Core Curriculum Management

New Core Component Proposal

Date Submitted: 03/12/19 9:57 am

Viewing: ANTH 436-W: Ancient Egypt

Last edit: 03/25/19 4:18 pm
Changes proposed by: werner

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shelley Wachsmann</td>
<td><a href="mailto:swachsmann@tamu.edu">swachsmann@tamu.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

Course Prefix ANTH  
Course Number 436  
Academic Level UG  
Complete Course Title Ancient Egypt  
Abbreviated Course Title ANCIENT EGYPT  
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.

N/A

In Workflow

1. ANTH 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. 03/12/19 10:01 am  
   Cynthia Werner (werner): Approved for ANTH Department Head  
2. 03/12/19 10:23 am  
   Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG  
3. 04/03/19 12:50 pm  
   Donna Pantel (dpantel): Approved for W & C Preparer  
4. 04/03/19 2:44 pm  
   Donna Pantel (dpantel): Approved for W & C Advisory Committee Chair
All syllabi should contain one of the following statements. Select the statement that applies to your course.

To pass this course you must pass the W component.

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

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Report</td>
<td>500</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Reflection Piece (<em>In your view, which period of pharaonic history and/or the rule of which pharaoh that we covered in this course most closely resembles the times in which we are now living in the United States of America? Give an overview together with a list of at least five (numbered) reasons for your view.</em>)</td>
<td>1500</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.

N/A

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

I will review and supply formative feedback on drafts of students’ book reports. I will also be available to discuss their writing one-on-one with students.

Describe how you provide writing instruction.

Writing instruction will include mini slide presentations on relevant writing topics of interest together with several Writing Center workshops.

Additional Comments: The highlighted sections of the syllabus indicate which parts of the syllabus have been changed to meet the W requirement.

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

Attach Course Syllabus: ANTH 436 Ancient Egypt (W).docx

Reviewer Comments: Donna Pantel (dpantel) (04/03/19 12:49 pm): REPORT ON CERTIFICATION OF W COURSE:

ANTH 436 We recommend that ANTH 436 Ancient Egypt 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 2000; (3) the instructor to student ratio is 1:25; and (4) the assigned writing is appropriate to the major. Students write a book report on a book about ancient Egypt and a reflection...
essay comparing pharaonic history to the present day. The instructor provides written feedback on a draft of the book report and encourages further feedback in the form of writing conferences. Instruction takes the form of mini-lectures with slides on writing topics relevant to these assignments as well as workshops from the University Writing Center.
ANCIENT EGYPT

ANTH/RELS 436 WRITING COURSE (W)

SYLLABUS

SPRING 20___ (Tuesdays and Thursdays, <<TIME>>)

<<ROOM>>

Shelley Wachsmann, Ph.D.
Meadows Professor of Biblical Archaeology
Nautical Archaeology Program, Department of Anthropology, Texas A&M University

Office hours: Wednesdays 3:00-5:00 PM, or by appointment at the Nautical Archaeology Program, Anthropology Department, Room 121 Telephone (979) 847-9257; E-mail: swachsmann@tamu.edu

This course is designed to introduce the student to the environment, the archaeology and the history of ancient Egypt from earliest times to the end of the New Kingdom period while also giving them a grounding in writing skills.

The course has the following objectives: A) to acquaint students with the rich matrix of Egyptian history and material culture, B) to integrate these physical remains into an overall humanistic understanding of the Egyptian world and how it influences modernity, C) to supply the student with the tools to evaluate archaeological discoveries and, D) to familiarize the student with the interrelationship of various sources—texts, artifacts, iconography, etc.—for interpreting and understanding the past. This course has no prerequisites.

We will examine the physical environment that led to the creation of the Egyptian culture, the beginnings of Egyptology and will cover the period from earliest human settlement in Egypt to the end of the New Kingdom period. Classes will be devoted primarily to Keynote™ lectures. We will also see two video presentations.

Writing represents a vital ability for success. This course also aims to supply the student with opportunities to learn proper writing skills and to hone their writing abilities. Classes will be dedicated to relevant topics such as plagiarism, how to write abstracts and term papers, the use of footnotes, etc.

Writing assignments totaling 2,000 words (eight pages, double spaced) will account for 35 percent of the final grade. To pass this course, the student must pass the writing and speaking components. The remaining 65 percent of the grade will be based on two
midterm tests (20 percent each) and a final test worth (25 percent). The second mid-term, and the final test, will include only material covered since the previous test.

Letter grades assigned will follow the standard TAMU scale: 100-90 = A, 89-80 = B, 79-70 = C, 69-60 = D, 59 and below = F. Sometimes students do not do well on a midterm. Should this happen the student will have the option to take a final exam covering all the material of the entire semester. This test will count for the final and will replace the lower of the two mid-term test grades (a total 45-point value). Anyone wishing to take this option must register to do so no later than our last meeting (<DATE>). Note that this possibility should be viewed as an opportunity of last resort.

TEXTBOOKS

We will be using the following textbooks:


B) Kathryn A. Bard, 2008, An Introduction to the Archaeology of Ancient Egypt. Oxford, Blackwell Publishing. This volume is available as an ebook and chapter pdf download from Libcat [https://libcat.tamu.edu/vwebv/holdingsInfo?searchId=418&recCount=50&recPointer=0&bibId=5671406].

Additional readings are available online on eCampus and will be assigned in class.

CLASS LECTURES ON LINE

Class lectures are available on-line as downloadable PDF files on eCampus. Students should download these files and print them out (multiple slides per printed page) as a convenient aid in taking notes. These lecture files do not replace class attendance.

THE 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.

STATEMENT ON DIVERSITY

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

**ACADEMIC INTEGRITY**
An Aggie does not lie, cheat or steal, or tolerate those who do. For more information regarding academic integrity, please visit the Honor Council Rules and Procedures on the web: http://aggiehonor.tamu.edu).
**SCHEDULE SPRING 2019**

**Week 1**
(1) Tuesday, January 15th ➔ Introduction I
(2) Thursday, January 17th ➔ Introduction II

**Week 2**
(3) Tuesday, January 22nd ➔ Video Presentation: Napoleon’s Obsession: Quest for Egypt
(4) Thursday, January 24th ➔ The Environmental Background I

**Week 3**
(5) Tuesday, January 29th ➔ The Environmental Background II
(6) Thursday, February 1st ➔ Prehistoric Egypt

**Week 4**
(7) Tuesday, February 5th ➔ Predynastic Egypt
(8) Thursday, February 7th ➔ Review & Discussion

**Week 5**
(9) Tuesday, February 12th ➔ Mid-term examination #1 (30 points)
(10) Thursday, February 14th ➔ Understanding Hieroglyphs

**Week 6**
(11) Tuesday, February 19th ➔ The Old Kingdom (Ist-Vth Dynasties)
(12) Thursday, February 21st ➔ How to Build a Pyramid

**Week 7**
(13) Tuesday, February 26th ➔ Sneferu
(14) Thursday, February 28th ➔ Video Presentation: Mummy Tech

**Week 8**
(15) Tuesday, March 5th ➔ Khufu to the 1st Intermediate Period
(16) Thursday, March 7th ➔ The Middle Kingdom (XIIth Dynasty)

**Week 9**

**Spring Break. No classes. (March 11th-15th, 2019)**

**Week 10**
(17) Tuesday, March 19th ➔ The Second Intermediate Period (XIIIth-XVIIth Dynasties) & Introduction to the New Kingdom: The Early XVIIIth Dynasty
(18) Thursday, March 21st ➔ Review & Discussion

**Week 11**
(19) Tuesday, March 26th ➔ Mid-term examination #2 (30 points)
(20) Thursday, March 28th ➔ Hatshepsut
Week 12
(21) Tuesday, April 2nd ➤ Thutmose III
(22) Thursday, April 4th ➤ Amenhotep II-Akhenaten

Week 13
(23) Tuesday, April 9th ➤ Tutankhamun
(24) Thursday, April 11th ➤ Video Presentation: Voyage to Antiquity

Week 14
(25) Tuesday, April 16th ➤ The Early XIXth Dynasty & Ramses II (aka ‘the Great’)
(26) Thursday, April 18th ➤ Ramses II (cont’d) to the End of the XIXth Dynasty

Week 15
(27) Tuesday, April 23rd ➤ The XXth Dynasty: Invasion, Decline and the End of the New Kingdom
(28) Thursday, April 25th ➤ Summary, Review & Discussion

Final examination (& essay due): Thursday, May 2nd, 3:00-5:00 PM
For more about Egypt, see…

- American Research Center in Egypt (ARCE) (http://www.arce.org)
  (North Texas Chapter: P.O. Box 38642, Dallas, TX 57238)

- Egypt Exploration Society (EES) (http://www.ees.ac.uk)


- Oriental Institute, University of Chicago (http://oi.uchicago.edu)
  Pdf files of many publications on Egyptology available for free download at
  (http://oi.uchicago.edu/research/pubs/catalog/egypt.html)

- The Metropolitan Museum of Art, Egyptian Collection
  (http://www.metmuseum.org/collections/search-the-collections?ft=Egyptian)

- Petrie Museum of Egyptian Archaeology
  (http://www.ucl.ac.uk/museums/petrie)

- The British Museum, Online Collection
  (http://www.britishmuseum.org/research/collection_online/search.aspx)

And for your general interest…

**THE ANCIENT WORLD ON TELEVISION**

AWOTV on the www:
http://www.atrium-media.com/rogueclassicism/categories/awotv/

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To unsubscribe, send a blank message to:
mailto:awotv-unsubscribe@yahoogroups.com

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Past issues of Explorator are available on the web at:
http://groups.yahoo.com/group/Explorator/messages

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mailto:Explorator-subscribe@yahoogroups.com

To unsubscribe, send a blank email message to:
mailto:Explorator-unsubscribe@yahoogroups.com
New Core Component Proposal

Date Submitted: 03/21/19 10:03 am

Viewing: ATMO 463-W: Air Quality

Last edit: 03/21/19 10:03 am
Changes proposed by: gws

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gunnar Schade</td>
<td><a href="mailto:gws@geos.tamu.edu">gws@geos.tamu.edu</a></td>
<td>979-845-0633</td>
</tr>
</tbody>
</table>

Course Prefix  ATMO Course Number  463

Academic Level  UG

Complete Course Title  Air Quality

Abbreviated Course Title  AIR QUALITY

Crosslisted With

Semester Credit  3 Hour(s)  3

Proposal for:
Writing Designation

Writing Designation

Number of Sections per Academic Year  2 Enrollment per Section (Avg.)  15

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

In Workflow
1. ATMO Department Head
2. GE 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. 03/21/19 9:36 am Ramalingam Saravanan (sarava): Rollback to Initiator
2. 03/21/19 10:06 am Ramalingam Saravanan (sarava): Approved for ATMO Department Head
3. 03/21/19 11:30 am Christian Brannstrom (cbrannst): Approved for GE College Dean UG
4. 04/03/19 12:51 pm Donna Pantel (dpantel): Approved for W & C Preparer
5. 04/03/19 2:44 pm Donna Pantel (dpantel): Approved for W &
If you are working with assistants (graduate or undergraduate included), briefly explain how you will monitor and supervise their work and what roles they will play in the teaching of writing.

NA

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

To 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>homework assignments</td>
<td>1000</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>term paper</td>
<td>2000</td>
<td>35</td>
<td>No</td>
</tr>
</tbody>
</table>

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

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

Explain how collaboration is monitored to ensure equal participation.

NA

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

1. All students' homework writings and term paper drafts are commented upon and edited extensively by the instructor using text editing software (Word) with tracking turned on
2. 2nd student drafts are provided to other W-section students via peerceptive in ecampus, for peer-review feedback
3. The instructor provides one-on-one feedback outside of class to each W-student after/on the 2nd draft

Describe how you provide writing instruction.

1. The instructor assigns required readings for each student's term paper after the 1st draft
2. The instructor presents and discusses the contents of the Writing Center's standard powerpoint presentation on Scientific Writing
3. The instructor regularly discusses examples of actual student writing from the current and past sections in class, including proper presentation methods of scientific data

Additional Comments

This is a W course re-certification application
Note that the homework writing grade represents half of the total homework grade because the other half is based on non-writing assignments such as mathematical calculations and chemical equations.

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

Attach Course

Syllabus_463.pdf

Syllabus

ATMO463_2019.pdf
Ramalingam Saravanan (sarava) (03/21/19 9:36 am): Rollback: Clarify homework grading

Donna Pantel (dpantel) (04/03/19 12:51 pm): REPORT ON RECERTIFICATION OF W COURSE: ATMO 463 We recommend that ATMO 463 Air Quality 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 2000; (3) the instructor to student ratio is 1:15; and (4) the assigned writing is appropriate to the major. Students write a term paper. They also complete homework assignments that help them prepare for the term paper (not counted above). All homework and the term paper are submitted in draft form for written instructor comments and peer review; in addition, students conference one-to-one with the instructor for feedback after they revise the first draft and before they submit the final draft. Instruction includes required readings, a lecture on scientific writing, and the use of examples.
Course title and number: Air Quality, ATMO 463-500/900
Term: Spring 2019
Meeting times and location: Tuesdays and Thursdays, 2:20 to 3:35 pm, O&M 1209
Prerequisites: CHEM 101 or 107, or instructor approval; ATMO 201 recommended

Short Course Description

Atmospheric pollution sources, transport, sinks, and effects; monitoring of air pollutant emissions and of ambient concentrations; use of models to simulate air pollution; regulation of emissions and ambient concentrations; greenhouse gas emissions regulations

Learning Outcomes or Course Objectives

Upon completion of the course, you should comprehend:
- The sources, typical concentrations, and sinks of important air pollutants
- The effects of air pollutants on human health and welfare
- The approach to quantifying such effects
- The techniques used to measure emissions and atmospheric concentrations
- The approach and efficacy of national and international regulation of air pollutants
- The basic design and implementation of air quality models
- The approaches used to control emissions from motor vehicles and stationary sources

Instructor Information

Name: Dr. Gunnar W. Schade
Telephone number: (979) 845-0633
Email address: gws@geos.tamu.edu
Office hours: Tuesdays and Thursdays after class
Office location: 1104 Eller O&M Building

Textbook and/or Resource Material

Air Quality, 5th edition, by Thad Godish, Wayne Davis and Joshua Fu
I will maintain a topics and readings schedule on eCampus. I will also post all slides I will show prior to class, with the exception of week 1. Assigned readings other than the textbook TBD.

Attendance and Make-up Policies

Class attendance is your individual responsibility as a student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located online at http://student-rules.tamu.edu/rule07. You are responsible for providing satisfactory evidence to substantiate the reason for your absence. Meaning, it is your responsibility to give prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Aggie Honor Code.

If you have an excused absence, I will either provide you with an opportunity to make up any quiz, exam or other work that contributes to the final grade, or provide a satisfactory alternative by a date mutually agreed upon. Your make-up work must be completed in a timeframe not to exceed 14 calendar days from the last day of the initial absence.
Grading Policies

There will be 4-5 homework assignments, 10 online short quizzes, a midterm exam, a final exam, a term paper, and a participation grade based on online group discussions. Grade assignment will be weighed differently depending on whether you signed up to the writing-intensive section of the course or not, and the overall weighing for each section is listed on the bottom of this section. The usual grading scale will be applied: A – 100-90%, B – 90-80%, C – 80-70%, D – 70-60%, F – <60%

Participation grade
I will post a weekly discussion topic on ecampus based on class-related topics in recent news. Your task is to bring in your thoughts in a thoughtful and informative manner; and your contributions will be assessed mostly on quality, for which I will post a short rubric on ecampus.

Quizzes
I will post a weekly quiz on ecampus starting in week 2. You will access and complete the quiz online from a PC and location of your choice during a mutually agreed upon time at the beginning or end of the week (non-proctored). Quizzes (10+) will consist dominantly of multiple choice and multiple answer questions related to topics recently covered in class and throughout the textbook. Given the limited time to complete each quiz, you will do well only if you attended class and read each assigned textbook chapter before and after class.

Homework
Both 500- and 900-sections will be assigned homework tasks (4-6). These will generally go beyond the lectures and will require some data manipulation and interpretation.

Midterm and final exams
Everybody in class will take the in-class midterm exam on March 5 or 7. The final exam will only be taken by students in the 500-section. It will not be cumulative and will likely be scheduled before the assigned time slot (7 May) due to special end-of-term circumstances of the instructor.

Term paper
In lieu of a final exam, 900-section students will write a ~10 page term paper about a topic relevant to air pollution or atmospheric chemistry, which is expected to go beyond any material presented in class. Your paper should show that you know how to read scientific publications on advanced topics and that you understand and are able to synthesize that knowledge. Writing guidelines for the paper will be based on the guide for authors of the journal *Atmospheric Environment*. More information on the project will be provided during the semester.

Grading
All grades will be posted on our ecampus page. If necessary, I will curve final grades by several percentage points after looking at typically occurring breaks to select between A/B, B/C, C/D, and D/F.

<table>
<thead>
<tr>
<th></th>
<th>500-section</th>
<th>900-section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Online Quizzes</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>Homework</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Term paper</td>
<td>NA</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>10% (1st draft) + 10% (2nd draft) + 15% (final version)</td>
<td></td>
</tr>
<tr>
<td>Midterm</td>
<td>25%</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam</td>
<td>25%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week/Day</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 / TR</td>
<td>Introduction, Summary of important atmospheric gases and radiation</td>
<td>TB chapter 1</td>
</tr>
<tr>
<td>2 / T</td>
<td>Summary of sources and impacts of different pollutants</td>
<td>TB chapter 2</td>
</tr>
<tr>
<td>2 / R</td>
<td>Summary of transport, dispersion, and deposition</td>
<td>TB chapter 3</td>
</tr>
</tbody>
</table>
3 / TR Summary of atmospheric effects TB chapter 4
4 / TR Air pollution health studies TB chapter 5
5 / TR Respiratory diseases, health effects of CO TB chapter 5
6 / T Health effects of PM, NO₂, and O₃ TB chapter 5
6 / R Welfare effects of Air Pollution TB chapter 6
7 / TR Air Quality measurements, assessments and monitoring TB chapter 7
8 / T Midterm, 1st draft of term paper due
8 / R Emissions measurements and modeling TB chapter 7
10 / TR Air Quality modeling TB chapter 7
11 / TR Regulations and Public Policy I; 2nd draft of term paper due TB chapter 8
12 / TR Regulations and Public Policy II TB chapter 8
13 / TR Control of motor vehicle emissions TB chapter 9
14 / TR Emissions control from stationary sources TB chapter 10
15 / TR Topics as needed to catch up; final term papers due on 26 April

May 7, 1-3 pm assigned final exam time (we will make any effort to move that up by one week)

Other Pertinent Course Information

Class Webpage
The class is organized through an ecampus, http://ecampus.tamu.edu, homepage, accessible directly via that link or via Howdy. You will take your quizzes on ecampus and submit your homework assignments there as well. The page will list all materials used in class, expanded by some internet links. We shall use discussion fora to communicate on class topics (participation grade). Also, your grades will be posted through the pages automatically so that you can keep track of your progress.

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

Academic Integrity

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

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

If you have any questions regarding plagiarism and academic dishonesty, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”
Course title and number  
**Air Quality**, ATMO 463-500/900  
Term  
Spring 2020  
Meeting times and location  
Tuesdays and Thursdays, 2:20 to 3:35 pm, O&M 1209  
Prerequisites  
CHEM 101 or 107, or instructor approval; ATMO 201 recommended

### Short Course Description

Atmospheric pollution sources, transport, sinks, and effects; monitoring of air pollutant emissions and of ambient concentrations; use of models to simulate air pollution; regulation of emissions and ambient concentrations; technologies for mobile and stationary source emission abatement

### Learning Outcomes or Course Objectives

Upon completion of the course, you should comprehend:
- The sources, typical concentrations, and sinks of important air pollutants
- The effects of air pollutants on human health and welfare
- The approach to quantifying such effects
- The techniques used to measure emissions and atmospheric concentrations
- The approach and efficacy of national and international regulation of air pollutants
- The basic design and implementation of air quality models
- The approaches used to control emissions from motor vehicles and stationary sources

### Instructor Information

Name  
Dr. Gunnar W. Schade  
Telephone number  
(979) 845-0633  
Email address  
gws@geos.tamu.edu  
Office hours  
Tuesdays and Thursdays after class  
Office location  
1104 Eller O&M Building

### Textbook and/or Resource Material

*Air Quality, 5th edition*, by Thad Godish, Wayne Davis and Joshua Fu  
I will maintain a topics and readings schedule on eCampus. I will also post all slides I will show prior to class, with the exception of week 1. Assigned readings other than the textbook TBD.

### Attendance and Make-up Policies

Class attendance is your individual responsibility as a student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located online at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). You are responsible for providing satisfactory evidence to substantiate the reason for your absence. Meaning, it is your responsibility to give prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Aggie Honor Code.

If you have an excused absence, I will either provide you with an opportunity to make up any quiz, exam or other work that contributes to the final grade, or provide a satisfactory alternative by a date mutually agreed upon. Your make-up work must be completed in a timeframe not to exceed 14 calendar days from the last day of the initial absence.
Grading Policies

There will be 4-5 homework assignments, 10 online short quizzes, a midterm exam, a final exam, a term paper, and a participation grade based on online group discussions. Grade assignment will be weighed differently depending on whether you signed up to the writing-intensive section of the course or not, and the overall weighing for each section is listed on the bottom of this section. The usual grading scale will be applied: A – 100-90%, B – 90-80%, C – 80-70%, D – 70-60%, F – <60%

Participation grade
I will post a weekly discussion topic on ecampus based on class-related topics in recent news. Your task is to bring in your thoughts in a thoughtful and informative manner; and your contributions will be assessed mostly on quality, for which I will post a short rubric on ecampus.

Quizzes
I will post a weekly quiz on ecampus starting in week 2. You will access and complete the quiz online from a PC and location of your choice during a mutually agreed upon time at the beginning or end of the week (non-proctored). Quizzes (10+) will consist dominantly of multiple choice and multiple answer questions related to topics recently covered in class and throughout the textbook. Given the limited time to complete each quiz, you will do well only if you attended class and read each assigned textbook chapter before and after class.

Homework
Both 500- and 900-sections will be assigned homework tasks (4-6). These will generally go beyond the lectures and will require some data manipulation and interpretation. All assignments will entail a significant amount of writing and learning how to properly present scientific data.

Midterm and final exams
Everybody in class will take the in-class midterm exam on March 3 or 5. The final exam will only be taken by students in the 500-section. It will not be cumulative.

Term paper (W component)
In lieu of a final exam, 900-section students will write a ~10 page term paper (2000+ words) about a topic relevant to air pollution and related class topics. The paper is expected to go beyond any material presented in class, and it should show that you know how to read scientific publications on advanced topics and that you understand and are able to synthesize that knowledge. Writing guidelines for the paper will be based on the guide for authors of the journal Atmospheric Environment. More information on the project will be provided during the semester. You can bring forward your own suggestions, or select a topic from a list I provide. Your first draft, due before spring break, needs to show that you got started, selected a structure, and have accessed appropriate sources for contents. Your second draft needs to show substantial progress in contents and structure. To receive W credit for this course, you must pass the W component.

Writing instruction
I will spend at least one class introducing the general concept and structure or scientific writing. Throughout the semester, I will use past and current student writing and data presentation to teach about scientific writing in class. In addition, both the homework assignments that include writing, and the term paper drafts will receive extensive feedback on your scientific writing in both written and oral form.

Grading
All grades will be posted on our ecampus page. If necessary, I will curve final grades by several percentage points after looking at typically occurring breaks to select between A/B, B/C, C/D, and D/F.

<table>
<thead>
<tr>
<th></th>
<th>500-section</th>
<th>900-section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation:</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Online Quizzes</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>Homework</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Term paper 10% (1st draft) + 10% (2nd draft) + 15% (final version)</td>
<td>NA</td>
<td>35%</td>
</tr>
<tr>
<td>Midterm</td>
<td>25%</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam</td>
<td>25%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
### Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week/Day</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 / TR</td>
<td>Introduction, Summary of important atmospheric gases and radiation</td>
<td>TB chapter 1</td>
</tr>
<tr>
<td>2 / T</td>
<td>Summary of sources and impacts of different pollutants</td>
<td>TB chapter 2</td>
</tr>
<tr>
<td>2 / R</td>
<td>Summary of transport, dispersion, and deposition</td>
<td>TB chapter 3</td>
</tr>
<tr>
<td>3 / TR</td>
<td>Summary of atmospheric effects</td>
<td>TB chapter 4</td>
</tr>
<tr>
<td>4 / TR</td>
<td>Air pollution health studies</td>
<td>TB chapter 5</td>
</tr>
<tr>
<td>5 / TR</td>
<td>Respiratory diseases, health effects of CO</td>
<td>TB chapter 5</td>
</tr>
<tr>
<td>6 / T</td>
<td>Health effects of PM, NO$_2$, and O$_3$</td>
<td>TB chapter 5</td>
</tr>
<tr>
<td>6 / R</td>
<td>Welfare effects of Air Pollution</td>
<td>TB chapter 6</td>
</tr>
<tr>
<td>7 / TR</td>
<td>Air Quality measurements, assessments and monitoring</td>
<td>TB chapter 7</td>
</tr>
<tr>
<td>8 / T</td>
<td>Midterm, 1$^{st}$ draft of term paper due</td>
<td>TB chapter 7</td>
</tr>
<tr>
<td>8 / R</td>
<td>Emissions measurements and modeling</td>
<td>TB chapter 7</td>
</tr>
<tr>
<td>10 / TR</td>
<td>Air Quality modeling</td>
<td>TB chapter 7</td>
</tr>
<tr>
<td>11 / TR</td>
<td>Regulations and Public Policy I; 2$^{nd}$ draft of term paper due</td>
<td>TB chapter 8</td>
</tr>
<tr>
<td>12 / TR</td>
<td>Regulations and Public Policy II</td>
<td>TB chapter 8</td>
</tr>
<tr>
<td>13 / TR</td>
<td>Control of motor vehicle emissions</td>
<td>TB chapter 9</td>
</tr>
<tr>
<td>14 / TR</td>
<td>Emissions control from stationary sources</td>
<td>TB chapter 10</td>
</tr>
<tr>
<td>15 / TR</td>
<td>Topics as needed to catch up; final term papers due on 26 April</td>
<td>TB chapter 10</td>
</tr>
</tbody>
</table>

May 5, 1-3 pm  assigned final exam time

### Other Pertinent Course Information

**Class Webpage**
The class is organized through an ecampus, [http://ecampus.tamu.edu](http://ecampus.tamu.edu), homepage, accessible directly via that link or via Howdy. You will take your quizzes on ecampus and submit your homework assignments there as well. The page will list all materials used in class, expanded by some internet links. We shall use discussion fora to communicate on class topics (participation grade). Also, your grades will be posted through the pages automatically so that you can keep track of your progress.

**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.”

If you have any questions regarding plagiarism and academic dishonesty, please consult the latest issue of the *Texas A&M University Student Rules*, under the section “Scholastic Dishonesty.”
Course title and number          ATMO 463 - 900: Air Quality

Course Description and Prerequisites

Atmospheric pollution sources, transport, sinks, and effects; monitoring of air pollutant emissions and of ambient concentrations; use of models to simulate air pollution; regulation of emissions and ambient concentrations; greenhouse gas emissions regulations.

Prerequisites: CHEM 101 or 107 or approval of instructor

Learning Outcomes

Upon completion of the course, you should understand:

- The sources, typical concentrations, and sinks of important air pollutants
- The effects of air pollutants on human health and welfare
- The approach to quantifying such effects
- The techniques used to measure emissions and atmospheric concentrations
- The approach and efficacy of national and international regulation of air pollutants
- The basic design and implementation of air quality models
- The approaches used to control emissions from motor vehicles and stationary sources

Instructor Information

Name                      Don Collins
Telephone number          (979) 862-4401
Email address             dcollins@tamu.edu
Office hours              MWF 9:00 – 10:00
Office location           1005B Eller O&M

Textbook and/or Resource Material

Air Quality, 5th edition, by Thad Godish.

I will maintain a topics and readings schedule on eCampus. I will also post all slides I will show prior to class.
Grading Policies

*Homework:*  
There will be ~5 homework assignments during the semester. These will generally go beyond the lectures and will require some data manipulation and interpretation. Your response to questions related to the assignment that I'll ask at the beginning of class on the homework due date will make up 25% of the overall grade.

*In-class participation:*  
You will receive a grade based on contribution to in-class discussions and on refraining from distracting or disruptive use of phones, laptops, …

Please scan/photograph any e.g. doctor’s notes and email to me rather than bringing the original to class. I’ll have a stack of papers with me and I just don’t want to inadvertently bury and forget a note you hand me.

*Term paper:*  
The ~10 page term paper should be about a topic relevant to air pollution or atmospheric chemistry and is expected to go beyond material presented in class. Your paper should show that you know how to read scientific papers on advanced topics and that you understand and are able to synthesize that knowledge. Writing guidelines for the paper will be based on the American Meteorological Society’s guide for scientific manuscripts. More information on the project will be provided during the semester.

*Midterm and Final exam:*  
There will be a midterm on March 8. The final exam will be during the scheduled time slot for this class time (5/9, 10:30 – 12:30). The final will not be cumulative.

*Grading:*  
The overall weighting for the course is provided below. All grades will be posted on our eCampus page. If necessary, a curve will be applied to the final grades. Towards the middle/end of the semester I will post approximate A/B, B/C, C/D, D/F breaks.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Homework</td>
<td>15%</td>
</tr>
<tr>
<td>Term paper</td>
<td>35%</td>
</tr>
<tr>
<td>midterm</td>
<td>20%</td>
</tr>
<tr>
<td>final exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

100%
<table>
<thead>
<tr>
<th>Week of</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
</tr>
</thead>
</table>
| Jan. 16 |        | Class overview | Summary of important atmospheric gases and radiation  
Text Chapter 1 |
| Jan. 23 | Summary of sources and impacts of different pollutants  
Text Chapter 2 | Summary of transport, dispersion, and deposition  
Text Chapter 3 | Summary of transport, dispersion, and deposition  
Text Chapter 3 |
| Jan. 30 | Summary of atmospheric effects  
Text Chapter 4 | Summary of atmospheric effects  
Text Chapter 4 | Mercury deposition, brief overview of ozone depletion and climate change and intro to health effects  
Text Chapters 4, 5 |
| Feb. 6  | Types of air pollution health studies  
Text 5.1 – 5.2.1.2.3 | Confounding effects and toxicological studies  
Text 5.2.1.2 – 5.2.2 | Occupational studies and diseases caused by air pollution  
Text 5.2.3 – 5.3.2 |
| Feb. 13 | Respiratory diseases caused by air pollution  
Text 5.3.3 | No class | Health effects of CO and PM2.5  
Text 5.4.1, 5.4.3 |
| Feb. 20 | Health effects of PM2.5  
Text 5.4.3 | Health effects of NO2 and O3 and air quality monitoring  
Text 5.4.5, 5.4.6, 7.1 | Air sampling techniques  
Text 7.1.1.3, 7.1.2.1 |
| Feb. 27 | Calibrations and monitoring networks  
Text 7.1.2.2, 7.1.3.1 | Techniques for measuring SO2 and NOx  
Text 7.1.3.2.1, 7.1.3.2.2 | Techniques for measuring NO2, CO, O3, and HCs  
Text 7.1.3.2.3, 4, 5 |
| Mar. 6  | Techniques for measuring PM and lead, AQI, emissions monitoring  
Text 7.1.3.2.5, 6, 7.1.3.5, 7.2 | Emissions monitoring  
Text 7.2.1 | Midterm |
| Mar. 20 | Emissions monitoring and Gaussian models  
Text 7.2.2, 7.2.3, 7.3.1 | Gaussian models  
Text 7.3.1 | Gaussian models  
Text 7.3.1 |
| Mar. 27 | Gaussian and photochemical grid models  
Text 7.3.1, 7.3.2 | Photochemical grid models  
Handouts | Regional and global grid models  
Handouts |
| Apr. 3  | Regulation – CASAC, HAPs, Hg  
Text 8.2.1.2, 8.4.8 | Regulation – acid deposition, ozone-depleting, SIPs  
Text 8.2.1.3.2, 8.4.9, 8.4.10 | Regulation of NAAQS  
Text 8.4.1, 8.4.4, 8.4.5, 8.4.6 |
| Apr. 10 | Regulation of NAAQS, GHGs  
Text 8.4.7, 8.6.1 | Regulation of GHGs and auto emissions  
Text 8.6.1, 8.4.11 |  |
| Apr. 17 | Regulation and control of motor vehicle emissions  
Text 8.4.11, 9.1.1.1, 9.1.1.2, 9.1.1.3 | Control of motor vehicle emissions  
Text 9.1.1.3, 9.1.1.4 | Catalytic converters and intro to combustion ignition engines  
Text 9.1.1.4.3, 9.1.2 |
| Apr. 24 | CI engines  
Text 9.1.2 | CI engines and fuel  
Text 9.1.2, 9.2.1 | Stationary source control  
Text 10.1 |
| May 1   | Control of particulates  
Text 10.2, 10.3.1, 10.3.2, 10.3.3.1 | Tue, May 2 – Redefined day  
Control of gas phase pollutants  
Text 10.4.4.1, 10.4.4.2, 10.4.2 |  |
| May 8   | Tue, May 9 | Final: 10:30 – 12:30 |  |
Other Pertinent Course Information

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Academic Integrity

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

New Core Component Proposal

Date Submitted: 03/12/19 11:55 am

Viewing: BUSN 225-W : Business Competency

Last edit: 04/01/19 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>Claire Raabe</td>
<td><a href="mailto:cmraabe@mays.tamu.edu">cmraabe@mays.tamu.edu</a></td>
<td></td>
</tr>
<tr>
<td>John Van Alstyne</td>
<td><a href="mailto:jvanalstyne@mays.tamu.edu">jvanalstyne@mays.tamu.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

Course Prefix    BUSN  
Course Number   225

Academic Level    UG

Complete Course Title    Business Competency

Abbreviated Course Title    BUSINESS COMPETENCY

Crosslisted With

Semester Credit    3
Hour(s)

Proposal for:
Writing Designation

Writing Designation

Number of Sections per Academic Year    4  
Enrollment per Section (Avg.)    24

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.

Teaching Assistants perform an assisting role providing clerical support for the instructor and one-on-one support for students. All grading and instruction is performed by faculty.
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>Memorandum on Worldview</td>
<td>500</td>
<td>8.75</td>
<td>No</td>
</tr>
<tr>
<td>Memorandum on Leadership Style</td>
<td>500</td>
<td>8.75</td>
<td>No</td>
</tr>
<tr>
<td>Ethical Decision Making Case - Appreciation of Situation</td>
<td>500</td>
<td>8.75</td>
<td>No</td>
</tr>
<tr>
<td>Ethical Decision Making Case - Recommendations</td>
<td>500</td>
<td>8.75</td>
<td>No</td>
</tr>
<tr>
<td>Take-home Exam 1</td>
<td>1000</td>
<td>20</td>
<td>No</td>
</tr>
<tr>
<td>Take-home Exam 2</td>
<td>1000</td>
<td>15</td>
<td>No</td>
</tr>
</tbody>
</table>

Add word count of each graded writing assignment and put total word count here. 4000

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

Explain how collaboration is monitored to ensure equal participation.

n/a

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

Each written assignment draft is assessed by the instructor, who provides written feedback. Students must re-submit drafts of each assignment, including take-home exams, until the instructor is satisfied they have done their best work. Then, a grade is assigned.

Describe how you provide writing instruction.

The instructor begins the semester with a lecture and discussion on formats and general principles for writing in support of business operations.

Students begin the course with an English Grammar Diagnostic Test. Students receive one-on-one coaching from Teaching Assistants and the Mays Communication Lab until they are able to score 90% on the diagnostic test.

Following the grammar diagnostic, "Grammar Moments" (episodes of 8 - 10 minutes for each of 6 -8 class periods) are facilitated to cover major problem areas identified on the diagnostic.

A second diagnostic is administered at the end of the semester to measure each student’s progress.

Additional Comments

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.
Donna Pantel (dpantel) (04/03/19 12:52 pm): REPORT ON RECERTIFICATION OF W COURSE: BUSN 225 We recommend that BUSN 225 Business Competency 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 1:24; and (4) the assigned writing is appropriate to the major. Students in BUSN 225 write two memos, two case studies, and two take-home exams. Each assignment receives written instructor feedback on a draft; students must revise and re-submit until the instructor is satisfied they have done their best work. Instruction includes lecture on business writing and grammar instruction.
COURSE OVERVIEW

Course is primarily focused on five of the Mays Business School’s seven core competencies—communicate, lead, collaborate, think critically, act ethically.

Course work is based on five integrated components:

-- Classroom presentations and discussions
-- Individual written assignments
-- Team written assignments
-- Team work on case studies
-- Team case presentations

A Mays Transformational Leader…

- Inspires and influences others towards a common vision;
- Courageously challenges the status quo to create sustainable value and positive social impact;
- Fosters development of self and others through reflective learning.
COURSE LEARNING OUTCOMES

Each student will:

- **Understand** the basics of leadership.
- **Create** the basis for a personal approach to leadership.
- **Understand** his or her personal core values through a values validation exercise and through discussing his or her values with team members.
- **Understand** his or her level of self-awareness as a result of input from the Jung Typology Instrument and feedback from both fellow team members and the instructor.
- **Apply** knowledge of the basics of both written and oral communication. (This will be accomplished through writing assignments and through student presentations associated with class participation and case studies.)
- **Understand** the relationship among his or her worldview, values, principles and behavior and actions.
- **Apply** the basic principles and techniques associated with establishing, operating, and sustaining a team.
- **Demonstrate** ability to work effectively as a team member. (This will be assessed during the team’s work on case studies and other collective assignments.)
- **Understand** the five dysfunctions of teams.
- **Apply** approaches and techniques for overcoming these dysfunctions.
- **Apply** Hill’s Model for Team Leadership in assessing a team.
- **Apply** a basic model in support of problem-solving and decision making.
- **Understand** the nature of the ethical environment in today’s corporate sector.
- **Apply** several models in support of ethical decision-making.
- **Understand** the basics of English grammar (Must score at least 90% on English Grammar Test.)
- **Understand** how a leader represents self and organization (must score at least 90% of an exam administered at end of semester.)
CATALOG DESCRIPTION
Application of core business competencies of leadership, communication, decision making, ethics, and teamwork.

COURSE PREREQUISITES
BUSN 101 or BUSN 125 and selection for Business Honors.

COURSE MATERIALS
Please see email to all students registered for the course, Subject: Documents for BUSN 225.

GRADING AND COURSE REQUIREMENTS

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

Exam #1  20%
Exam #2  15%
Individual Written Assignments  35%
Classroom Participation  10%
Team Presentations  20%

Total Points  100%

W (WRITING) COURSE REQUIREMENT: To pass this course, you must pass the W component.

EXPECTATIONS OF STUDENTS

- Attend all classes and team meetings.
- Think.
- Listen to and learn from class members.
- Speak up when you have an insight or point to contribute.
- Complete all assignments to standard.
- Participate effectively as a team member.
- Demonstrate a capacity for ambiguity.
- Score at least 90% on English Grammar Test
- Score at least 90% on test covering “Representing Yourself and Your Organization”
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities For Date Indicated</th>
<th>Notes On Future Classes and Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 Jan 19</td>
<td>Course Introduction (Dropbox 2a and 2b)</td>
<td>Each student will sign up for a one-on-one meeting with the instructor.</td>
</tr>
<tr>
<td></td>
<td>Discussion of syllabus (Dropbox 1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Safety Briefing (Instructor’s Notes)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presentation: “Thinking as a Leader Thinks” (Dropbox 3)</td>
<td>Before class on 23 Jan, read and be prepared to discuss Dropbox 10a (“The Five Dysfunctions of Teams”) Dropbox 11a “Thinking About a New Team) and Dropbox 11c (Listening)</td>
</tr>
<tr>
<td>16 Jan 19</td>
<td>Writing Guidelines (Dropbox 4-9)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss English Grammar Diagnostic Test (Must score at least 90% on the end-of-the-semester Grammar Test) To be completed NLT 28 Jan 19</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructions regarding Dropbox 2c (Representing Yourself and Others) Exam will be provided on 10 Apr 19</td>
<td></td>
</tr>
<tr>
<td>21 Jan 19</td>
<td>Holiday</td>
<td></td>
</tr>
<tr>
<td>23 Jan 19</td>
<td>Announce teams</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion on “The Five Dysfunctions of Teams” (Dropbox 10b and “Thinking About a New Team” (Dropbox 11b)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Team room Orientation</td>
<td></td>
</tr>
</tbody>
</table>
| Week 3 | 28 Jan 19 | Discussion: Personal Values *(Dropbox 12a and 12b)*  
Explanation of the Personal Values Validation Exercise *(Dropbox 13)*  
Team discussion on selected questions/topics *(Dropbox 14)* | Complete Personal Values Validation Exercise before class on 30 Jan. *(Dropbox 13)*  
Before class on 30 Jan, read and be prepared to discuss Dropbox 15 (“Relation between Worldview, Values, Principles and Actions/Behavior”).  
Before class on 4 Feb, read the article: “Solitude and Leadership” *(Dropbox 16a).* |
|---|---|---|---|
| 30 Jan 19 | Presentation: “The Relationship Between Worldview, Values, Principles and Actions/Behavior” *(Dropbox 17)*  
Explanation of Assignment 1 *(Dropbox 18)* (Due on 13 Feb)  
Team Meeting: Each member presents his/her personal core values to fellow team members | Before class on 4 Feb, read Dropbox 19a—Jung Typology Instrument and Dropbox 19b—MBTI Types.  
Reminder: Before class on 4 Feb, read the article: “Solitude and Leadership” *(Dropbox 16a).* |
| Week 4 | 4 Feb 19 | Introduction to Jung Typology Instrument *(Dropbox 19a and Dropbox 19b)*  
Discussion of the article, “Solitude and Leadership” *(Dropbox 16a)* | Each student complete on-line Jung Typology Instrument *(Dropbox 19c before class on 6 Feb)*  
Each student will be prepared to brief their fellow team members on the results of their Jung Typology Instrument in class on 6 Feb  
Before class on 6 Feb, read Dropbox 19e (Mutual Usefulness of Opposite Types) and Dropbox 20 (Team Operational Guidelines) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Feb 19</td>
<td>Discuss Team Assignment 1 (Due 4 Mar) <em>(Dropbox 21)</em></td>
</tr>
<tr>
<td></td>
<td>- Part 1 (Operational Guidelines)</td>
</tr>
<tr>
<td></td>
<td>- Part 2 (Briefing slides highlighting team’s strengths and challenges)</td>
</tr>
<tr>
<td></td>
<td>Each member presents their results on the Jung Typology Instrument to fellow team members.</td>
</tr>
<tr>
<td></td>
<td>Team work on case—“Sports Connection” <em>(Dropbox 22)</em> (Alternate meeting sites)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 Feb 19</td>
<td>Teams complete the Team Trust Development Exercise <em>(Dropbox 25)</em></td>
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</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Events</th>
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<tbody>
<tr>
<td>13 Feb 19</td>
<td>Turn-in Assignment 1.</td>
</tr>
<tr>
<td></td>
<td>Presentation: “The Basics of Leadership” <em>(Dropbox 23a)</em></td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Events</th>
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<tbody>
<tr>
<td>18 Feb 19</td>
<td>Presentation: “The Basics of Leadership” <em>(Dropbox 23a)</em> (Continued)</td>
</tr>
<tr>
<td></td>
<td>Discuss Assignment #2 (Due 4 March) <em>(Dropbox 26)</em></td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Events</th>
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<tbody>
<tr>
<td>20 Feb 19</td>
<td>Presentation: “Team Presentations” <em>(Dropbox 27)</em></td>
</tr>
<tr>
<td></td>
<td>In-Class Team Presentations</td>
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</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 Feb 19</td>
<td>In-Class Presentations Continue</td>
</tr>
<tr>
<td></td>
<td>Discuss Dropbox 28, 29 30a and 30b</td>
</tr>
</tbody>
</table>

Before class on 13 Feb:
- Read Dropbox 23a (Presentation on the Basics of Leadership)
- Read Dropbox 23b (Three Signs of a Miserable Job—A Summary)
- Read Dropbox 23d (The Chemistry of Leadership)
- Read Dropbox 23e (The Circle of Safety)
- Read Dr. Goleman’s article: “Leadership That Gets Results” (Harvard site).

Before class on 27 Feb, read and be prepared to discuss Dropbox 31a (Problem-Solving/Decision-Making).

Read Dropbox 31b (The Basic of Logic)
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Read Case 1, “The Lanning Company” before class on 4 Mar (Dropbox 34)</td>
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<tr>
<td>4 Mar 19</td>
<td>Turn-in Team Assignment 1</td>
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<tr>
<td></td>
<td>Turn-in Assignment 2</td>
<td></td>
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<tr>
<td></td>
<td>In-Class Case “Alex” (Dropbox 35)</td>
<td></td>
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<tr>
<td></td>
<td>Decision-Making Model (Dropbox 33)</td>
<td>Introduction to Case 1 (Lanning Case) (Dropbox 34)</td>
</tr>
<tr>
<td>6 Mar 19</td>
<td>Teams work on Case 1</td>
<td></td>
</tr>
<tr>
<td>18 Mar 19</td>
<td>Teams work on Case 1</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 Mar 19</td>
<td>Case 1 Presentation 1</td>
<td></td>
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<tr>
<td></td>
<td>Case 1 Presentation 2</td>
<td></td>
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<td></td>
<td></td>
<td>Before class on 27 Mar, please read the following and be prepared to discuss the following documents:</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td> Dropbox 36 (Ethics in Today’s Corporate Sector)</td>
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<td></td>
<td></td>
<td> Dropbox 37 (Ethics).</td>
</tr>
<tr>
<td></td>
<td></td>
<td> Dropbox 38a (Character)</td>
</tr>
<tr>
<td></td>
<td></td>
<td> Dropbox 38b (David Brooks on Character)</td>
</tr>
<tr>
<td></td>
<td></td>
<td> “Taking the Heat” (Dropbox)</td>
</tr>
<tr>
<td></td>
<td></td>
<td> “The Inner Ring” by C.S. Lewis (Dropbox 39)</td>
</tr>
<tr>
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<tr>
<td>25 Mar 19</td>
<td>Turn-in Exam 1</td>
<td>Please note the reading to be accomplished before 27 Mar</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>27 Mar 19</td>
<td>Presentation: “Ethics in Today’s Corporate Sector” (Dropbox 40)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In-Class case: “Taking the Heat” Dropbox 41a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Work case using Dropbox 41b)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read Case 2, “Schuberg Philis” (Harvard site) and Dropbox 42</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(“Schuberg Philis—Situation Continued”) before class on 3 Apr.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(See entries for 27 Mar, just above.)</td>
<td></td>
</tr>
</tbody>
</table>
| Week 11 | 1 Apr 19 | Presentation: “Values in Tension” (Dropbox 43)  
Work In-Class Case “Detention or Detox” (Dropbox 44) using model (Dropbox 45)  
Discuss Assignment 3—“The George Jamison Case” (Dropbox 46): “An Appreciation of the Situation” (Due on 15 Apr)  
Discuss Assignment 4 – “The George Jamison Case” (Due on 22 Apr) (Dropbox 47) |
|---------|----------|---------------------------------------------------------------------------------------------------|
| 3 Apr 19 | Teams work on Case 2 (Schuberg Philis)  
(Alternate meeting sites) |
| Week 12 | 8 Apr 19 | Teams work on Case 2  
(Meet at alternate team meeting sites)  
Distribute Exam 2 (Due 22 Apr) |
| 10 Apr 19 | Case 2 Presentation 1  
Exam on “Representing Yourself and Your Organization” is due on 22 Apr. |
| Week 13 | 15 Apr 19 | Case 2 Presentation 2  
**Turn-in Assignment 3** (Appreciation of the Situation—The George Jamison Case) |
| 17 Apr 19 | Case 2 Presentation 3 |
| Week 14 | 22 Apr 19 | Case 2 Presentation 4  
**Turn-in Exam #2**  
**Turn-in Assignment 4** (The George Jamison Case)  
Grammar Post-Test due  
Turn-in exam on “Representing Yourself and Your Organization” |
| | | Complete Grammar Post-Test by 22 Apr. |
| | | Before class on 24 Apr, please read Dropbox 23c ("Leadership in a Complex Environment") and Dropbox 23e (Finite and Infinite Games) and Dropbox 23g (Highlights from “Leadership and Reality”)|
**SUMMARY OF WRITTEN ASSIGNMENTS**

<table>
<thead>
<tr>
<th>ASGMT</th>
<th>DESCRIPTION</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Memorandum on Worldview (15% of writing grade)</td>
<td>13 Feb 19</td>
</tr>
<tr>
<td>#2</td>
<td>Memorandum on Leadership Style (15% of writing grade)</td>
<td>4 Mar 19</td>
</tr>
<tr>
<td>Team</td>
<td>Team Operating Guidelines</td>
<td>4 Mar 19</td>
</tr>
<tr>
<td>Asgmt 1</td>
<td>Slide Packet Highlighting Team’s Strengths and Challenges</td>
<td></td>
</tr>
<tr>
<td>#3</td>
<td>Ethical Decision-Making Case— “George Jamison: An Appreciation of the Situation (15% of writing grade)</td>
<td>15 Apr 19</td>
</tr>
<tr>
<td>#4</td>
<td>Ethical Decision-Making Case— “George Jamison” (15% of writing grade)</td>
<td>22 Apr 19</td>
</tr>
<tr>
<td></td>
<td>Exam 1 (20% of writing grade)</td>
<td>25 Mar 19</td>
</tr>
<tr>
<td></td>
<td>Exam #2 (20%) of writing grade)</td>
<td>22 Apr 19</td>
</tr>
</tbody>
</table>

**W (WRITING) COURSE REQUIREMENT:** To pass this course, you must pass the W component.
UNIVERSITY AND MAYS BUSINESS SCHOOL POLICIES

Attendance Policy

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Under Student Rule 7, an excused absence is defined as follows:

The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://studentrules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1) Participation in an activity that is required for a class and appears on the university authorized activity list at https://studentactivities.tamu.edu/app/sponsauth/index
2) Death or major illness in a student’s immediate family.
3) Illness of a dependent family member.
4) Participation in legal proceedings or administrative procedures that require a student's presence.
5) Religious holy day. NOTE: Prior notification is NOT required.
6) Injury or illness that is too severe or contagious for the student to attend class.
   a) Injury or illness of three or more class days: Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
   b) Injury or illness of less than three class days: Student will provide one or both of these (at instructor’s discretion), within one week of the last date of the absence:
      (i.)Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu or
      (ii.) Confirmation of visit to a health care professional affirming date and time of visit.
7) Required participation in military duties.
8) Mandatory admission interviews for professional or graduate school that cannot be rescheduled.
9) Mandatory participation as a student-athlete in NCAA-sanctioned competition.
10) In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as deemed medically necessary by the student’s physician. Requests for excused absence related to pregnancy should be directed to the instructor.
Make-Up Work Policy

Students with excused absences will receive adequate time and opportunities to submit the required deliverables that are delayed due to those absences. To submit work under the “make-up” policy requires documentation as specified in the TAMU student rules (see Student Rules: Rule 7 – http://student-rules.tamu.edu).

Students with unexcused absences will receive no credit for missed deliverables.

Late Work Policy

Any course deliverable turned in late will be discounted by 10% per day. “Late” means submitting deliverable any time after the assignment deadline has passed. Deliverables submitted more than 72 hours late will not be graded.

Exception: Students with excused absences will receive adequate time and opportunities to submit work they missed due to absence. Students must provide documentation and notice to the instructor as specified in TAMU student rules. (Student Rules: Rule 7 -- http://student-rules.tamu.edu).

Students with Disabilities

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

Aggie Honor Code

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

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

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

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

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

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

I will follow the steps and processes outlined in the Honor Council Rules and Procedures in all cases of academic misconduct in this class (see http://aggiehonor.tamu.edu/RulesAndProcedures).

Statement on Plagiarism

As commonly defined, plagiarism consists of passing off as one's own, ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please review additional information provided under Student Rule 20 and Aggie Honor System Rules under “Plagiarism” (see Student Rule 20 http://student-rules.tamu.edu and Aggie Honor System Rules http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx).

Food and Drink in the Classroom

We have well appointed, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for current and future students. Thus, it is necessary for you to adhere to the established policy of no beverages (except water), food, tobacco products, or like items within the Wehner Building classrooms.
Core Curriculum Management

New Core Component Proposal

Date Submitted: 03/25/19 12:31 pm

Viewing: DCED 401-W : Dance Pedagogy

Last edit: 03/25/19 12:31 pm
Changes proposed by: apooley1

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexandra Pooley</td>
<td><a href="mailto:APooley1@tamu.edu">APooley1@tamu.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

Course Prefix: DCED
Course Number: 401
Academic Level: UG
Complete Course Title: Dance Pedagogy
Abbreviated Course Title: DANCE PEDAGOGY

Crosslisted With:

Semester Credit: 3
Hour(s):

Proposal for: Writing Designation

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)?

N/A

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

N/A

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

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

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
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<tbody>
<tr>
<td>Peer Assessment Paper (No. 1)</td>
<td>500</td>
<td>7.5</td>
<td>No</td>
</tr>
<tr>
<td>Peer Assessment Paper (No. 2)</td>
<td>500</td>
<td>7.5</td>
<td>No</td>
</tr>
<tr>
<td>Teaching Observation Paper (No. 1)</td>
<td>250</td>
<td>5</td>
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<tr>
<td>Teaching Observation Paper (No.2)</td>
<td>250</td>
<td>5</td>
<td>No</td>
</tr>
<tr>
<td>Student Teaching Reflection (No.1)</td>
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<td>No</td>
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<tr>
<td>Student Teaching Reflection (No.2)</td>
<td>250</td>
<td>2.5</td>
<td>No</td>
</tr>
<tr>
<td>Teaching Philosophy</td>
<td>1000</td>
<td>20</td>
<td>No</td>
</tr>
<tr>
<td>Teaching Philosophy Outline Concept</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.

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

Explain how collaboration is monitored to ensure equal participation.

All are individual assignments. Peer feedback is implemented through the writing process and time is given in class as well as outside of class for peer feedback activities.

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

We require several stepping stone assignments and drafts that accumulate towards the major written assignment. These building blocks include an outline, peer review draft and instructor draft feedback. The students also must go to the writing center to receive additional feedback. The instructor and peer readers offer feedback concerning structure, organization and logic at various times in the semester and finally, the writer receives feedback at the sentence level. After each draft, we identify common errors and take class time to address those issues by reworking student samples and offering general recommendations. We also use class and office time for one-on-one meetings with the students.

Describe how you provide writing instruction.

At the start of the semester, students reflect about their future teaching career aspirations and how writing will be used within their discipline by viewing various writing samples including policy/procedure manuals, informational handouts, brochures, newsletters, press releases, and current pedagogical research. Techniques include chunking the research process into mini assignments and allowing the students to write about the problem as they progress through their student teaching journey. Students also are required to visit the writing center for feedback. Instructor provides mini-lessons on writing and lots of opportunities for in-class writing and discussion. For additional information concerning writing instruction, please refer to the syllabus and detailed schedule.

Additional Comments

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

Attach Course Syllabus Pedagogy writing.docx
Donna Pantel (dpantel) (04/03/19 2:14 pm): REPORT ON RECERTIFICATION OF W COURSE: DCED 401 We recommend that DCED 401 Dance Pedagogy 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 3500; (3) the instructor to student ratio is 1:15; and (4) the assigned writing is appropriate to the major. Students write two papers assessing peers' syllabi, two write-ups of teaching observations; two reflections on their teaching experience, and two about their teaching philosophy. Feedback for the teaching philosophy statement is extensive and includes peer review, writing center review, and instructor review. Students learn about writing they will do as educators and examine and reflect on models; instruction also includes breaking assignments into manageable parts and frequent feedback (for example, writing outlines and drafts). Students are required to visit the writing center.
Dance Pedagogy Syllabus

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

Required Texts:
Kassing, Gayle and Jay, Danielle; *Dance Teaching Methods and Curriculum Design*; Human Kinetics, Champaign, IL; 2003.
Other readings provided online in PDF format

Course Description: This course provides students with the tools to effectively design and teach a dance technique class. Several aspects required of a dance teacher will be studied such as developing a lesson plan, preventing injury with proper technique, understanding the pacing and progression of a dance class, and using communication skills to provide feedback to students. Class assignments and observations of various dance forms will allow students to investigate different ways of teaching dance. *This course fulfills the Writing Intensive Requirement (W).*

Course Objectives:
1. Apply dance vocabulary and effectively communicate dance instruction to the classroom.
2. Develop teaching strategies for various dance classes and levels through class assignments and peer teaching.
3. Apply dance knowledge and resources to develop a unique learning experience for students.
4. Construct level appropriate classes in various styles that demonstrate use of overall themes and concept, objectives and instructional procedures and classroom management.
5. Analyze dance class observations to critique teaching strategies and student learning styles.
6. Design and lesson plans for the classroom using TEKS.
7. In peer and self-evaluations of teaching, compare and contrast overall development of the students teaching strategies.
8. Demonstrate the ability to write an insightful well organized paper regarding the student’s teaching philosophy and peer and self-assessments of teaching.

COURSE ASSIGNMENTS:

*Denotes Writing Intensive Assignments

**To pass this course, you must pass the writing component of the course.

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

*Teaching Philosophy = (30% of Final Grade)
Students will be required to write a (Size 12 Time New Roman, double-spaced, 1000 word minimum) statement regarding her/his teaching style. The paper will be graded through steps to provide the students with the tools necessary for success. The steps include an outline, a peer-reviewed draft with rubric provided for grading, a Writing Center reviewed draft, an instructor reviewed draft, and a final draft.

- Outline – 10% - 500 Words Min
- Peer Review
- Writing Center = participation grade
- Instructor Review
- Final Draft = 20% - 1000 words min

*Peer Assessment Papers = (15% of Final Grade)
Students will be required to write two peer assessment papers (each 7.5% of grade) providing feedback on the
Dance Pedagogy Syllabus
peer’s teaching instruction video. Papers will be, double spaced, 500 words minimum per paper. Further details will be provided through E-campus and in class.

*Teaching Observation Papers and Signatures = (10% of Final Grade)
Students will be required observe 5 different classes and to write two instructor observation papers regarding the teaching style of professional dance teacher. Papers will be single spaced, 250 words minimum per paper. Students will also be required to observe 3 additional classes (not their own level of technique) and obtain the instructor’s signature. Further details will be provided through E-campus and in class.
- Observation #1 w/ signature = 4%
- Observation #2 w/ signature = 4%
- Observation Signatures (3) = 2%

*Student Teaching = (20% of Final Grade)
Students will be required to complete two student teaching days. Each teaching day will be accompanied by a lesson plan and a 250 word self-reflection paper, single-spaced. Students are required to video themselves teaching and upload the videos to the course google Drive. 1 teaching assignment must be completed in a school setting. The second can be completed in studio/TAMU/school etc.
- Lesson plans (2) = 6%
- Physical Teaching/Video (2) = 11%
- * Self-Reflection Papers (2) = 5%

Teaching Portfolio = (15% of Final Grade)
Students will be required to submit a teaching portfolio including their teaching philosophy, teaching observations, peer assessments, weekly reading/class notes and writings as well as a culminating Final Project including a course teaching calendar, 2 additional lesson plans, 2 academic assignments, and resume (more details will be posted to the E-campus site and provided in class).
- Resume = 1%
- Teaching Calendar/Unit Plan = 2%
- Dance Lesson Plans (2) = 6%
- Academic Assignments (2) = 6%

Other Teaching Activities = 10%
Students will take part in teaching assignments in class which you are expected to come prepared to teach and discuss other teaching in relation to the material taught in class. Teach Warm up for a show at TAMU, take part in the AAA conference etc.

Written assignments

Teaching Philosophy: 1000 words. 20% - Peer, instructor & Library Feedback
   Philosophy Outline: 10%

Peer Assessment Paper X2: 1000 words min total 15% - Peer & Instructor Feedback

Teaching Observation Papers X2 : 1000 words min total 10% - Peer & Instructor Feedback

Student Teaching Reflection (X2): 500 words min total 5% -Instructor Feedback

Grade Scale:
90-100 % = A
80-89 % = B
70-79 % = C
60-69% = D
Below 60% = F
### Course Calendar (General):

<table>
<thead>
<tr>
<th>Week One</th>
<th>Week Two</th>
<th>Week Three</th>
<th>Week Four</th>
<th>Week Five</th>
<th>Week Six</th>
<th>Week Seven</th>
<th>Week Eight</th>
<th>Week Nine</th>
<th>Week Ten</th>
<th>Week Eleven</th>
<th>Week Twelve</th>
<th>Week Thirteen</th>
<th>Week Fourteen</th>
</tr>
</thead>
</table>
| Reading: Ch 3  
Syllabus; Class Introduction; Writing Center;  
Peer teaching activity; Teaching and Learning Dance Ch. 1&2 | Reading: Ch 4&5 “Guiding Students in Learning Dance” and “Understanding Dance Teaching Methods” Learning Styles and creating a “centerpiece” combination; Cueing, music and sight reading activities  
What is an outline? – How to start writing your teaching philosophy. Free writing Practice. | Reading Ch 6  
Writing your teaching philosophy – ideas and strategies to write a successful teaching philosophy  
Start peer teaching and feedback – how to write an effective and constructive assessment of peer teaching | Teaching Philosophy Outline  
Due - Instructor Feedback | Teaching Philosophy Peer Review due - Peer Feedback | Peer Assessment Due x1  
Observation Paper Due x1  
Peer - Instructor Feedback | Teaching Philosophy Writing Center check due | Peer Assessment Due (2nd)  
Observation Paper due (2nd)  
Peer and Instructor Feedback | Peer teaching  
Feedback and Evaluation of teaching – sharing your written feedback. | Teaching Philosophy Draft  
Instructor draft. – Instructor Feedback | Peer teaching  
Feedback and Evaluation of teaching – sharing your written feedback | Peer teaching  
Feedback and Evaluation of teaching – sharing your written feedback |

<table>
<thead>
<tr>
<th>Week Thirteen</th>
<th>Week Fourteen</th>
</tr>
</thead>
</table>
| Reading: Ch 12 “Creating a Curriculum”  
How to develop a dance curriculum with model guides | Teaching improvisation, choreography Reflection  
Evaluation of Peer Teaching  
Student Teaching Reflection (2)  
Instructor Feedback |
COURSE POLICIES:

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

Student absences will be excused for one of the eight University approved reasons:
1. Participation in an activity appearing on the University’s authorized activity list. [https://studentactivities.tamu.edu/app/sponsauth/index](https://studentactivities.tamu.edu/app/sponsauth/index)
2. Death or major illness in a student’s immediate family.
3. Illness of a dependent family member
4. Participation in legal proceedings or administrative procedures that require a student’s presence.
5. Religious Holy Day
6. Illness that is too severe or contagious for the student to attend class (to be determined by Health Center or off campus physician)
7. Required participation in military duty
8. Mandatory admission interviews for professional or graduate school which cannot be reschedule. For additional information please visit [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

Tardies:
One point will be deducted from the final grade for each tardy up to 10 minutes. After 10 minutes, the student is considered absent.

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

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

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

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

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

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. All materials used in this course are copyrighted and may not be copied by students unless granted permission by the instructor.

Americans with Disabilities Act (ADA) Policy Statement

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

The Medical Sciences Library (MSL) is on west campus, adjacent to the Reynolds Medical Sciences Building. A tunnel below Raymond Stotzer Parkway connects MSL to the Veterinary Medical Administration building. [https://www.google.com/maps/place/Medical+Sciences+Library/@30.611917,-96.349329/3m4!1s0x864683a455f9f9fd:0x85dfba50b7f8805a!8m2!3d30.611765!4d-96.351535](https://www.google.com/maps/place/Medical+Sciences+Library/@30.611917,-96.349329/3m4!1s0x864683a455f9f9fd:0x85dfba50b7f8805a!8m2!3d30.611765!4d-96.351535)

This syllabus is subject to change.

**UPDATED: 3/2019**
Core Curriculum Management

New Core Component Proposal

Date Submitted: 03/25/19 4:43 pm

Viewing: INTS 409-W : Culture, Neoliberalism and Globalism

Last edit: 04/03/19 11:55 am

Changes proposed by: mcerrato

Contact(s)

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

Course Prefix    INTS
Course Number    409

Academic Level    UG

Complete Course Title
Culture, Neoliberalism and Globalism

Abbreviated Course Title
CULTURE NEOLIB GLOBALISM

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 TA involved in the 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>reflection paper 1</td>
<td>750</td>
<td>20</td>
<td>No</td>
</tr>
<tr>
<td>reflection paper 2</td>
<td>750</td>
<td>20</td>
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<td>reflection paper 3</td>
<td>750</td>
<td>20</td>
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</tr>
<tr>
<td>reflection paper 4</td>
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<td>20</td>
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</tr>
<tr>
<td>reflection paper 5</td>
<td>750</td>
<td>20</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.

3750

100

Explain how collaboration is monitored to ensure equal participation.

no collaborative writing is involved

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

Student will select any TWO papers to revise on the basis of the formative feedback they received. Those paper will be graded only after students revise them (after attending the instructor's office hours about strategies through which to pursue revisions).

Describe how you provide writing instruction.

Writing instructions will be provided both in writing and during the 5 scheduled in class writing labs.

Additional Comments

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

Attach Course Syllabus

INTS 409 Syllabus.pdf

Reviewer Comments

Donna Pantel (dpantel) (04/03/19 2:38 pm): REPORT ON CERTIFICATION OF W COURSE: INTS 409 We recommend that INTS 409 Culture, Neoliberalism and Globalism 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) 100% 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. Students write five short reflection papers related to course content, and they select two to revise based on formative feedback from the instructor given in a writing conference. They revise those two for a final grade; these are picked to receive formative feedback (postponing the grade) at the beginning of the semester. Meeting with the instructor is mandatory for those two times, but they are welcome to discuss their work with the instructor every time. They also get feedback and instruction through writing labs scheduled in class. During the writing labs the instructor...
provides instruction on different aspects of writing (for example, brainstorming and outlining, summarizing, analyzing vs commenting).
This course offers an examination of North Atlantic cultural forms and meanings that arise in the context of neoliberalism from the late 1950’s to the present. Using classical theoretical and philosophical texts, approaches from “cultural studies,” as well as broad-based social analysis students will identify and interrogate the many relational contexts and the many ways that power (in its various forms) circulates through cultural objects, meanings, and practices in the context of contemporary neoliberal society.

As this is an honors class and it will be discussion based, a key concern for this class entails understanding and discussing neoliberalism by situating it principally as an ideology. Students in this class will investigate the societal function of ideology and the relationship between neoliberalism by reading and discussing critical theoretical and philosophical texts across the twentieth that have a “family resemblance” as well as a direct relationship to the concept of ideology. These texts will discuss various concepts, for example, fetishism, false consciousness, reification, bad faith, discipline, governmentality, and ideology as institutions, rituals, and practices. These ideas will help to provide a foundation to contemporary work that provides critical readings of culture in the context of neoliberalism. Toward the end of the class we will turn to various critiques of the concept of neoliberalism and consider its ideological effects through many different disciplines. We will consider the work of two contemporary critics and their short and salient critique of the relationship between culture and neoliberalism.

Prerequisites
To enroll in the class a student must be an INTS major, have junior or senior classification, and have completed INTS 201 with a “C” or better.

Learning Outcomes
- Students will be able to explain the many ways that power (in its various forms) circulates through cultural objects, meanings, and practices in the context of contemporary neoliberal society
- Students will be able to analyze, summarize, outline and comment on texts of theoretical content and to relate it to actual historical socio-economical-political and cultural contexts.
- Students will be able to analyze, compare, and contrast the arguments presented by different authors.
- Students will be able to define various concepts such as , fetishism, false consciousness, reification, bad faith, discipline, governmentality, and ideology as institutions, rituals, and practices.
- Student will be able to organize synthetic and complete written answers to open questions of diverse ranges.
- Students will be able to write short scholarly reflection papers.

Materials
Books available at the MSC Bookstore:
**FURTHER READINGS** will be distributed online and designated by “EMAIL” after the article entry. Responsibility of the professor. Consult the calendar.

**Assignments:**
Reflection Papers: 5 papers in total, 20 points each
Around 750 Three pages, double spaced, 12-point font, with a title.

Reflection papers ask you to reflect on the meaning of a specific concept or theory. The goal of the paper is to locate specific passages from the text that you wish to elaborate on further in writing. This requires you to provide an interpretation of the concept that demonstrates (your writing will demonstrate) a relationship between the quoted passage or passages and your writing. It requires contextualizing the concept or, in other words, locating the concept as a particular way to understand, for example, society, culture, economy, politics, power, race or racism or some relationship between different contexts, locations, concepts, etc. Finally, a reflection paper should provide some example that helps to clarify your thinking about the concept. *Your reflection papers provide important ways for you to enter into classroom discussion; to take a position on a particular idea that we’ve read and discussed in class.*

You will pick any TWO papers to revise on the basis of the formative feedback you received. Those paper will be graded only after you revise them. Please come to talk to me in office hours about strategies through which to pursue revisions.

*NOTE: To pass this course you must pass the W component.*
*Up to 10 points of extra credit will be given in various forms across the semester.*

**Grading scale:**
90-100 = A;
80-89 = B;
70-79 = C;
60-69 = D;
0-59 = F

**Absences**
Attendance in class is mandatory. For each unexcused absence in excess of three, student’s final grade will be reduced 5 full percentage points. The University views class attendance as the responsibility of the student; attendance is essential to complete the course successfully. For illness-or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1 and 7.1.6.2). University rules related to excused and unexcused absences are located on-line at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

The student is responsible for providing prior notification and accurate documentation for excused absences. No makeups will be given unless documentation for an excused absence is presented.

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

 Academic Integrity

“An Aggie does not lie, cheat, or steal, or tolerate those who do.” You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at:

http://student-rules.tamu.edu/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/).

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

 SEMESTER CALENDAR

Week 1 Fetishism and False Consciousness

 Monday, January 14
Introduction to the Class

 Wednesday, January 16
Karl Marx, “The Fetishism of Commodities” from Capital Volume 1: A Critical Analysis of Capitalist Production (1867) EMAIL

 Friday, January 18
- Letter from Marx to Pavel Annekov (1846) from Marx Engels Collected Works Volume 38 EMAIL
- Letter from Engels to Mehring (1893) from Marx Engels Correspondence EMAIL
- Writing lab
Week 2 Reification

Monday, January 21 NO CLASS, MLK Jr. Day

Wednesday, January 23
Georg Lukács, “Reification and the Consciousness of the Proletariat” from History and Class Consciousness: Studies in Marxist Dialectics (1923) EMAIL

Friday, January 25
Discussion of Fetishism and Reification
1. REFLECTION PAPERS DUE (On either Fetishism or Reification)

Week 3 Social Structure

Monday, January 28
Antonio Gramsci, “The Formation of the Intellectuals” (1932) and “The Study of Philosophy: Some Preliminary Points of Reference” (1932) from Selections from the Prison Notebooks EMAIL

Wednesday, January 30
Louis Althusser, “ideology and Ideological State Apparatuses (Notes towards an Investigation)” from La Pensée 1970. READ PGS. 233-255 EMAIL

Friday, February 1
Louis Althusser, “ideology and Ideological State Apparatuses (Notes towards an Investigation)” from La Pensée 1970. READ PGS. 255-End. EMAIL
• Writing lab

Week 4 Culture and Ideology

Monday, February 4

Wednesday, February 6

Friday, February 8
Discussion of Hall’s Interpretation of Ideological State Apparatuses and Hegemony
2. REFLECTION PAPERS DUE (On either Intellectuals, ISA, or any concept from Hall’s work)

Week 5 Resistance and Cultural Practices

Monday, February 11

Wednesday, February 13
Robert F. Carley “Tactics and Practice” (2019) from Culture & Tactics: Gramsci, Race, and the Politics of Practice EMAIL

Friday, February 15
Discussion of Resistance and Culture
  • Writing lab

Week 6 Discipline and Subjects
Monday, February 18
Michel Foucault “Docile Bodies” (1975) from Discipline and Punish: The Birth of the Prison EMAIL

Wednesday, February 20
Michel Foucault “The Subject and Power” (1982) from Power EMAIL

Friday, February 22
Discussion of Foucault’s Concept of Power
3. REFLECTION PAPERS DUE (On any concept from Foucault: Subjects, Power, Discipline, Docility)

Week 7 Neoliberalism
Monday, February 25
George Monbiot “Neoliberalism—The Ideology at the Root of All Our Problems” (2016) from Comer EMAIL

Wednesday, February 27
Peter Bloom “The Paradox of Neoliberal Ethics” (2017) from The Ethics of Neoliberalism EMAIL

Friday, March 1
Discussion Neoliberalism

Week 8 Neoliberalism, Common Sense, and Anxiety
Monday, March 4
Stuart Hall and Alan O’Shea “Common Sense Neoliberalism” (2013) from the journal Soundings EMAIL

Wednesday, March 6
  • Lynne Layton “Some Psychic Effects of Neoliberalism: Narcissism, Disavowal, Perversion” (2014) from Psychoanalysis, Culture, and Society EMAIL

Friday, March 8
Discussion Neoliberalism, Common Sense, and Society

MARCH 11-15 SPRING BREAK, NO CLASS

Week 9 Capitalist Realism: Is There no Alternative?
Monday, March 18
Mark Fisher Capitalist Realism: Is There no Alternative? CHAPTER 1

Wednesday, March 20
Mark Fisher Capitalist Realism: Is There no Alternative?
CHAPTERS 2 & 3

Friday, March 22
Discussion of Fisher Book

Week 10 Capitalist Realism: Is There no Alternative?
   Monday, March 25
   Mark Fisher Capitalist Realism: Is There no Alternative?
   CHAPTER 4

Wednesday, March 27
Mark Fisher Capitalist Realism: Is There no Alternative?
CHAPTER 5

Friday, March 29
Discussion of Fisher Book
   • Writing lab

Week 11 Capitalist Realism: Is There no Alternative?
   Monday, April 1
   Mark Fisher Capitalist Realism: Is There no Alternative?
   CHAPTER 6

Wednesday, April 3
Mark Fisher Capitalist Realism: Is There no Alternative?
CHAPTER 7

Friday, April 5
Mark Fisher Capitalist Realism: Is There no Alternative?
CHAPTERS 8 & 9
4. REFLECTION PAPERS DUE (On Fisher)

Week 12 Four Futures: Life after Capitalism
   Monday, April 8
   Peter Frase Four Futures: Life after Capitalism
   CHAPTER 1, pgs. 1-10

Wednesday, April 10
Peter Frase Four Futures: Life after Capitalism
FINISH CHAPTER 1

Friday, April 12
Discussion of Frase Book

Week 13 Four Futures: Life after Capitalism
   Monday, April 15
   Peter Frase Four Futures: Life after Capitalism
   CHAPTER 2, pgs. 35-58
Monday, April 22
Peter Frase Four Futures: Life after Capitalism
CHAPTER 3, pgs 91-101

Wednesday, April 24
Peter Frase Four Futures: Life after Capitalism
FINISH CHAPTER 3

Friday, April 26
Peter Frase Four Futures: Life after Capitalism
CHAPTER 4, pgs. 120-132

Monday, April 29
Peter Frase Four Futures: Life after Capitalism
FINISH CHAPTER 4 AND CONCLUSION
REVISED PAPERS DUE (Optional)
5. REFLECTION PAPERS DUE (On Frase)

Tuesday, April 30 (REDEFINED DAY, FRIDAY CLASSES MEET)
FINAL DISCUSSION
Core Curriculum Management

New Core Component Proposal

Date Submitted: 03/22/19 9:33 am

Viewing: ISTM 410-W : Management of Information Systems

Last edit: 03/22/19 9:33 am
Changes proposed by: acbecker

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aaron Becker</td>
<td><a href="mailto:acbecker@tamu.edu">acbecker@tamu.edu</a></td>
<td>979-458-4051</td>
</tr>
</tbody>
</table>

Course Prefix: ISTM  
Course Number: 410  
Academic Level: UG  
Complete Course Title: Management of Information Systems  
Abbreviated Course Title: MGMT INFORMATION SYSTEMS  
Crosslisted With:  
Semester Credit: 3  
Hour(s):  
Proposal for: Writing Designation  

Writing Designation

Number of Sections per Academic Year: 6  
Enrollment per Section (Avg.): 25  
Are the graded writing assignments evaluated by any assistants (i.e., GATs or undergraduates)? No

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

In Workflow
1. INFO Department Head
2. BA 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. 03/22/19 10:20 am  
Rich Metters  
(rmetters): Approved for INFO Department Head  
2. 03/25/19 10:22 am  
Annie McGowan  
(al-mcgowan): Approved for BA College Dean UG  
3. 04/03/19 2:40 pm  
Donna Pantel  
(dpantel): Approved for W & C Preparer  
4. 04/03/19 2:44 pm  
Donna Pantel  
(dpantel): Approved for W & C Advisory Committee Chair
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>Self-Directed Learning Exercises (SDLEs)</td>
<td>2500</td>
<td>10</td>
<td>No</td>
</tr>
<tr>
<td>Case Analyses</td>
<td>2500</td>
<td>20</td>
<td>No</td>
</tr>
<tr>
<td>Request for Proposal</td>
<td>1250</td>
<td>15</td>
<td>No</td>
</tr>
<tr>
<td>RFP Response</td>
<td>3750</td>
<td>20</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Add word count of each graded writing assignment and put total word count here. 10,000

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.

The RFP response (first and final drafts) is a collaborative assignment. The first draft is worth 5% of their final course grade, while the final draft is worth 15%. Collaboration is monitored via peer evaluation at each stage.

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

We utilize in-class peer feedback on the Self-Directed Learning Exercises (SDLEs) (e.g., "how well did your peer synthesize the cited information in her writing?"; "did she adequately convey the meaning of the research term?"; "in what ways could this SDLE be improved?"). We use both written and oral instructor feedback on the Case Analyses. We also provide written and oral instructor feedback on the first draft of the RFP response.

Describe how you provide writing instruction.

We assign some readings related to writing about technology and how to communicate with non-technical personnel. For each of the written assignments, we use rubrics that are given to the students beforehand, so they can know what we're looking for and how their writing will be evaluated. Additionally, students are given templates and ideal examples of each of the written deliverables, so they can know what the target looks like. We also devote some lecture time to addressing common writing problems, as well as any writing issues that appear to be a recurring theme in their SDLEs or Case Analyses.

Additional Comments To provide a little context for this application, this course was previously approved as a writing-intensive course back when it was ISYS 410. Later, the prefix was changed to ISTM, and the approval was transferred to that course. The approval for that course is set to expire in September 2019, so we are applying for recertification of ISTM 410 as a writing-intensive course.

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

Syllabus

Reviewer Donna Pantel (dpantel) (04/03/19 2:40 pm): REPORT ON RECERTIFICATION OF W

Comments COURSE: ISTM 410 We recommend that ISTM 410 Management of Information Systems
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) 55% of the final grade is based on writing quality; (2) the total number of words is 7500; (3) the instructor to student ratio is 1:23; and (4) the assigned writing is appropriate to the major. This course is grandfathered for collaborative writing. Students write 12 case analyses and a request for a proposal individually (3750 words and 35% of the final grade). They collaborate on an RFP response, which they submit in draft form and get formative feedback on. As formative feedback, they also complete self-directed learning exercises (a form of peer review) of the case analyses, and they get written and oral instructor feedback on the case analyses on each before the next is due. Instruction includes relevant readings on communication and examples and lecture on common errors.
Department of Information and Operations Management

ISTM 410 – Management of Information Systems

Section X – Semester X
Meeting times: TBD
Class Location: TBD

Instructor: Dr. Aaron Becker
Office: Wehner 330-D
Phone: (979) 458-4051
E-Mail: abecker@mays.tamu.edu
Webpage: http://elearning.tamu.edu
Office Hours: TBD

CATALOG DESCRIPTION

Strategic management of information systems; change and risk management processes during information systems implementation; role of information systems to support business goals; writing business cases for requests for proposal (RFPs) and responses; project management techniques.

COURSE PREREQUISITES

ISTM 310, ISTM 320, or approval of instructor.

COURSE OVERVIEW AND OBJECTIVES

This course will focus on the strategic use of IT. Specifically the course objectives are to:

1. Examine information technology and effective uses thereof, methods of acquiring and managing the technology, and business issues regarding its use.
2. Focus on strategic management of IT issues from consultant, vendor, and client perspectives.
3. Utilize current events, industry speakers, and industry examples in our examination of the issues and the discussion of business cases.
4. Emphasize the importance of effective business writing, analytical skills, critical thinking and communication.
The intended student learning outcomes of this course are:

1. Students will be able to write a business case for different audiences for an IS project.
2. Students will be able to present a business case for different audiences for an IS project.
3. Students will be able to demonstrate the value of the change/risk management process associated with an information system implementation.
4. Recognizing the strategic role of information systems, students will formulate plans to leverage information systems to support business objectives in each stage of the systems development life cycle.

The course will include a number of writing assignments, including case analyses, a position piece concerning the ethical use of IT, and a research paper. In addition to the writing and communication instruction you receive in this class, you will have access to both the Mays communication lab and the university writing lab. The personnel at these centers are available to work with you to improve your written and oral communication skills.

Topics will be grouped around strategic issues and current events where possible. The course schedule lists reading materials associated with each day’s lecture. In the event of changes to this schedule or in reading materials required for class preparation, I will notify you via email, so make a habit of checking your email at least once a day. I expect you to come to class fully prepared to discuss the readings.

**COURSE MATERIALS**

**Required**

**Cases:** I have created a “coursepack” with Harvard Business Publishing that you will be required to purchase and download from Harvard Business Publishing at the following link (Note: once there, you will need to register and create an account before accessing the materials):

http://cb.hbsp.harvard.edu/cbmp/access/58824136

This coursepack contains a two book chapters, along with twelve business cases. Each of these materials costs $4.25, so the total cost for the coursepack should be $55.25 plus sales tax. The included materials are detailed below:

Case: “IT Doesn’t Matter” (R03-05B)
Chapter: “Analyzing a Case” (2449BC)
Case: “Keda’s SAP Implementation” (W11024)
Case: “Volkswagen of America: Managing IT Priorities” (606-003)
Chapter: “Work Breakdown: From Huge Job to Manageable Tasks” (6235BC)
Case: “PFM Devices” (907-E18)
GRADING AND COURSE REQUIREMENTS

Case Analyses: Business cases allow you to analyze industry scenarios and issues. These are to be individual efforts and the writing should reflect your thinking alone. The analyses should be at least two full pages in length. All papers should use Times New Roman 12 point font and be double spaced with one-inch margins all around. Assignments submitted after the beginning of class on their due date will be considered late. Assignments turned in late due to University approved absences will be dealt with as explained in the attendance policy section. All assignments must be reviewed within one week of their return.

RFP and Response: Requests for proposal (RFPs) and their responses are due at the beginning of class periods in which they are due and follow the late standards for Case Assignments. The RFP should be between 5 – 7 pages in length. The RFP will be an individual assignment. Both the first and final drafts of the response should be between 15 - 17 pages, and include at least five cited sources. The responses are collaborative writing efforts; you will be assigned to a team after delivering your individual RFP. All papers should use Times New Roman 12 point font and be double spaced with one-inch margins all around. Additionally, your team will make a formal presentation to the class on your research. A soft copy and a hard copy (3 slides per page) of your PowerPoint presentation must be submitted on the day of your presentation.

Self-Directed Learning Exercises (SDLEs): In addition to the assigned readings, there will be a number of opportunities for you to engage in self-directed learning. I will give you a term (or terms) and you will be expected to use the resources at your disposal to find definitions for the term. Once these have been gathered, I want you to synthesize this material and be able to define the term in your own words. Finally, I’ll want you to find at least one example of a recent event involving this term. You will turn in a hard copy of the SDLE at the beginning of the class period in which it is due, but the goal is for you to be able to share what you found with the rest of your peers during class discussion (see Class Participation).

Submission of Papers: A hard copy of the SDLEs, RFP, response first draft, and response final draft should be turned in at the beginning of class on the respective due dates. For all assignments but the SDLEs, a cover page with your name, course title, and class section should be attached. Additionally, Turnitin.com will be utilized for the case analyses, RFP, and response (first and final drafts). When submitting these assignments through eLearning, make sure you file name is as follows: Individual or Team Name – Paper Title.
**Exams:** There will be a comprehensive final exam over the cases, assigned readings, and class discussion. In addition, there will be a midterm exam during the semester. I will not return the exam. You can review the exam in my office during office hours or you can make an appointment to do so. All exams must be reviewed within one week of the grades being posted.

**Evaluation:** Your course grade will be based on the total points accumulated during the semester. The points assigned to the various components of your course grade are indicated below:

<table>
<thead>
<tr>
<th>Individual Assignments / Writing Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Self-Directed Learning Exercises (SDLEs) (min 1 page)</td>
<td>100</td>
</tr>
<tr>
<td>Case Analyses (5 @ 40 each) (min 2 pages)</td>
<td>200</td>
</tr>
<tr>
<td>RFP (5-7 pages)</td>
<td>150</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collaborative Writing Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Response (First Draft) (15-17 pages)</td>
<td>50</td>
</tr>
<tr>
<td>Response (Final Draft) (15-17 pages)</td>
<td>150</td>
</tr>
<tr>
<td>Response Presentation and PowerPoint</td>
<td>50</td>
</tr>
<tr>
<td>CMIS Case Competition</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

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

**Note: To pass this course, you must pass the W component.**

**Late Work Policy**

I discount any course deliverable submitted late by 15% per day. “Late” means submitting an assignment or project any time after the assignment deadline has passed. Projects and assignments turned in more than 48 hours late will receive a zero (0). **EXCEPTION FOR EXCUSED ABSENCES:** See “Make-Up Work Policy” below.
MAKE-UP WORK POLICY

Students with excused absences will receive adequate time and opportunities to submit the work (i.e., exams, homework, assignments, etc.) they miss due to absence. To submit work or take a make-up exam under the “make-up” policy, students must provide documentation and notice to the instructor as specified in TAMU student rules. (Student Rules: Rule 7 -- [http://student-rules.tamu.edu](http://student-rules.tamu.edu)).

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

RELIGIOUS HOLIDAYS

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

ACADEMIC INTEGRITY AND 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 Aggie Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Aggie Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Aggie Honor System. You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at the following URL:

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

For each project submitted for grading in this course, students are required to affirm their commitment to the Aggie Honor Code with the following statement.
“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

By submitting your electronic course deliverable, you affirm your adherence to the Aggie Honor Statement for that deliverable.

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

The instructor will follow the steps and processes outlined in the “Aggie Honor Council Rules and Procedures” in all cases of academic misconduct in this class.

**FOOD AND DRINK IN THE CLASSROOM**

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

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics/Concepts</th>
<th>Class Preparation and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday,</td>
<td>TOPIC: Course Introduction</td>
<td>Review syllabus</td>
</tr>
<tr>
<td>January 18</td>
<td>• Syllabus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Setting Expectations</td>
<td></td>
</tr>
<tr>
<td>Monday,</td>
<td>TOPIC: Does IT Really Make A Difference?</td>
<td>Case: “IT Doesn’t Matter” (R03-05B)</td>
</tr>
<tr>
<td>January 23</td>
<td>TOPIC: The Information Systems Strategy Triangle</td>
<td></td>
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<tr>
<td></td>
<td>• Business Strategy Frameworks</td>
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<tr>
<td></td>
<td>• Organizational Strategies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Information Systems Strategy</td>
<td></td>
</tr>
<tr>
<td>Wednesday,</td>
<td>TOPIC: Strategic Use of Information Systems</td>
<td>Article: Pearson Chapter</td>
</tr>
<tr>
<td>January 25</td>
<td>• SDLE#1: Business Intelligence</td>
<td></td>
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<td></td>
<td>• OR</td>
<td></td>
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<tr>
<td></td>
<td>• SDLE#1: Data Analytics</td>
<td></td>
</tr>
<tr>
<td>Monday,</td>
<td>TOPIC: Strategic Use of Information Systems</td>
<td>Article: “Diamonds in the Data Mines”</td>
</tr>
<tr>
<td>January 30</td>
<td>• SDLE #2: ERP</td>
<td>Chapter: “Analyzing a Case” (2449BC)</td>
</tr>
<tr>
<td>Wednesday,</td>
<td>TOPIC: Strategic Use of Information Systems</td>
<td>Case: “Keda’s SAP Implementation”</td>
</tr>
<tr>
<td>February 1</td>
<td>• SDLE #2: ERP</td>
<td>(W11024)</td>
</tr>
<tr>
<td></td>
<td>Case Analysis #1 Due</td>
<td></td>
</tr>
<tr>
<td>Monday,</td>
<td>TOPIC: IT Governance</td>
<td>Article: “Don’t Just Lead, Govern”</td>
</tr>
<tr>
<td>February 6</td>
<td>• SDLE #3: IT Governance</td>
<td></td>
</tr>
<tr>
<td>Wednesday,</td>
<td>TOPIC: IT Governance</td>
<td>Case: “Volkswagen of America: Managing IT Priorities” (606-003)</td>
</tr>
<tr>
<td>February 8</td>
<td>• SDLE #3: IT Governance</td>
<td>Case Analysis #2 Due</td>
</tr>
<tr>
<td>Monday,</td>
<td>TOPIC: IT Planning and Investment Analysis</td>
<td>Chapter: “Work Breakdown: From Huge Job to Manageable Tasks (6235BC)</td>
</tr>
<tr>
<td>February 13</td>
<td>• SDLE #4: Work Breakdown</td>
<td></td>
</tr>
<tr>
<td>Wednesday,</td>
<td>TOPIC: IT Planning and Investment Analysis</td>
<td>Case: “PFM Devices” (907-E18)</td>
</tr>
<tr>
<td>February 15</td>
<td>• SDLE #4: Work Breakdown</td>
<td>Case Analysis #3 Due</td>
</tr>
<tr>
<td>Monday,</td>
<td>TOPIC: Build vs. Buy Decision</td>
<td>Case: “Harley-Davidson Motor Co.: Enterprise Software Selection” (600-006)</td>
</tr>
<tr>
<td>February 20</td>
<td>• SDLE #4: Work Breakdown</td>
<td>RFP Due</td>
</tr>
<tr>
<td></td>
<td>Case Analysis #3 Due</td>
<td>RFP Response Groups Formed</td>
</tr>
<tr>
<td>Dates</td>
<td>Topics/Concepts</td>
<td>Class Preparation and Activities</td>
</tr>
<tr>
<td>--------------------</td>
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<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Wednesday, February 22</td>
<td>TOPIC: Outsourcing / Offshoring</td>
<td>Article: “Proven Practices for Effectively Offshoring IT Work”</td>
</tr>
<tr>
<td>Monday, February 27</td>
<td>TOPIC: Project Management / Implementation</td>
<td>Article: “Maine Medicaid”</td>
</tr>
<tr>
<td>Wednesday, March 1</td>
<td>TOPIC: Project Management / Implementation</td>
<td>Case: “A Project Dilemma at Canadian Shield Insurance” (W11384)</td>
</tr>
<tr>
<td></td>
<td>• SDLE#5: Brooks’ Law</td>
<td><em>Case Analysis #4 Due</em></td>
</tr>
<tr>
<td>Monday, March 6</td>
<td><em><strong>MIDTERM EXAM</strong></em></td>
<td><em><strong>Midterm Exam</strong></em></td>
</tr>
<tr>
<td>Wednesday, March 8</td>
<td>TOPIC: Writing Day / Work on RFP Responses</td>
<td>No Class</td>
</tr>
<tr>
<td>Monday, March 13</td>
<td><em><strong>SPRING BREAK</strong></em></td>
<td>No Class</td>
</tr>
<tr>
<td>Wednesday, March 15</td>
<td><em><strong>SPRING BREAK</strong></em></td>
<td>No Class</td>
</tr>
<tr>
<td>Monday, March 20</td>
<td>TOPIC: Project Management / Implementation</td>
<td>Case: “Technology Driven Transformation at Comair Limited” (W11384)</td>
</tr>
<tr>
<td></td>
<td>• Change management</td>
<td></td>
</tr>
<tr>
<td>Wednesday, March 22</td>
<td>TOPIC: Project Management / Implementation</td>
<td>Case: “The PCNet Project: Project Risk Management in an IT Integration Project” (INS549)</td>
</tr>
<tr>
<td></td>
<td>• SDLE #6: Risk management</td>
<td><em>RFP Response (First Draft) Due</em></td>
</tr>
<tr>
<td>Monday, March 27</td>
<td>TOPIC: Case Competition Pointers</td>
<td>Article: TBD</td>
</tr>
<tr>
<td>Wednesday, March 29</td>
<td>TOPIC: Case Competition Preparation</td>
<td>No Class</td>
</tr>
<tr>
<td>Monday, April 3</td>
<td>TOPIC: Ethics</td>
<td>Case: “Learning to Navigate the Rough Seas of Ethics” (IIRO27)</td>
</tr>
<tr>
<td></td>
<td>• SDLE #7: Logical Fallacy</td>
<td></td>
</tr>
<tr>
<td>Wednesday, April 5</td>
<td>TOPIC: Ethics</td>
<td>Case: “Carolina Pad and the Bloggers” (NA0133)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Case Analysis #5 Due</em></td>
</tr>
<tr>
<td>Dates</td>
<td>Topics/Concepts</td>
<td>Class Preparation and Activities</td>
</tr>
<tr>
<td>---------------------</td>
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<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>Monday, April 10</td>
<td>TOPIC: IT Security</td>
<td>Case: “The Vulnerability Economy” (KS1013)</td>
</tr>
<tr>
<td></td>
<td>• SDLE #8: SQL Injection</td>
<td></td>
</tr>
</tbody>
</table>
| Wednesday, April 12 | TOPIC: IT Security                                   | Article: “Boss, I Think Someone Stole Our Customer Data”  
|                     | • SDLE #9: Cross-Site Scripting (XSS)                | Article: “The Great Cyberheist”                    |
| Monday, April 17    | TOPIC: IT Security                                   | Article: TBD                                          |
|                     | • SDLE #10: TBD                                      |                                                       |
| Wednesday, April 19 | ***GROUP PAPER PRESENTATIONS***                      |                                                       |
| Monday, April 24    | ***GROUP PAPER PRESENTATIONS***                      |                                                       |
| Wednesday, April 26 | ***GROUP PAPER PRESENTATIONS***                      |                                                       |
| Monday, May 1       | ***GROUP PAPER PRESENTATIONS***                      | **RFP Response (Final Draft) Due**                    |
| Friday, May 5       | ***FINAL EXAM***                                     | **Final Exam***                                       |
|                     | Friday, May 5, 8:00 a.m. – 10:00 a.m.                |                                                       |
Core Curriculum Management

New Core Component Proposal

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

Viewing: RELS 481-W : Senior Seminar

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

Changes proposed by: mindybergman

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annette Jackson</td>
<td><a href="mailto:annettej@tamu.edu">annettej@tamu.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

Course Prefix  RELS  Course Number  481

Academic Level  UG

Complete Course Title  Senior Seminar

Abbreviated Course Title  SENIOR SEMINAR

Crosslisted With

Semester Credit  3

Hour(s)

Proposal for:

Writing Designation

Number of Sections per Academic Year  1

Enrollment per Section (Avg.)  18

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.

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.

In Workflow

1. CLLA 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. 10/11/18 3:10 pm
   Steve Oberhelman (s-oberhelman):
   Approved for CLLA Department Head
2. 10/11/18 3:11 pm
   Steve Oberhelman (s-oberhelman):
   Approved for LA College Dean UG
3. 04/03/19 2:42 pm
   Donna Pantel (dpantel):
   Approved for W & C Preparer
4. 04/03/19 2:44 pm
   Donna Pantel (dpantel):
   Approved for W & C Advisory Committee Chair
List all graded writing assignments along with the approximate word count of each. (Note that for most 12-point fonts there are about 250 words on a page if double-spaced and 500 if single-spaced.) In addition, list the percentage of the final grade each assignment represents.

<table>
<thead>
<tr>
<th>Writing assignment</th>
<th>Word count</th>
<th>% of final grade</th>
<th>Collaborative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Topic Statement</td>
<td>500</td>
<td>20</td>
<td>No</td>
</tr>
<tr>
<td>Response to Study Questions</td>
<td>2500</td>
<td>20</td>
<td>No</td>
</tr>
<tr>
<td>Reflection on Writing in Religious Studies</td>
<td>1250</td>
<td>20</td>
<td>No</td>
</tr>
<tr>
<td>Final Essay</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. 6750

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

Explain how collaboration is monitored to ensure equal participation.

n/a: the assignments are not collaborative.

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

Faculty will provide feedback on responses to study questions in the first five weeks of class. Written feedback from your professor will focus on your grasp of the material, depth of analysis, and preparation for final essay (e.g., suggestions for further reading, how to develop your topic, narrowing broad interests to a thesis).

Additionally, students will receive feedback from professor on a research topic statement. Students will also provide peer review of a draft; instructor will also provide draft review.

Finally, students will write a reflection essay on "writing in religious studies" and the faculty member will provide feedback and guidance based on that reflection.

Describe how you provide writing instruction.

Feedback from professor. Writing exercises discussed in class (from the book "A Guide to Writing in Religious Studies")--one exercise/session per week. Students will have a week to revise statements before turning in for grade. Written feedback from professor will focus on grasp of the material, depth of analysis, and preparation for final essay (e.g., suggestions for further reading, how to develop topic, narrowing broad interests to a thesis). Optional revision: If student wishes to re-write response before the next class session, the revision will be graded and recorded.

Additional Comments

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

Attach Course Syllabus

REL 481-900 RELS Senior Seminar W Syl.pdf

Reviewer

Donna Pantel (dpantel) (04/03/19 2:42 pm): REPORT ON CERTIFICATION OF W COURSE:

REL 481 We recommend that REL 481 Senior Seminar 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) 100% of the final grade is based on writing quality; (2) the total number of words is 6750;
(3) the instructor to student ratio is 1:18; and (4) the assigned writing is appropriate to the major. The major project for RELS 481 is an essay on religious study. In preparation, students write a research topic statement. They also write detailed responses to 5 study questions (short essays), each of which is graded and returned before the next is due, and a reflection paper on writing in religious studies. The final essay is turned in as a draft and received written instructor feedback as well as peer review. Instruction includes writing exercises form A Guide to Writing in Religious Studies, and opportunities to revise and resubmit some written work.
RELS 481-900
Senior Seminar
Spring 2020

Instructor: Dr. Donnalee Dox
Office: LAAH 256
Hours: By appointment
E-mail: dox@tamu.edu

Day/Time: Wednesday 2:00-5:00
Classroom: LAAH 262

Catalog Course Description
Credit 3. Intensive reading, study, and discussion of topics in religious studies. Interdisciplinary methods.
Prerequisite: Senior status; US RTPC major or Religious Studies minor; permission of instructor

Course Information and Syllabus

Course Objectives:
- Conduct successful research in religious studies
  - Master library research techniques
  - Use and analyze contemporary resources in the study of religions
  - Engage in critical use of internet sources
  - Conduct field work if applicable
  - Engage in seminar discussion of assigned readings

Learning Outcomes:
- Analyze religious texts, practices, and artifacts using methods from disciplines such as neuroscience, performance studies, history, or sociology.
- Demonstrate mastery of the scholarly essay format, including appropriate standards of style, citation, and acknowledgment.
- Communicate depth of knowledge verbally.

Required Texts:
A Guide to Writing in Religious Studies, (Harvard University 2007)
(http://writingproject.fas.harvard.edu/files/hwp/files/religious_studies.pdf)

Grading of written assignments:
- Reflection on research in religious studies 20% 100 week 6, 7
- Research topic statement 20% 100 week 8, 9
- Response to study questions 20% 100 weeks 1-5
- Final essay 40% 200 weeks 11-13

Grading Scale:
A=450-500 Demonstrates exceptional, consistent comprehension, ability to conceptualize, and expression
B=400-449 Above average work that demonstrates more than competency in comprehension, conceptualization, and/or expression
C=350-399 Acceptable, competent work overall
D=300-349 A preponderance of unacceptable work
F=below 300 No acceptable work submitted
Class Participation & Preparation: Come to class ready to discuss readings, write your ideas and thoughts, and refine your own and others’ writing. Study questions will be handed out in class. If you are not able to attend a class, it is your responsibility to get a summary of the class missed and study questions and to keep up with reading.

Attendance: Attendance is expected in all class sessions. See http://student-rules.tamu.edu/rule07 for current policy on University-excused absences. For illness- or injury-related absences of fewer than three days, an Explanatory Statement of Absence or a note from a health care professional confirming date and time of visit will be required in order to count the absence as University-excused; for absences of three days or more, a note containing a medical professional’s confirmation that absence from class was necessary will be required (see Rule 7.1.6.1). Make-up work will be given and late assignments accepted in accordance with University Regulations (7.3).

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

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

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

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

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

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

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

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

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

Writing Assignments
Students interested in religious studies often flourish in careers that require thought and verbal or written expression: scholarly research, public service and non-profit work, public policy consulting and lobbying, popular writing for journals and other types of publications, and counseling. It is critical for students to write well and to distinguish between different kinds of writing and audiences. All work graded in this class is written. Grades are based on your ability to think and conceptualize as well as the content, organization, linguistic sophistication, and grammatical accuracy of each assignment. You have the opportunity to revise and resubmit any assignment within a week after you receive the grade.

You must pass the W part of this course to pass the course.

Research topic statement. 2 pages, double-spaced (500 words). This is a succinct, clear, distillation of your research topic for the semester based on preliminary research. What topic will you research? What motivates you to take up this particular topic? What are your questions? What approach will you take? Why is this topic important? Include a preliminary bibliography of at least 5 sources. Send an electronic copy to your professor before the due date class meeting and bring a hard copy to class. We will discuss the statements in class, your fellow students will provide you with written peer review and you will get feedback from your professor (hence the electronic and hard copies). You will have a week to revise your statement before turning it in for a grade.

Response to study questions. 2 pages, double-spaced (500 word) each. 5 study questions will be distributed in the first 5 weeks of class. Your written response to these questions will help you bring your research topic into focus, give you practice with written and oral communication, and give your professor a chance to assess your writing. Your responses are also the basis for class discussion. For each study question, write a 2 page, double-spaced (500 word) analysis of how you would approach the question as a researcher in religious studies (what sources would you use, what methods or theories, what ideas does the question spark for you).
Responses are due the class period after the questions are given and will be graded. Written feedback from your professor will focus on your grasp of the material, depth of analysis, and preparation for final essay (e.g., suggestions for further reading, how to develop your topic, narrowing broad interests to a thesis). Optional revision: If you wish to re-write your response before the next class session, the revision will graded and recorded.

**Reflection on writing in religious studies.** 5 double spaced pages (1,250 words) in which you reflect on your chosen approach to the study of religion: what interests you and why, how is the knowledge religious studies scholars pursue useful or valuable in the modern world, what do you want to know more about as you pursue your concentration in religious thought, practice and cultures? Discussion in week 6, due week 7. This writing exercise will help you articulate your approach to writing about topics in religious studies. Feedback from your professor on the reflection paper will focus on your writing style.

**Final essay.** 10 double-spaced pages (2,500 words), plus end-notes and a bibliography of at least 10 sources. This is an expository research essay that develops your research on the question posed in your topic statement. Send an electronic copy of your essay draft to your professor before the due date class meeting and bring a hard copy of your essay to class (week 11). Drafts should be a draft of your entire essay. We will discuss the draft essays in class during week 12. Your fellow students will provide you with written peer review and you will get feedback from your professor (hence the electronic and hard copies). You will then have a week to revise your essay before it is due for final grading (week 13).

**Schedule**

**Week 1.** Introduction to course and to methods in religious studies.  
**Study question 1 given**  
*Guide*, Part 1 7-12 (generating questions, free writing, outlining)

**Week 2.** Why study religion?  
“Theories of Religion” (75-92), “Religious Studies” (125-144)  
**Study question 2 given**  
*Guide*, Part II 13-17 (thesis, motive)

**Week 3.** How do we study religion? As human behavior  
**Study question 3 given**  
*Guide*, Part II 18 (the body of the paper)

**Week 4.** How do we study religion? As human experience  
“Psychology of Religion” (186-202), “Phenomenology of Religion” (203-224)  
**Study question 4 given**  
*Guide*, Part II 19-22 (using textual evidence, refuting counterarguments)

**Week 5.** How do we study religion? As human thought  
“Theology” (93-110), “Psychology of Religion” (111-124)  
**Study question 5 given**  
*Guide*, Part II 23-24 (topic sentences and signposting, concluding your essay)

**Week 6.** What do we study?  
**Discussion to prepare for reflection papers**  
*Guide*, Part II 25 (checklist for successful writing)

**Week 7.** What do we study?  
“Myth and Ritual” (372-396)  
**Reflections on writing in religious studies due** (following checklist)
Week 8. What do we study?
“Religion and Politics” (445-460)
Research topic statement due for in-class peer and prof review
Guide, Part III 27-28 (using historical methods)

Week 9. How do people practice religion?
“How do people practice religion?”
“Geography, Space and the Sacred” (476-491)
Guide, Part III 29-32 (writing a philosophical essay in religious studies)
Research topic statement revisions due for grade

Week 10. How do people practice religion?
“Religion and the Environment” (492-508)

Week 11. How do people practice religion?
“Religious Pluralism” (426-442)
Guide, Part III 33-34 (writing a comparative religion paper)
Final essay draft due (electronically to professor, bring a hard copy to class)
Final essay drafts assigned for peer review,
Written feedback from peers and prof discussed week 12
Continue working on your own final essay.
Review your assigned fellow student’s draft (what are you learning?)

Peer review feedback session on drafts, students share written feedback.

Week 13. Wrap-up, summary of course content and writing in religious studies
Revisions of final essays due.

Week 14. Essays returned with grade and professor comments.
Core Curriculum Management

New Core Component Proposal

Date Submitted: 03/04/19 12:16 pm

Viewing: WFSC 485-W : Directed Studies

Last edit: 03/04/19 12:16 pm
Changes proposed by: lhutchins

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Lindsay Hutchins</td>
<td><a href="mailto:lhutchins@tamu.edu">lhutchins@tamu.edu</a></td>
<td>979-845-5704</td>
</tr>
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</table>

Course Prefix     WFSC
Course Number     485

Academic Level     UG

Complete Course Title     Directed Studies

Abbreviated Course Title     DIRECTED STUDIES

Crosslisted With

Semester Credit Hour(s)     1-3

Proposal for:

Writing Designation

<table>
<thead>
<tr>
<th>Writing Designation</th>
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<tbody>
<tr>
<td>Number of Sections per Academic Year</td>
</tr>
<tr>
<td>Enrollment per Section (Avg.)</td>
</tr>
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</table>

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

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.

In Workflow
1. WFSC Department Head
2. AG 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. 03/05/19 8:24 am David Caldwell (caldwell): Approved for WFSC Department Head
2. 03/05/19 8:28 am Dawn Kerstetter (dkerstetter): Approved for AG College Dean UG
3. 04/03/19 2:43 pm Donna Pantel (dpantel): Approved for W & C Preparer
4. 04/03/19 2:44 pm Donna Pantel (dpantel): Approved for W & C Advisory Committee Chair
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>Pre-trip paper</td>
<td>1000</td>
<td>17</td>
<td>No</td>
</tr>
<tr>
<td>Photo project paper</td>
<td>1000</td>
<td>17</td>
<td>No</td>
</tr>
<tr>
<td>Journal</td>
<td>750</td>
<td>17</td>
<td>No</td>
</tr>
</tbody>
</table>

2750

51

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.

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

Describe how you provide writing instruction.

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

WFSC 485W_Syllabus.pdf

Donna Pantel (dpantel) (04/03/19 2:43 pm): REPORT ON RECERTIFICATION OF W COURSE: WFSC 485 We recommend that WFSC 485 Directed Studies be certified as a writing (W) course for four academic years (1/20 to 1/24). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria: (1) 51% of the final grade is based on writing quality; (2) the total number of words is 2750; (3) the instructor to student ratio is 1:15; and (4) the assigned writing is appropriate to the major. WFSC 485 will be a 3-credit course when it is offered as W. Writing consists of a pre-trip paper, a photo project paper, and a journal. A rough draft of each assignment is reviewed by instructors. Instruction occurs through brief lectures, examples, and, when requested additional feedback besides comments on drafts.
A. COURSE INFORMATION AND PREREQUISITES

Title and Number: WFSC 485W – Study Abroad in Natural Resources: Biodiversity and Eco-Tourism in South Africa

Term: Spring 2021

Meeting Times and Locations: TBD

Mode of Instruction: Independent Study

Credit Hour: 3 hr. (3)

Prerequisites: TAMU Study Abroad Approved

B. COURSE DESCRIPTION

This will expose students to field research in South Africa. Students will be responsible for a research paper and presentation about a topic of their choosing that is related to something we will do or see in South Africa. When abroad students will be taking photos of things that inspire them. Upon return they will choose their 5 favorite photos and write a narrative about each one. These narratives will be due within 3 weeks of returning to Texas A&M University. Students have fewer and fewer opportunities to get hands on research experience and studying vertebrates in an extremely diverse area such as South Africa is an outstanding opportunity.

C. COURSE PURPOSE

- Students are to produce quality scientific writing. This writing will take a variety of forms, including a literature review, an abstract, and a research summary.
- This course qualifies as writing intensive; therefore drafting, receiving feedback, and revising are integral.

D. CONCEPTS TO KNOW BEFORE TAKING THE COURSE

- Writing and Communications Skills: writingcenter.tamu.edu

E. INSTRUCTOR INFORMATION

Instructor
Name: Lee Fitzgerald, Toby Hibbitts
Phone Number: 845-5783
E-mail Address: lfitzgerald@tamu.edu, thibbitts@tamu.edu
Office Hours: by appointment
Office Location: USB 128

F. ATTENDANCE AND PARTICIPATION

All students are expected to attend all classes and turn in writing assignments on time in order to receive feedback during class.
G. MATERIALS
No textbook is required for this course. However, students are expected to research and read articles relevant to each assignment.

H. LEARNING OUTCOMES
• Communicate clearly and effectively in writing
• Demonstrate competence in use of English grammar and the language of biologists, conservationists, and natural resource professionals
• Write in a scientifically correct manner, including citations
• First-hand experience of a wide range of ecological, economic, and social factors affecting the effectiveness of nature-based tourism as a conservation tool in South Africa
• Experience in vertebrate natural history in a developing country
• Conduct research project in novel environments while taking into account the different approaches of management in private and public game reserves.

I. GRADING POLICIES

<table>
<thead>
<tr>
<th>Date Due</th>
<th>Assignment</th>
<th>(Total Points = 600)</th>
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</thead>
<tbody>
<tr>
<td>TBA</td>
<td>Pre-trip presentations (100 points)</td>
<td></td>
</tr>
<tr>
<td>TBA</td>
<td>Pre-trip paper (rough draft and final) (100 points)</td>
<td></td>
</tr>
<tr>
<td>TBA</td>
<td>Photo Project (100 points)</td>
<td></td>
</tr>
<tr>
<td>TBA</td>
<td>Photo project paper (rough draft and final) (100 points)</td>
<td></td>
</tr>
<tr>
<td>TBA</td>
<td>Journal (100 points)</td>
<td></td>
</tr>
<tr>
<td>TBA</td>
<td>Class participation (100 points)</td>
<td></td>
</tr>
</tbody>
</table>

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

J. ASSIGNMENTS
Each writing assignment will be graded in two parts. First a rough draft will be due and a class professor will review and make suggestions for changes. This will then be returned to the student and they will have another week to submit the final paper along with a cover letter stating how the student incorporated the suggestions from the professor. Each writing assignment will be a minimum of 1000 words.

K. CALENDAR OF TOPICS AND IMPORTANT DATES
Week 1  TBA
Introduction to potential independent project topics and description of the independent project assignment

Week 2  TBA
Selection of independent project and discussion

Week 3  TBA
Discussion of progress on the project and hints for research into the subject

Week 4  TBA
In class presentations of independent projects

Week 5  TBA
In class presentations of independent projects and rough draft of paper due

Week 6  TBA
Return of rough draft with corrections

Week 7 TBA
Final draft of independent project due

Week 8 TBA
Winter Break

Week 9 TBA
Winter Break

Week 10 TBA
Week one of South Africa Study Abroad

Week 11 TBA
Week two of South Africa Study Abroad

Week 12 TBA
Week three of South Africa Study Abroad

Week 13 TBA
Rough draft of Narratives on 5 favorite photos

Week 14 TBA
Final draft on Narratives of 5 favorite photos

L. SPECIAL PROVISIONS

1. 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 Disability Services, located in the Disability Services Building at White Creek on west campus or call 979-845-1637. For more information, visit http://disability.tamu.edu.

2. 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. 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
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.

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.

3. 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.

4. 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.

5. Copyright
Instructor 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.

6. 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.