanced Social Media be certified as a writing (W) course for four academic years (9/18 to 9/22). We have reviewed a
representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 40% of the final grade is based on writing quality; (2) the total number of words is 2250; (3) the instructor to student ratio is 1:24; and (4) the assigned writing is appropriate to the major. In COMM 476 student keep an inventory of personal social media, analyze a media account, write up an interview with a social media professional, and complete a write-up of a curation/aggregation. Peer review is used for formative feedback on drafts for each assignment. Writing instruction includes workshops to specifically support the type of writing required for each assignment. Additional instruction is provided via handouts and links to videos.
Syllabus for: **Advanced Social Media**

Instructor: Dr. Nancy Parish  
Email: nparish@tamu.edu  
Office: BLTN 209  
Office hours: TBD  
Phone: We do not have telephones in our offices. Please use email for contact

**COURSE DESCRIPTION:** Analysis of social media platforms and social media accounts used by organizations and individuals in professional contexts; production of individual posts for various purposes and goals; production of photos, videos and graphics for social sharing. Juniors or Seniors only

*This is a W-class and as such it is not possible to pass the course without passing the writing portions of the course.*

Advanced Social Media is a hands-on course designed to teach you marketable skills in the areas of writing and digital media. This is a lively and highly interactive learning experience!

**PREREQUISITE:** B or better in COMM 275;

**STUDENT LEARNING OUTCOMES.** The successful student will:

1. Analyze social media use by organizations and other professionals  
2. Create and critique social media posts  
3. Create written content, photos, videos and graphics for use in social media posts  
4. Solve problems using social media analytics

**REQUIRED TEXTBOOK AND ECAMPUS**  
Ecampus for COMM 476  
Social media accounts  
During this course, students are required to use various social media platforms. Several graded assignments will require the use of accounts using your real name and publicly viewable posts. It is acceptable to have more than one account on one platform (such as Twitter) if the student prefers it. However, it is not acceptable to make accounts private or hidden *if they are being used for a course assignment.* The student’s real name must be on the account.

**ASSIGNMENTS**

Reading assignments designated by Chap and/or page number. References to “Ecampus” refer to information posted on Ecampus.tamu.edu for COMM 476.

**Digital Social Media Projects (DSMP):** You will create (or update) your “5 C’s” digital portfolio that features artifacts of what you’ve learned this semester. The grades from the following projects will be averaged to comprise the digital projects grade:

1. 5 C's Eportfolio  
2. Twitter sources  
3. Instagram/Snapchat assignment  
4. Social graphic assignment  
5. Live video assignment  
6. Live-tweeting assignment
Digital Writing Projects (DWP):

Personal Social Media Inventory
- Word count: 500 words (about 3000 characters)
- Instruction: Writing Workshop I: Personal Analysis for a Professional Audience
- Formative Feedback: Peer review with rubric

Facebook: Analysis of Media Account
- Word count: 500 words (about 3000 characters)
- Instruction: Writing Workshop II: Essay of Analysis
- Formative Feedback: Peer review with rubric

Interview with a social media professional
- Word count: 750-1000 words (4500-6000 characters)
- Instruction: Writing Workshop III: Summarizing an Interview
- Formative Feedback: Peer review with rubric

Curation/aggregation assignment
- Word count: 500 words (50 words or 250 characters per item)
- Instruction: Writing Workshop IV: Annotating for digital media
- Formative Feedback: Peer review with rubric

*Failure to participate as a reviewer and/or failure to submit assignment for review results in a 30 point deduction from the particular project grade.

Final Presentation: Working with a partner, presentations will involve a 10-minute demonstration and analysis in class, showing how an organization is using a particular app/social media platform from a list to be provided by the instructor.

Social Media Journal: you will make at least one post per week in a public, online, individual journal at Tumblr. Tumblr will be used because you can add Google Analytics without an extra charge. See Ecampus for additional details.

GRADES AND GRADING. Grades for COMM 476 will be weighted accordingly:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Writing Projects 4</td>
<td>@ 10%</td>
</tr>
<tr>
<td>Digital Projects average</td>
<td>30%</td>
</tr>
<tr>
<td>Final presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Social Media Journal</td>
<td>10%</td>
</tr>
</tbody>
</table>

Final Course Grade:  
A=89.5-100  B=79.5-89.49  C=69.5-79.49  D=59.5-69.49  F=0-59.49

Policies

I. Attendance is required at each class meeting. Please come to class each and every class period. Make-up work is NOT available for anyone without satisfactory documentation of a University excused absence. [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) Also, please note that I do NOT accept the Texas A&M University Explanatory Statement for Absence from Class form.

Late work is accepted for 50% credit for the first week after the due date and then for 0 credit after the first week after the due date.

II. Due dates and Final Draft Form. All written assignments are due as specified in the calendar and are required to be in Final Draft Form. Late assignments will be accepted for up to (but no more than) 50% credit. Final Draft Form is defined as typed, double-spaced, free from typographical and grammatical errors, and with college level composition and style. Written assignments will be submitted using the assignments tab in Ecampus.
Statements

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

- **Academic Integrity Statement and Policy**
  "An Aggie does not lie, cheat or steal, or tolerate those who do."
  For additional information, please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

  Please do not cheat, plagiarize or commit any act of academic dishonesty. If you do, you compromise your integrity and that of all Aggies and of each of your associates. We will recommend an F* in this course for anyone convicted of scholastic dishonesty.

- **Title IX Duty to Report**

  - **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).

- **Copyright Statement**
  All materials produced for this course are protected by federal copyright law. These materials can include, but are not limited to, this syllabus, class handouts, course notes, PowerPoint slides, slides or information printed on paper or provided virtually using any or all other software, course packets, and content on eCampus. You may not sell, lend, make publicly available, or copy these materials. 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 as described in Student Rule 24, and/or the Aggie Honor Code as described in Student Rule 20.
This calendar will change in order to take advantage of speakers who may become available. We reserve the right to make adjustments. All adjustments will be announced via email and via Ecampus. As always, check TAMU email and Ecampus at least twice a day. Thanks!

<table>
<thead>
<tr>
<th>DATE</th>
<th>Topics</th>
<th>Read/Do this week</th>
<th>Notes and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>M: Introduction to the course; expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>W: Social Media Ecosystem</td>
<td>DSMP 1: Create or update &quot;5 C's&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss DSMP1: 5 C's Eportfolio</td>
<td>Eportfolio</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F: Continue Social Media Ecosystem</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss Social Media Journal</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>WEEK 2</td>
<td>M: <strong>Writing Workshop I to support DWP1</strong></td>
<td>Read: Chap 1 Ecampus articles</td>
<td>DSMP 1: Upload url of &quot;5 C's&quot; Eportfolio by 10:00 am on Monday</td>
</tr>
<tr>
<td></td>
<td>W: Listening to the audience</td>
<td>Work on: DWP 1: Personal Social Media Inventory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F: Listening to the audience</td>
<td>Social media journal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(starts now)</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>WEEK 3</td>
<td>M: <strong>Peer review of DWP1</strong> Personal Social Media Inventory</td>
<td>Chap 2 Ecampus articles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W: <strong>Using social platforms to reach targeted audiences</strong> Discuss DSMP2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Twitter sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F: <strong>Using social platforms to reach targeted audiences</strong> Assign DP 2</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>WEEK 4</td>
<td>The consumer; consequences of the Facebook algorithm Facebook and news; Instant Articles; Pages; Groups Discuss DSMP3: Instagram/Snapchat assignment</td>
<td>Chap 3 Ecampus articles</td>
<td></td>
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<tr>
<td>WEEK 5</td>
<td>M: <strong>Writing Workshop II to support DWP2</strong></td>
<td>Chap 4 Ecampus articles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spreading your message Scheduling posts—why and how</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


| WEEK 6 | M: **Peer review of DWP2**  
Facebook: Analysis of Media Account  
Engagement: Building communities; responding to people; comment sections  
Audience metrics and analysis  
**Discuss DSMP4:** Social/Info Graphic assignment | Chap 5 Ecampus articles | Social Media Journal post due  
**F: DWP2- Facebook: Analysis of Media Account due in class** |
|---|---|---|---|
| WEEK 7 | Tone and language in responses  
Viral media and sharing behaviors  
**Discuss DSMP5:** Live video assignment | Chap 6 Ecampus articles | Social Media Journal post due  
Final Presentation Group Assignment given  
**F: DSMP4: Social/Info Graphic assignment due in class** |
| WEEK 8 | M: **Writing Workshop III to support DWP3**  
Authenticity, transparency  
Short social videos; live streaming videos; Facebook Live and news events  
**Discuss DSMP6:** Live video assignment | Chap 8 & 9 Ecampus articles | Social Media Journal post due  
**F: DSMP5: Live video assignment due in class** |
| WEEK 9 | M: **Peer review of DWP3**  
Interview with a social media professional  
Asking questions (relates to engagement and community)  
Crowdsourcing and UGC  
Live coverage of events, breaking news | Chap 14 Ecampus articles | Social Media Journal post due  
**F: DWP3- Interview with a social media professional due in class**  
Social Media Journal post due |
| WEEK 10 | Providing value; free vs. paid  
Curation and aggregation: Best practices  
M: **Writing Workshop IV to support DWP4** | Chap 10 Ecampus articles | Social Media Journal post due  
**F: DSMP6: Live-tweeting assignment due in class** |
| WEEK 11 | Social network ads, Images,  
“cards” and animated GIFs: Creating attention with visuals  
M: **Peer review of DWP4- Curation/aggregation assignment** | Chap 11 Ecampus Article | Social Media Journal post due |

Chap 10 Ecampus articles  
Social Media Journal post due  
Social Media Journal due in class  
Social Media Journal post due
<table>
<thead>
<tr>
<th>WEEK 12</th>
<th>Preparing for mistakes; reactions and corrections, Verification and fact checking with social media; “fake news”</th>
<th>Chap 15 Ecampus Articles</th>
<th>Social Media Journal post due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Discuss DSMP7: Media Scheduling assignment</strong></td>
<td></td>
<td><strong>F: DWP4:</strong> Curation/aggregation assignment due in class</td>
</tr>
<tr>
<td>WEEK 13</td>
<td>Data protection, security and privacy</td>
<td>Chap 16 &amp; 17 Ecampus Articles</td>
<td>Social Media Journal post due</td>
</tr>
<tr>
<td></td>
<td>Happy Thanksgiving!!</td>
<td></td>
<td><strong>F: DSMP7: Media Scheduling assignment due in class</strong></td>
</tr>
<tr>
<td>WEEK 14</td>
<td>Final Group Presentations</td>
<td>Social Media Journal post due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Redefined</td>
<td></td>
<td>Bring your laptop, tablet or other internet enabled device</td>
</tr>
</tbody>
</table>

*There is no Final Exam in this course*
Core Curriculum Management

New Core Component Proposal

Date Submitted: 01/10/19 3:35 pm

Viewing: FINC 350-W : Ethics in Financial Decision-Making

Last edit: 02/13/19 9:34 am
Changes proposed by: jguillory

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeana Guillory</td>
<td><a href="mailto:jguillory@tamu.edu">jguillory@tamu.edu</a></td>
<td></td>
</tr>
<tr>
<td>Lanny Marndale (instructor)</td>
<td><a href="mailto:lmartindale@mays.tamu.edu">lmartindale@mays.tamu.edu</a></td>
<td></td>
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</table>

Course Prefix: FINC  Course Number: 350

Academic Level: UG

Complete Course Title: Ethics in Financial Decision-Making

Abbreviated Course Title: ETHICS IN FINCL DECISION

Crosslisted With:

Semester Credit Hour(s): 1

Proposal for:
Writing Designation

Writing Designation

Number of Sections per Academic Year: 6
Enrollment per Section (Avg.): 50

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.

The department provides a teaching assistant routinely and an extra when the workload peaks. The instructor focuses TA support on the collective needs of each semester’s teaching load. While the TA does not grade papers or give feedback on writing, the TA’s work allows the instructor to invest the time required to effectively coach students in the W course.
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>Final Paper</td>
<td>7500</td>
<td>90</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.

n/a

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

The instructor schedules extensive office hours during the second half of the semester, during which students are expected to bring hard copy drafts for formative review and feedback.

Describe how you provide writing instruction.

To conclude most regular lectures, there is a daily writing tip. In addition, two full lectures focus on "dos and don’ts" of successful professional writing. Students are encouraged to visit the University Writing Center and the Mays Communication Lab.

Additional Comments

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

Attach Course Syllabus

FINC350SyllabusSpring2019.docx

Reviewer Comments

Donna Pantel (dpantel) (03/05/19 1:31 pm): REPORT ON RECERTIFICATION OF W COURSE: FINC 350 We recommend FINC 350 Ethics in Financial Decision-Making 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) 90% of the final grade is based on writing quality; (2) the total number of words is 7500; (3) the instructor to student ratio is 1:25; and (4) the assigned writing is appropriate to the major. This is a 1-credit course. Students spend the semester working on a long final paper. Students are required to hold conferences with the instructor. At the conclusion of most regular lectures, there is a daily writing tip. In addition, two full lectures focus on "dos and don’ts" of successful professional writing. Students are also encouraged to visit the University Writing Center and the Mays Communication Lab.
Content and Objectives. This writing-intensive course about ethics in financial workplaces is required of all undergraduate finance majors. Students who successfully complete this course will learn to recognize breaches of fiduciary duty in financial workplaces and apply the CFA Institute’s Standards of Professional Conduct, with specific focus on:

- Duties of agents to principals; agency problems recurring in finance
- Independence and objectivity
- Conflicts of Interest
- Misrepresentation and misconduct
- Material nonpublic information (insider trading)
- Market manipulation
- Duties to clients
- Duties to employer

Format. Readings, lectures, guest speakers, and class discussion. After introductory lectures on systems of ethics, the topical outline will be as indicated above.

Prerequisite. This course is limited to declared FINC or FINC-BHNR majors.

Materials. Assigned readings in the CFA Institute Standards of Practice Handbook—

Honor. “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M, you agreed to uphold the Honor Code, accept responsibility for learning, and follow the Honor System. Ignorance of the rules does not excuse any member of the University community from the duties of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/. The Finance Department conclusively presumes that your submission of any work for grade in this course amounts to your oath or affirmation that you have neither given nor received unauthorized aid on such work.

Grading. A = at least 90% of available points. B at least 80%; C at least 70%; D at least 60%; F below 60%.

Graded Work. Writing Assignment (see below): 90% of final grade
Final Examination: 10% of final grade
You must receive a passing grade on the writing assignment to receive “W” credit for the course.

Attendance. This syllabus incorporates by reference Student Rule 7—http://student-rules.tamu.edu/rule07
Except in cases of genuine emergency or tragedy, excused absences must be documented beforehand. Your instructor will schedule timely makeup work with you after you adequately document your excuse.

A.D.A. 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—http://disability.tamu.edu/ 845-1637 701 West Campus Road

Classroom. We have beautiful state-of-the-art classrooms in the Wehner Building and Cox Hall. We want to maintain the high quality of these classrooms for students in future years. Thus, it is necessary to adhere to the established policy of no beverages, food, tobacco products, or animals (except bottled water or unless otherwise approved) within Wehner and Cox Hall classrooms. Your assistance is greatly appreciated.
Writing Assignment

1. Write a paper in 4 separately headed sections:

   I. Summarize the notion of “Socially Conscious” or “Socially Responsible” Investing. Discuss some major examples.

   II. What are some arguments in favor of this approach? Draw from at least two of the major systems of ethics we have covered in class.

   III. What are some arguments against this approach? Draw from at least two of the major systems of ethics we have covered in class.

   IV. Do you advocate this approach? Why or why not?

2. Format the paper as follows:

   1” margins, 14-point Arial font, double-spaced.

   About 30 pages, plus or minus a page.

   No set page length for any section; just meet the total page requirement.

   Cover and works cited do not count as pages.

   Charts, graphs, or tables count toward pages if they contribute authentically to the paper.

   Use any widely accepted citation style (e.g. MLA, APA, etc.)

3. Sourcing must not rely exclusively on Wikipedia.

4. Due not later than Friday April 26. After spring break, instructor will schedule extensive office hours dedicated to paper consultations. Students should bring hard copies of preliminary drafts.

5. Final score: 30% adherence to instructions, 30% editorial quality (grammar, spelling, sentence structure), and 40% content.
Core Curriculum Management

New Core Component Proposal

Date Submitted: 01/23/19 2:59 pm

Viewing: RPTS 401-W : Tourism and Recreation Enterprises

Last edit: 01/23/19 2:59 pm
Changes proposed by: rickharwell

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rick Harwell</td>
<td><a href="mailto:rickharwell@tamu.edu">rickharwell@tamu.edu</a></td>
<td>979-845-2240</td>
</tr>
</tbody>
</table>

Course Prefix: RPTS
Course Number: 401

Academic Level: UG

Complete Course Title: Tourism and Recreation Enterprises

Abbreviated Course Title: TOUR & REC ENTERPRISES

Crosslisted With:

Semester Credit: 4

Proposal for: Writing Designation

Number of Sections per Academic Year: 1
Enrollment per Section (Avg.): 35

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

Writing Designation

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

Not applicable.

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

Approval Path

1. 02/13/19 12:09 pm
   Corliss Outley (coutley): Approved for RPTS Department Head

2. 02/13/19 1:15 pm
   Dawn Kerstetter (dkerstetter): Approved for AG College Dean UG

3. 03/05/19 1:36 pm
   Donna Pantel (dpantel): Approved for W & C Preparer

4. 03/05/19 1:38 pm
   Donna Pantel (dpantel): Approved for W & C Advisory Committee Chair
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>Critical reading summaries</td>
<td>2500</td>
<td>20</td>
<td>No</td>
</tr>
<tr>
<td>Business Plan</td>
<td>7500</td>
<td>40</td>
<td>No</td>
</tr>
</tbody>
</table>

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

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

Explain how collaboration is monitored to ensure equal participation.

Not applicable.

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

1. Class time is dedicated to business writing and presentation skills.
2. Students submit drafts and faculty provide feedback on writing style, grammar, etc.
3. Each week dedicated lab time is utilized to coach students on their writing style, grammar, etc.

Describe how you provide writing instruction.

1. Lecture in class and coaching in lab.
2. Written and oral feedback is provided to students on drafts.
3. Students are assigned readings of quality business writing and provided samples.
4. Students are encouraged to utilize the University Writing Center, its guides and many resources.

Additional Comments

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

Attach Course Syllabus

Syllabus.pdf

Reviewer Comments

Donna Pantel (dpantel) (03/05/19 1:36 pm): REPORT ON RECERTIFICATION OF W COURSE: RPTS 401 We recommend that RPTS 401 Tourism and Recreation Enterprises 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 10,000; (3) the instructor to student ratio is 1:25; and (4) the assigned writing is appropriate to the major. RPTS 401 is a 4-credit course. Students write five critical reading summaries and a business plan. Class time is dedicated to instruction on business writing. Weekly labs are held for coaching students on writing, and students receive written and oral instructor feedback on drafts.
Texas A&M University Department of Recreation, Park & Tourism Sciences
RPTS 401 Tourism and Recreation Enterprises
TR 1110-1225, AGLS 116 and 1245-1400 AGLS 413, Spring, 2019, Four Hours

Instructor: Rick Harwell
Office: 457 AGLS Building
Office hours: TR 1545-1700 or by appointment
Email: Rickharwell@tamu.edu

TEXAS A & M UNDERGRADUATE STUDENT LEARNING OUTCOMES
- Master the depth of knowledge of a degree
- Demonstrate critical thinking
- Communicate effectively
- Practice personal and social responsibility
- Demonstrate social, cultural and global competence
- Prepare to engage in lifelong learning
- Work collaboratively

CLASS COMMUNICATION GUIDELINES FOR ALL
- Listen for understanding
- Balance air time
- One person speaks at a time
- Confidentiality
- Be fully present – electronics
- Lean into discomfort – learning edges
- Respect each other’s opinions
- Agree to disagree

FACULTY RESPONSIBILITIES
- Create a classroom environment that assists all in achieving their academic and personal goals
- Create a safe, positive learning environment for the open and civil exchange of ideas, perspectives and opinions
- Promote respectful dialogue and fair discussion of issues

COURSE DESCRIPTION
This four credit course will address market and financial feasibility analysis; resource characteristics, location and market aspects of tourism and recreation enterprises; sources of funding for facility development; approaches to marketing recreation, park and tourism services; business plan development and students will apply knowledge to case study situations. Since this is a writing intensive course, a good portion of lab time will be focused on enhancing student writing skills by providing coaching, feedback and instruction.
COURSE LEARNING OUTCOMES
At the completion of the course, students who have applied themselves and learned the material should be able to demonstrate the following:

- Articulate various financial strategies to tourism and recreation enterprises
- Demonstrate an understanding of fiscal management including budgeting principles, practices and revenue generation
- Prepare a business plan consistent with the theories and principles presented in this class
- Discuss/Apply the concepts of market segmentation, target markets, marketing mix and pricing strategy
- Demonstrate improved writing and presentation skills over the course of the semester

REQUIRED COURSE READINGS
2. You will need to purchase a subscription to this business plan software for the semester. https://partners.liveplan.com/texas-am-3months. DO NOT BUY until instructed to do so by Rick.
3. Other readings & projects may be announced throughout the semester

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

COURSE EVALUATION*    GRADING SCALE*
Exam #1                  100 pts   A = 475-500
Exam #2                  100 pts   B = 425-474
Business Plan (W component*)  125 pts   C = 375-424
Business Plan (verbal)    75 pts    D = 325-374
Critical reading (W component, 5*)  100 pts   F = 324 or below
Total Points             500 pts
*To pass this course, you must pass the W component.

COURSE REQUIREMENTS
- Exam one will cover readings and lectures up to that date, 100 points.
- Exam two will cover all course material and lectures, 100 points.
- Business Plan (written, 125 points)
  a. Utilizing the LivePlan software as a tool, prepare a written business plan a minimum of twenty-five pages in length, not counting appendices
  b. Lab time will be utilized to develop your business plan. This time will also allow for feedback on your ideas, your writing style, investing potential, etc.
  c. You will have an opportunity to have each major section of your business plan reviewed in advance so you may edit the content, grammar, writing style, etc. as necessary. Drafts will be returned within one week.
- Business Plan (verbal, 75 points)
  a. Present your business plan “Shark Tank” style to a panel of mock investors
b. Your presentation should last no more than 15 minutes including 2-3 minutes for Q & A.
c. Delivery should be as creative as possible while conveying the essentials of your business strategy
d. Remember, the panel members are investors to whom you will need to “sell” your product(s) and/or service(s).

- Critical Reading Summaries (5 @ 20 points each)
  a. Please prepare a “critical reading summary” for the readings announced in class and/or on our syllabus. These are due at the beginning of the class meeting in which the chapter is addressed. Critical reading summaries will not be accepted after the beginning of class.
    i. Your Name, Course # and Title
    ii. Chapter number and title of chapter
    iii. Author’s purpose: Why is this chapter in this book and important to this class?
    iv. Central thesis: What is this chapter about?
    v. Document two ways this material pertains to who you are, what you do, what you intend to do, or what you care about – this is the so what?

WRITTEN ASSIGNMENT REQUIREMENTS
- Typed using 12-point Times New Roman font
- Double spaced with 1 inch margins
- Include page numbers in bottom right
- Include a cover sheet with your name, the name of the assignment, the class name, and the date

ASSIGNMENTS POLICY
Assignments must be submitted at the beginning of the class period on the due date. Assignments handed in after the due date and time will not be accepted. Students must discuss grades within one week after the specific assignment has been returned to the student to avoid questions regarding specific grades and assignments later in the semester. At the completion of the semester the accumulated points on the 500 point scale will be final.

CLASS ATTENDANCE
The University views class attendance as the responsibility of an individual student. Attendance is essential to complete this course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07. All attendance related issues, questions and absences should be communicated through email for documentation purposes. Attendance will be taken during the semester. If you are absent, twenty (20) points will be deducted for each absence from your total points earned.

EMAIL
All email correspondence with students will be conducted through the email account established through TAMU. Classroom announcements, readings, updates and general
Course information may be communicated through email so daily checks of your TAMU email account is important. When emailing instructor, **always put course and section number in the subject line.**

**WEBSITE**
The course will be listed on the TAMU E-campus website.

**ELECTRONICS**
Cell Phones, text messaging, and other devices that disrupt the class must be turned off or put away. Laptop and tablet use during class should be focused on learning material about this class. If you would like to use a laptop to take notes, you will be asked to stay on task, not surfing the web, social media, email, etc., and come with a fully charged battery.

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

**MANDATORY REPORTING**
According to TAMU System Regulation 08.01.01, all TAMU faculty and staff who observe or become aware of alleged discrimination must promptly report the incident to Dr. Anne Reber, Dean of Students (matters related to alleged student misconduct) or Mr. Kevin McGinnis, Chief Compliance Officer (matters related to alleged faculty or staff misconduct). Forms of discrimination include, but are not limited to, sexual assault, sexual harassment, dating/domestic violence, and stalking. While students are not required to report discrimination, they are highly encouraged to do so.

**SELFLESS SERVICE EXTRA CREDIT**
Will be discussed in class.
## COURSE SCHEDULE*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.15</td>
<td>Intro., class activity</td>
<td></td>
</tr>
<tr>
<td>1.17</td>
<td>Business Writing, Business Adventure</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>1.22</td>
<td>Entrepreneurship and Business Planning</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>1.24</td>
<td>Entrepreneurship and Business Planning</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>1.29</td>
<td>Business Concept: Products and Services</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>1.31</td>
<td>Covey – Seven Habits</td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td>Retail, other profit centers/facilities</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>2.7</td>
<td>Market Analysis</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>2.12</td>
<td>Marketing, Promo. &amp; Comm.</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>2.14</td>
<td>Review for exam</td>
<td></td>
</tr>
<tr>
<td>2.19</td>
<td>Exam #1</td>
<td>Bring pencil, No lab today</td>
</tr>
<tr>
<td>2.21</td>
<td>No class – Ariel will be in lab</td>
<td></td>
</tr>
<tr>
<td>2.26</td>
<td>Review exam and Business Plan</td>
<td></td>
</tr>
<tr>
<td>2.27</td>
<td>RPTS Career Fair – extra credit</td>
<td></td>
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<tr>
<td>2.28</td>
<td>Management and Leadership</td>
<td>Chapter 7</td>
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<tr>
<td>3.5</td>
<td>Guest Speaker</td>
<td></td>
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<tr>
<td>3.7</td>
<td>Service Quality</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>3.12</td>
<td>No class - Spring Break</td>
<td></td>
</tr>
<tr>
<td>3.14</td>
<td>No class – Spring Break</td>
<td></td>
</tr>
<tr>
<td>3.19</td>
<td>Ethics</td>
<td>Chapter 9,</td>
</tr>
<tr>
<td>3.21</td>
<td>Meet at Hilton at 1130, no lab today</td>
<td>Appropriate attire, lunch provided</td>
</tr>
<tr>
<td>3.26</td>
<td>Protecting Your Assets</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>3.28</td>
<td>Financial Planning and Analysis, Business Presentation</td>
<td>Chapter 11</td>
</tr>
<tr>
<td></td>
<td>Skills</td>
<td><strong>BP final draft due (optional)</strong></td>
</tr>
<tr>
<td>4.2</td>
<td>Implementing the Business Plan</td>
<td>Chapter 1 (<strong>Drafts will be returned</strong>)</td>
</tr>
<tr>
<td>4.4</td>
<td>Shark Tank</td>
<td>Final BP (bound, color, hard copy) due at beginning of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>class/no lab</td>
</tr>
<tr>
<td>4.9</td>
<td>Shark Tank</td>
<td>No lab</td>
</tr>
<tr>
<td>4.11</td>
<td>Shark Tank</td>
<td>No lab</td>
</tr>
<tr>
<td>4.16</td>
<td>Shark Tank</td>
<td>No lab</td>
</tr>
<tr>
<td>4.18</td>
<td>Shark Tank</td>
<td>No lab</td>
</tr>
<tr>
<td>4.23</td>
<td>Career tips/COAPRT/Evaluation/review</td>
<td>Chapter 13, <strong>bring pencil, no lab</strong></td>
</tr>
<tr>
<td>4.25</td>
<td>Exam #2</td>
<td><strong>Bring pencil, no lab</strong></td>
</tr>
</tbody>
</table>

*Subject to change